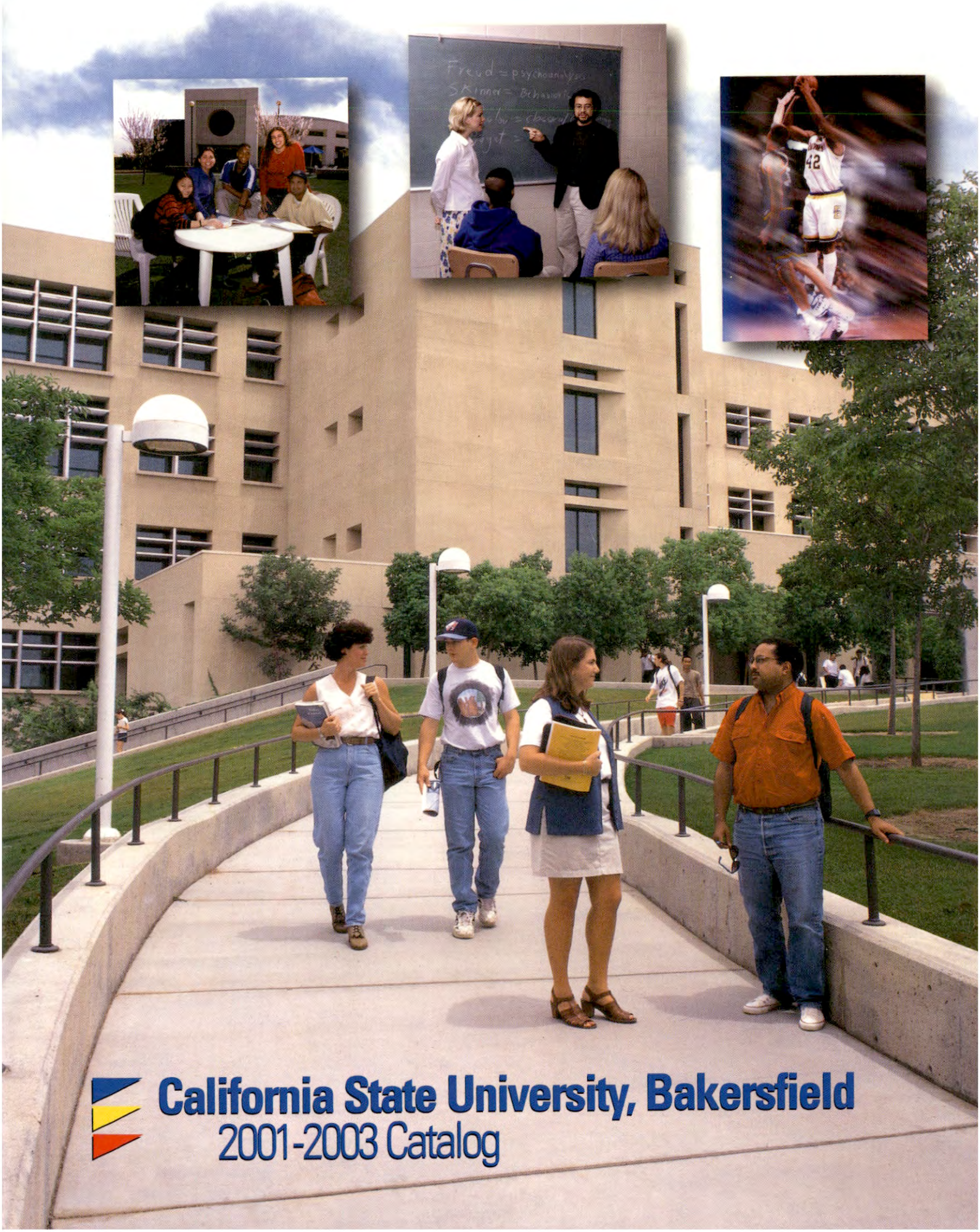


California State University, Bakersfield

2001-2003 Catalog

Letter from the President . . .

As president of California State University, Bakersfield I am pleased to extend a warm welcome to our campus. I invite you to visit our campus through the pages of this general catalog, and hope that you can visit us in person. Our students, faculty, alumni, and staff stand ready to show you why we think CSUB is a unique and special place.

We are very proud of our campus and of all the many important and positive activities that take place here. But what we are most proud of is the caliber and nature of our student body. At CSUB, we know that students are the heart and soul of the university community. Our students have an outstanding achievement record, best understood by the impressive rate by which they are admitted to top graduate programs across the nation. Particularly noteworthy, is their acceptance into first-rate doctoral programs and into medical and law schools.

We pride ourselves on having faculty who care and who are dedicated to serving students . . . to helping every one of our students succeed. We provide a broad array of support services, including counseling, individual academic advising and tutoring, and financial aid services. We offer an Honors Program, that provides specialized academic opportunities for high achieving students, as well as a wide-range of tutorial support services for all students. And importantly, we are strongly committed to ensuring the best possible collegiate experience for every one of our students.

Part of that commitment is preparing our students for successful careers after they graduate. CSUB graduates are the driving force in our service region. They help run cities and county governments, and hold office in the state Legislature; serve in important positions in business; and have key roles in the oil and agriculture industries. They teach the children of this great valley region in area school districts, and provide nursing and health care in our hospitals. Their success and the continuing economic growth of our region are testimonials to the quality education they receive at CSUB. Whatever may be your particular objectives, CSUB can provide the excellent foundation that you need to launch your career.

It is also a testimonial to CSUB's commitment to the community. We are one of the fastest growing regions of the state, and know that this University must be proactive, adaptable and committed to finding solutions to regional problems. We are making courses available on the Internet and through instructional television, and are expanding our offerings to many of the surrounding small towns . . . working to bring educational opportunities to the entire region we serve and beyond.

As we enter the new millennium, I invite you to join us. I am confident that at CSUB you will find an exceptionally rewarding collegiate experience . . . one led by faculty and staff who are genuinely committed to the students that we serve.

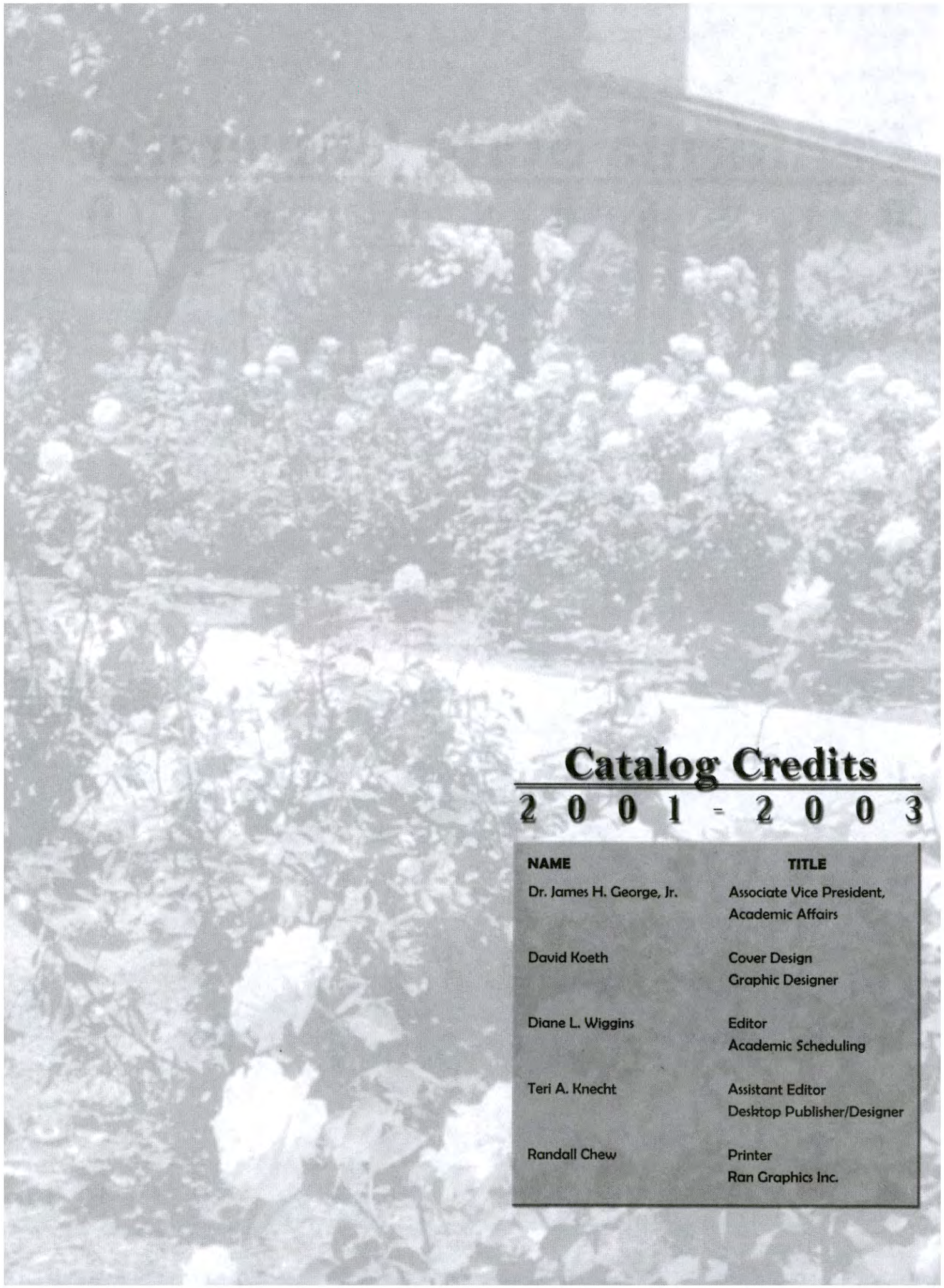
Please accept my warmest personal regards, and I look forward to welcoming you personally to the CSUB family.

Tomás A. Arciniega

Tomás A. Arciniega, President
California State University, Bakersfield

California State University
BAKERSFIELD

2001-2003 catalog



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2001 - 2003

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ACADEMIC CALENDAR 2001

Summer Quarter, 2001

May 02 - 09	**Registration** for Continuing Students (for Summer Quarter)
May 07 - 18	**Academic Advising** for Continuing Students (for Fall Quarter)
May 12	**Orientation** and Advising for All Students (for Fall Quarter)
May 14–Aug 15	**Registration** for Continuing Students (for Fall Quarter)
June 04	**Fees Due** (for Summer Quarter)
June 09	**Orientation** and Advising for Antelope Valley Students (for Summer Quarter)
June 11	**Late Registration** Begins (for Summer Quarter) ($25 fee)
June 25	**Orientation** and Registration for New Students (for Summer Quarter)
June 25	**ALL SUMMER FACULTY DUE ON CAMPUS**
June 25	**First Day of Classes**
June 25	**Fees Due** (for Summer Quarter)
July 04	**HOLIDAY** - Independence Day – Campus Closed
July 06	Last day to **Add** classes
July 06	Last day to **change** between audit and letter grading
July 06	Last day to apply for **Summer Graduation**
July 06	Last day of **Late Registration** (for Summer Quarter) ($25 fee)
July 07	**Orientation** and Advising for All Students (for Fall Quarter)
July 09	Deadline to apply for **refundable** part of Student Services fees
July 16	**Census Day**
July 16	Last day to **change** between credit/no-credit and letter grading
July 16	Last day to **withdraw** from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the Dean or Department Chair
July 21	**Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
August 11	**Orientation** and Advising for All Students (for Fall Quarter)
August 13	Last day to **withdraw** from classes for a serious and compelling reason
See Instructor	**SOCI Week**
August 25	**Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
August 31	**Last Day of Classes**
August 31	Last day to submit completed **Master's Thesis** to Graduate Studies and Research
Sept 03	**HOLIDAY** - Labor Day – Campus Closed
omitted	**Study / Reading Day**
Sep 04 - 07	**Examination** Period (see instructor for schedule)
September 04	**Fees Due** (for Fall Quarter)
Sept 10	**Grades** Due

In addition to the Summer Quarter listed above, CSUB's Extended University offers classes during two Summer sessions. The first Extended University Summer session begins June 25, 2001 and lasts six weeks. The second Extended University Summer session begins August 06, 2001 and lasts three weeks. Call the Extended University at 664-2441 for detailed information regarding their course offerings and schedules.

Fall Quarter, 2001

May 07 - 18	**Academic Advising** for Continuing Students (for Fall Quarter)
May 12	**Orientation** and Advising for All Students (for Fall Quarter)
May 14–Aug 15	**Registration** for Continuing Students (for Fall Quarter)
July 07	**Orientation** and Advising for All Students (for Fall Quarter)
July 21	**Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
August 11	**Orientation** and Advising for All Students (for Fall Quarter)
August 25	**Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
September 03	**HOLIDAY** - Labor Day - Campus Closed
September 04	**Fees Due** (for Fall Quarter)
September 11	**ALL FACULTY DUE ON CAMPUS**
September 11	**Late Registration** Begins (for Fall Quarter) ($25 fee)
September 14	**Orientation** and Advising for All Students (for Fall Quarter)
September 14	**Registration** and Class Schedule/Administrative Adjustments
September 15	**Orientation** and Advising for Antelope Valley Students
September 17	**First Day of Classes**
September 24	Last day to **Add** classes
September 24	Last day to **change** between audit and letter grading
September 24	Last Day of **Late Registration** (for Fall Quarter) ($25 fee)
September 28	Last day to apply for **Fall Graduation**
October 01	Deadline to apply for **refundable** part of Student Services fees
October 05	**Census Day**
October 05	Last day to **change** between credit/no-credit and letter grading
October 05	Last day to **withdraw** from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the Dean or Department Chair
October 18	**Orientation** and Advising for All Students (for Winter Quarter)
Oct 22 – Nov 02	**Academic Advising** for Continuing Students (for Winter Quarter)
October 23	Campus-wide **Emergency Evacuation Day**
Oct 29 – Nov 09	**Registration** for Continuing Students (for Winter Quarter)
November 03	**Orientation** and Advising for Antelope Valley Students (for Winter Quarter)
November 05	Last day to **withdraw** from classes for a serious and compelling reason
November 12	**HOLIDAY** - Veterans Day Observed – Campus Closed
Nov 13 - 19	**SOCI Week**
Nov 22 - 23	**HOLIDAY** - Thanksgiving – Campus Closed
November 27	**Last Day of Classes**
November 27	Last day to submit completed **Master's Thesis** to Graduate Studies and Research
omitted	**Study / Reading Day**
Nov 28 - Dec 01	**Examination** Period
December 03	**Grades** Due
December 04	**Fees** Due (for Winter Quarter)

Fall Quarter Break: December 4, 2001 - January 3, 2002

ACADEMIC CALENDAR 2002

Winter Quarter, 2002

October 18	**Orientation** and Advising for All Students (for Winter Quarter)
Oct 22 - Nov 02	**Academic Advising** for Continuing Students (for Winter Quarter)
Oct 29 - Nov 09	**Registration** for Continuing Students (for Winter Quarter)
November 03	**Orientation** and Advising for Antelope Valley Students (for Winter Quarter)
December 04	**Fees Due** (for Winter Quarter)
December 17	**Late Registration** Begins (for Winter Quarter) ($25 fee)
December 21	Last Day of **Late Registration** (for Winter Quarter) ($25 fee)
January 01	**HOLIDAY** - New Year's Day – Campus Closed
January 02	**Late Registration** Begins (for Winter Quarter) ($25 fee)
January 04	**ALL FACULTY DUE ON CAMPUS**
January 04	**Orientation** and Advising for All Students (for Winter Quarter)
January 05	**Orientation** and Advising for Antelope Valley Students (for Winter Quarter)
January 07	**First Day of Classes**
January 14	Last day to **Add** classes
January 14	Last day to **change** between audit and letter grading
January 14	Last Day of **Late Registration** (for Winter Quarter) ($25 fee)
January 18	Last day to apply for **Winter Graduation**
January 21	**HOLIDAY** - Martin Luther King Day – Campus Closed
January 22	Deadline to apply for **refundable** part of Student Services fees
January 28	**Census Day**
January 28	Last day to **change** between credit/no-credit and letter grading
January 28	Last day to **withdraw** from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
omitted	Campus-wide **Emergency Evacuation Day**
Feb 04 - 15	**Academic Advising** for Continuing Students (for Spring Quarter)
Feb 11 - 22	**Registration** for Continuing Students (for Spring Quarter)
February 18	**Washington's Birthday** - Regular Classes Scheduled
February 25	Last day to **withdraw** from classes for a serious and compelling reason
Feb 25 - Mar 01	**SOCI Week**
March 11	**Fees Due** (for Spring Quarter)
March 16	**Orientation** and Advising for Antelope Valley Students (for Spring Quarter)
March 18	**Last Day of Classes**
March 18	Last day to submit completed **Master's Thesis** to Graduate Studies and Research
March 19	**Study / Reading Day**
Mar 20 - 23	**Examination** Period
March 25	**Grades** Due
March 25	**Late Registration** Begins (for Spring Quarter) ($25 fee)

Spring Break: March 26 – April 1, 2002

Spring Quarter, 2002

Feb 04 - 15	**Academic Advising** for Continuing Students (for Spring Quarter)
Feb 11 - 22	**Registration** for Continuing Students (for Spring Quarter)
March 11	**Fees Due** (for Spring Quarter)
March 16	**Orientation** and Advising for Antelope Valley Students (for Spring Quarter)
March 25	**Late Registration** Begins (for Spring Quarter) ($25 fee)
March 29	**Orientation** and Advising for All Students (for Spring Quarter)
April 01	**HOLIDAY** - Cesar Chavez Day Observed – Campus Closed
April 02	**ALL FACULTY DUE ON CAMPUS**
April 02	**First Day of Classes**
April 06	**Transfer Day** Orientation
April 09	Last day to **Add** classes
April 09	Last day to **change** between audit and letter grading
April 09	Last Day of **Late Registration** (for Spring Quarter) ($25 fee)
April 12	Last day to apply for **June Commencement**
April 16	Deadline to apply for **refundable** part of Student Services fees
April 22	**Census Day**
April 22	Last day to **change** between credit/no-credit and letter grading
April 22	Last day to **withdraw** from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
April 27	**Freshman Day** Orientation
May 06 - 10	**Registration** for Continuing Students (for Summer Quarter)
May 06 - 17	**Academic Advising** for Continuing Students (for Fall Quarter)
May 08	Campus-wide **Emergency Evacuation Day**
May 11	**Orientation** and Advising for All Students (for Fall Quarter)
May 13– Aug 15	**Registration** for Continuing Students (for Fall Quarter)
May 20	Last day to **withdraw** from classes for a serious and compelling reason
May 27	**HOLIDAY** - Memorial Day – Campus Closed
May 28–Jun 03	**SOCI Week**
June 03	**Fees Due** (for Summer Quarter)
June 08	**Orientation** and Advising for Antelope Valley Students (for Summer Quarter)
June 10	**Last Day of Classes**
June 10	Last day for completion of work by **Master's Candidates** to graduate in June
June 10	Last day to submit completed **Master's Thesis** to Graduate Studies and Research
June 10	**Late Registration** Begins (for Summer Quarter) ($25 fee)
omitted	**Study / Reading Day**
Jun 11 - 14	**Examination** Period
Jun 14 - 15	**Commencement**
June 17	**Grades** Due

ACADEMIC CALENDAR 2002

Summer Quarter, 2002

May 06 - 10	**Registration** for Continuing Students (for Summer Quarter)
May 06 - 17	**Academic Advising** for Continuing Students (for Fall Quarter)
May 11	**Orientation** and Advising for All Students (for Fall Quarter)
May 13 - Aug 15	**Registration** for Continuing Students (for Fall Quarter)
June 03	**Fees Due** (for Summer Quarter)
June 08	**Orientation** and Advising for Antelope Valley Students (for Summer Quarter)
June 10	**Late Registration** Begins (for Summer Quarter) ($25 fee)
June 24	**Fees Due** (for Summer Quarter)
June 24	**Orientation** and Registration for New Students (for Summer Quarter)
June 24	**ALL SUMMER FACULTY DUE ON CAMPUS**
June 24	**First Day of Classes**
July 04	**HOLIDAY** - Independence Day – Campus Closed
July 05	Last day to **Add** classes
July 05	Last day to **change** between audit and letter grading
July 05	Last day to apply for **Summer Graduation**
July 05	Last day of **Late Registration** (for Summer Quarter) ($25 fee)
July 08	Deadline to apply for **refundable** part of Student Services fees
July 13	**Orientation** and Advising for All Students (for Fall Quarter)
July 15	Census Day
July 15	Last day to **change** between credit/no-credit and letter grading
July 15	Last day to **withdraw** from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the Dean or Department Chair
July 20	**Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
August 10	**Orientation** and Advising for All Students (for Fall Quarter)
August 12	Last day to **withdraw** from classes for a serious and compelling reason
See Instructor	**SOCI Week**
August 24	**Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
August 30	**Last Day of Classes**
August 30	Last Day to Submit **Master's Thesis** to GS&R
Sept 02	**HOLIDAY** - Labor Day – Campus Closed
omitted	**Study/Reading Day**
Sep 03 - 06	**Examination** Period (see instructor for schedule)
September 03	**Fees Due** (for Fall Quarter)
Sept 09	**Grades** Due

Fall Quarter, 2002

May 06 - 17	**Academic Advising** for Continuing Students (for Fall Quarter)
May 11	**Orientation** and Advising for All Students (for Fall Quarter)
May 13–Aug 15	**Registration** for Continuing Students (for Fall Quarter)
July 13	**Orientation** and Advising for All Students (for Fall Quarter)
July 20	**Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
August 10	**Orientation** and Advising for All Students (for Fall Quarter)
August 24	**Orientation** and Advising for Antelope Valley Students (for Fall Quarter)
September 02	**HOLIDAY** - Labor Day - Campus Closed
September 03	Fees Due (for Fall Quarter)
September 16	**ALL FACULTY DUE ON CAMPUS**
September 16	**Late Registration** Begins (for Fall Quarter) ($25 fee)
September 20	**Orientation** and Advising for All Students (for Fall Quarter)
September 20	**Registration** and Class Schedule/Administrative Adjustments
September 21	**Orientation** and Advising for Antelope Valley Students
September 23	**First Day of Classes**
September 30	Last day to **Add** classes
September 30	Last day to **change** between audit and letter grading
September 30	Last Day of **Late Registration** (for Fall Quarter) ($25 fee)
October 04	Last day to apply for **Fall Graduation**
October 07	Deadline to apply for **refundable** part of Student Services fees
October 11	Census Day
October 11	Last day to **change** between credit/no-credit and letter grading
October 11	Last day to **withdraw** from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the Dean or Department Chair
Oct 28–Nov 08	Academic Advising for Continuing Students (for Winter Quarter)
October 29	Campus-wide **Emergency Evacuation** Day
October 31	**Orientation** and Advising for All Students (for Winter Quarter)
November 02	**Orientation** and Advising for Antelope Valley Students (for Winter Quarter)
Nov 04 - 15	**Registration** for Continuing Students (for Winter Quarter)
November 11	**HOLIDAY** - Veterans Day – Campus Closed
November 12	Last day to **withdraw** from classes for a serious and compelling reason
Nov 18 - 22	**SOCI Week**
Nov 28 - 29	**HOLIDAY** - Thanksgiving – Campus Closed
December 03	**Last Day of Classes**
December 03	Last day to submit completed **Master's Thesis** to Graduate Studies and Research
omitted	**Study / Reading Day**
Dec 04 - 07	**Examination** Period
December 04	**Fees Due** (for Winter Quarter)
December 09	**Grades** Due

Fall Quarter Break: December 10, 2002 - January 2, 2003

ACADEMIC CALENDAR 2003

Winter Quarter, 2003

Oct 28–Nov 08	**Academic Advising** for Continuing Students (for Winter Quarter)
October 31	**Orientation** and Advising for All Students (for Winter Quarter)
November 02	**Orientation** and Advising for Antelope Valley Students (for Winter Quarter)
Nov 04 - 15	**Registration** for Continuing Students (for Winter Quarter)
December 04	**Fees Due** (for Winter Quarter)
December 16	**Late Registration** Begins (for Winter Quarter) ($25 fee)
December 20	Last Day of **Late Registration** (for Winter Quarter) ($25 fee)
January 01	**HOLIDAY** - New Year's Day – Campus Closed
January 02	Late **Registration** Begins (for Winter Quarter) ($25 fee)
January 03	**ALL FACULTY DUE ON CAMPUS**
January 03	**Orientation** and Advising for All Students (for Winter Quarter)
January 04	**Orientation** and Advising for Antelope Valley Students (for Winter Quarter)
January 06	**First Day of Classes**
January 13	Last day to **Add** classes
January 13	Last day to **change** between audit and letter grading
January 13	Last Day of **Late Registration** (for Winter Quarter) ($25 fee)
January 17	Last day to apply for **Winter Graduation**
January 20	**HOLIDAY** - Martin Luther King Day – Campus Closed
January 21	Deadline to apply for **refundable** part of Student Services fees
January 27	**Census Day**
January 27	Last day to **change** between credit/no-credit and letter grading
January 27	Last day to **withdraw** from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
omitted	Campus-wide Emergency Evacuation Day
Feb 03 - 14	**Academic Advising** for Continuing Students (for Spring Quarter)
Feb 10 - 21	**Registration** for Continuing Students (for Spring Quarter)
February 17	Washington's Birthday - **Regular Classes Scheduled**
February 24	Last day to **withdraw** from classes for a serious and compelling reason
Feb 24 - 28	**SOCI Week**
March 10	**Fees Due** (for Spring Quarter)
March 15	**Orientation** and Advising for Antelope Valley Students (for Spring Quarter)
March 17	**Last Day of Classes**
March 17	Last day to submit completed **Master's Thesis** to Graduate Studies and Research
March 18	**Study / Reading Day**
Mar 19 - 22	**Examination** Period
March 24	**Grades** Due
March 24	**Late Registration** Begins (for Spring Quarter) ($25 fee)

Spring Break: March 25 – March 31, 2003

Spring Quarter, 2003

Feb 03 - 14	**Academic Advising** for Continuing Students (for Spring Quarter)
Feb 10 - 21	**Registration** for Continuing Students (for Spring Quarter)
March 10	**Fees Due** (for Spring Quarter)
March 15	**Orientation** and Advising for Antelope Valley Students (for Spring Quarter)
March 24	**Late Registration** Begins (for Spring Quarter) ($25 fee)
March 28	**Orientation** and Advising for All Students (for Spring Quarter)
March 31	**HOLIDAY** - Cesar Chavez Day – Campus Closed
April 01	**ALL FACULTY DUE ON CAMPUS**
April 01	**First Day of Classes**
April 05	Transfer Day **Orientation**
April 08	Last day to **Add** classes
April 08	Last day to **change** between audit and letter grading
April 08	Last Day of **Late Registration** (for Spring Quarter) ($25 fee)
April 11	Last day to apply for **June Commencement**
April 15	Deadline to apply for refundable part of Student Services fees
April 21	**Census Day**
April 21	Last day to **change** between credit/no-credit and letter grading
April 21	Last day to **withdraw** from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
April 26	Freshman Day **Orientation**
May 05 - 09	**Registration** for Continuing Students (for Summer Quarter)
May 05 - 16	**Academic Advising** for Continuing Students (for Fall Quarter)
May 07	Campus-wide **Emergency Evacuation** Day
May 10	**Orientation** and Advising for All Students (for Fall Quarter)
May 12–Aug 15	**Registration** for Continuing Students (for Fall Quarter)
May 19	Last day to **withdraw** from classes for a serious and compelling reason
May 26	**HOLIDAY** - Memorial Day – Campus Closed
May 27–Jun 02	**SOCI Week**
June 02	**Fees Due** (for Summer Quarter)
June 07	**Orientation** and Advising for Antelope Valley Students (for Summer Quarter)
June 09	**Last Day of Classes**
June 09	Last day for completion of work by **Master's Candidates** to graduate in June
June 09	Last day to submit completed **Master's Thesis** to Graduate Studies and Research
June 09	**Late Registration** Begins (for Summer Quarter) ($25 fee)
omitted	**Study / Reading Day**
Jun 10 - 13	**Examination** Period
Jun 13 - 14	**Commencement**
June 16	**Grades** Due

THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR

Approved by the Academic Senate on 4/12/01.

THE CALIFORNIA STATE UNIVERSITY

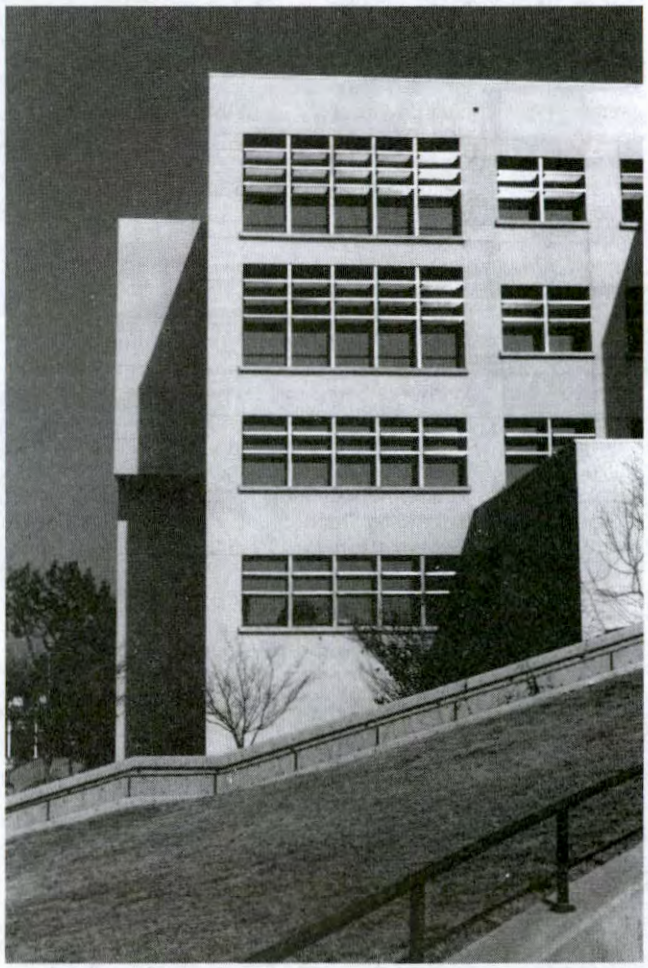
The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became The California State University and Colleges, and in 1982 the system became The California State University. Today the campuses of the CSU include comprehensive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

The oldest campus, San Jose State University, was founded in 1857 and became the first institution of public higher education in California. The most recently opened campus-California State University, Monterey Bay, began admitting students in the fall of 1995. A new site has been conveyed and a 23rd campus, CSU Channel Islands, is being formally established in Ventura County with plans to open in 2002.

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

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

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



The CSU offers more than 1,600 bachelor's and master's degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

Enrollments in fall 1999 totaled 359,719 students, who were taught by over 20,600 faculty. The system awards more than half of the bachelor's degrees and 30 percent of the master's degrees granted in California. Some 1.94 million persons have graduated from CSU campuses since 1960.

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
FAST FACTS

- The School of Arts and Sciences at California State University, Bakersfield has been reorganized as two schools in anticipation of a new engineering degree program. President Tomas A. Arciniega announced that the new schools will be named the School of Humanities and Social Sciences and the School of Natural Sciences, Mathematics and Engineering.

  The School of Humanities and Social Sciences is comprised of the art, communications, criminal justice, economics, English, history, liberal studies, modern languages and literature, performing arts, philosophy and religious studies, political science, psychology, social work, and the sociology and anthropology departments.

  The School of Natural Sciences, Mathematics and Engineering is comprised of the biology, chemistry, computer science, mathematics, nursing, and the physics and geology departments. An engineering department is expected to be added within two to three years.

- Longtime philosophy professor, Jacquelyn Ann Kegley, was selected as one of five recipients of the 2000 Wang Family Excellence Award given each year to recognize outstanding teaching in the CSU. This is the second year that the awards have been given and the second year that a CSUB professor has won one of the awards. English professor Michael Flachmann won in 1999.

  "The awards honor faculty who have made remarkable contributions to students, the advancement of their respective campuses, and to the CSU," Wang said in announcing the awards. "It gives me great pleasure to honor these outstanding faculty."

- Veteran California State University, Bakersfield faculty member, Jacquelyn Kegley, was recently elected chair of the Academic Senate of The California State University. As chair of the statewide Academic Senate, Kegley will lead faculty of the 23 campuses of the CSU.

  Kegley has taught philosophy at CSUB since 1973. She chaired the Academic Senate at CSUB, was named Trustees' Outstanding Faculty, and recently earned the Wang Family Excellence in Teaching Award.

- Two California State University, Bakersfield students earned plaudits at the 14th annual statewide student research competition sponsored by The California State University.

  Dustine Rojas-Kraft won first place in the graduate division, behavioral and social sciences, and Ruth Veinote earned a second place in the undergraduate division, biological and agricultural sciences. Rojas-Kraft investigated the acculturation pressures that Mexican-American women face from Mexican culture and American society; Luis Vega was faculty mentor. Veinote presented her research into a key enzyme activity of common horehound; Roy LaFever was faculty mentor.

  Other original research was presented by the following CSUB students:
  - Jason Anthony studied risk assessment and remediation of contaminated soil and groundwater.
  - Kaye Lynn Falconer examined contrasting definitions of modern depression and melancholy in the 18th century.
  - Gale Grasse studied cave art in the San Emigdio Mountains. She examined local rock art that appears to illustrate solar alignments.
  - Victoria Harvey studied social status in a prehistoric community in the Mojave Desert. She examined burial goods and artifacts to determine differences in status and rank in the community.
  - Misty Hendricks examined the physiology of exercise, specifically how certain muscle adaptation occurs.
  - Christopher Hinton presented quantum mechanical calculations to show the difference between C-H bond dissociation enthalpies in methane, ethane, and toluene.
  - Irma Morales Waugh examined some of the obstacles, including domestic violence, that women face that make permanent employment difficult.

- The Western Association of Schools and Colleges has reaccredited California State University, Bakersfield for another 10 years. The reaccreditation was the culmination of an innovative two-year self-study that CSUB conducted and a campus visit on October 11-14, 1999, by an accrediting team.

  "The commission commends the university for its development of an innovative self study that enabled it to reflect on the ways in which it is using assess-

ment and technology to enhance student learning," the commission's report cited. "The self study builds upon the idea of CSU, Bakersfield as a student learning centered university. The commission applauds the university for its vision and for the development of that vision."

- Written, produced, and directed by California State University, Bakersfield communications professor Elizabeth Jackson, *Surviving Abyssinia* was named best documentary at the Hollywood Black Film Festival 2000. The film documents her two years living in Ethiopia.

  Jackson spent two years in Addis Ababa, teaching English, developing programs for the Ethiopian Educational Media Agency, and producing English radio programs. Her visit was sponsored by Teachers for Africa, a program of the International Foundation for Education and Self Help.

  More than 200 films were entered from around the world and the judges narrowed the competition to 10 feature films, 27 short films, five student films, and six documentaries. Jackson has taught communications at CSUB since 1989.

- With a gift of $100,000, Virginia Church established an endowment that will benefit students at California State University, Bakersfield for years to come — and her generous gift will ensure her husband's enduring legacy, the California Well Sample Repository.

  Victor Church was instrumental in establishing the repository in 1976 and served as a director from its founding. The repository serves as a geologic library of drilling cores from oil wells in major California oil producing formations, many of them in Kern County. Scholars and investigators visit the repository and use the archives, both for scholarly research and industrial purposes. Our undergraduates use it as a resource for geology classes.

- Greg Bruce was named the CSUB's first-ever women's basketball coach. Bruce has coached at the University of Northern Colorado for the past three seasons, where he led the Bears to a 20-9 record and an NCAA regional semifinal appearance this season. For his efforts, he was named the North Central Conference coach of the year.

  Bruce brings 257 career wins and seven NCAA Division II tournament appearances to a Roadrunner athletics program steeped in victories with a heritage of NCAA postseason success that includes 26 NCAA team championships.

- The tenth annual Student Research Competition was held at California State University, Bakersfield. Winners were Jason Anthony, Victoria Harvey, Gale Grasse, and Misty Hendricks.

  Anthony earned first prize with his research into risk assessment and remediation of contaminated soil and groundwater. Harvey studied social status in a prehistoric community in the Mojave Desert. She examined burial goods and artifacts to determine differences in status and rank in the community. Grasse and Hendricks shared third prize. Grasse studied cave art in the San Emigdio Mountains. She examined local rock art that appears to illustrate solar alignments. Hendricks examined the physiology of exercise, specifically how certain muscle adaptation occurs.

  Other original research was presented by the following CSUB students:
  - Kaye Lynn Falconer examined contrasting definitions of modern depression and melancholy in the 18th century.
  - Christopher Hinton presented quantum mechanical calculations to show the difference between C-H bond dissociation enthalpies in methane, ethane, and toluene.
  - Dustine Rojas-Kraft investigated the acculturation pressures that Mexican-American women face from Mexican culture and American society.
  - Ruth Veinote presented her research into a key enzyme activity of common horehound.

- Irma Morales Waugh examined some of the obstacles, including domestic violence, that women face that make permanent employment difficult.

- The rapid, dramatic developments in telecommunications technology have had significant impact upon our distant learning program, which has been critical to our efforts to serve the more remote communities or our service region.

  The Computing/Telecommunications Center plays an essential role in our academic and instructional programs. Using technology in the classroom and to support instruction and learning are integral to the curriculum. Computer technology and telecommunications are integral to the administrative function of the university as well. The relocation of the Computing/Telecommunications Center will enable the campus to have the infrastructure to provide state of the art technology to meet the needs of today and the future. This project will enhance the Telecommunications Infrastructure Project and facilitate better access to technology throughout our campus community.

  As a campus that is continuing to grow in enrollment, we recently reorganized the School of Arts and Sciences into the School of Humanities and Social Sciences and the School of Natural Sciences, Mathematics and Engineering, to provide better service to our region. We are committed to developing a first class engineering program. We are responding to a widely recognized regional need to prepare and provide professional engineers as we grow from an economy based upon agriculture and petroleum to a more diversified economy that will depend on rapidly developing technology and telecommunications.

  Our future capital projects include an Engineering Building to house our engineering program. A decades long effort to develop an engineering degree program at Bakersfield is coming to fruition. The general engineering program will enroll its first students next year and by 2005, we will award our first degrees in engineering, with full accreditation sought by 2007. The renovation of Science I and II will address the functional obsolescence of these two buildings, consolidate related functions and reconfigure space to meet instructional needs as we await construction of a new facility dedicated to the engineering program.

- We broke ground for the new CSUB Business Development Center, which will include the School of Business and Public Administration, the Extended University and the Leadership Development Center. The building for the School of Business and Public Administration will be the largest of the four buildings forming the Business Development Center, providing much needed classroom space in addition to faculty offices. A focal point of the CSUB Business Center is construction of a privately funded Leadership Development Center. The Center will be used by business groups for training and to augment the learning experiences of their employees. Private funds will be used to enhance the building in areas where state funds are unavailable, and for the construction of the Leadership Development Center.

  Our newly designed bookstore is complete and is adjacent to the existing Student Union. This project provides a 10,500-asf building. The old bookstore vacated a wing of the cafeteria building, releasing additional space for grant funded activities. The Cal State Bakersfield Foundation has provided the funding for this project.

- Gregory D. Bynum, Virginia Church and Helen Hawk Windes were presented the President's Medal, given each year by California State University, Bakersfield. The award is presented to individuals who have given exceptional service to the university.

  Mrs. Church gave $100,000 for an endowment fund to support the California Well Sample Repository on the CSUB campus. Mrs. Windes gave $1 million to the university honors program, the largest gift to a CSUB academic program in the university's history. A CSUB alumnus, Bynum chairs the $11 million Cornerstone Campaign. He is a director of the Cal State Bakersfield Foundation. He served on the President's Advisory Council, Alumni Association Board of Directors, and currently is a director of the Roadrunner Club.

A world of information is just a mouse click away.

Check out the website for the entire California State University: **www.csumentor.csu.** You will find helpful hints, frequently asked questions, campus tours, and general information about all 23 campuses.

1 **California State University, Bakersfield**
9001 Stockdale Highway, Bakersfield, CA 93311-1099
(661) 664-2011 • www.csub.edu

2 **California State University, Channel Islands**
One University Drive, Camarillo, CA 93012
(805) 437-8424 • www.csuci.edu

3 **California State University, Chico**
400 West First Street, Chico, CA 95929-0150
(530) 898-6116 • www.csuchico.edu

4 **California State University, Dominguez Hills**
1000 East Victoria Street, Carson, CA 90747-0005
(310) 243-3300 • www.csudh.edu

5 **California State University, Fresno**
5241 North Maple Avenue, Fresno, CA 93740
(559) 278-4240 • www.csufresno.edu

6 **California State University, Fullerton**
800 N. State College Boulevard, Fullerton, CA 92834-9480
(714) 278-2011 • www.fullerton.edu

7 **California State University, Hayward**
25800 Carlos Bee Boulevard, Hayward, CA 94542
(510) 885-3000 • www.csuhayward.edu

8 **Humboldt State University**
1 Harpst Street, Arcata, CA 95521-8299
(707) 826-33011 • www.humbolt.edu

9 **California State University, Long Beach**
1250 Bellflower Boulevard, Long Beach, CA 90840-0115
(562) 985-4111 • www.csulb.edu

10 **California State University, Los Angeles**
5151 State University Drive, Los Angeles, CA 90032
(323) 343-3000 • www.calstatela.edu

11 **California Maritime Academy**
200 Maritime Academy Drive, Vallejo, CA 94590
(707) 654-1000 • www.csum.edu

12 **California State University, Monterey Bay**
100 Campus Center, Seaside, CA 93955-8001
(831) 582-3330 • www.monterey.edu

13 **California State University, Northridge**
18111 Nordhoff Street, Northridge, CA 91330
(818) 677-2100 • www.csun.edu

14 **California State Polytechnic University, Pomona**
3801 W. Temple Avenue, Pomona, CA 91768
(909) 869-7659 • www.csupomona.edu

15 **California State University, Sacramento**
6000 J Street, Sacramento, CA 95819
(916) 278-6011 • www.csus.edu

16 **California State University, San Bernardino**
5500 University Parkway, San Bernardino, CA 92407-2397
(909) 880-5000 • www.csusb.edu

17 **San Diego State University**
5500 Campanile Drive, San Diego, CA 92182
(619) 594-5200 • www.sdsu.edu

18 **San Francisco State University**
1600 Holloway Avenue, San Francisco, CA 94132
(415) 338-1111 • www.sfsu.edu

19 **San Jose State University**
One Washington Square, San Jose, CA 95192-0001
(408) 924-1000 • www.sjsu.edu

20 **California Polytechnic State University, San Luis Obispo**
San Luis Obispo, CA 93407
(805) 756-1111 • www.calpoly.edu

21 **California State University, San Marcos**
333 S. Twin Oaks Valley Road, San Marcos, CA 92096-0001
(760) 750-4000 • www.csusm.edu

22 **Sonoma State University**
1801 East Cotati Avenue, Rohnert Park, CA 94928-3609
(707) 664-2880 • www.sonoma.edu

23 **California State University, Stanislaus**
801 West Monte Vista Avenue, Turlock, CA 95382-0299
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AVERAGE ANNUAL COST OF EDUCATION AND SOURCES OF FUNDS PER FULL-TIME EQUIVALENT STUDENT

The 23 campuses and the Chancellor's Office of The California State University are financed primarily through funding provided by the taxpayers of California. The total state appropriation to the CSU for 2000/2001 (not including capital outlay funding in the amount of $260,033,000) is $2,252,941,000. However, the total cost of education for CSU is $3,015,710,000 which must provide support for a projected 279,403 full-time equivalent students (FTES). The number of full-time equivalent students is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The total cost of education in the CSU is defined as the expenditures for current operations, including payments made to the students in the form of financial aid, and all fully reimbursed programs contained in state appropriations, but excluding capital outlay appropriations and lottery funds. The average cost of education is determined by dividing the total cost by the total FTES. The average cost is further differentiated into three categories: State Support (the state appropriation, excluding capital outlay), Student Fee Support, and Support from Other Sources (including federal funds).

Thus, excluding costs that relate to capital outlay, the average cost of education per FTE student is $10,793. Of this amount, the average student fee support per FTE student is $1,831. (The State University Fee, application fee, and student body fees are included in the average costs paid by the students; individual students may pay less or more than $1,831, depending on whether they are part-time, full-time, resident, or nonresident students.)

2000/2001	Amount	Average Cost per FTE Student	%
Total Cost of Education*	$3,015,710,000	$10,793	100.0
- State Appropriation**	2,252,941,000	8,063	75
- Student Fee Support	594,217,000	2,127	20
- Reimbursement Sources	168,552,000	603	5

Detail:

Total State Support $2,252,941,000

Total Support $3,015,710,000

(including State General Fund appropriation, student fee support, and support from other sources)

* Based on final campus budget submissions subsequent to the passage of the Budget Act. Totals may differ slightly from other CSU published amounts.

** Includes mandatory cost increase of $18.4 million; 3% increase in enrollment of $52.5 million; 3.8% general compensation pool increase of $89.4 million; technology access, training, and support services of $10 million; plant maintenance increase of $12 million; student assistance and faculty alliance outreach programs of $14.4 million; and campus-specific applied research, educational, and state requested investments of $16.8 million.

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CAMPUS INFORMATION

It is especially fitting that California State University, Bakersfield the 19th member institution of The California State University, was created out of the Donahoe Higher Education Act of 1960. A staunch advocate and friend of public education, Dorothy Donahoe represented the residents of Bakersfield and Kern County in the California State Assembly for many years. During that same period, community leaders from Bakersfield and throughout Kern County sought to bring higher education to the area. That community-wide grassroots effort bore fruit in 1970.

The university's growth has kept pace with the community, as Bakersfield has become one of the fastest growing metropolitan areas in the state. Thus, its role as the only four-year institution within a 100-mile radius becomes even more significant as it extends higher education opportunities to this increasingly important economic and social center.

The university is committed to the goals of a liberal education—to promote the individual intellectual and personal growth of its students and to contribute to the community by developing in its students a sense of civic purpose and service.

California State University, Bakersfield strives for excellence in its four academic schools—Education, Business and Public Administration, Humanities and Social Sciences, and Natural Sciences, Mathematics and Engineering—which share in a common general education program which emphasizes development of intellectual skills and a liberal arts foundation.

At the core of the university's academic structure, the School of Education prepares teachers and provides state credential and post-baccalaureate programs for educators in its service area. The School of Business and Public Administration provides management training for students preparing to enter organizations in both the private and public sectors. The School of Humanities and Social Sciences offers general education and majors programs in all but a few of the traditional disciplines. The School of Natural Sciences, Mathematics and Engineering.

California State University, Bakersfield is distinguished by an outstanding faculty and excellent academic programs and by the extraordinary accessibility of the faculty to students. Small classes and close interaction between students and faculty enhance the learning environment and experience for all of our students. More than 90 percent of the tenured faculty hold doctorate degrees in their fields of study.

The university is located on a 375 acre site that was donated from the private sector, a remarkable demonstration of the community's commitment to and support for the institution. The campus is an oasis on the growing western edge of metropolitan Bakersfield, comprised of 30 buildings, providing classroom, laboratory, administrative and technical support facilities.

Approximately 6,500 students, undergraduate and graduate, are served by a faculty of nearly 300. The university operates on a three course, three-term academic plan, under which the typical student program consists of three courses of five quarter units each during a quarter. The academic calendar consists of three 10-week quarters, extending from September to June, and two summer sessions.

Accreditation and Memberships – The university is committed to the goals of a liberal education – to promote the individual intellectual and personal growth of its students and to contribute to the community by developing in its students a sense of civic purpose and service.

The university is fully approved as a four-year, degree-granting institution by the Western Association of Schools and Colleges. The Teacher Preparation Program is accredited by the California Commission on Teacher Credentialing and the National Council for the Accreditation of Teacher Education. The Nursing Program is accredited by the California Board of Nursing Education and Nursing Registration and the National League for Nursing. The undergraduate and graduate programs in Business Administration are accredited by the American Assembly of Collegiate Schools of Business. The Master of Public Administration and the Master of Science in Administration, Health Care Management are accredited by the National Association of Schools of Public Affairs and Administration. The Chemistry Program is approved by the Committee of Professional Training of the American Chemical Society.

The university is a member of the American Council on Education, American Association of Colleges, American Association of State Colleges and Universities, Council of Colleges of Arts and Sciences, Institute of International Education— West Coast Region, National University Extension Association, American Association of Allied Health Professions, National Student Exchange Program, College Entrance Examination Board, College Placement Council, Assembly of Cooperative Assessment of Experiential Learning, National Association of Schools of Public Affairs and Administration, National Collegiate Athletic Association, California Collegiate Athletic Association, California Council on

Education of Teachers, Western Association of Art Museums, Western Association of Graduate Schools, Western Association of Summer Sessions, and the Greater Bakersfield Chamber of Commerce.

Graduates of the university are eligible for membership in American Association of University Women.

The university is affiliated with many national academic honor societies. The university offers membership in a chapter of Alpha Chi, a honorary society, recognizing academic achievement. The School of Humanities and Social Sciences has established active chapters of Phi Alpha Theta the international history honor society and Sigma Delta Pi the national Spanish honorary society. The School of Natural Sciences, Mathematics and Engineering has established a chapter in the Society of Sigma Xi the national honorary in the sciences. The School of Business and Public Administration has established chapters of Beta Gamma Sigma the national honor society for professionally accredited schools of business administration, Sigma Iota Epsilon the national management honorary society, and Pi Alpha Alpha the national society for public affairs and administration.

Getting To Know The Campus – Orientation programs provide newcomers with an introduction to academic life and the campus community. Conducted virtually year round to accommodate all students, the Counseling Center provides newcomers an opportunity to become better acquainted with the university. Students entering at the beginning of the academic year are given three options: Spring Orientation is designed primarily for transfer students; the Fall Kickoff program is particularly aimed at first time freshmen; and an Orientation briefing is offered the first day of the quarter. Students entering at the Winter and Spring quarters have two orientation options: a program is offered during preregistration period before each quarter and an orientation briefing is presented the first day of the quarter.

The Walter W. Stiern Library – The Walter W. Stiern Library, completed in 1994, provides state of the art facilities for information technology, as well as housing the library collection of more than 600,000 books and periodicals, the Media Center, the instructional television program, and most of the campus' computer laboratories.

The Stiern Library is the first building on campus planned from conception to take full advantage of the new technology for storing and retrieving information. A revolution in communications technology has changed the way information is handled and that new technology has been introduced into every corner of the new library. The library provides access to the information superhighway and a global network of resources. Many new electronic services are available through the Internet and the World Wide Web.

The Media Center and computer labs occupy the lower level. The main entrance on the first floor houses basic services and collections: circulation, reference, government publications, and a reading room. The second floor holds the university's extensive periodical collection, the audiovisual collections, and other materials. Reading tables, individual study carrels, and group study rooms are located beside the open stacks on the third and fourth floors.

The library staff share with faculty the responsibility of developing a comprehensive library collection to serve the university. The staff work closely with faculty to help students learn how to use the library through practical exercises related to classroom assignments.

A well-established interlibrary loan network enables students and faculty to use the library resources at all California State University campuses, the University of California libraries, as well as other libraries nationwide.

The library has been designed and arranged for self-service, with most books and other reference materials available on open shelves. Several microform reading and printing stations, microcomputers and terminals, and limited listening and other audio visual equipment are also available.

The Student Union – The Student Union is designed to serve as the social center of the campus community and provide a comfortable atmosphere for students to meet, organize, and attend a variety of events. The building is a contemporary, dynamic facility unique in structure and appearance on campus. The Student Union offices, organizations, facilities and services are intended to support and enhance a successful university experience. The Student Union, Inc. Board of Directors is comprised of students, alumni, faculty and staff members who guide the direction of the Student Union and set its policy.

The Office of Student Activities assists students, faculty and staff in the development of social, cultural, educational, and recreational activities for the university. These co-curricular activities are planned to enhance instructional offerings and to provide growth opportunities for students.

The Student Resource Center is located within the Student Activities area. It provides students with resource materials and equipment for the publicity and promotion of meetings and activities at minimal or no cost.

The Photo I.D. Office is also located within the Student Activities area.

Reservations for Student Union facilities may be made by contacting the Director's Office. The experienced and helpful staff have assisted with the coordination and setup of meetings, conferences, dances, receptions, movies, banquets and various special events. Rental charges vary depending upon the facility utilized and whether a student group, campus department, or off-campus guest. In addition to tables and chairs, the Student Union has portable stage risers and a variety of audiovisual equipment including portable light and sound systems for use within the building.

The Student Union hours of operation vary throughout the year. Contact the Director's Office or Information desk for specific days and hours of service.

Associated Students, Inc. provides an official voice through which students' rights and interests are protected. Working to provide more than just student government, various cultural and social activities are supported by ASi. Activities and services from low cost child care to financial support for campus clubs and organizations are sponsored by ASi.

Food Service – The Cafeteria and the Dining Commons are operated by Sodexho Marriott, Campus Dining Division. The Cafeteria is open Monday through Thursday 7:30 am to 6:30 pm and Friday 7:30 am to 1:30 pm. The Dining Commons are open to the public.

Parking Information – The California State University Police, as a sworn law enforcement agency pursuant to California Penal Code Section 830.2, is responsible for the enforcement of parking and traffic regulations at California State University, Bakersfield. Parking regulations and ordinances are enforced 24 hours per day, 7 days per week. If not otherwise specified, all ordinances and laws contained in the California Vehicle Code are applicable to the operation of vehicles on this campus. All citations, bails, fines, and court appearances are processed through Judicial Data Systems, Santa Ana, California. Failure to pay parking and traffic fines may result in the withholding of vehicle registration by the State Department of Motor Vehicles, Section 41103 C.V.C.

University Parking Regulations require that the permission to park on campus is dependent upon the payment of an established parking fee and possession of a daily, quarterly, annual, or temporary activities permit (except in metered, loading, time limited zones or by issuance of a visitor's permit). These regulations apply to students, the general public, and state university employees.

Permits may be purchased during registration at a designated station or at any time during normal business hours from the Accounting Office. Daily Parking Permits are available 24 hours a day from dispensers at each entrance to the University.

Pay parking is in effect 24 hours a day, seven days a week. Permits are valid as indicated with beginning and ending expiration dates on the permit. The permit or decal must be clearly visible at all times to be valid. The parking decal is not transferable and must not be altered. Visitor permits will be valid only when displayed as directed on the permit.

All areas on the campus where vehicles may be legally parked are designated. Motorcycles and other motorized two-wheeled vehicles shall be parked in designated areas. Parking areas marked with green are time-limited areas. Parking spaces marked with yellow are loading areas with a time limit. Areas marked in red are designated no parking zones. Metered spaces are provided for short-term parking. Parking permits are not valid in metered spaces.

Handicapped parking spaces have been designated in each of the parking lots. Their use is reserved exclusively for disabled persons with handicapped decals issued with prior approval by Disabled Student Services. Any parking in a handicapped space specifically prohibited except by those displaying special courtesy permits issued for temporary disabilities.

The Children's Center – The Children's Center provides day care and a developmental program for children two to five years old. The center provides a meaningful education experience for youngsters, including programs designed to serve educational needs, social development, emotional growth and physical well being. Space is limited, so parents interested in placing their children at the center should contact the center's director before the beginning of each quarter to complete the application process. The Children's Center is operated by the Student Services Division through the CSUB Foundation.

Academic and Research Centers – California State University, Bakersfield is home to several centers and

institutes. They include the Applied Research Center, Archaeological Information Center, California Well Sample Repository, Center for Archaeological Research, Center for Biomedical Research, Facility for Animal Care and Treatment, Center for Economic Education and Research, Center for Economic Education and Research, Computer Software Development and Computing Center, Kegley Institute of Ethics, Business Research and Education Center, Direct Marketing Institute, Small Business Institute, Public Administration Institute, Center for Living and Learning and the Center for Research in Agriculture and Biology.

- **Applied Research Center** – The Applied Research Center conducts sophisticated behavioral and organizational research. Its primary interest is applied and scholarly research in education, public policy, economic, and social issues within the community though it does conduct state, national and international research, as well. Faculty and research scientists of ARC are drawn from many disciplines including, but not limited to, sociology, economics, psychology, education, nursing, mathematics, and computer science. Working closely together, these scholars, student research assistants, and technicians draw upon their skills to explain contemporary social, political, and economic conditions and project future patterns.

  Through its funded research activities, ARC provides extensive methodological training to advanced undergraduate and graduate students.

- **Archaeological Information Center** – The Archaeological Information Center (AIC) is the State sanctioned repository for archaeological site records, research reports, and management documents for a five county area. This area, spanning the mountains and deserts of Kern County and the southern San Joaquin Valley, is rich in archaeological resources. The records archived at the AIC serve as a basic tool for research and as an important center for Environmental Impact related work by local government and developers.

- **Business Research and Education Center** – The Business Research and Education Center is a focal point for faculty research projects, coordinated student efforts, such as internship and scholarship programs, and interactive efforts and programs between the School of Business and Public Administration and the business and government communities. It assists the local community with the practice and application of professional, ethical, and effective business activities. The Center includes the Family Business Institute, the Kern County Technology Transfer Group, the Export Facilitator Internship Program, and the Kern County Export Trade Program.

- **California Well Sample Repository** – The Well Sample Repository at California State University, Bakersfield is the only facility of its kind in California. It provides a permanent record and storage of important geological data including well cores, sidewall samples, drill cuttings, outcrop samples, microfaunal slides, foundation borings, and mineral suites. The repository collects, classifies, processes, and stores representative samples of California rocks, especially subsurface rocks from oil wells and other subsurface information. The repository has thousands of samples from sites throughout the state and its offshore areas. All of the material is available to the public for study and investigation.

- **Center for Archaeological Research** – The Center for Archaeological Research (CAR) conducts contract funded archaeological research. Most of this work is to comply with the various regulations regarding Environmental Impact Studies. Students, supervised by professional staff archaeologists, are employed to conduct many of the studies. This provides an "on-the-job" training opportunity to the students in addition to fulfilling a need in the community for such services.

- **Center for Biomedical Research** – The Center for Biomedical Research supports faculty engaging in research and scholarly activities in the biomedical sciences (e.g., microbiology, physiology, molecular biology, and biochemistry).

- **Center for Economic Education and Research** – The Center for Economic Education and Research conducts scholarly research and promotes economic literacy. One of the major objectives of the center is to nurture and develop the teaching of economics in the classroom. Toward that end, the center sponsors workshops and courses for teachers, assists in curriculum development and assessment, and consults with schools. The center also sponsors seminars, lecturers, and scholarly research on a wide range of economic topics.

- **Center for Living and Learning** – The goal of the newest center on campus, the Center for Living and Learning, is to develop programs that respond to needs of the senior community, from social services and educational programs to cultural, recreational, and volunteer opportunities. The center will support

and undertake research on matters related to aging. It will seek to facilitate community service programs for seniors, to assist in organizing and delivering educational programs for seniors, to establish a living laboratory for continuing research and development of model programs that enhance the well-being of older adults, and to encourage the continuing development of interdisciplinary programs in gerontology and related subjects at the university.

- **Center for Research in Agriculture and Biology** – The Center for Research in Agriculture and Biology promotes community outreach, education and service to Kern County, especially the agricultural sector, to the mutual benefit of both local agribusiness and the University; facilitates research, scholarly activity to advance agricultural productivity, biological knowledge. The Center also serves as a vehicle for student experiential learning, by coordinating student research projects with local agricultural challenges.

- **Center for Virginia Woolf Studies** – The Center for Virginia Woolf Studies was established to further knowledge about the work of Virginia Woolf, especially her feminism and anti-fascism during the 1930s by, among other things: maintaining a website which publishes Woolf's *Reading Notes* manuscripts and provides contextual resource materials related to the online edition thereof; offering enrichment programs for scholars, students and significant segments of the public; and, sponsoring lectures, symposia and other events related to the person and work of Virginia Woolf.

- **Facility for Animal Care and Treatment** – The Facility for Animal Care and Treatment (FACT) was founded in response to the need for emergency medical treatment for injured animals, especially raptors and other species indigenous to the area. It has provided treatment and rehabilitation of hundreds of animals who have been injured, traumatized, or orphaned. It has become an important educational and conservation resource for the community. FACT provides tours, lectures, and demonstrations to the public. Thousands of school children visit the facility, housed on the 40 acre Environmental Studies Area each year and an education program has been developed to teach them about the environment, the local ecology, and the principles of conservation.

- **Kegley Institute of Ethics** – The Kegley Institute of Ethics is devoted to the study of ethical theory and practice. It is committed to improving the quality of ethics teaching. It takes an interdisciplinary approach to the task of teaching ethics, drawing upon faculty from many fields. The institute also serves as an educational resource to the community, providing consulting services to organizations interested in understanding the value dimensions of their programs and activities. The institute hosts conferences and workshops on ethical issues, including recent symposia on ethics in health care, in the media, and in product liability.

- **Politics Research Center** – The Politics Research Center does research and consulting that enhance student training and faculty teaching and professional competence in the following areas; elections and participation in the United States; intergovernmental relations in the United States; fiscal and regulatory policies in the United States; international trade, commerce, and environmental issues; and, human rights issues.

- **Public Service Institute** (PSI) – The Public Service Institute makes available university-based resources and expertise to public, nonprofit and health care agencies in the southern San Joaquin Valley. Specifically, PSI has a three-fold mission: to provide state-of-the-art technical, supervisory and managerial training and assistance to public and nonprofit agencies in the service area; to maintain, utilize, and advance the Meryl Ruoss International Repository of Public Administration Documents; and, to build international linkages that benefit students and practitioners.

For information on any of these and other CSUB Centers please contact the Office of Graduate Studies and Research at (661) 664-2231.

CAMPUS PHONE DIRECTORY

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ADM 100 664-2241

Provost & VP, Academic Affairs .... Dr. Robert A. Catlin
EDUC 242 664-2154

Faculty Affairs Specialist ..... Wanda Lacava
EDUC 242 664-3409

Associate VP/Dean,
Undergraduate Studies ..... James H. George, Jr.
EDUC 251 664-3420

Academic Scheduling ..... Lilia Flores
EDUC 240 664-3100

Advising & Information Center ..... David Cisneros
DDH C102 664-3061

Dean, School of Business &
Public Administration ..... Henry Lowenstein
DDH A100 664-2157

Accounting Chair ..... Ken Shakoori
DDH A115 664-2311

Finance Chair ..... Ken Shakoori
DDH A115 664-2311

Management Chair ..... Dennis Guseman
DDH C111 664-2316

Marketing Chair ..... Dennis Guseman
DDH C111 664-2316

Public Policy & Administratior Chair ..... Steven Daniels
DDH A101 664-2318

Dean, School of Education ..... Sheryl L. Santos
EDUC 124 664-2219

Physical Education /Kinesiology Chair ..... Donald Diboll
EDUC 144 664-3463

Advanced Educational Studies Chair ... Eugene Martinez
EDUC 221 664-3063

Bilingual/Multicultural Coordinator ..... Augustine Garcia
EDUC 233 664-3192

Counseling Coordinator ..... Shirley Swank
EDUC 223 664-2423

Educational Administration
Coordinator ..... Louis Wildman
EDUC 237 664-3047

Special Education Coordinator ..... Eun-Ja Kim Park
EDUC 218 664-3140

Graduate Studies Coordinator ..... Vacant
EDUC 664-3134

Teacher Education Chair ..... Patricia Folkerth
EDUC 115 664-2234

Curriculum/Instruction Coordinator ..... Vacant
EDUC 664-3134

Elementary Education Field
Experience Coordinator ..... Beatrice Gibbons
EDUC 116 664-3214

Elementary Education Director ..... Mary Lou Nevin
EDUC 109 664-3002

Reading/Literacy Coordinator ..... Mary Wolfersberger
EDUC 120 664-3395

Secondary Field Experience
Coordinator ..... Janet Hamman
EDUC 111 664-2176

Secondary Education Director ..... Janet Hamman
EDUC 111 664-2176

Child Development Coordinator ..... Cary Larson-McKay
EDUC 150 664-3066

Mini-Corps Program Coordinator ..... Alma Kumar
AE 118 664-2429

Dean, School of Humanities &
Social Sciences ..... Marla Iyasere
DDH B102 664-2221

Art Chair ..... Ted Kerzie
CB 110E 664-3168

Communications Chair ..... Andy Alali
FT 303F 664-2152

Criminal Justice Chair ..... Robert Fong
DDH D116 664-2434

Economics Chair ..... Abbas Grammy
MB3 301 664-2466

English Chair ..... Vacant
FT 202B 664-2125

History Chair ..... Cliona Murphy
FT 304B 664-2146

Liberal Studies Chair ..... Vandana Kohli
AE 124 664-3337

Modern Languages/Literatures Chair .. Joanne Schmidt
DDH B117 664-2317

Performing Arts Chair ..... Anita DuPratt
MUS 103 664-3127

Philosophy/Religious Studies Chair ..... Gary Kessler
FAC 104D 664-2248

Political Science Chair ..... Kaye Bragg
DDH B113 664-2475

Psychology Chair ..... Jess Deegan
DDH D103 664-2380

Social Work Chair ..... Joseph Chandy
DDH CC218 664-3434

Sociology/Anthropology Chair ..... Daniel McMillin
DDH BB206 664-2368

Dean, School of Natural Sciences, Mathematics & Engineering
SCI 102 664-3298

Biology Chair ..... Sharon Roberts
SCI 219 664-2226

Chemistry Chair ..... Kim Cohn
SCI 252 664-3118

Computer Science Chair ..... Thomas Meyer
SCI 405 664-2104

Mathematics Chair ..... Laird Taylor
SCI 114C 664-3151

Nursing Chair ..... Candace Meares
RNC 101A 664-2093

Physics/Geology Interim Chair ..... Jorge Talamantes
SCI 275 664-2335

Interim Dean, Graduate Studies/Research .... David Ost
DDH D100 664-2231

Director, Athletics ..... Rudy Carvajal
GYM 112 664-2200

VP, Information Resources ..... Wendell Barbour
LIB 205 664-3495

Director, Libraries ..... Rodney Hersberger
LIB 111B 664-3042

Director, Inst. Telecommunications & Media Services ..... Clarke Sanford
LIB 13A 664-2393

VP, Business & Admin. Services ..... Michael A. Neal
ADM 109A 664-2287

Assistant VP, Fiscal Services ..... Sharon Taylor
ADM 103 664-2251

Director, Personnel Services ..... Kellie Garcia
ADM 108B 664-3206

Director, Public Safety ..... Brian Baker
SSS 202 664-2111

Foundation Business Manager ..... C. Randal Bye
SC 121 664-2252

VP, Student Affairs ..... George B. Hibbard
SA 101 664-2161

Associate VP, Admissions & Enrollment Services ..... Homer Montalvo
SA 107 664-2160

Associate Director, Admission & Records ..... Kendyl Magnuson
SA 112 664-3393

Division Director, University Services ..... Richard Swank
HC 664-3377

Associate Director, Counseling & Ombudsman ..... Willis Hill
HC 664-3366

Counselor, Health Services ..... Janet Millar
HC 664-3366

Counselor, Health Services ..... Lyn Scales
HC 664-3366

Counselor, Health Services ..... LaShawn Barefield
HC 664-3377

Director of Children's Center ..... Diane Hendrickson
TC 664-3165

Coordinator, Services for Students with Disabilities ..... Janice Clausen
SA 142 664-3360

Director, Health Services ..... Oscar Rico
HC 60 664-2394

Associate Director, Health Services ..... Carolyn Krone
HC 62 664-2394

Assistant VP, Student Life ..... William Perry
AW 106A 664-3035

Career Counselor ..... Melanie Butler
AW 102A 664-3034

Career Services Coordinator ..... Kim Williamson
AW 106 664-3330

Director, Housing ..... Bob Fallon
COM 108 664-3014

Acting Director, Student Life ..... Nolan Shaffer
SU 141 664-3091

Director, Outreach Services ..... Steve Watkin
SA 127 664-3277

Director, Educational Opportunity Program (E.O.P.) ..... Keith Powell
SA 127 664-2276

Director, Academic Advancement Center .... Keith Powell
SA 131 664-3124

E.O.P. Re-Entry Counselor ..... Priscilla Long
SA 131 664-3215

Director, STAAR Program and Talent Search ..... Donald Towns
SA 130 664-2281

Division Director, Financial Aid & Scholarships ..... Steve Herndon
SA 120 664-3016

Associate Director, Financial Aid & Scholarships ..... John Casdorph
SA 114 664-3016

Counselor & Assistant Pell Grant Coordinator, Financial Aid ..... Yvonne Diggles
SA 114 664-3016

Counselor & FWS Coordinator, Financial Aid ..... John Downs
SA 114 664-3016

Financial Aid Technician/Scholarship Coordinator ..... Patricia Quijada
SA 114 664-3016

Analyst/Programmer, Financial Aid ..... Clifford Smith
SA 114 664-3016

Counselor & Pell Grant Coordinator, Financial Aid ..... Ron Radney
SA 114 664-3016

Counselor & Assistant Direct Loan Coordinator, Financial Aid ..... Maxine Waitley
SA 114 664-3016

Counselor & Direct Loan Coordinator, Financial Aid ..... Vacant
SA 114 664-3016

Counselor & Outreach Coordinator, Financial Aid ..... Vacant
SA 114 664-3016

Interim Dean, Extended University/ Regional Program ..... Mark Evans
MB3 320 664-2441

ADMISSION PROCEDURES AND POLICIES

(661) 664-3036
(661) 664-3389 (fax)
http://www.csub.edu/admissions

Requirements for admission to California State University, Bakersfield are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. If you are not sure of these requirements you should consult a high school or community college counselor or the Admissions Office. Applications may be obtained from any California high school or community college or from the Admissions Office at any of the campuses of the California State University.

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

UNDERGRADUATE ADMISSION REQUIREMENTS

Freshman Requirements – You will qualify for regular admission as a first-time freshman if you:

1. are a high school graduate,
2. have a qualifiable eligibility index (see section on Eligibility Index), and
3. have completed with grades of "C" or better each of the courses in the comprehensive pattern of college preparatory subject requirements (see "Subject Requirements"). Courses must be completed prior to the first enrollment in the California State University.

Eligibility Index – The eligibility index is the combination of your high school grade point average and your score on either the American College Test (ACT) or the Scholastic Aptitude Test (SAT I). Your grade point average is based on grades earned during your final three years of high school (excluding physical education and military science) and bonus points for approved honors courses.

Effective for Fall 2004, the high school grade point average calculation will include only those grades earned in approved college preparatory courses taken during the tenth, eleventh, and twelfth grades of high school.

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

You can calculate the index by multiplying your grade point average by 800 and adding your total score on the SAT I. Or, if you took the ACT, multiply your grade point average by 200 and add ten times the ACT composite score. If you are a California high school graduate (or a resident of California for tuition purposes), you need a minimum index of 2900 using the SAT I or 694 using the ACT; the Eligibility Index Table (on the following page) illustrates several combinations of required test scores and averages.

If you neither graduated from a California high school nor are a resident of California for tuition purposes, you need a minimum index of 3502 (SAT I) or 842 (ACT).

If your grade point average is 3.00 or above (3.61 for nonresidents), you are exempt from submitting test scores. However, you are urged to take the SAT I or ACT since campuses use test results for advising and placement purposes.

You will qualify for regular admission when the university verifies that you have a qualifiable eligibility index and will have completed the comprehensive pattern of college preparatory subjects and, if applying to an impacted program, meet supplementary criteria.

Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

Provisional Admission – California State University, Bakersfield may provisionally admit first-time freshmen applicants based on their academic preparation through the junior year of high school and planned for the senior year. The campus will monitor the senior year of study to ensure that those so admitted complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school.

Subject Requirements – The California State University requires that first-time freshman applicants complete, with grades of "C" or better, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school. Within the 15 units completed, up to one unit (one year) in visual

GPA	ACT Score	SAT I Score	GPA	ACT Score	SAT I Score	GPA	ACT Score	SAT I Score	GPA	ACT Score	SAT I Score
3.00 and above qualifies with any score			2.74	15	710	2.47	20	930	2.2	26	1140
			2.73	15	720	2.46	21	940	2.19	26	1150
2.99	10	510	2.72	15	730	2.45	21	940	2.18	26	1160
2.98	10	520	2.71	16	740	2.44	21	950	2.17	26	1170
2.97	10	530	2.7	16	740	2.43	21	960	2.16	27	1180
2.96	11	540	2.69	16	750	2.42	21	970	2.15	27	1180
2.95	11	540	2.68	16	760	2.41	22	980	2.14	27	1190
2.94	11	550	2.67	16	770	2.4	22	980	2.13	27	1200
2.93	11	560	2.66	17	780	2.39	22	990	2.12	27	1210
2.92	11	570	2.65	17	780	2.38	22	1000	2.11	28	1220
2.91	12	580	2.64	17	790	2.37	22	1010	2.1	28	1220
2.9	12	580	2.63	17	800	2.36	23	1020	2.09	28	1230
2.89	12	590	2.62	17	810	2.35	23	1020	2.08	28	1240
2.88	12	600	2.61	18	820	2.34	23	1030	2.07	28	1250
2.87	12	610	2.6	18	820	2.33	23	1040	2.06	29	1260
2.86	13	620	2.59	18	830	2.32	23	1050	2.05	29	1260
2.85	13	620	2.58	18	840	2.31	24	1060	2.04	29	1270
2.84	13	630	2.57	18	850	2.3	24	1060	2.03	29	1280
2.83	13	640	2.56	19	860	2.29	24	1070	2.02	29	1290
2.82	13	650	2.55	19	860	2.28	24	1080	2.01	30	1300
2.81	14	660	2.54	19	870	2.27	24	1090	2	30	1300
2.8	14	660	2.53	19	880	2.26	25	1100	Below 2.00 does not qualify for regular admission		
2.79	14	670	2.52	19	890	2.25	25	1100			
2.78	14	680	2.51	20	900	2.24	25	1110			
2.77	14	690	2.5	20	900	2.23	25	1120			
2.76	15	700	2.49	20	910	2.22	25	1130			
2.75	15	700	2.48	20	920	2.21	26	1140			

and performing arts or foreign language may be missing and offset by a college preparatory course(s) in other areas. The missing unit of visual and performing arts or foreign language must be completed either prior to, or by the end of the first year, of CSU enrollment. This provision is effective through the 2002-2003 academic year.

- English, 4 years.
- Mathematics, 3 years: algebra, geometry, and intermediate algebra.
- U.S. history or U.S. history and government, 1 year.
- Science, 1 year with laboratory: biology, chemistry, physics, or other acceptable laboratory science.
- Foreign language, 2 years in the same language (subject to waiver for applicants demonstrating equivalent competence).
- Visual and performing arts, 1 year: art, dance, drama/theatre, or music.
- Electives, 3 years: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts.

Applicants seeking admission as first-time freshman for the Fall 2003 or later terms will have the same preparatory course requirements for admission to both the California State University and the University of California. The preparatory course admission requirements for both systems will be the completion of following courses with a grade of "C" or better: four years of English, three years of math (algebra, geometry, and intermediate algebra), two years of U.S. history or social science, two years of laboratory science, two years of foreign language, one year of visual or performing arts, and one year of electives chosen from one of the areas above.

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

International (Foreign) Student Admission Requirements – The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. visas as students, exchange visitors, or in other nonimmigrant classifications.

The CSU uses separate requirements and application filing dates in the admission of foreign students. Verification of English proficiency (see the section on TOEFL Requirement for undergraduate applicants), financial resources, and academic performance are all important considerations for admission. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations.

Priority in admission is given to residents of California. There is little likelihood of nonresident applicants, including international students, being admitted either to impacted majors or to those with limited openings.

Adult Students – As an alternative to regular admission criteria, an applicant who is twenty-five years of age or older may be considered for admission as an adult student if he or she meets all of the following conditions:

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

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

Returning Students – Returning students in good standing must apply for re-entry if absent for more than two full quarters (excluding summer session) immediately preceding the quarter in which re-entry is sought. If the student has attended another institution during that time, transcripts (2 copies of each) must be sent to the Office of Admissions indicating all work for which the student was registered. Policies relating to application fees, statements of residence, and transcripts apply to re-entering students.

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

Veterans – Veterans must qualify and follow the same admission procedure established for other students. Qualified veterans who present certificates of eligibility for curricula offered by California State University, Bakersfield may attend and receive all appropriate benefits extended to veterans. For additional information concerning veterans' certification, check with the Veterans Coordinator in the Office of Admissions. Veterans not regularly admissible should apply for hardship consideration.

Intrasystem and Intersystem Enrollment Programs – Students enrolled at any CSU campus will have access to courses at other CSU campuses on a space available basis unless those campuses or programs are impacted. This access is offered without students being required to be admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the student's home CSU campus as at least elective credit, students should consult their home campus academic advisors to determine how such courses may apply to their degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California community colleges. Additional information about these programs is available from the Admissions office.

CSU Concurrent Enrollment - matriculated students in good standing may enroll at both their home CSU campus and a host CSU campus during the same term. Credit earned at the host campus is automatically reported to the home campus to be included on the student's transcript at the home campus.

CSU Visitor Enrollment - matriculated students in good standing enrolled at one CSU campus may enroll at another CSU campus for one term. Credit earned at the host campus is reported automatically to the home campus to be included on the student's transcript at the home campus.

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

TRANSFER REQUIREMENTS

Students who have completed 55 or fewer transferable semester college units (83 or fewer quarter units) are considered lower division transfer students. Students who have completed 56 or more transferable semester college units (84 or more quarter units) are considered upper division transfer students. Students who complete college units during high school or through the summer between high school graduation and fall enrollment in the California State University are considered first-time freshmen and must meet those admission requirements. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses.

Lower Division Transfer Requirements

You will qualify for admission as a lower division transfer student if you have a grade point average of 2.0 ("C" or better) in all transferable units attempted, are in good standing at the last college or university attended, and meet any of the following standards:

1. you will meet the freshman admission requirements in effect for the term to which you are applying (see "Freshman Requirements" section); or
2. you were eligible as a freshman at the time of high school graduation except for the subject requirements, have been in continuous attendance in an accredited college since high school graduation, and
   a. have made up the missing subjects , or
   b. have completed at least 30 semester units of college course work with a grade of "C" or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The 30 units must include all the general education requirements in communication in the English language and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) **OR** the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communications and mathematical concepts and quantitative reasoning.

   Applicants who graduated from high school prior to 1988 should contact the Admissions Office to inquire about alternative admission programs.

Upper Division Transfer Requirements

You will qualify for admission as an upper division transfer student if:

1. you have a grade point average of 2.0 ("C" or better) in all transferable units attempted;
2. you are in good standing at the last college or university attended; and
3. you have completed at least 30 semester units of college course work with a grade of "C" or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The 30 units must include all of the general education requirements in communication in the English language and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) **OR** the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Provisional Admission – California State University, Bakersfield may provisionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily.

ALTERNATE ADMISSION CRITERIA

UC Prepared Applicants – Beginning with the academic year 1995-96 and continuing through 2002-03, with possible additional continuation, the CSU will conduct an admission experiment that will permit campuses to admit applicants who have completed either the CSU or all of the UC college preparatory (a-f) requirements.

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

Subject Requirement Substitution for Students with Disabilities – Applicants with disabilities are encouraged to complete college preparatory course requirements if at all possible. If an applicant is judged unable to fulfill a specific course requirement because

of his or her disability, alternate college preparatory courses may be substituted for specific subject requirements. Substitutions may be authorized on an individual basis after review and recommendation by the applicant's academic adviser or guidance counselor in consultation with the director of a CSU disabled student services program. Although the distribution may be slightly different from the course pattern required of other students, students qualifying for substitutions will still be held for 15 units of college preparatory study. Students should be aware that course substitutions may limit later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please call the director of disabled student services at your nearest CSU campus.

Making Up Missing College Preparatory Subject Requirements – Lower division applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways.

1. Complete appropriate courses with a "C" or better in adult school or high school summer sessions.
2. Complete appropriate college courses with a "C" or better. One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.
3. Earn acceptable scores on specified examinations.

Please consult with any CSU Admissions Office for further information about alternative ways to satisfy the subject requirements.

UNDERGRADUATE APPLICATION PROCEDURES

Prospective students, applying for part-time or full-time undergraduate programs of study, in day or evening classes, must file a complete undergraduate application as described in the undergraduate admission booklet. The $55 nonrefundable application fee should be in the form of a check or money order payable to "The California State University" and may not be transferred or used to apply to another term. An alternate campus and major may be indicated on the application, but applicants should list as an alternate campus only a CSU campus that also offers the major. Generally, an alternate major will be considered at the first choice campus before an application is redirected to an alternate choice campus.

Importance of Filing Complete, Accurate, and Authentic Application Documents – The CSU advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms. Further, applicants must submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

APPLICATION FILING PERIODS (Undergraduate & Graduate-Post-baccalaureate)

Terms in 2001-2002
Applications First Accepted

Summer Quarter 2001	February 1 2001
Fall Quarter 2001	November 1 2000
Winter Quarter 2002	June 1 2001
Spring Quarter 2002	August 1 2001

Student Notification Begins

Summer Quarter 2001	March 2001
Fall Quarter 2001	December 2000
Winter Quarter 2002	July 2001
Spring Quarter 2002	September 2001

Terms in 2002-2003
Applications First Accepted

Summer Quarter 2002	February 1 2002
Fall Quarter 2002	November 1 2001
Winter Quarter 2003	June 1 2002
Spring Quarter 2003	August 1 2002

Student Notification Begins

Summer Quarter 2002	March 2002
Fall Quarter 2002	December 2001
Winter Quarter 2003	July 2002
Spring Quarter 2003	September 2002

Filing Period Duration – Each campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category because of overall enrollment limits. If applying after the initial filing period, consult the campus admission office for current information.

GRADUATE AND POST-BACCALAUREATE ADMISSION REQUIREMENTS

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

General Requirements – The minimum requirements for admission to graduate and post-baccalaureate studies at a California State University campus are in ac-

cordance with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. Specifically, a student shall: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

If you meet the minimum requirements for graduate and post-baccalaureate studies, you will be considered for admission in one of the four following categories:

Post-baccalaureate Unclassified – To enroll in graduate courses for professional or personal growth, you must be admitted as a post-baccalaureate unclassified student. By meeting the general requirements, you are eligible for admission as a post-baccalaureate unclassified student. Some departments may restrict enrollment of unclassified students because of heavy enrollment pressure. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program; or

Post-baccalaureate Classified – If you wish to enroll in a credential or certificate program, you will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or

Graduate Conditionally Classified – You may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, you can remedy deficiencies by additional preparation; or

Graduate Classified – To pursue a graduate degree, you will be required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus.

Graduate-Post-baccalaureate TOEFL Requirement – All graduate and post-baccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a post-secondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Some campuses require a higher score. Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above. Some campuses may require a higher score.

GRADUATE AND POST-BACCALAUREATE APPLICATION PROCEDURES

All graduate and post-baccalaureate applicants (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a completed graduate application as described in the graduate and post-baccalaureate admission booklet. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the $55 nonrefundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternate campuses or later changes of campus choice will be minimal. To be assured of initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. Applications may be obtained from the Graduate Studies Office or the Admissions Office of any California State University campus. An electronic version of the CSU graduate application is available on the World Wide Web at http://www.csumentor.edu/.

Application Acknowledgment – You may expect to receive an acknowledgment from your first choice campus within two to four weeks of filing the application. The notice will also include a request that you submit the records necessary for the campus to evaluate your qualifications. You may be assured of admission if the evaluation of your qualifications indicates that you meet CSU admission requirements and campus requirements for admission to an impacted program. Such a notice is not transferable to another term or to another campus.

Hardship Petitions – The campus has established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Petitioners should write the Admissions Office regarding specific policies governing hardship admission.

IMPACTED PROGRAMS

The CSU designates programs as impacted when more applications are received in the first month of the filing

period than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at some campuses. You must meet supplementary admission criteria if applying to an impacted program.

The CSU will announce with the opening of the fall filing period which programs are impacted and the supplementary criteria campuses will use. That announcement will be published in the *CSU Review* distributed to high school and college counselors. Information about the supplementary criteria is also sent to program applicants. At CSUB the Nursing program is the only impacted program.

You must file your application for admission to an impacted program during the first month of the filing period. Further, if you wish to be considered in impacted programs at two or more campuses, you must file an application to each.

Supplementary Admission Criteria – Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include ranking on the freshman eligibility index, the overall transfer grade point average, completion of specified prerequisite courses, and a combination of campus-developed criteria. If you are required to submit scores on either the SAT I or the ACT, you should take the test no later than November if applying for fall admission.

The supplementary admission criteria used by the individual campuses to screen applicants appear periodically in the "CSU Review" and are sent by the campuses to all applicants seeking admission to an impacted program. For CSUB's Nursing Program the supplementary admission criteria is found on page 322.

Unlike unaccommodated applicants to locally impacted programs who may be redirected to another campus in the same major, unaccommodated applicants to systemwide impacted programs may not be redirected in the same major but may choose an alternate major either at the first choice campus or another campus.

Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

TEST REQUIREMENTS

Freshman and transfer applicants who have fewer than 56 semester or 84 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index" on page 27), from either the ACT or the SAT I of the College Board. If you are applying to an impacted program on campus and are required to submit test scores, you should take the test no later than November or early December. Test scores are also used for advising and placement purposes. Registration forms and dates for the SAT I or ACT are available from school or college counselors or from a CSU campus testing office. Or you may write to or call:

The College Board (SAT I)
Registration Unit, Box 6200
Princeton, New Jersey 08541
(609) 771-7588

American College Testing Program (ACT)
Registration Unit, P.O. Box 414
Iowa City, Iowa 52243
(319) 337-1270

TOEFL Requirement – All undergraduate applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a score of 500 or above on the Test of English as a Foreign Language. Some campuses require a score higher than 500. Applicants taking the Computer Based Test of English as a Foreign Language must present a score of 173 or above. Some campuses may require a higher score.

Systemwide Placement Test Requirements – The California State University requires each entering undergraduate, except those who qualify for an exemption, to take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) after admission and prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. They are designed to identify entering students who may need additional support in acquiring basic English and mathematics skills necessary to succeed in CSU baccalaureate level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment. Students register for the EPT and/or ELM at their local CSU campus. Question about test dates and registration materials may be addressed to:

California State University, Bakersfield
Testing Center
9001 Stockdale Highway
Bakersfield, California 93311-1099

English Placement Test (EPT) – The EPT is designed to assess the level of reading and writing skills of en-

tering undergraduate students so that they can be placed in appropriate baccalaureate-level courses. The CSU EPT must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- A score of 550 or above on the verbal section of the College Board SAT I Reasoning Test taken April 1995 or later.
- A score of 24 or above on the enhanced ACT English Test taken October 1989 or later.
- A score of 680 or above on the re-centered and adjusted College Board SAT II: Writing Test taken May 1998 or later.
- A score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Scholastic Advanced Placement program.
- Completion and transfer or a course that satisfies the General Education- Breadth or the Intersegmental General Education Transfer Curriculum (IGETC) written communication requirement, provided such a course was completed with a grade of "C" or better.

Entry Level Mathematics (ELM) Placement Examination – The ELM examination is designed to assess the skill levels of entering CSU students in the areas of mathematics typically covered in three years of rigorous college preparatory mathematics courses in high school (Algebra I, Algebra II, and Geometry). The CSU ELM must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- A score of 550 or above on the mathematics section of the College Board SAT I Reasoning Test or on the College Board SAT II Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).
- A score of 23 or above on the American College Testing Mathematics Test.
- A score of 3 or above on the College Board Advanced Placement mathematics examination (AB or BC).
- A score of 3 or above on the College Board Advanced Placement Statistics examination.
- Completion and transfer of a course that satisfies the General Education- Breadth or the Intersegmental General Education Transfer Curriculum (IGETC) quantitative reasoning requirement, provided such a course was completed with a grade of "C" or better.

Graduation Requirement in Writing Proficiency – All students must demonstrate competency in writing skills as a requirement for graduation. Information on currently available ways to meet this graduation requirement may be obtained from the Campus Composition Coordinator (664-3083, FT 102B).

GENERAL INFORMATION ABOUT ADMISSION AND EVALUATION OF ACADEMIC RECORDS

Health Screening – All new and readmitted students born after January 1, 1957, will be notified of the requirement to present proof of measles and rubella immunizations. All students 18 years of age or younger shall be required to present proof of immunization against hepatitis B. These are **not** admission requirements, but shall be required of students as conditions of enrollment in CSU. Proof of measles and rubella immunizations shall also be required for certain groups of enrolled students who have increased exposure to these diseases.

Advanced Placement – California State University, Bakersfield grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted up to six semester units (nine quarter units) of college credit for each of the examinations passed.

Credit by Examination – California State University, Bakersfield grants credit to those students who pass examinations that have been approved for credit systemwide. These include the Advanced Placement Examination and some CLEP examinations.

Students may challenge courses by taking examinations developed at the campus. Credit shall be awarded to those who pass them successfully.

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

Credit for Prior Learning – California State University, Bakersfield grants up to 20 units of credit for learning, knowledge, or skills-based experience that has been documented and evaluated according to campus policy. Students should be aware, however, that policies for earning credit for prior learning vary from campus to campus in the CSU.

Use of Social Security Number – Applicants are required to include their correct social security numbers (taxpayer identification numbers) in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code. The University uses the social security number to identify records pertaining to the student as well as to identify the student for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

Visitors Within CSU – Students enrolled at any California State University campus may transfer temporarily to another CSU campus in visitor status, if they completed twelve units with a 2.0 grade point average at the home campus, are in good standing, and are eligible to register under continuing status. Visitor transfers are approved for one term only and are subject to space availability and enrollment priority policies at the host campus. Visitor applications may be obtained from the Office of Admissions/Records.

Concurrent Enrollment Within CSU – Students enrolled in any California State University campus may enroll concurrently at another CSU campus if they have completed twelve units at the home campus with a 2.0 grade point average and are in good standing. Concurrent enrollment is approved for a specific term, subject to space availability and registration priority policies at the host campus. Because of overlap in academic terms of campuses on semester and quarter calendars, concurrent enrollment is subject to combinations and conditions described in the concurrent enrollment application forms available from the Office of Admissions/Records.

Applicants Not Regularly Eligible – Applicants not admissible under one of the above provisions should enroll in Extended Studies courses, a community college, or another appropriate institution in order to meet the university admission requirements. Only under the most unusual circumstances and only by applying for special consideration will such applicants be admitted to California State University, Bakersfield.

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 class. Likewise a student registered for credit may not change to audit status after the last day to add a class. An auditor is not permitted to take examinations in the course. A grade for auditing a course is not posted on a student's permanent academic record unless, in the opinion of his instructor, he has attended a sufficient number of class meetings to receive the "AU" grade; otherwise a "W" will be recorded.

Cancellation of Admission – A student who is admitted to the University for a given term, who decides not to take advantage of such admission, should notify the Office of Admissions immediately of his change in plans. A student who is admitted but does not enroll, and who later wishes to undertake work at the University 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.

WITHDRAWING FROM THE INSTITUTION

Students who find it necessary to withdraw from the California State University, Bakersfield after enrolling for any academic term are required to follow the official withdrawal procedures. Failure to follow formal withdrawal procedures may result in the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term.

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

Medical Withdrawal – A student who finds it necessary to withdraw from the University for medical reasons must report to the Student Health Services with written verification of illness or incapacity from a physician. Upon approval of the verification, the Student Health Services will refer the student to the Admissions/Records Office to initiate withdrawal procedures. A student who is given a medical withdrawal during a

quarter may return to the University as a continuing student (application for readmission is not necessary) if no more than two full quarters have elapsed. The student must apply for readmission according to regular admission procedures, if absent for more than two quarters.

Military Service Withdrawal – Any student who presents evidence of entering the armed forces may petition through the Admissions/Records Office for withdrawal. No academic penalties will be assessed under these conditions, and a mark of "W" will be entered on the student's permanent record. This provision also applies to individuals called to active military service.

Other Withdrawals – A student contemplating withdrawal from the University 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 Admissions/ Records. Clearance signatures to be obtained are listed on the withdrawal form.

REQUIRED DOCUMENTS AND TRANSCRIPTS

Transcripts Required – All beginning freshmen and those transfer students with less than 84 quarter units (56 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. Upper division students are not required to submit high school transcripts and test scores. 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 or university attended, even though one transcript may show work completed at another college. All records submitted become the property of the University and cannot be returned to the applicant or duplicated.

All post-baccalaureate students must submit two official copies of transcripts indicating at least the last 90 quarter or 60 semester units attempted.

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 currently enrolled. After the applicant has completed these subjects, the applicant 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 military records evaluated for possible credit toward a baccalaureate degree must file a copy of service separation papers or service form DD-214 with the application.

DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

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

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by the California State University is found in Education Code Sections 68000-68090, 68120-68134, and in Sections 89705-89707.5, and in Title 5 of the California Code of Regulations, Sections 41900- 41912.

Legal residence may be established by an adult who is physically present in the state and who, at the same time, intends to make California his or her permanent home. Physical presence in the state combined with steps taken at least one year prior to the residence determination date to show an intent to make California the permanent home is required to establish a California residence for tuition purposes. The steps necessary to show California residency intent will vary from case to case. Included among the steps may be registering to vote and voting in elections in California; filing resident California state income tax returns; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining California vehicle plates and

operator's license; maintaining active savings and checking accounts in California banks; and maintaining permanent military address and home of record in California if one is in the military service.

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

In general, the unmarried minor citizen or noncitizen (a person under 18 years of age) derives legal residence from the parent with whom the minor maintains or last maintained his or her place of abode. The residence of a minor cannot be changed by the minor or the appointment of a guardian for the minor, so long as the minor's parents are living.

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

A noncitizen may establish his or her residence, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.

Nonresident students seeking reclassification are required by law to complete a supplemental questionnaire concerning their financial dependence status.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term. The residence determination dates are:

Quarter Term Campuses

Fall	September 20
Winter	January 5
Spring	April 1
Summer	July 1

Semester Term Campuses

Fall	September 20
Winter (Stanislaus Only)	January 5
Spring	January 25
Summer	June 1

The residence determination dates for the four stages of CalStateTEACH are as follows:

Stage 1	September 20
Stage 2	January 5
Stage 3	June 1
Stage 4	September 20

Questions regarding residence determination dates should be directed to the campus Office of Admissions, which can provide the residence determination date for the term for which the student is registering.

There are exceptions from nonresident tuition, including:

1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues until the student had resided in the state the minimum time necessary to become a resident.
2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and have been entirely self-supporting for that period of time. The exception continues until the student has resided in the state the minimum time necessary to become a resident.
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult or adults, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year. The exception continues until the student has resided in the state the minimum time necessary to become a resident.
4. Dependent children and spouse of persons in active military service stationed in California on the residence determination date. There is no time limitation on this exception unless the military person transfers out of California or retires from military service. If either of those events happen, the student's eligibility for this exception continues until he or she resides in the state the minimum time necessary to become a resident.
5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception continues until the military personnel has resided in the state the minimum time necessary to become a resident.
6. Military personnel in active service in California for more than one year immediately prior to being discharged from the military. Eligibility for this exception runs from the date the student is discharged from the military until the student has resided in state the minimum time necessary to become a resident.
7. Dependent children of a parent who has been a California resident for the most recent year. This

exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous attendance is maintained by the student at an institution.

8. Graduates of any school located in California that is operated by the United States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as continuous attendance is maintained by the student at an institution.
9. Certain credentialed, full-time employees of California school districts.
10. Full-time CSU employees and their children and spouses; State employees assigned to work outside the State and their children and spouses. This exception continues until the student has resided in the state the minimum time necessary to become a California resident.
11. Children of deceased public law enforcement or fire suppression employees, who were California residents, and who were killed in the course of law enforcement or fire suppression duties.
12. Certain amateur student athletes in training at the United States Olympic Training Center in Chula Vista, California. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
13. Federal civil service employees and their natural or adopted dependent children if the employee has moved to California as a result of a military mission realignment action that involves the relocation of at lease 100 employees. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
14. State government legislative or executive fellowship program enrollees. The student ceases to be eligible for this exception when he or she is no longer enrolled in the qualifying fellowship.

Any student, following a final campus decision on his or her residence classification only, may make written appeal to:

The California State University
Office of General Counsel
401 Golden Shore
Long Beach, CA 90802-4210

Written appeal must be within 120 calendar days of notification of the final decision on campus of the classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to the campus for further review. Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the *California Code of Regulations.* Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the Admissions Office. Applications for a change in classification with respect to a previous term are not accepted.

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

REGISTRATION

Registration is the final step in the matriculation process. When students have been admitted to the University and have determined which subjects they should take, they are ready for registration.

A class schedule listing courses offered and the procedure for registration is available before registration for each quarter. No student should attend classes until his or her registration has been completed. Registration is complete only when official programs are properly filed and all fees and deposits are paid. Students may not receive credit in any course for which they are not registered.

Academic Advising – Academic Advising permits students to plan their next quarter's academic program. It occurs during the sixth and seventh week of the quarter. Students meet with their academic advisor and select the courses to be taken the next quarter. The course selections are placed on the form provided in the class schedule; the form is used to register by telephone.

Telephone and Online Registration – Students may participate in registration by telephone or online. This occurs during the seventh and eighth week of the preceding quarter. Information on telephone and online registration is found in the class schedule.

Add/Drop – CSUB uses its telephone registration system to process student ADDs during the first week of the quarter, and DROPs during the first three weeks of the quarter. After the end of the third week, student DROPs are processed through official forms available

at the Records Office. Unauthorized withdrawal or dropping of a course will result in a final grade of "F" or "U".

Registration Dates – Registration dates and the last day to register for classes are published in the Class Schedule and the University Catalog. Late registrants may find themselves handicapped in arranging their programs due to closed classes. A $25.00 fee is required for late registration.

Limitation of Enrollment – Applicants for admission are notified that pursuant to Section 40650 of Title 5 of the *California Code of Regulations* concerning limitation of enrollment, admission to California State University, 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.

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

The Student Services Fee – The student services fee provides financing for the following student services programs not covered by state funding:

- Social and Cultural Development Activities: provides for the coordination of various student activities, student organizations, student government, and cultural programs.
- Counseling: includes the cost of counselor's salaries and clerical support plus operating expenses and equipment.
- Testing: covers the cost of test officers, psychometrists, clerical support, operating expenses, and equipment.
- Placement: provides career information to students and faculty for academic program planning and employment information to graduates and students.
- Financial Aids Administration: includes the cost of the counseling and business services provided in connection with the financial aid programs.
- Health Services: provides health services to students and covers the cost of salaries of medical officers and nurses plus related clerical and technical personnel as well as operating expenses and equipment.
- Housing: includes the cost of personnel providing student housing information and monitoring housing services.
- Student Services Administration: covers 50% of the cost of the Vice President for Student Affairs Office which has responsibility for the overall administration of student services.

Availability of Institutional and Financial Assistance Information – The following information concerning student financial assistance may be obtained from the Director, Financial Aid and Scholarships (SA 121, 661-664-3016).

- Student financial assistance programs available to students who enroll at California State University, Bakersfield;
- The procedures and forms by which application for student financial assistance is made;
- The student eligibility requirements for financial assistance and the criteria used in determining how financial assistance is distributed among eligible applicants who enroll at California State University, Bakersfield; and
- The rights and responsibilities of students receiving financial assistance including aid provided under federal Title IV student assistance programs.

Information concerning the cost of attending California State University, Bakersfield is also available from the Division Director, Financial Aid and Scholarships (SA 121, 661-664-3016), and includes fees and tuition (where applicable); the estimated costs of books and supplies; estimates of typical student room and board costs and typical commuting costs; and, if requested, additional costs for specific programs.

Information concerning the refund policies of California State University, Bakersfield for the return of unearned tuition and fees or other refundable portions of institutional charges is available from the Assistance Vice President, Fiscal Services (ADM 103, 661-664-2251).

Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation is available from the Division Director, Financial Aid and Scholarships (SA 121, 661-664-3016).

Information regarding special facilities and services available to students with disabilities may be obtained from the Coordinator, Services for Students with Disabilities (SA 142, 661-664-3360).

Information concerning California State University, Bakersfield's policies, procedures, and facilities for students and other to report criminal actions or other emergencies occurring on campus may be obtained from the Director, Public Safety/University Police (SSS 106, 661-664-2111).

Information concerning California State University, Bakersfield's annual campus security report may be obtained from the Director, Public Safety/University Police (SSS 106, 661-664-2111).

Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from the Director, Personnel Services (ADM 108, 661-664-2266).

Information regarding student retention and graduation rates at California State University, Bakersfield and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest may be obtained from the Special Assistant to the President, Institutional Research (AW 110A, 661-664-3145).

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that California State University, Bakersfield dedicates to its men's and women's teams may be obtained from the Director, Athletics (GYM 112, 661-664-2188).

Information concerning grievance procedures for students who feel aggrieved in their relationships with the university, its policies, practices and procedures, or its faculty and staff may be obtained from the Associate Academic Vice President & Dean, Undergraduate Studies (EDUC 251, 661-664-3420).

The Federal Military Selective Service Act – (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 21, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public post-secondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at http://www.sss.gov.

Career Placement – The Career Planning and Placement Center may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all campuses in The California State University.

Privacy Rights of Students in Education Records – The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect the privacy of students concerning their records maintained by the campus. Specifically, the statute and regulations govern access to student records maintained by the campus, and the release of such records.

In brief, the law provides that the campus must provide students access to records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than a specified list of exceptions.

The institution has adopted a set of policies and procedures concerning implementation of the statutes and the regulations on the campus. Copies of these policies and procedures may be obtained at the Vice President for Student Affairs' Office.

Among the types of information included in the campus statement of policies and procedures is: 1) the types of student records and the information contained therein; 2) the official responsible for the maintenance of each type of record; 3) the location of access lists which indicate persons requesting or receiving information from the record; 4) policies for reviewing and expunging records; 5) the access rights of students; 6) the procedures for challenging the content of student records; 7) the cost which will be charged for reproducing copies of records, and 8) the right of the student to file a complaint with the Department of Education.

An office and review board have been established by the Department to investigate and adjudicate violations and complaints. The office designated for this pur-

pose is: The Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may include the student's name, address, and telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The above designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying information which the student requests not be released. Written objections should be sent to the Vice President for Student Affairs' Office.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons are those who have responsibilities in connection with the campus' academic, administrative or service functions and who have reason for using student records connected with their campus or other related academic responsibilities. Disclosure may also be made to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation: in response to a court order or subpoena; in connection with financial aid; to other institutions to which the student is transferring).

New, Continuing, and Graduating Students – Please note that your name, address, phone number, school or college, and year of graduation may be used by California State University, Bakersfield for the development of university affiliated marketing programs. If you **do not** wish to have this information used, please notify the University Advancement Office by writing to the campus at 9001 Stockdale Highway, Bakersfield, California 93311-1099.

Transcripts – Official transcripts of courses attempted at the University are issued only with the written permission of the student concerned. Partial transcripts are not issued. A fee of $4.00 for single transcripts issued must be received before the record can be forwarded. A fee of $2.00 is charged for each additional transcript request at the same time. 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 University are clear and the record is free of encumbrances.

PROCEDURE FOR THE ESTABLISHMENT OR ABOLISHMENT OF A STUDENT BODY FEE

The law governing The California State University provides that fees defined as mandatory, such as a *student body association fee* and a *student body center fee*, may be established. A *student body association fee* must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). A *student body center fee* may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code, Section 89304). The *student body fee* was established at California State University, Bakersfield by student referendum on October 10, 1977.

The campus president may adjust the *student body association fee* only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose (Education Code, Section 89300). The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus president containing the signatures of 10% of the regularly enrolled students at the University. Once bonds are issued, authority to set and adjust *student body center fees* is governed by provisions of the State University Revenue Bond Act of 1947 including but not limited to Education Code, Sections 90012, 90027, and 90068. *Student body fees* support a variety of cultural and recreational programs, child care centers, and special student support programs.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee. A student referendum also is required. The campus president may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus president. The president may request the chancellor to establish the mandatory fee. Authority to adjust fees after consideration by the campus fee advisory committee and the completion of a student referendum is delegated to the president.

SCHEDULE OF FEES 2001-2003

http://www.calstate.edu.

Legal residents of California are not charged tuition. The following reflects applicable fees and nonresident tuition for both the quarter and the semester systems.

Note: Fees are subject to change without notice.

Alan Pattee Scholarship Act

Most fees are waived for those individuals who qualify for such exemption under the provisions of the Alan Pattee Scholarship Act Ed Code, Section 68120.

Systemwide Fees

Mandatory fees are waived for those individuals who qualify for such exemption under the provision of Ed Code, Section 32320 (children of deceased disabled veterans).

All Students

Application Fee (nonrefundable), payable by check or money order at time application is made: $55.00

State University Fees for all campuses with the exception of California State University, Stanislaus:

Undergraduate:

Units	Per Quarter	Per Academic Year
0.1 to 6.0	$276	$828
6.1 or more	$476	$1,428

Graduate:

Units	Per Quarter	Per Academic Year
0.1 to 6.0	$292	$876
6.1 or more	$502	$1,506

Nonresident Students (U.S. and Foreign)

Nonresident Tuition (in addition to other fees charged all students) for all campuses:

	Quarter	Semester
Charge Per Unit	$164	$246

Special Session

Standard course fee per summer quarter unit $90.00

Student Association Fees

Fees are assessed by the Student Association to support programs and activities of the various student body organizations.

- Fall Quarter $27.00
- Winter Quarter $25.00
- Spring Quarter $25.00

Student Body Center Fee

- Fall Quarter $24.00
- Winter Quarter $23.00
- Spring Quarter $23.00

Instructionally Related Activities Fee

- Fall Quarter $22.00
- Winter Quarter $21.00
- Spring Quarter $21.00

Insurance Fee

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

Health Service Fee

- Fall Quarter $50.00
- Winter Quarter $50.00
- Spring Quarter $50.00

Other Fees and Charges

(in addition to Registration)

- Identification Card (per quarter) $2.00
- Application Fee (nontransferable and nonrefundable) $55.00
- Late Registration Fee (nonrefundable) $25.00
- Graduation Fee $25.00
- Graduation Reapplication Fee $15.00
- Evaluation Fee for Credential Candidates $25.00
- Check Returned from bank for any cause $20.00
- Transcript of Record $4.00
- Replacement of equipment or materials lost or damaged ..... See Athletics
- Challenge of Course by Examination $2.00
- Extension Courses (per quarter unit)
  - Lecture and Discussion Courses $85.00
  - Open University $90.00
  - Regional Programs (per quarter unit) ..... Varies with Program
- Parking Fees:
  - Non-reserved spaces, autos
    - Regular students, per quarter $36.00
    - Six-week session or period $24.00
    - Four-week session or period $12.00
    - Parking meter (per day) $1.50

Locker usage fees:
- One quarter $15.00
- Two quarters $20.00
- Three quarters $25.00
- *With refund of $5.00*

Resident Hall fee (per academic year)
(approximately $4,185 – subject to change)
Field Trip Fee ..... * See Class Schedule

* In certain courses students may pay a course fee. The courses requiring a fee are found listed under the department offerings. The quarterly class schedule displays specific costs for each course that requires such a fee.

Credit Cards – Visa and Mastercharge credit cards may be used for payment of student fees. Payment may be made at the cashier's window, by telephone, or by the Voice Mail System.

Estimated Costs Per Quarter – It is estimated that commuter students will pay from $150.00 for books and from $480 to $700 for fees, plus parking costs, each quarter. On-campus housing costs which include room, board, and cable television in the residence facilities will be approximately $1400 each quarter. Students who live in off-campus private housing should allow $1,560 each quarter for room and board. Tuition for nonresidents of California is paid in addition to the above costs.

Debts Owed to the Institution – Should a student or former student fail to pay a debt owed to the institution, the institution may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381). For example, the institution may withhold permission to receive official transcripts of grades from any person owing a debt. If a student believes that he or she does not owe all or part of an unpaid obligation, the student should contact the campus business office. The business office, or another office on campus to which the student may be referred by the business office, will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

Refund of Fees – Details concerning fees which may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to be followed in seeking refunds may be obtained by consulting Section 42201 (parking fees), 41913 (nonresident tuition), 42019 (housing charges), and 41802 (all other fees) of Title 5, California Code of Regulations. In all cases it is important to act quickly in applying for a refund. Information concerning any aspect of the refund of fees may be obtained from the Assistant Vice President, Fiscal & Support Services (664-2251, ADM 103).

STUDENT SERVICES

Student Services are offered to individualize and supplement university 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 university life. The function of the Vice President for Student Affairs is to coordinate the enrichment program of the university and to assist each student in meeting his or her individual needs.

The Vice President for Student Affairs is responsible for the development and operation of the Student Services program and reports directly to the President of the University. Reporting to the Vice President for Student Affairs are the Office of Admissions and Records (responsible for the functions of admissions, evaluations, registration, student records, and veterans affairs); the Office of Financial Aids; the Career Planning and Placement Office; the Housing Office (responsible for both on- and off-campus residential programs); the Student Activities Office (responsible for student activities, cultural programs and foreign student services); the Counseling and Testing Center (responsible for educational, career and personal counseling, testing, and orientation); the Disabled Student Services; the Health Center; the Children's Center; University Ombudsman; Re-Entry; the Educational Support Services (responsible for Academic Advancement Center, Educational Opportunity Program, Outreach Services, and Student Affirmative Action); and the STAAR and Educational Talent Search.

ADMISSIONS AND RECORDS

Three major sections make up the Admissions/Records Office; they are Admissions, Records and Evaluations. In addition to administering the three offices, Admissions and Records is responsible for conducting the National Student Exchange Program, and the Veterans Affairs Program.

Admissions – Is responsible for admitting freshman, transfer and graduate students into the University. The office processes over 4,100 applications a year, provides pre-admission advising to prospective students, adults, and veterans seeking admissions into the undergraduate, graduate and credential programs of the university. The Office of Admissions also assists the Office of Outreach Services in their recruiting efforts and works closely with school deans, superintendents, high school principals, counselors, and community colleges in providing admissions information on required course patterns and other admission changes approved by the Board of Trustees for the California State University. The Office of Admissions also provides applications to prospective students and to high schools and community colleges in the service area. Students interested in enrolling in the University should contact this office.

Records – Is responsible for registration, works closely with faculty, school deans, and Extended University in keeping records and processing grades of students. They also process academic renewals, credit, no-credit, auditing, grade changes, transcript requests and class withdrawals for both undergraduate and graduate students.

Evaluations – The Evaluations Office is responsible for admitting all students, providing evaluations of transfer credit, and for certification of general education breadth requirements and graduation check requirements for prospective graduating students. Transfer students enrolled in the university may check with this office to insure course credit has been given for courses taken at another institution. Students who anticipate graduation should confer with this office to insure all requirements have been met.

Graduation – Students anticipating graduation within two quarters should submit a "grad check" application in the Admissions and Records Office.

Students must have completed at least 150 units for undergraduates and the advisor must provide the Evaluations Office the major course outline. Graduate students should request their master course outline from the department of their major and file for a "grad check."

Students who do not complete the required course work for the quarter designated on the "grad check" will not be eligible for graduation for that specific quarter. Incomplete course work listed as report delayed (RD), incomplete (INC), or satisfactory progress (SP) for any current or prior quarter will be denied graduation.

Campus policy does not permit changes in a student's transcript after a final computation has been completed and a date of graduation has been established. Request for retroactive post baccalaureate credit or grade changes will not be honored after the student has completed the degree.

Transfer Credit – Transfer students are encouraged to submit transcripts from all institutions attended at the earliest date possible, prior to their first quarter of attendance. Students who provide all transcripts may expect a completed transfer credit evaluation within

ten days. Copies of the evaluation will be made available to the department of your major and personal copies will be mailed to the student's local address.

Students who are admitted on a "conditional" basis or provide partial transcripts will not be provided a transfer credit evaluation. Transfer credit evaluations are available only to CSUB student applicants, who transfer from other institutions. Continuing students, graduates and Extended University students do not have their transcripts evaluated. Community College transfer students are encouraged to request a "full" or "partial" general education certification from the college attended. Their general education certification is available only to students attending a California Community College. Students who have any specific questions regarding transfer credit should make an appointment with the evaluator listed on your transfer credit letter.

Commencement – Commencement activities are scheduled at the end of the Spring quarter. Each of the four schools now schedule their own Commencements. Students are encouraged to consult with the Dean of their school for the date, time and place for their specific major's commencement. Policy may vary from school to school as to who may participate in the formal commencement and any exception must be approved by the specific dean's office.

National Student Exchange Program – The Office of Admissions and Records administers and works closely with over 130 colleges and universities in the United States, Guam, Puerto Rico, and the Virgin Islands in providing admissions and registration support to students enrolled in the National Student Exchange Program. Students enrolled at California State University, Bakersfield who are interested in participating in the program should contact the Registrar to obtain participation admission requirements.

VETERANS AFFAIRS

The Veterans Office is located in the Admissions and Records Office. The Veteran Coordinator is responsible for working with the Cal State University community and the Veterans Administration to insure that certified veterans are receiving their benefits. Veterans having any questions should contact this office.

COUNSELING CENTER

The University offers to registered students, counseling services that are designed to help them develop their maximum potential while pursuing their educational and personal goals. Professional staff provide without charge, confidential individual and group services in the following areas:

Educational – Emphasis is on helping students be successful in reaching their educational goals. This includes identifying obstacles to academic success and the development of strategies to improve class performance. It may include counsel about learning progress, clarification of curricular policies and procedures, help with study habits/skills, and assessment of academic problems.

Career – Emphasis is on assisting students in looking at themselves relative to the choice of their educational and career goals, and in choosing a major at the University. Career inventories sometimes are used to assist students in identifying interest patterns and characteristics which may affect career decisions.

Personal – Emphasis is on the personal growth and development of students in order that they may be successful academically in pursuing their educational goals. Assistance is offered with individual concerns, anxieties, dilemmas, or problems; in finding ways to increase self-confidence, self-control and self-direction; in university adjustment; with clarifying values; and in crisis situations.

General Studies Group Courses – Each term counselors offer one credit unit courses or workshops to assist students in being more successful in reaching educational and career goals. Topics include Systems for Success, Test Anxiety, Stress Management, Parenting, and other areas that assist students in developing strategies for academic growth.

Academic Advising – The student's faculty advisor assists with class scheduling and answers questions pertaining to academic policies and procedures.

NEW STUDENT ORIENTATION

All new students are encouraged to participate in planned orientation activities prior to the start of their first term at CSUB. Held prior to every registration period, the orientation program provides an introduction to the campus, student services, academic programs and requirements, and an appointment for academic advising by faculty members. All new students are mailed Orientation information which details dates and times for each quarter's programs. Every effort is made to provide new students with information and advice which will facilitate a smooth and effective beginning at CSUB.

To gain specific information about the orientation options, students can call the Orientation Office (664-3388) or the Division of Undergraduate Studies (664-3420).

TESTING CENTER

The Testing Center administers three general types of tests: (1) national admission and matriculation tests for undergraduates and graduates, (2) individual career interest inventories, and (3) English and math placement tests for CSUB and other CSU campuses.

For information and registration bulletins concerning the following tests, inquire at the Testing Center located in the Student Health Center (661) 664-3373.

American College Test (ACT)
Scholastic Assessment Tests I & II (SAT)
Graduate Record Examination (GRE)
Graduate Management Admissions Test (GMAT)
Praxis I & II Series: Subject, Specialty (MSAT)
Test of English as a Foreign Language (TOEFL)
English Placement Test (EPT)
Entry Level Math Exam (ELM)
California Basic Education Skills Exam (CBEST)
Graduation Writing Assessment Requirement (GWAR)
College Level Examination Program (CLEP)
Miller Analogies
Campbell Interest and Skills Survey (CISS)
Myers-Briggs Type Indicator (MBTI)
Reading Instruction Competence Assessment (RICA)
Single Subject Assessments for Teaching (SSAT)

CSUB is not a designated test center to offer the computer (only) based testing for the GRE or GMAT, nor to administer the Law School Admission Test (LSAT) or Medical College Admission Test (MCAT), but testing information and registration bulletins are available.

SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

Services are available to students who have disabilities which might impede their educational process and necessitate support services. The program offers individual assistance in addition to a number of services including:

- sign language interpreters
- readers
- notetakers
- adaptive computer equipment
- learning disability assessment and testing
- testing accommodations
- on-campus transportation
- equipment rentals
- coordination of services with various college and individuals and agencies in the community
- assistance with admission and registrations
- liaison with college departments and community agencies including Department of Rehabilitation

CHILDREN'S CENTER

The Children's Center is a student sponsored program through the University Foundation which is designed to provide developmental activities and care for children aged 2 through 5. The program is concerned with the personal growth of children while providing a meaningful educational experience for those participating youngsters. Included in the approach is a concern for the children's educational needs, social learning, emotional growth and physical well-being.

While the emphasis is to provide a program for the children of California State University, Bakersfield students, other children are welcomed for admission as space permits. Interested families should contact the Director of the Center as early as possible prior to the start of each quarter in order to complete application procedures.

HEALTH SERVICES

The Health Service provides on-campus health care for all currently enrolled students on an outpatient basis, funded by the mandatory student health fee. The objective of Health Services is to produce and maintain an optimum state of physical and emotional health.

Students planning to enroll at the university should note that a Medical Self-Evaluation and Health History must be submitted to the Health Center before any type of medical treatment is provided. Students under age 18 must have the form signed by a parent or guardian and should request a form from the Health Center prior to enrollment.

Proper identification is required to be shown prior to each visit. A California State University, Bakersfield Identification Card with the appropriate sticker or a current Fee receipt and driver's license will be accepted.

Basic services rendered in support of actual illness or injury are free of charge. Pharmacy services, services to Extension Students, and services requested, but not related to a current illness, are Augmented Services, and a small fee will be charged. A complete fee

schedule is posted in the Health Center. Students are advised to read the Health Center Information Booklet for information on services available.

All charges for health care given off-campus are the responsibility of the individual student. For this reason, students are urged to enroll in supplementary health insurance plans to meet major medical expenses not available at the Health Center. For those not otherwise covered, medical plans are available through the Associated Students.

CAREER PLANNING AND PLACEMENT SERVICES

The University maintains a centralized placement service through the Career Planning and Placement Center which has the primary responsibility for career counseling on the CSUB campus. This service functions as a part of the total educational process of the University, 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 the Placement Center staff, in order that realistic objectives may be formulated for successful professional careers after graduation.

Immigration Requirements for Licensure – On August 27, 1996, Governor Pete Wilson issued Executive Order W-135-96 which requested that the CSU and other state agencies implement "as expeditiously as reasonably practicable" the provision of The Personal Responsibility and Work Opportunity Reconciliation Act (PRAWORA) of 1996 (P.L. 104-193). The Act, also known as the Welfare Reform Act, included provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the new Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure.

Career Placement – Career Planning and Placement maintains an active program of relations with business, industry, government, and education employers in order that seniors and qualified alumni may find positions for which they are appropriately qualified.

Part-Time and Summer Placement – This service is available to all currently enrolled students. It provides a way to help students defray some of the expense of a college education and in many cases provides valuable work experience, which can be an asset when seeking full-time employment.

Career Counseling – The primary responsibility for career counseling of CSUB students is housed in Career Planning and Placement. Emphasis is placed on assisting students in looking at themselves and appraising their strengths and weaknesses relative to career goals and aspirations. Career inventories are used to assist students in identifying interest patterns and characteristics which may help them make sound career decisions.

Career Placement Information – The campus may furnish, upon request, information including data concerning national average starting salaries, and projections of employment for specific careers. The information provided may include data collected from graduates of the campus.

Career Library – A career library is maintained to provide information in regards to careers, employment trends, and job search skills. Information concerning individual companies and agencies in addition to graduate school information is available. Video tapes on careers and job search skills are available for viewing in the Placement Center.

On-Campus Interviews – A program providing on-campus interviews for seniors and graduates is offered. Recruiting visits have been conducted on campus by a variety of organizations, including private companies, school districts, state and federal agencies. In addition, the Placement Center hosts an Annual Career Day. Employers are invited to visit our campus, giving students the opportunity to explore career paths and meet potential employers.

Placement File Service – The Placement Center provides a central location for establishing professional files for registered seniors and graduates. These files are sent to prospective employers at the request of the student. The placement file is especially necessary for all candidates planning to teach at the elementary or secondary level.

Vacancy Listings and Referrals – Each year over 7,000 jobs are listed with the Career Planning and Placement Center. The Placement Center, in partnership with JobDirect, makes jobs currently listed with the office available through a Website. Along with this service, direct referrals are made of seniors and graduates who have specific qualifications which are sought by individual employers.

Presentations and Seminars – Presentations are made to classes providing a broad overview of the basic elements of the job search process including resume writing and interview preparation. Seminars are also held relative to careers for specific curriculum areas.

Career Guidance – EUREKA (The California Career Information System) is available for use in the Career Planning and Placement Center. EUREKA is a library of occupational and educational information which is up-to-date and localized to our area (California). Other assessment inventories are available that can help you evaluate your present interests and skills systematically. Results of the inventory will provide insight as to which careers most closely match your skills and interests.

HOUSING

The campus residence hall complex opened in September, 1972 and contains six three-story buildings. Each building accommodates a total of fifty-five students in both double and triple rooms. A large living room area is located on the ground floor with color television, study carrel room, and recreational space. All living space is fully carpeted; and each room has individualized heating and air conditioning. Freshmen who do not live at home or with legal guardians are encouraged to live on campus.

The Housing Office sponsors numerous co-curricular programs in the areas of human sexuality, music, arts and crafts, and special living-learning environments.

A limited listing of off-campus apartments and rooms in the Bakersfield community is available.

STUDENT ACTIVITIES

Assists students, faculty and staff in the development and coordination of social, cultural, educational and recreational activities and programs for the college. Extracurricular activities and programs are planned to enhance instructional offerings and to provide opportunities for student involvement.

These activities and programs include: campus clubs and organizations, fraternities and sororities, special interest programs, recreational and leisure activities, intramural sports, pep band, pep squad and mascot program and student government. Each year Student Activities sponsors special events such as Runnerfest, the campus' spring fair.

In addition, Student Activities is responsible for the International Study Abroad program which involves 36 foreign universities in 16 countries around the world.

Student Activities is also concerned with the development and training of student leaders. All students are encouraged to become involved in the planning of various student activities and to serve on the numerous campus committees.

Student Activities is interested in student ideas for new activities and programs for suggestions for improving the existing ones. Students who have ideas for activities and programs or who want to get involved are encouraged to visit the Office of Student Activities.

International Study Abroad Program – Information concerning study opportunities for American students in foreign universities is available from the Office of Student Activities. This office organizes the selection of U.S. students applying to one of the International Programs operated by the California State Universities in Australia, Brazil, Canada, Chile, Denmark, France, Germany, Israel, Italy, Japan, Korea, Mexico, New Zealand, Spain, Sweden, Republic of China, Taiwan, the United Kingdom, and Zimbabwe. For additional information, refer to the section on International Programs under Academic Information.

International Students and Programs – International (foreign) student assistance is available in the (MB2 211, 664-2014) to help students regarding their academic concerns, personal, and cultural requirements. A variety of special programs and services are also available to assist international students to become better acquainted and adjusted to university life, including an orientation for new students, special interest programs, a quarterly newsletter, and conversation/discussion groups.

EDUCATIONAL SUPPORT SERVICES

The Educational Opportunity Program at California State University, Bakersfield is designed to help those students who are disadvantaged because of their economic or educational background, but who have the potential and motivation to succeed in a college environment. The Educational Opportunity Program serves California residents who do not meet regular admission criteria, as well as those who qualify for regular admission, if they have a history of low income and need academic and financial aid assistance.

All EOP applicant documents and forms must be completed and returned as soon as possible since there

are a limited number of spaces allocated for the Educational Opportunity Program. Deadline dates are:

Fall Quarter ..... April 1
Winter Quarter ..... December 1
Spring Quarter ..... March 1

Academic Advancement Center – Under the aegis of Educational Support Services and with the cooperation of the entire campus, an academic support program is available for students experiencing scholastic difficulties or simply interested in strengthening their academic skills. Courses, programs, and activities are especially designed to assist in the retention of the under-represented student on campus. Services provided by the Academic Advancement Center include, but are not limited to, the following:

Subject Tutorials
Tutors are available in most academic disciplines. The tutors work closely together with the faculty in their academic departments and are trained to provide academic assistance outside of the classroom. Small groups and individual tutoring are both successfully utilized.

Basic Skills Development
In addition to the subject tutorials, the Academic Advancement Center provides assistance in basic skills development in the following areas:

- Study Skills Workshops (e.g. research skills, notetaking techniques, exam preparation, etc.)
- Reading, Writing, and Math Labs

Additional Preparatory Workshops
These include CBEST and ELM preparation.

Counseling Services
Counseling services include: academic assistance, career counseling and goal setting, personal counseling, peer counseling, cultural enrichment activities, bilingual counseling, special services for physically or educationally handicapped students.

The Office of Outreach Services
Consolidates the outreach efforts of the Office of School Relations, Student Affirmative Action program and the Educational Opportunity Program and serves as a liaison between high schools, community colleges and California State University, Bakersfield. The office coordinates a number of services designed to assist academic preparation, access, and transition for junior high school, high school, and community college students. Through its Early Outreach efforts, junior high school students are provided career awareness and intensive academic support services. The immediate Outreach efforts are directed toward juniors and seniors at the service area high schools and provide admission information to prospective students. CSUB's Transfer Center assists transfer-eligible community college students in making the transition to the California State University, Bakersfield campus.

Campus tours are available for prospective students and their parents. Appointments can also be made with faculty and staff concerning their educational goals. These tours and appointments may be arranged by contacting the Office of Outreach Services (661) 664-3138.

Student Affirmative Action
The Student Affirmative Action Program is designed to increase the enrollment of regularly eligible women, ethnic minority, the disabled, and other under-represented groups in post-secondary education.

The Student Affirmative Action Program's main emphasis is on outreach in the local area, with some statewide efforts as well. Locally the program focuses on those high schools and community colleges with high enrollments of under-represented students. At these selected schools, students and parents are provided with information and assistance on admissions, financial aid, scholarship, and special programs. Through its Early Outreach efforts the Student Affirmative Action Program helps minority/disadvantaged 7th and 8th grade students become better prepared to pursue the high school pre-college curriculum, thereby increasing the pool of regularly eligible minority/disadvantaged students.

OTHER SPECIAL PROGRAMS

TRIO Programs

Student Achievement, Academic, & Retention Program (STAAR) – The STAAR Program is a federally funded program committed to providing services to 450 first generation, low income, or physically and/or learning disabled students. From the Program's 20 years of experience in Student Support Services, we have realized that developing academic skills and confidence are essential for retention and academic success. STAAR's professional staff and paraprofessionals help students succeed by utilizing both traditional and non-traditional methods of instruction and counseling. The utilization of culture, background experience, motivation, and counseling support is what makes all of STAAR's support services different from mainstream academic assistance.

All one needs to do to become a participant of the STAAR Program is to come by the program and fill out an application. The application is then reviewed. If you qualify, an intake interview is performed.

Throughout the year, STAAR offers many services that are both academically and socially driven. These services include, but are not limited to, the following:

- Math Assistance
- Reading Assistance
- Writing Assistance
- Financial Aid Assistance
- STAAR Networking
- STAAR Peer Counseling
- STAAR Future Educators (SFE)
- Cultural & Academic Enrichment
- Career Planning
- Tutoring Referral
- Proofreading
- Personal Counseling
- Academic Advising/ Counseling
- Graduate School Counseling

STAAR sponsors many workshops throughout the year. These workshops are presented through General Studies 264: Academic Enrichment Workshops, and all are welcomed to attend. The following workshops will be offered:

- Task/Time Management
- Test Taking/Study Skills
- Relationships
- Looking at Math in a Positive Way
- Interviewing for Success
- Utilizing Services at CSUB
- Money Management & Budgeting
- Decision Making
- Alleviating Test Anxiety
- Reading & Writing
- Making Connections
- Marketing Myself in the 90's
- Graduate Schools & Credential Programs

Classes sponsored by the STAAR Program:

- GST 61 Math Brush Up
- GST 115 Academic Success Via Vocabulary
- GST 116 Reading for College Success
- GST 118 Making It In College
- GST 263 Public Presentations
- GST 264 Academic Enrichment Workshops
- GST 265, 266, 267: Mexican Culture and History Through Dance
- GST 287 Occupational Opportunities

These classes are all two units and meet once or twice a week. To find out more information about these General Studies classes or to find out when they meet, please stop by the STAAR Program or call 664-2281.

Activities sponsored by STAAR & SAC (Student Activities Club)

- Graduate Field Trips
- Quarterly Bowling Challenge
- CBEST Workshops
- Academic & Personal Enhancement Workshops
- Funfest (in May)
- Awake-a-thon
- Teleplays
- Student Leadership Conference

There are Math Assistants through the STAAR Program to help you with any math needs you or a friend may have. They hold various hours throughout the week to help you with any of the following:

- CBEST Preparation
- GMAT Preparation
- ELM Preparation Computational & Basic Skills
- GRE Preparation
- Various Class Assistance

To find out the MA's hours or more information about getting help, please call 664-2281, or come by the STAAR Program.

The STAAR Program has Reading Assistants (RA) throughout the year to help you or someone you know with any reading or writing difficulties. The services they provide are as follows:

- Proofreading
- Writing:
  - Grammar
  - General Mechanics
  - Organization Skills
  - Development of Ideas
  - Sentence Structure
  - Spelling
  - Diction
- EPT Preparation
- CBEST Preparation
- Reading:
  - Vocabulary
  - Comprehension
  - Speed

To find out the RA's hours or more information about getting help, please call 664-2281, or come by the STAAR Program.

Educational Talent Search Program – The purpose of the Educational Talent Search Program is to identify low-income and potential first generation college students who have potential for post-secondary education; to encourage them to continue in and graduate from secondary schools; and to enroll them in programs of post-secondary education. The program provides information regarding post-secondary educational opportunities, academic assistance, career options, and the availability of student financial aid; technical assistance in applying for college admissions and/or student financial aid; preparation workshops for college admissions tests; and workshops on personal growth and development.

FINANCIAL AID AND SCHOLARSHIPS

Student Administration Building, SA 114
661/664-3016
661/665-6800 (fax)
email: finaid@csub.edu
http://www.csub.edu/finaid

The Office of Financial Aid and Scholarships administers a number of financial aid programs to enable students without adequate financial resources to attend California State University, Bakersfield. Students may contact the office or view the office home page at www.csub.edu/finaid for specific application instructions. The priority filing date for financial aid consideration for all CSU campuses is March 2. Applications for financial aid will be accepted after the priority date, but awards to eligible late applicants are dependent upon the availability of limited funds.

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

GRANTS/FELLOWSHIPS

Grants and fellowships are disbursed directly to students for living and educational expenses and do not need to be repaid.

Athletic Grant-in-Aid

Athletic Grant-in-Aid is a CSUB grant program for student-athletes. Eligibility is determined by the CSUB Athletic Department and is awarded in accordance with National Collegiate Athletic Association (NCAA) regulations.

Bureau of Indian Affairs (BIA) Grant

Native American students who can prove membership in a federally recognized tribe may receive education grants from the Federal Bureau of Indian Affairs. If you are a member of a California tribe, contact the Bureau's Office of Indian Education, 2800 Cottage Way, Sacramento, CA 95825, phone (916) 978-6058.

Cal Grant Program

The Cal Grant Program is a state-funded educational opportunity grant program administered by the California Student Aid Commission (CSAC) to assist students in paying for a college education. These awards do not need to be repaid by the student. Because of recent state legislation, the existing Cal Grant Program has been expanded and additional grants have been added. With the exception of Cal Grant T, recipients of these awards are eligible to receive a fifth year of funding while enrolled in eligible teaching credential programs.

Cal Grant A Entitlement Award – This award provides grant funds to help pay tuition/fees for California residents at qualifying for-credit instructional programs of not less than two academic years ($1,428 at CSUB). These awards are guaranteed for those students who have a high school GPA of no less than 3.0 and meet the established program eligibility criteria. The final filing deadline for Academic Year (AY) 2001-2002 is March 2, 2001.

Cal Grant B Entitlement Award – This award provides grant funds for access costs for low-income students in an amount not to exceed $1,551. This grant is to be used to pay living expenses and expenses related to transportation, books, and supplies. Beginning with the second year of Cal Grant B benefits, Cal Grant B also helps pay for tuition/fees for California residents attending qualifying institutions offering a baccalaureate degree ($1,428 at CSUB). These awards are also guaranteed for those students who have a high school GPA of no less than 2.0 and meet the established program eligibility criteria. The final filing deadline for AY 2001-2002 is March 2, 2001.

California Community College Transfer Entitlement Award – This award is offered to California Community College students who were not awarded Cal Grant As or Bs within a year of graduating from high school, but meet certain requirements at the time of transfer from a California Community College to a qualifying institution offering a baccalaureate degree. These awards are also guaranteed for those students who have a Community College GPA of at least 2.4 and meet the established program eligibility criteria. They can represent the equivalent of either a Cal Grant A or B award (effective AY 2002-2003).

Competitive Cal Grant A and B Award – This award is to be used for the same purposes as the Cal Grant A and B Entitlement award, except that they are not guaranteed. The award is based on a competitive basis and intended for students who did not receive an entitlement award and are from low- and middle-income families. The final filing deadline for AY 2001-2002 is March 2, 2001.

Cal Grant T Award – This award is for teacher credential candidates who have a baccalaureate degree and plan to attend a teacher credential program. The award is to be used only for tuition/fees for a maximum of one academic year of full-time attendance ($1,506

at CSUB). As a condition of receiving a Cal Grant T award, a recipient must teach for one year at a low-performing public school for each $2,000 of award money received, for a maximum of four years. Any recipient who does not meet the teaching obligation will be required to repay the award. The final filing deadline for AY 2001-2002 is June 1, 2001.

Fifth Year Benefits Award – This award is for Cal Grant recipients who are enrolled in a mandatory five-year undergraduate program, which requires all participants to complete more than four years of undergraduate study.

CSU Graduate Equity Fellowship Program
This program seeks to increase the diversity of students completing Graduate degree programs in the CSU and encourages continuation on to doctoral programs and consideration of university faculty careers. It provides fellowships for economically disadvantaged CSU students, especially from groups that are underrepresented among Graduate degree recipients in their areas of study, and promotes faculty mentoring and research opportunities. Fellowships are administered through the Office of Graduate Studies and Research on a competitive basis for Graduate students. Individual fellowship awards may range from a minimum of $500 to a maximum of $4,500 with an average award approximating $1,500. Students may apply by filing a FAFSA. Contact the Office of Graduate Studies and Research (661) 664-2231 for the fellowship application.

Educational Opportunity Program (EOP) Grants
This is a state-funded program limited to Undergraduates admitted to California State University, Bakersfield through the Educational Opportunity Program. To be eligible for the EOP grant, a student must be disadvantaged according to criteria established by state regulations, and be enrolled at least half time. This program currently provides up to a maximum of $650 annually to students enrolled in the EOP program. Apply by contacting the EOP Office at (661) 664-2275 or write:

EOP Office
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93311-1099

Federal Pell Grant
The Federal Pell Grant program is the largest federal student-grant program. Eligibility was previously limited to Undergraduate students for up to five years of full-time attendance. As a result of the Higher Education Act Amendments of 1998, students enrolled at least halftime in teacher preparation post-baccalaureate programs leading to a teaching credential are now also eligible. Eligibility for a Pell Grant is dictated by the federal government according to a formula developed by the US Department of Education and Congress. Pell Grant awards for full-time students will range from $400 to $3,650, but may change from year to year depending on Congressional appropriations. Apply by completing the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grants (FSEOG)
The FSEOG program is a federally-funded program that is designed to supplement other sources of financial aid for Undergraduate students who demonstrate exceptional financial need. Typically, the average award at CSUB is less that $1,000 because funds are not sufficient to meet the needs of all eligible students. A student's eligibility for FSEOG is determined by information submitted to the Financial Aid Office on the FAFSA.

Governor's Teaching Fellowship Program (GTFP)
The GTFP is an important component of Governor Davis' education program (SB 1666). These competitive awards are designed for students preparing to teach in low-performing schools in California for four years. These fellowships provide $20,000 to help pay education and living expenses while students are enrolled full-time in a California Commission on Teacher Credentialing (CCTC) accredited California State University (CSU), University of California (UC), or independent college/university teacher education program.

In January, 2001, 250 fellowships will be awarded to students who are enrolled full-time in a teacher preparation program during the winter and/or spring terms of 2001. Beginning in September of 2001, an additional 1,000 fellowships will be awarded annually.

To apply, please download the online application at:www.teacher-fellowship.calstate.edu or request an application by sending an email to teacher-fellowship @calstate.edu, or call the GTFP toll-free number at (866) 824-7335.

Scholarships for Disadvantaged Students (SDS)
This program is available for bona fide nursing students from disadvantaged backgrounds who are enrolled as full-time students. If sufficient funds are available, Undergraduate students who have demonstrated a commitment to pursuing a career in health professions may also be considered. Scholarship awards may cover tuition and required fees, books and supplies, and reasonable living expenses incurred while enrolled in school as a full-time student. Bona fide nursing candi-

dates interested in being considered for the SDS Program should contact the Nursing department at (661) 664-3102 or the Office of Financial Aid & Scholarships at (661) 664-3016 for additional information.

State University Grant
The State University Grant (SUG) is a California State University (CSU) funded grant, intended for needy students who are legal residents of California. The California State University Chancellor defines eligibility criteria for award priorities as well as amounts of the grant. A maximum SUG of $1,428 for undergraduates and $1,506 for graduate/post-baccalaureates for the academic year is targeted to students with exceptional financial need. All other less needy students are considered for a percentage of the maximum SUG award based on the student's family financial strength.

LOANS

Some financial aid programs allow eligible students to borrow money to pay their living and educational expenses. Various short-term and long-term loan programs are available to both students and parents.

Federal Perkins Loans
Federal Perkins Loan is a low interest (5%) federal loan, available to students who demonstrate financial need and are enrolled at least halftime. Based on the availability of funds, Undergraduates pursuing a bachelor's degree, classified Graduates and Teaching Credential candidates may qualify for this loan. Up to $15,000 may be borrowed for Undergraduate study. Graduate or professional students may borrow up to a cumulative total of $30,000 (including any previous Perkins program loans). The student, while in school, pays no interest and repayment does not begin until nine months after graduating or leaving school.

Federal Nursing Loan (NL)
The Nursing Student Loan program provides up to $2,500 annually for the first two years of Undergraduate study in the nursing program, $4,000 annually for subsequent Undergraduate study. Repayment begins at a 5% interest rate nine months after a student graduates or ceases to be a halftime student.

Federal Family Education Loan Programs (FFELP)/Ford Federal DIRECT Loan Programs
Federal Family Education Loan Programs, the FFELP loans, which previously consisted primarily of the Stafford Loan programs, both subsidized and unsubsidized, and the PLUS program have been replaced at CSU Bakersfield by the William D. Ford Federal DIRECT Loan programs. The Direct Loan program is virtually identical to the FFELP, except that the federal government is the lender, rather than a private bank, savings and loan, or other commercial lender. CSUB, as well as many other colleges and universities, has converted from the FFELP to the Direct Loan program as we believe it better serves the needs of our students, especially with respect to expediting the processing of their student loans.

SUBSIDIZED Direct Student Loan
This loan is designed to meet the calculated need of students (up to the maximum allowed at each grade level) where grants, scholarships, and other resources do not completely fill the need for aid, as calculated by the federally-mandated need analysis process. For SUBSIDIZED Direct Loans, there is no interest charged as long as the student is continuously enrolled on at least a halftime basis (except for summers). Repayment, including interest, begins six months after a student is no longer enrolled on at least a halftime basis. The interest rate on new loans with a first disbursement on or after July 1, 1994, can change each year of repayment depending on changes to the Federal Treasury Bill interest rate, but it will never exceed 8.25%.

UNSUBSIDIZED Direct Student Loan
For students who are not able to show need according to the required need analysis calculation, or where the calculated need for a subsidized loan is less than the maximum that is allowed for the student's grade level, students may apply for an UNSUBSIDIZED Direct Loan. For example, if a freshman has no calculated NEED for aid, and if he/she is receiving no scholarship or other resources, then that freshman could borrow, as an UNSUBSIDIZED Direct Loan, any amount he/she wishes, up to the freshman academic year limit of $2,625. For Unsubsidized Direct Loans, students must pay the interest on the loan. For example, the interest on an unsubsidized loan of $2,625 is currently $195 per year. Depending upon the amount due, students who are receiving unsubsidized loans will be billed monthly or quarterly for the interest, beginning within sixty days of the first disbursement of the loan. The student may defer the interest until graduation. Full repayment (not just interest) begins within sixty days after the student drops below full-time.

Direct PLUS Loan
The PARENTS of students who are regarded as DEPENDENT for need analysis purposes may also choose to apply for a Direct PLUS (Parent Loans for Undergraduate Students) Loan. Typically, the Direct PLUS Loan takes the place of whatever calculated parent contribution (resulting from the need analysis process) that the parents cannot actually provide from current income and/or savings. PLUS loans are limited only by the budget calculated by the school financial aid

office minus any scholarships or other resources, which are to be received by the student. For example, if the calculated budget is $9,000 for an academic year, then the parents of a dependent student may borrow any amount they feel they need up to $9,000. However, if the student were to receive scholarships totaling $1,000, the parents could only borrow up to $8,000. Parents should take note that there is no deferment of interest or regular repayment for Direct PLUS loans. Full regular repayment will begin within sixty days of the first disbursement of the loan. The interest rate is variable, but it will never exceed 9%.

Academic Year Direct Loan Program Limits:

Freshman ..... $2,625 (0-44 units)
Sophomores ..... $3,500 (45-89 units)
Juniors ..... $5,500 (90-134 units)
Seniors ..... $5,500 (above 135 units)

NON-Credential Classified
Graduate Students $8,500

Conditionally-accepted
Graduate Students ..... $2,625 for no more than one year

Graduate Cumulative Maximum, INCLUDING Undergraduate loans $65,500

The above academic year amounts are maximums. If the required need analysis process indicates a lesser need, then you may borrow only the amount for which you are calculated to have need. To be considered for any of the William D. Ford DIRECT loans, you should complete the Free Application for Federal Student Aid (FAFSA). The priority deadline is March 2 of each year for the subsequent academic year, which begins in mid-September. Applications received after the deadline will be processed as soon as possible after on-time applications are considered.

Short-Term Emergency Loan
This loan is administered by the CSUB Foundation Office and is for assisting students with unanticipated temporary emergencies. The maximum loan is $150 and is repayable within 30 days. A nominal service fee is charged. The emergency loan is available to any enrolled student, not just those receiving financial aid. Applications are available in the Foundation Accounting Office, SC 122, phone (661) 664-3209.

WORK

Part-time employment opportunities are available on and off campus.

Federal Work-Study
This federal program provides a variety of positions on campus through which a student can earn money to pay for their educational expenses. The student can adjust their work schedule to conform to their class load. A student must qualify for financial aid to be placed in a work-study position. Apply by completing the FAFSA.

America Reads/Counts Programs
CSUB also participates in the America Reads/Counts programs, which are federal initiatives that challenge universities to train work-study eligible students to provide tutoring of reading and mathematics to elementary/middle school children performing below grade level.

State Work-Study Teaching Intern Program
This state program provides eligible students the opportunity to earn money to help defray their educational costs while gaining experience in educationally-beneficial or career-related employment. Legislation requires that participating schools establish work-study positions for students who will provide tutorial instruction to pupils in various outreach activities. These activities may include, but are not limited to, tutoring in core courses, pupil mentoring, curriculum development, and academic counseling during or after regular school hours. For additional information, contact the CSUB Kern English & Math Program (KEMP), phone (661) 664-2411.

Student Assistant (on campus) & Part-time (off campus) Employment
Student Assistant employment is available on campus and eligibility is not based on financial need. Part-time, off-campus employment is available to all students as well. Positions are advertised in the Career Planning and Placement Center located in the Student Center, phone (661) 664-3033.

SCHOLARSHIPS

The purpose of the University's scholarship program is to provide monetary support and public recognition to students who have demonstrated academic excellence in the classroom. CSUB's growing scholarship program encompasses campus-wide, school/departmental, and community-based scholarships that are awarded by donors and/or respective scholarship committees. Scholarship awards typically range from $50 to $2,500, and are usually disbursed on a quarterly basis. The following are examples of scholarships awarded throughout the year by CSUB's scholarship committees:

Leodies "Lee" Adams Memorial Scholarship
Lee Adams joined the staff at Cal State Bakersfield in 1972 as the Director of the Educational Opportunity Program. During his 27 years at CSUB, Lee was committed to the social and academic success of all students. This scholarship is awarded to first-time freshmen from the Kern High School District and will be based on academic achievement and financial need. Special consideration will be granted to graduates of the Project B.E.S.T. program.

Arts & Sciences Merit Award Scholarship Program
This program is sponsored by the Advisory Board for the Schools of Humanities & Social Sciences and Natural Sciences, Mathematics & Engineering. The goal of this program is to offer selected "honors" and/or "high ability" graduates from area high schools four-year scholarships of $5,000 to major in an eligible program and to graduate with a baccalaureate degree within four years. Each merit scholarship will be awarded based on academic achievement and commitment to complete an appropriate major within a four-year period. Interested students must meet the following minimum criteria: 3.8 cumulative GPA; or 1000 on the SAT; or 25 on the ACT.

Mildred Baer Presidential Scholarship
This scholarship is awarded in memory of Mildred Baer, who was a highly regarded home economics teacher in the city of Taft for many years. This scholarship is awarded annually to incoming freshmen. Eight (8) awards are made on an annual basis for $1,000 each.

Dolores and Victor Cerro Scholarship
Established by Victor and Dolores Cerro and family, this $500 scholarship is awarded annually to three students transferring from Bakersfield College (BC) to CSUB. Eligible applicants should be BC Transfer Center participants who plan on attending CSUB full-time (12 units or more), must possess a minimum cumulative 2.5 GPA, demonstrate evidence of campus and community involvement, and must have resided in Kern County for at least three years.

Dr. Chee-Mok Chan Scholarship
This scholarship was established by Dr. & Mrs. Chee-Mok Chan to assist CSUB students with their educational expenses. Students of Chinese/Asian ancestry are especially encouraged to apply. Eligible students must have a 3.0 GPA, financial need, and demonstrate evidence of campus and community involvement.

Florence Clare Presidential Scholarship
This scholarship, established by the Estate of Florence Clare, is intended for incoming freshmen who demonstrate academic achievement (minimum 3.25 GPA) and leadership ability. Recipients must reside in the CSUB service region, be interested in serving the community, and have a viable economic need. Three or more scholarships of $1,000 each are awarded on an annual basis.

CSU Future Scholars Program
The CSU Future Scholars Program is designed to increase college participation of students who are disadvantaged because of economic, educational, or environmental factors. Thirty (30) awards of $1,000 each are made on an annual basis. Students whose family have not had education beyond elementary or secondary school or who are the first in their family to attend college are eligible for consideration for this scholarship. Those who attended high schools where low rankings on standardized tests or poverty prevails, as well as migrant families, rural families and residents of impoverished areas are also eligible. To be eligible students must be California residents, graduate from a California high school, meet regular CSU admission requirements, enter the CSU preferably as a first-time freshman or as a transfer student, enroll on a full-time basis, and demonstrate academic promise. Applications are customarily made available in the fall. For more information, please call the Office of Financial Aid and Scholarships at (661) 664-3016.

CSUB Alumni Association Scholarship
Funds for this scholarship are provided from the interest that has accrued from the CSUB Alumni Association Scholarship Endowment. Awards are made annually to graduate or credential students, who are entering with or currently have a minimum cumulative GPA of 3.0. Students must demonstrate financial need and be dedicated to, and have participated in, extracurricular activities that benefit the community and the university.

CSUB Associated Students, Inc.
Scholarships are awarded annually to incoming freshmen, transfer, and Antelope Valley students. Selection criteria include academic achievement (at least 3.0 cumulative high school grade point average) and extracurricular activities (evidence of leadership experience through involvement in associated students or other campus-related organizations).

CSUB Staff Forum Scholarship
Funds for this scholarship are generated from the efforts and hard work of CSUB staff members who are nominated and elected to participate in the CSUB Staff Forum. Two awards are given annually, one to a CSUB staff member, and another to a child of a CSUB staff member enrolled or planning to enroll at CSUB.

William and Laura Edwards Scholarship
Johnnie M. Cerro, a CSUB alumnus of 1972, established this scholarship in December 2000 to honor the memory of her parents. Proceeds from this endowment are used to fund scholarships for students preparing to be teachers and who plan to remain in Kern County after completion of their teaching credential program.

Dr. Hans Einstein Community Medical Scholarship
This endowed scholarship is funded by the family of Dr. Hans Einstein and is intended to assist premed students attending CSUB. Recipients of this scholarship must intend to return to Kern County to practice medicine upon completion of their medical training. This scholarship is awarded annually.

Dr. John Forney Memorial Scholarship
The CSUB Foundation established the Dr. John L. Forney Memorial Scholarship Endowment so that present and future generations may know of his dedication to our community and our university. Dr. John L. Forney was a member of the California State University Bakersfield Foundation Board of Directors from 1971 until his death in 1998. This scholarship is awarded annually to incoming freshmen.

Adeline Frasch Memorial Scholarship
The CSUB Foundation established the Adeline Frasch Memorial Scholarship Endowment in honor of Adeline Frasch, who served as a member, life member, and honorary member of the California State University Bakersfield Foundation Board of Directors for 31 years. Mrs. Frasch demonstrated a lifetime of commitment to the Bakersfield community and to CSUB. This scholarship is awarded annually.

Helen Louise Hawk Honors Scholarship
These scholarships are generated from the proceeds of a $1 million gift from Helen Hawk Windes to the CSUB Honors Program. The donor, a former journalist and public relations professional, provided this gift to allow the University to offer $1,000 scholarships to incoming honor students. Scholarships are awarded to students, who have at least a 3.8 high school GPA, or a score of 1150 on the SAT, or a score of 26 on the ACT. In addition, students are asked to participate in the CSUB Honors Program to receive this award.

G. A. Holtz Scholarship
This scholarship was established by Mrs. Grace Holtz in memory of her late husband, G. A. Holtz. Nine (9) awards of $300 each are made available annually to incoming freshmen who have demonstrated academic excellence and potential for a high degree of interest and participation in activities of the college community. Financial need is not a consideration for receipt of this scholarship.

Harold G. Hull Scholarship
One scholarship of $400 is made available to an incoming freshman meeting University requirements of academic excellence, campus and community involvement, and financial need. Monies are provided by the estate of Dorothy D. Hull to honor Harold G. Hull.

Kiwanis Club of Bakersfield
The Kiwanis Club of Bakersfield has provided scholarships to students attending California State University, Bakersfield since 1976. The Club offers annual scholarships to incoming freshmen that are Kern County residents. Selection criteria include academic excellence, community service, and financial need.

Dr. Clifford Loader Memorial Scholarship
The CSUB Foundation established the Dr. Clifford Loader Memorial Scholarship Endowment. Dr. Clifford Loader was a founding member of the California State University Bakersfield Foundation Board of Directors and served as its first chairman. This scholarship is awarded annually to incoming freshmen.

Dr. Robert C. Marshall Endowed Scholarship
This scholarship program was created out of the generosity of Dr. Robert C. Marshall, MD, a local Bakersfield physician and a Taft Union High School alumnus. In an effort to promote and support the educational pursuits of Taft Union High School District graduates attending CSUB, this annual scholarship ($2,800 in AY 2000-01) is awarded to a student who meets the following scholarship requirements: admission to CSUB; graduation from the Taft Union High School District; academic potential; leadership ability; and economic need. Incoming freshmen as well as continuing CSUB students are eligible to apply for scholarship consideration by submitting either the Freshman Scholarship Application (incoming freshmen only) or the CSUB Academic Scholarship Application (all other students), of which both have an annual deadline of April 1.

Honorable Len McGillivray Memorial Scholarship
This scholarship was established in the Fall of 1998 by Anne McGillivray in memory of her husband the Honorable Len McGillivray. Judge McGillivray served as a Kern County Superior Court judge from 1983 until his death in 1998. Proceeds from the endowment will be used to fund a scholarship for an incoming freshman from the Kern High School District, who will be following a pre-law curriculum at CSUB.

Gladys Rachal Scholarship Fund
This scholarship fund was bequeathed to the California State University Bakersfield Foundation through the estate of Gladys Rachal, a prominent Kern County resident. Two (2) $725 scholarships are awarded annually to incoming freshmen with outstanding scholarship records (3.25 cumulative GPA minimum) and who have demonstrated evidence of campus and community leadership. Applicants are required to submit a personal statement delineating their educational and career goals.

Specialized Scholarships

In addition to the sampling of campus-based academic scholarships listed above, the following list represents just a few of the specialized scholarships that are also available at CSUB. These specialized scholarships have their own applications, separate and apart from the applications required for the campus-based scholarships, and may be obtained through the Office of Financial Aid and Scholarships at CSUB.

Filipino Excellence Scholarship
The Filipino Excellence Scholarship was established to promote students of Filipino ancestry or other CSUB students and financially assist them with their educational endeavors. Typically, four (4) $1,000 scholarships are awarded annually. Interested students must meet the following criteria: be a full-time student; a new or reentry CSUB student preferably of Filipino ancestry; and have a minimum 3.0 GPA. Eligible applicants must submit the following along with their Filipino Excellence Scholarship Application: three letters of recommendation, an academic transcript or latest grade report, and a recent passport-size photograph. For more information, please call (661) 664-2264.

Hispanic Excellence Scholarship
The Hispanic Excellence Scholarship Fund is a CSUB collaborative initiative launched in 1984 by President Tomás A. Arciniega to increase access for academically qualified, economically needy, preferably Hispanic students who display leadership potential. Several $1,500 and $2,500 scholarships are awarded annually. Interested applicants must have a minimum 3.0 GPA and intend to be enrolled as a full-time student at CSUB. For more information, please call (661) 664-2160 or (661) 664-3052.

Alan Pattee Scholarships
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 are not charged fees or tuition of any kind at any California State University campus, according to the Alan Pattee Scholarship Act, Education Code Section 68121. Students qualifying for these benefits need to contact the Admissions/ Registrar's Office, which determines eligibility.

Dr. Ernest W. Williams, Jr. Scholarship
This scholarship was established by members of the CSUB staff, faculty, and interested persons from the community to honor the memory of Dr. Ernest Williams, Jr. Generally, 10 to 15 awards of $1,000 each are given annually to African-American or other CSUB students enrolled full-time, who demonstrate academic and leadership potential, and a commitment to the advancement and educational opportunity of all people without regard to cultural or ethnic background. Scholarship applications for the Dr. Ernest W. Williams, Jr. Scholarship are available at area high schools and CSUB in the spring, with a mid-April deadline. For more information, please call Dr. Willis Hill, Scholarship Committee Chair, at (661) 664-3366.

Other Scholarships

In addition to the scholarships listed above, the following sampling of awards are available from various private donors and organizations who wish to assist students majoring in specific academic disciplines in meeting their educational expenses. These awards fall under the category of campus-based scholarships and require the completion of the CSUB Academic Scholarship Application and two recommendation forms. Amounts and number of awards may vary from year to year.

Athletics

Ayars Brothers Memorial Scholarship in Soccer

Sean Baxter Memorial Scholarship (Basketball)

Friends of CSUB Wrestling Endowment

The Fred McDonnell Memorial Scholarship (Soccer)

Humanities & Social Sciences

Betty B. Albright Memorial Scholarship (Sociology)

Audrey Kay Bender Memorial Scholarship

(Economics)

CSU - Angelina Aliberti Ruggie and Lawrence L. Ruggie Scholarship (Humanities, Law, Social Work)

Kern County Sheriff's Reserve Association Scholarship (Criminal Justice)

San Joaquin Valley Chapter of the American

Petroleum Institute

Arts & Performing Arts

Bill Burton Memorial Scholarship (Music)

CSUB Choral Music Scholarship

CSUB Jazz Festival Scholarship

Howard Dallimore Memorial Scholarship (Music, Pubic Administration)

Dorian Society Scholarship (Art, Music, Theatre)

Dwayne Gholston Endowment (Music)

Ham & Wry Production Theatre Scholarship

Armand Hammer's Scholarship in the Arts (Fine Arts)

Instrumental Music Scholarship

Margaret Rogers Lovallo Scholarship (Music)

Mary Osborne Memorial Scholarship (Music)

Robert Scherb II Endowment (Choral)

Secor Music Scholarship

Bobby Jo Shannon Straight-Line Music Scholarship

Pearle Zalud Music Scholarship

History/Political Science

Tim & Jeanelle Palmbach Scholarship (Political Science)

Joe Wooldridge Memorial (Law)

Natural Sciences, Mathematics & Engineering

Cancer Federation Research Scholarship

Fairie A. Decker Memorial Scholarship (Biology)

Friends of Biology Scholarship

C.E. Strange Scholarship (Physics, Geology)

Texaco – Geology

Texaco – Pre-Engineering

Nursing

Haidee DuRelle Endowment Fund for Nursing

Mamie Hawkins Nursing Scholarship

Kaiser Permanente Nursing Scholarship Fund

Kern County Medical Society

Kern County Medical Center Auxiliary

Kern Registered Nurses Scholarship

John Reed Nursing Scholarship

Marion Reed Nursing Scholarship

Fay Walters Scholarship

The Woman's Club of Bakersfield

Business and Public Administration

Bakersfield Chapter Appraisal Institute (Real Estate)

The Jimmy D. Barnes Memorial Learning Scholarship (Business)

Beta Gamma Sigma in Honor of J.D. Barnes (Business)

The John Brock Endowed Fund

Hiriam F. & Mary G. Cox Scholarship (MBA)

CSU Robert M. Odell Endowed Scholarship (Accounting)

Howard Dallimore Memorial (Public Administration or Music)

Don Hopkins Advertising Club Scholarship

Elmer F. Karpe Memorial Real Estate Scholarship

Flossie Mae Smith Scholarship (Accounting)

Education

California Retired Teachers - Laura E. Settle Scholarship

California Teachers Association-Sierra Service Center Scholarship

Linda Sue Chaney Memorial Scholarship (Teaching)

CSUB Teacher Growth Endowment Fund

Delta Kappa Gamma Alpha Alpha Chapter (Teaching)

Delta Kappa Gamma Beta Zeta Chapter (Teaching)

Fred & Beverly Dukes Endowment (Teaching)

Leo B. Hart Teacher Education Endowment

Kern Retired Teachers Association

Christa McAuliffe Memorial Scholarship (Education)

Dr. Carl E. Miller Endowment (Teaching)

Dr. Ernie Page Memorial Scholarship (Education)

Panama Education Foundation Scholarship (Teaching)

Benjamin Schneider Memorial (Special Education)

Schuetz-Richardson Special Education Scholarship

Kathleen Van Horn Scholarship (Teaching)

Veterans' Affairs

California State University, Bakersfield is approved by the State of California as a training facility for veterans applying for V.A. benefits. The Office of Veterans' Affairs (located in the Office of Admissions) provides services to approximately 200 veterans currently attending the university under the G.I. Bill. These services in-

clude certification of enrollment for educational benefits, direct liaison between the University and the Veterans Administration Regional Office regarding underpayment, overpayment, or nonpayment of benefits, veterans work-study, and information concerning University services.

Students expecting to enroll under educational benefits administered by the Veterans Administration may obtain application forms from the Office of Veterans' Affairs if they have not previously established their eligibility with the V.A. Transfer students will need to complete a "Request for Change of Training Application" while returning students need only notify the Office of Veterans' Affairs of their enrollment intentions. It is desirable that students make applications well in advance of anticipated enrollment to avoid unnecessary delays.

The University will certify the following course levels to the Veterans Administration:

Full Time	12 or more units
3/4 Time	9-11 1/2 units
1/2 Time	6 to 11.9 units

Less than 1/2 time (1-5 1/2 units) will receive payment for tuition and fees only. Graduate students enrolled in graduate level courses (courses numbered 500-699, or courses acceptable by the particular curriculum department as work towards a master's degree will have their course units weighted at a scale of 1.5.

Students eligible for V.A. Educational Benefits must have all documents and transcripts pertaining to prior civilian or military training sent directly to the Admissions Office before a certification of eligibility can be sent to the V.A. The Code of Federal Regulations requires a transfer evaluation of prior credit be completed and sent to the student and to the V.A. within two quarters after admission to the University. Failure to adhere to this regulation will result in the termination of educational benefits.

Students receiving V.A. Educational Benefits who have been placed on probation must raise their cumulative GPA to a 2.0 within two quarters. Students who remain on probation for a third quarter will have their educational benefits terminated until they are taken off probation.

Students receiving V.A. Educational Benefits must be enrolled only in courses that lead to their declared educational objective (BA, BS, MA, MS, Credential, etc.). Cooperative Education courses may be taken only if the student is enrolled on a full-time basis.

ACADEMIC INFORMATION

ACADEMIC AFFAIRS

The University's Provost and Academic Vice President is responsible for all academic programs. The degree programs are administered by school deans and housed in four schools: the School of Humanities and Social Sciences (DDH B102, 664-2221), the School of Natural Sciences, Mathematics and Engineering (SCI 102, 664-3450), the School of Business and Public Administration (DDH A100, 664-2157), and the School of Education (EDUC 124, 664-2219). The Dean of Graduate Studies and Research (SCI 104, 664-2231) provides overall coordination for graduate programs. The Dean of Undergraduate Studies and Associate Vice President for Academic Affairs (EDUC 251, 664-3420) assists the school deans with undergraduate programs. The Dean of the Extended University (MB 3, 664-2441), in cooperation with the Deans of the four schools, administers off-campus degree programs, certificate programs offered through the Extended University, summer sessions and other special sessions. Individuals with questions about specific degree programs or academic policies can contact the above offices.

The following sections are organized to provide essential information about academic programs and policies.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Academic Honesty – The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and not to give unauthorized assistance. Faculty have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be positively encouraged.

There are certain forms of conduct that violate this community's principles. ACADEMIC DISHONESTY (CHEATING) is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. PLAGIARISM is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. It may consist of handing in someone else's work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases written by another, or using data and/or statistics compiled by another without giving citation. Another example of academic dishonesty (cheating) is the SUBMISSION OF THE SAME, or essentially the same, PAPER or other assignment for credit in two different courses without receiving prior approval.

When a faculty member discovers a violation of the community's principles, the faculty member is required to give a failing grade to the student for the course. In addition to assigning the final grade, the faculty member also notifies in writing the Dean of Undergraduate Studies and the relevant school dean that an act of academic dishonesty has occurred and a grade of "F" has been assigned. The student receives a copy of this letter.

The letter becomes part of the student's permanent file. If a second act of dishonesty occurs, the student is administratively dismissed from CSUB.

Under the Student Discipline Procedures, a student may appeal any sanction employed by faculty or the University based on an allegation of academic dishonesty. The initiation of the grievance must occur within fifteen (15) school days after notification of the grade is mailed or personally given to the student. Copies of these procedures are available in the offices of the school deans. The Dean of Undergraduate Studies serves as coordinator of student discipline and handles these appeals.

Academic Freedom – Freedom to pursue truth and to achieve personal and intellectual development is essential to CSUB's community of scholars. The University is firmly committed to such freedom for both students and faculty.

For the achievement of academic freedom, a necessary condition for such pursuit is an acceptance of spirit of inquiry and appreciation for diverse ideas, viewpoints, cultures, and life-styles. Acceptance must be present both in the classroom and in other areas of the campus. The achievement of academic freedom, however, must occur within a respect for law and the protection of the opinions of others.

Classroom Conduct – The classroom is essential for the achievement of academic freedom, the pursuit of truth, and the development of students. Because of its importance, students as they enter the classroom must exhibit respect for the views of others, the professionalism of the instructor, and the goals of academic freedom.

Faculty are obligated to recognize and respect student diversity and opinion. Yet they have a fundamental responsibility to uphold the integrity of the learning environment. When confronted by unreasonable disruption of the classroom, faculty are expected to initiate actions to correct such conditions. Such actions can result in disciplinary action ranging from removal from the classroom to suspension from the campus.

ACADEMIC ASSISTANCE FOR STUDENTS

The academic plan of the university not only provides for a wide range of degree programs but also for a variety of educational opportunities and services suited to the individual needs of the student.

Orientation – New students to the campus are encouraged to participate in the university's orientation program. CSUB like every educational institution has its rules, regulations, special options and eccentric arrangements. New students need to make themselves aware of these. Orientation also introduces students to the university's education programs.

The orientation program operates throughout the year. For the fall quarter there are several day-long sessions prior to the start of classes. For winter and spring quarters orientation for the upcoming quarter occurs during the sixth week and again on the day before the quarter begins. All students are encouraged to attend one of these sessions.

To gain specific information about the orientation options, students can call the Orientation Office (664-3388) or the Academic Advising Center (664-3061).

Academic Advising – The university prides itself on its advising system. The faculty are trained to provide accurate information and empathetic advice. Every student is assigned to a faculty advisor in the student's area of interest. Students are encouraged to meet with their advisors every quarter; lower division students are required to do so before they can register for classes. Advising is particularly important prior to telephone registration. This period, normally the sixth and seventh week of the quarter, allows students to reserve a place for themselves in the next quarter's classes. Students who utilize the telephone or online registration process are then able to register.

The Director of the Academic Information and Advising Center (DDH C100, 664-3061) assigns each freshman to a General Studies Fellow who serves as the faculty advisor until the student accumulates at least 60 units and formally declares a major. The Fellow is readily available to provide assistance.

After students officially accumulate at least 60 units and declare a major, they then receive academic advising from their academic department. Normally the department chair assigns new majors to the department faculty. Any upper division student who does not have an advisor need only request one from the appropriate department chair.

The Academic Information and Advising Center is also available to provide academic advising. Throughout the day the center has professional staff ready to answer questions about the university's programs. Its hours are 8:30am-7:00pm Monday through Thursday and 8:00am-4:30pm on Friday.

Our advising system is designed to insure all students obtain the information they need to meet their educational objectives. If a student finds that the system is not working, however, he or she can receive emergency assistance in the Division of Undergraduate Studies (EDUC 251, 664-3420).

Telephone Registration – The university utilizes a system of telephone registration to permit students to plan their upcoming quarter's academic program. Telephone registration occurs during the seventh and eighth week of the quarter. Students meet with their academic advisor and select the courses to be taken the next quarter. The selections are made official through a telephone registration call. Students are given a special time to telephone and register for the next quarter. Specific instructions are found in the quarterly class schedule.

Online Registration & Student Information – Registering for courses and viewing your student information may now be performed online. To access your student information online you must have an internet connection available. Login to your student information at http://www.csub.edu.

Online student information offers the following options:

1. Registration
   - Register for classes
   - Drop and Add classes
   - Verify current and past quarter schedules
   - Check availability of courses

2. Student Records
   - Access unofficial transcripts
   - View quarter by quarter grades
   - Review account history, charges, and payments
   - Check current address and biographical information on file

Upon logging into Student Information Online, you will be prompted for your user name and PIN. Your user name is your social security number and your PIN is your date of birth entered as mm/dd/yy.

UNDERGRADUATE DEGREE PROGRAMS

All undergraduate degree programs at the University are structured to provide sufficient breadth and depth to prepare students to function as useful and responsible citizens. To accomplish this goal, the University requires that programs leading to both undergraduate degrees, Bachelor of Arts and Bachelor of Science, have three components: a) broad exposure to a variety of fields of knowledge (general education); b) study of one or more fields in depth (major or major/minor combination); and c) courses chosen to fit the background and preferences of the individual student (electives). Requirements for each major field, for each minor field, and for the general education program are found in the appropriate places elsewhere in this catalog.

Bachelor of Arts degree programs have a broad focus and prepare students for immediate employment or graduate study in a variety of disciplines and professions. The major and the minor, often complementing each other, constitute areas of study within the degree program. The Bachelor of Science degree programs have a narrower focus than the Bachelor of Arts programs, and, while requiring the same breadth in general education, are usually directed toward immediate employment or graduate study in a single discipline or profession. These programs, therefore, require no minor field, but do require a larger number of units in the major field to permit greater depth of study in a single field or professional area.

When both degree programs are offered within the same field, the Bachelor of Arts program will maintain a broader focus, will require a minor field of study, and will prepare students for advanced study in a variety of disciplines and professions often including teaching. The Bachelor of Science program in the same field, because it is more narrowly focused on study leading to employment or toward further study in a single field, will require no minor, but will achieve more depth in the single field often through more emphasis on applications, practical field experiences, and use of the specialized techniques peculiar to the field.

Bachelor of Arts Degree – One of the two types of undergraduate degrees offered at the university is a Bachelor of Arts degree. A complete list of the BA degrees is found on pages 63-65. The minimum requirements are as follows:

General Education:	72 quarter units
Minimum Major, including Senior Seminar:	36 quarter units
One of the following three alternatives:	20 quarter units

a. A minor of 20 quarter units designed by another discipline, 10 of which must be upper division, and taken outside the major department.
b. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies or Chicano Studies (see pages 107-117).
c. A special minor consisting of 20 or more units, 15 of which must be upper division, taken outside the major discipline, and drawn from two or more departments. A proposal listing the courses and the rationale for their selection must be submitted to the department office no later than the beginning of the student's senior year. The proposed special minor must be approved by the advisor, the department chair, and the Dean of Undergraduate Studies.

Electives:	52 quarter units
Total units required for graduation:	180 quarter units

Students who pursue a double major do not have to complete a minor, an interdisciplinary concentration or minor, or a special minor.

In addition to the university-wide requirements, each school or department may impose additional requirements for its particular majors. These are listed under each discipline area.

Bachelor of Science Degree – The second type of undergraduate degree offered at the university is the Bachelor of Science degree. A complete list of the BS degrees is found on pages 63-65. The minimum requirements are as follows:

General Education:	72 quarter units
Minimum major, including Senior Seminar:	55 quarter units
Electives:	53 quarter units
Total units required for graduation:	180 quarter units

In addition to the university-wide major requirements, each school or department may impose additional requirements for its particular majors. These are listed under each discipline area.

Senior Seminar – As part of the requirements for a Bachelor of Arts and Bachelor of Science degree the student completes a senior seminar, normally numbered 490. The senior seminar is designed as a culminating activity for the student's major field of study. The seminar's particular focus, approach, unit value, and content vary from discipline to discipline. Descriptions of the discipline seminars are found under the program requirements.

Double Majors – Any student completing the requirements for two majors in disciplines generating Bachelor of Arts degrees or in two majors generating Bachelor of Science degrees may receive a diploma recognizing a double major.

Any student completing work for two majors, one of which generates a Bachelor of Arts and the other a Bachelor of Science, should request approval for a diploma recognizing a double major, with the baccalaureate degree designation determined according to the student's choice. The Academic Vice President acts on these requests.

Students graduating with a double major are required to complete all components of each major, including the Senior Seminar. Although double-counting of courses from one major to the other is possible, the student must accumulate a minimum number of unduplicated units in each major. For the BA major, the minimum is 36 quarter units; for the BS major, it is 55 quarter units. The student completing a double major does not need to complete a minor.

Minors – The university offers a wide array of minors (see pages 63-65). There are three different types of minors—a traditional minor containing four courses from a single discipline, a special minor, and an interdisciplinary minor (see pages 63-65).

Students whether pursuing either a Bachelor of Art or Bachelor of Science degree are able to complete one or more minors and have them displayed on their diploma and transcript. To do so, students should contact the academic department or faculty coordinator responsible for the minor. The department or faculty coordinator approves the four course minor and at the time of graduation certifies completion of the Evaluation Office.

The four courses used in a minor cannot be drawn from those used to satisfy the major requirements. However, in the case of majors requiring extensive lower division cognates (e.g., Business Administration), students can count as one of the four required in the minor. Alternatively, the two lower division cognate courses can be used in lieu of one of the required upper division courses.

Undergraduate and Graduate Degrees and Program Alternatives – California State University, Bakersfield offers baccalaureate and master's degree programs as indicated below, together with concentrations and minors in disciplines and in interdisciplinary areas. Requirements for these as well as other minors are listed in the appropriate school and/or department sections of the catalog or, in the case of some interdisciplinary programs, under "Inter-School Programs".

ACADEMIC PROGRAMS

Degrees, Concentrations & Special Programs:

BA Bachelor of Arts
BS Bachelor of Science
min Minor within bachelor's program
b Concentration within bachelor's program
MA Master of Arts
MS Master of Science
MBA Master of Business Administration
MPA Master of Public Administration
MSA Master of Science in Administration
m Concentration within master's program

CSUB Academic Schools:

BPA School of Business & Public Administration
SOE School of Education
H&SS School of Humanities & Social Sciences
NSM&E School of Natural Sciences, Mathematics & Engineering

Program Title		Program	School
Accounting	*b*	BS Business Admin.	BPA
Administration	*MS*	Administration	SOE
Agriculture & Natural Sciences	*b*	BS Economics	H&SS
Anthropology	*BA* *min* *MA*	Anthropology	H&SS
Applied Ethics	*min*	Interdisciplinary	BPA H&SS
Applied Statistics	*min*	BS Mathematics	NSM&E
Art	*BA* *min*	Art	H&SS
Art Education	*b*	BA Art	H&SS
Art History	*b* *min*	BA Art	H&SS
Asian Studies	*min*	Interdisciplinary	H&SS SOE
Bilingual/Multicultural	*m*	MA Education	SOE
Biochemistry	*b*	BS Chemistry	NSM&E
Biology	*BS* *min*	Biology	NSM&E
Black Studies	*min*	Interdisciplinary	H&SS SOE
Business Administration	*BS* *min* *MBA*	Business Administration	BPA
Business Economics	*b*	BS Economics	H&SS
Career Development Counseling	*m*	MS Counseling	SOE
Chemistry	*BS* *min*	Chemistry	NSM&E
Chicano Studies	*b* *min*	Interdisciplinary	H&SS
Child Development	*BA*	Interdisciplinary	SOE

Program Title		Program	School
Children's Literature	*min*	BA English	H&SS
Communications	*BA* *min*	Communications	H&SS
Communicative Disorder/Deaf Studies	*BA*	Communicative Disorder/Deaf Studies	CSU Fresno*
Community Health Nursing	*m*	MS Nursing	NSM&E
Computer Applications	*b*	BS Economics	H&SS
Computer Science	*BS* *min*	Computer Science	NSM&E
Counseling/Personnel Services	*m*	MA Education	SOE
Counseling Psychology	*MS*	Counseling Psychology	H&SS/ SOE
Criminal Justice	*BA* *min*	Criminal Justice	H&SS SOE
Curriculum and Instruction	*m*	MA Education	SOE
Early Childhood Education	*m*	MA Education	SOE
Economics	*BA* *BS* *min* *m*	Economics MBA Business Admin	H&SS BPA
Education	*MA*	Education	SOE
Educational Administration	*m*	MA Education	SOE
Elementary Edu./ Subject Matter Prep.	*b*	BA Child Development	SOE
English	*BA* *MA*	English	H&SS
English Literature	*min*	BA English	H&SS
Environmental Resource Mgt.	*BA*	Interdisciplinary	H&SS
Environmental Studies	*b*	BS Biology BS Geology BA Economics	NSM&E H&SS

ACADEMIC PROGRAMS (cont.)

Degrees, Concentrations & Special Programs:

BA Bachelor of Arts
BS Bachelor of Science
min Minor within bachelor's program
b Concentration within bachelor's program
MA Master of Arts
MS Master of Science
MBA Master of Business Administration
MPA Master of Public Administration
MSA Master of Science in Administration
m Concentration within master's program

CSUB Academic Schools:

BPA School of Business & Public Administration
SOE School of Education
H&SS School of Humanities & Social Sciences
NSM&E School of Natural Sciences, Mathematics & Engineering

Program Title		Program	School
Ethnic Studies	*b*	BA Sociology	H&SS
Exercise Science	*b*	BS PEAK	SOE
Families & Children Services	*m*	MSW (Social Work)	H&SS
Family Nurse Practitioner	*m*	MS Nursing	NSM&E
Film & Modern Art	*min*	Interdisciplinary	H&SS
Finance	*b*	BS Business Admin.	BPA
French	*min*	Modern Languages/ Literature	H&SS
General Business	*b*	BS Business Admin.	BPA
Geology	*BA* *BS* *min* *MS*	Geology	NSM&E
Hazardous Materials Management	*b*	BS Environmental Resources Mgt.	H&SS
Health & Mental Health Services	*m*	MSW (Social Work)	H&SS
Health Care Management	*MS*	MS Administration	SOE
History	*BA* *min* *MA*	History	H&SS
Hydrogeology	*m*	MS Geology	NSM&E
International Economics	*b*	BS Economics	H&SS
International Relations	*b*	BA Political Science	H&SS
Land Use Planning & Policy	*b*	BS Environmental Resources Mgt.	H&SS
Latin-American Studies	*min*	Interdisciplinary	H&SS
Liberal Studies	*BA*	Liberal Studies	H&SS
Linguistics	*min*	BA English	H&SS
Literacy	*m*	MA Education	SOE
Management	*b*	BS Business Administration	BPA
Management Information Systems	*min*	BS Business Administration	BPA
Marketing	*b* *min*	BS Business Administration	BPA
Mathematics	*BS* *min*	Mathematics	NSM&E
Music	*BA* *min*	Performing Arts	H&SS
Natural Sciences	*BA* *b*	BA Biology BA Chemistry BA Physics/Geology	NSM&E
Nurse Practitioner	*m*	MS Nursing	NSM&E
Nursing	*BS* *MS*	Nursing	NSM&E
Nursing Case Management/Admin.	*m*	MS Nursing	NSM&E
Organizational Studies	*min*	BS Business Admin. - Management	BPA
Petroleum Geology	*m*	MS Geology	NSM&E
Philosophy	*BA* *min*	Philosophy	H&SS
Physical Education	*b*	BS PEAK	SOE
Physics	*BS* *min*	Physics	NSM&E
Political Science	*BA* *min*	Political Science	H&SS
Pre-Law	*b* *min*	BA Economics BA Philosophy BA Political Science	H&SS
Psychology	*BA* *min* *MA*	Psychology	H&SS

ACADEMIC PROGRAMS (cont.)

Degrees, Concentrations & Special Programs:

BA Bachelor of Arts
BS Bachelor of Science
min Minor within bachelor's program
b Concentration within bachelor's program
MA Master of Arts
MS Master of Science
MBA Master of Business Administration
MPA Master of Public Administration
MSA Master of Science in Administration
m Concentration within master's program

CSUB Academic Schools:

BPA School of Business & Public Administration
SOE School of Education
H&SS School of Humanities & Social Sciences
NSM&E School of Natural Sciences, Mathematics & Engineering

Program Title		Program	School
Public Administration	*BA* *min* *MPA*	Public Administration	BPA
Religious Studies	*BA* *min*	Religious Studies	H&SS
School Counseling	*m*	MS Counseling	SOE
Social Gerontology	*min*	Interdisciplinary	BPA H&SS
Social Work	*MS*	Social Work	H&SS
Sociology	*BA* *min* *MA* *m*	Sociology	H&SS
Spanish	*MA*	Modern Languages & Literatures	H&SS

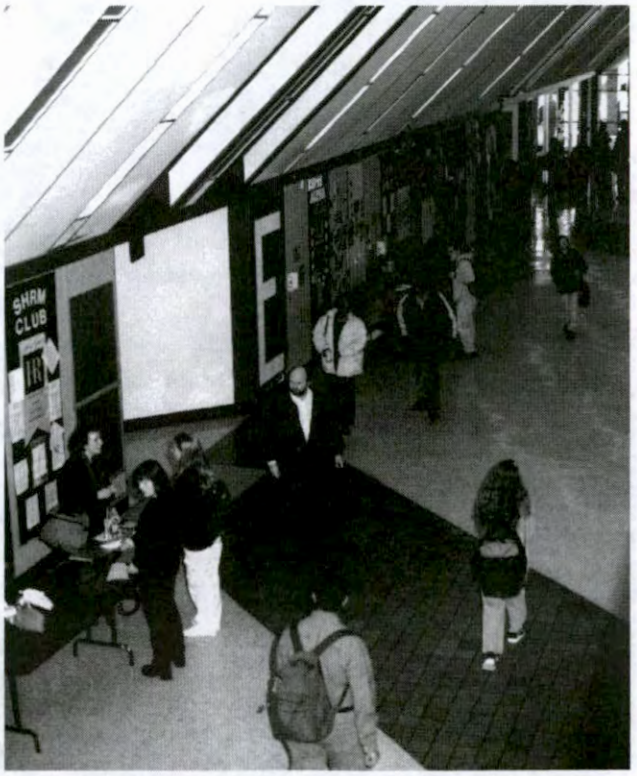
Program Title		Program	School
Special Education	*m*	MA Education	SOE
Speech & Theatre	*min*	Interdisciplinary	H&SS
Sports Management	*min*	BS Business Admin. - Management	BPA
Studio Art	*b* *min*	BA Art	H&SS
Theatre Arts	*BA* *min*	Performing Arts	H&SS
Theatre Technology	*min*	BA Theatre Arts	H&SS
Urban Studies & Planning	*b*	BA Sociology	H&SS
Women's Studies	*min*	Interdisciplinary	H&SS

CERTIFICATE AND CREDENTIAL PROGRAMS

Certificates & Credentials:

CE Certificate
CR Credential

Credential/Certificate		Program	School
Adapted Physical Education	*CE*	PEAK	SOE
Administrative Services	*CR*	Advanced Educational Studies	SOE
Attorney Assistant	*CE*	Extended Universtiy Division	EUD
Bilingual/Multicultural Education Specialist	*CE*	Education	SOE
Chicano Studies	*CE*	Extended University Division	EUD
Children's Literature	*CE*	English	H&SS
Communications	*CE*	Communications	H&SS
Computer Imaging	*CE*	Extended Universtiy Division	EUD
Customer Relationship Management	*CE*	Extended Universtiy Division	EUD
Drug and Alcohol Studies	*CE*	Extended Universtiy Division	EUD
E-Commerce	*CE*	Extended Universtiy Division	EUD
Environmental Resource Management	*CE*	Extended Universtiy Division	EUD
Family Nurse Practitioner Post-Master's Certificate	*CE*	Nursing	NSM&E
Geographic Information Systems	*CE*	Extended Universtiy Division	EUD
Grant Writing and Administration	*CE*	Extended Universtiy Division	EUD
Human Resource Management	*CE*	Extended Universtiy Division	EUD
Hydrogeology	*CE*	Geology	NSM&E
Multiple Subject: BCLAD	*CR*	Teacher Education	SOE
Multiple Subject: CLAD	*CR*	Teacher Education	SOE
Multiple Subject Preparation Program	*CR*	Child Development Liberal Studies	SOE H&SS
Nurse Practitioner Post-Master's Certificate	*CE*	MS Nursing	NSM&E
Public Administration	*CE*	Public Administration	BPA
Pupil Personnel Services	*CR*	Advanced Educational Studies	SOE
Reading/Language Arts: Reading Certificate	*CE*	Education	SOE
Reading/Language Arts: Specialist Credential	*CR*	Education	SOE
Safety Management	*CE*	Extended Universtiy Division	EUD
School Nurse	*CR*	MS Nursing	NSM&E
Single Subject: CLAD	*CR*	Teacher Education	SOE
Single Subject Preparation Programs	*CR*	Art, Business, English, Modern Languages (French & Spanish), Physical Education, Math, Science, Social Sciences, Special Ed.	BPA SOE H&SS NSM&E
Special Education	*CR*	Teacher Education	SOE
Worker's Compensation Law	*CE*	Extended University Division	EUD
Writing	*CE*	BA English	H&SS



Special Major – The University also offers a baccalaureate degree with a Special Major. This permits a student to propose a program of correlated studies in two or more fields. This alternative aims at the student who wants to pursue a field of study not covered by one of the University's departments. Forestry or Political Philosophy are two examples of Special Majors previously completed at CSUB. A student who transfers with a large number of upper division units in a degree program not offered at the University can find this alternative particularly useful. Students seeking information on the Special Major can contact the Office of the Undergraduate Dean (EDUC 251, 664-3420).

A student wanting to develop a Special Major first approaches a faculty member with preparation in the proposed field of study and requests she or he serve as the academic advisor. The advisor, upon agreeing to serve, will require that a second or additional advisor be secured for the other fields to be subsumed in the Special Major.

The student and advisor(s) then develop and agree upon a program of study. The program must contain a minimum of 55 quarter units, 35 of which must be upper division. The courses must be distributed appropriately among the different fields of study. The form to be completed for the Special Major is available in the Office of the Undergraduate Dean (EDUC 251, 664-3420).

The program is then reviewed for approval by the dean or deans of the school(s) involved. If the program receives their approval, the Associate Vice President for Academic Affairs then reviews it and makes a final determination. The approved program becomes part of the student's academic file.

Second Baccalaureate Degree – The University 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. Exceptions may be made under the following guidelines:

1. A student may not be granted two baccalaureate degrees at the time of meeting the requirements for graduation from the University.
2. A student desiring a second baccalaureate degree should have the written approval of the department chair of the major in which he seeks the second degree.
3. To earn a second baccalaureate degree:
   a. the student should meet the current general education requirements of CSUB;
   b. the student should meet the concentration requirements for the second degree, including the major and the minor, if applicable;
   c. units taken for the first baccalaureate degree may be counted, but the student must take an additional 36 units of work.

Program Emphases – Within the degree programs and concentrations offered by the Schools of Natural Sciences, Mathematics and Engineering and Business and Public Administration, there are the following program emphases:

Natural Sciences, Mathematics and Engineering
Within the Computer Science program (BS in Computer Science), the student may emphasize:

- Hardware and Systems Software
- Application Software

Business and Public Administration
Within the concentration in Finance (BS in Business Administration), the student may emphasize:

- General Finance
- Financial Economics

Within the concentration in Management (BS in Business Administration), the student may emphasize:

- General Management
- Human Resources Management
- Small Business Management

Within the concentration in Marketing (BS in Business Administration), the student may emphasize:

- General Marketing
- Consumer Marketing and Advertising Strategy

CERTIFICATE PROGRAMS

The University offers several certificate programs. A student might pursue one of these to achieve a variety of purposes—career advancement, professional growth and development, in-service training, and vocational or occupational training. The certificate programs currently offered are as follows:

Business and Public Administration

- Certificate in Public Administration

Education

- Certificate in Adapted Physical Education (Add-on Credential)

Humanities and Social Sciences
- Certificate in Chicano Studies
- Certificates in Communication (three Options)
- Certificate in Environmental Resource Management
- Certificate in Writing

Natural Sciences, Mathematics and Engineering
- Certificate in Hydrogeology

A student interested in a program listed above should read the relevant section of the General Catalog and consult the department offering the certificate.

The Extended University – Offers a variety of specially designed Certificate Programs that lead to new employment opportunities. The curricula are designed for individuals who participate in an organized and integrated program of study but who are not regularly registered students. These programs were designed and taught by professionals in the field. Certificate programs currently offered by the Extended University include:

- Attorney Assistant
- Computers Imaging
- Drug and Alcohol Studies
- Environmental Management
- Human Resource Management
- Management of Innovation/Technology
- Purchasing Management
- Safety Management
- Strategic Management
- Total Quality Management
- Workers' Compensation Law

For additional information regarding these or other new certificate programs telephone (661) 664-2427.

PRE-PROFESSIONAL PROGRAMS

The academic programs of the University 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 CSUB 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, forestry, and college teaching. Help with decisions concerning professional study is available through the Counseling Center (Health Center, 664-3366) and the individual schools.

Pre-Engineering – Although the University does not offer a degree in engineering, students can complete at this campus a substantial portion of required lower division courses for engineering programs elsewhere. Students at California State Bakersfield enjoy the benefits of a liberal arts general education in small classes while preparing for more specialized study at other institutions.

Students who have completed the core mathematics and science sequences have been readily accepted by other universities, public and private, both within and outside of California. Formal arrangements for preferential admission to several other universities in the CSU system have been completed, and this program is currently being expanded. At present CSUB has formal articulation agreements with California Polytechnical University, San Luis Obispo.

Most engineering programs are highly structured and very demanding, and careful selection of courses for transfer programs is strongly urged. Students interested in the pre-engineering program are advised to consult with the pre-engineering advisor of the Department of Physics and Geology (SCI 273, 664-3027) for information and assistance in planning course work.

Special Consideration for Transfer to Cal Poly San Luis Obispo – For many Kern County residents, Cal Poly San Luis Obispo offers the most attractive engineering program. CSUB has reached an agreement with Cal Poly whereby CSUB students who complete the specified transfer program are given "special consideration" for admission. While there is no formal guarantee, completion of the following courses provides the student with a strong chance of admission. Since Cal Poly requires CSUB to certify the transfer program, the student must work closely with the engineering advisor when applying for transfer to Cal Poly.

- MATH 211, 212, 213, 214 Calculus I, II, III, IV
- MATH 302 Ordinary Differential Equations
- CHEM 211, 212 General Chemistry I, II
- PHYS 221, 222 Classical Physics I, II
- PHYS 223 Optics & Modern Physics
- PHYS 240/241 Analytic Mechanics, Statics
- CMPS 212 Computer Science I
- ENGR 160/161 Introduction to Engineering, Engineering Orientation
- ENGL 110 Writing & Research
- Basic Skills, General Education, American Institutions

Pre-Law – Law schools are concerned about the general quality of an applicant's undergraduate education rather than about his/her having taken specific courses. Students can major in any discipline they desire, but must maintain a high GPA and develop good composition and problem solving skills. Advice on preparation for law school is available to CSUB students from the prelaw advisor in the Political Science Department (DDH B107, 664-2353).

The University offers three prelaw concentrations, located within the Philosophy, the Economics, and the Political Science programs. The concentrations provide the appropriate broad preparation desired by law schools. Students wishing to prepare for law school may major in these concentrations. Students should read the relevant section of this catalog (pages 189, 250, and 261) for information on specific requirements.

Pre-Medical – The University offers course work to meet the requirements of medical and other professional schools in the health sciences including dentistry, physical therapy, clinical laboratory sciences, optometry, physician's assistant, veterinary medicine, and pharmacy. Although the professional schools do not always require a bachelor's degree, they generally encourage basic preparation and a broad general education leading to that degree before specialization. Most students obtain a science degree but other majors are also accepted provided required courses have been taken. Typically, mathematics and computers (one year), physics (one year), chemistry (two years), and biology (two years) are required. Courses recommended to satisfy these requirements include:

- Biology: 210, 212, 255, 257, 304, 305;
- Additional course work: 312, 342, 351, 355, 414, 430, 433, 451, 453
- Chemistry: 211, 212, 213, 331, 332, and 333 or 340
- Computer Sciences: 294
- Mathematics: 191,192 or 211, 212
- Physics: 221, 222, 223 or 201, 202, 203

Since the admissions requirements vary between programs and institutions, interested students should acquire a list of specific requirements from professional schools of their choice. Sources of information include the Career Planning and Placement Office, the Walter Stiern Library, and the internet. Students are urged to consult with appropriate faculty advisors as soon as possible to plan course selections. These advisors and further information can be located through the Department of Biology (SCI I Room 227, 661-664-3089), Chemistry (SCI II Room 273, 661-664-3027), or the Office of the Dean of Natural Sciences, Mathematics and Engineering (SCI Room 102, 661-664-3298) and the Department of Psychology (DDH D107, 661-664-2363) or the Office of the Dean of Humanities and Social Sciences (DDH B102, 661-664-2221).

ALTERNATIVES TO CLASSROOM STRUCTURE

The University provides a variety of alternatives to the traditional classroom. These alternatives serve a number of purposes. Some allow students to accelerate their progress toward a baccalaureate degree. Other alternatives may permit the student to earn baccalaureate credit for experience or study completed prior to matriculation at CSUB. Several permit the student to earn academic credit for career-related employment or community service.

Currently, the University offers the following alternatives: (1) credit for courses by challenge examination; (2) credit for prior experiential learning; (3) credit for the passage of externally developed tests; (4) career related internships; (5) the Human Corps Program; and (6) several kinds of independent study. Each of these alternatives is described below. Students are urged to explore with their advisors the different programs.

Credit for Courses by Challenge Examination – Currently enrolled students who, through formal study or informal learning, have thorough knowledge of the facts, ideas, and concepts of a CSUB course may request the opportunity to challenge that course. If they pass a faculty developed examination, they can earn credit for that course.

A student interested in challenging a CSUB course first contacts the chair of the department that offers the course to determine whether it is eligible for challenge. If the course is eligible, the student then discusses the challenge with a faculty member who teaches the course. That faculty member then may develop an appropriate challenge examination. The student is required to pay a $2.00 fee, payable to the CSUB Accounting Office, for each challenge examination; the student submits the receipt to the department prior to taking the examination.

There are several restrictions on Credit by Examination:

a. Credit shall not be awarded when degree credit has already been granted through regular course work, credit by evaluation, credit through externally developed diagnostic tests, or other instructional processes, such as correspondence;
b. Credit shall not be awarded when credit has already been granted at a level more advanced than that represented by the examination;

c. Credit earned through credit by examination shall not count as resident credit and shall be awarded only on a credit, no-credit basis;
d. Application of the credit by examination units to major or minor requirements shall be determined by the department responsible for the student's degree program; and
e. A student may earn no more than 20 quarter units through Credit by Examination.

Credit for Prior Experiential Learning – The University may grant academic credit to currently enrolled students for their prior learning, knowledge, or skills acquired through work, volunteer, or other experience. Students who believe they have had such prior experience may petition for credit by consulting with the relevant school dean or department chair. Each department decides whether it awards Experiential Prior Learning Credit. Not every CSUB department participates in this program.

The amount of credit for experiential learning is determined only after self and faculty assessment of the scope and quality of the learning. Evaluation of experiential learning takes varied forms including written examinations, portfolios, personal interviews, and demonstrations. Frequently complementary academic study will be required prior to the awarding of credit.

There are several restrictions on Experiential Prior Learning Credit.

a. Experiential Prior Learning Credit is awarded only on a credit, no-credit basis and does not count as resident credit;
b. The amount of credit may not exceed 20 quarter units;
c. Only undergraduates are eligible to receive Experiential Prior Learning Credit, and the credit may not count for post-baccalaureate credit;
d. Students are ineligible for credit until they have completed thirty quarter units in residence.

Students interested in pursuing this option should consult with the appropriate school dean or department chair or the Campus Coordinator for Experiential Credit (AE 131; 664-3359).

Credit for Passage of Externally Developed Tests – The University awards credit for the successful passage of certain externally developed tests described below. By taking advantage of these tests, students may speed their progress through the university and receive credit for the college level knowledge they have acquired prior to formal matriculation. Students may earn up to a maximum of 45 quarter units through such tests.

There are several restrictions on receiving credit through such tests.

a. Credit shall not be awarded when equivalent credit has been granted for regular course work, credit by evaluation, or other instructional processes, such as correspondence;
b. Credit shall not be awarded when credit has been granted at a level more advanced than that represented by the examination in question;
c. Credit shall not be awarded for passage of different tests that assessed the same knowledge; and
d. Credit earned through passage of diagnostic tests may apply to major and minor requirements only with the approval of the department responsible for the degree and to general education requirements only with the approval of the General Education Advisory Committee.

Advanced Placement Program – The University grants credit toward the undergraduate degree for the successful passage of the examinations of the Advanced Placement Program (AP). Students who present scores of 3, 4, or 5 on one or more AP examinations will be awarded university credit as recommended by the College Board. Students who have taken AP examinations should request that the scores be sent to the Office of Admissions and Records.

Students will receive credit for CSUB coursework most nearly equivalent to the material covered in the AP examination. The courses credited will be displayed on the Transfer Evaluation. Questions about credit should be directed to the Dean of Undergraduate Studies (EDUC 251, 664-3420).

Recognition of the International Baccalaureate Diploma – California State University, Bakersfield recognizes the high scholastic quality of the International Baccalaureate (IB) program. High school students holding the IB diploma (not certificate) are eligible for admission and will receive 5 quarter units of General Education credit for each higher level examination passed with a minimum score of 4.0. Application of credit to a major or minor is at department discretion.

Applicants who plan to enroll at CSU, Bakersfield should submit a copy of their official IB transcript to the Office of Admissions for evaluation. The courses credited will be displayed on the Transfer Evaluation. Questions about credit should be directed to the Dean of Undergraduate Studies (EDUC 251, 664-3420).

College Level Examination Program – The College Level Examination Program (CLEP) enables students who have reached the university level of education outside the classroom and before matriculation to demonstrate their knowledge and to earn baccalaureate credit. Students interested in CLEP should contact the Testing Office (664-3373).

There are four CLEP General Examinations for which credit is awarded: Humanities, Mathematics, Natural Sciences, and Social Sciences. They provide a comprehensive measure of undergraduate achievement in these basic areas of the liberal arts. Students who successfully pass one or more of these examinations earn credit that applies to CSUB's General Education Program. The application of the Credit is displayed on the Transfer Evaluation.

There are also approximately thirty Subject Examinations. These differ from the General Examinations in that they are more closely tied to course content and are intended to cover material that is typical of university courses in these subjects. Before taking a Subject Examination, students should consult with the relevant department. If the department approves, the students may earn credit for specific university courses by passing a Subject Examination.

A student who has taken CLEP examinations should request that scores be sent to Office of Admissions.

Career Related Internships – The University is anxious to assist its students to reach their career goals. All campus departments are aware of their students' career concerns. The campus has several all-university programs as well as department programs to facilitate students' efforts. Each department decides whether the course credit satisfies major requirements.

Cooperative Education – Cooperative Education is a type of educational experience that integrates a students' university academic study with related work experience in business, government, or nonprofit agency. Students participate in part-time employment with concurrent attendance or alternate periods of attendance with periods of employment.

Students enrolled in any discipline, who are in good academic standing, are eligible to apply. Academic credit is awarded through enrollment in either General Studies or departmental Cooperative Education courses. Credit is awarded on a credit, no-credit basis.

Students interested in this program should contact the Cooperative Education Office (AE 131, 664-2411).

Departmental Internships – Many departments, as well as the Division of Undergraduate Studies and interdisciplinary programs, offer students an opportunity to earn academic credit while they gain experience in their chosen career fields. Departmental internships normally do not involve payment to the student.

Students interested in this option should contact the appropriate department or Undergraduate Studies.

Human Corps Program – The Human Corps Program provides students an opportunity to receive university credit for volunteer community service experience. Qualified students volunteer for nonprofit, governmental, educational or community based service organizations. Placements are designed to provide direct experience with people or project planning, while improving the quality of life in the community.

To receive university credit, students enroll in the General Studies course, HCOR 396, or a departmental Human Corps course, and must complete at least 30 hours of service per quarter. One unit may be earned each quarter, and no more than 12 units may be counted toward the baccalaureate degree, by Human Corps program participants.

The Human Corps Office (AE 131, 664-3359) coordinates placements and will provide further information on this program.

Independent Study – A major goal of the University is the inculcation in its students of a commitment to continuing self-education. If the University is successful in this objective, many of its students will reach a point during their undergraduate or graduate years at which they will have the competence and discipline necessary to carry out independent projects.

Undergraduate or graduate students may enroll in independent study courses for 1 to 5 units of credit. Students may apply a maximum of 20 quarter units of independent study credit toward their undergraduate degree but no more than 10 toward their major. Graduate degree requirements vary by program. The department responsible for the degree determines the application of the independent study units toward specific requirements.

Students wishing to engage in independent study must file a petition. This petition, available in the school deans' office, requires the signatures of the supervising faculty member, the department chair and the school dean. After securing the required signatures, the student follows the registration procedures required for traditional courses.

The University offers several different types of independent study courses. The following list is not exhaustive. Students should explore with their advisor the alternatives offered by their department.

Individual Study – The individualized study course, normally numbered 499, 599 or 699, allows the student to explore in-depth a topic of interest to the student or to engage in an original research project selected by the student. The student must identify a faculty member willing to supervise the course. The University strongly recommends that students wishing to enroll in an independent study course have earned at least a 3.00 GPA and have completed 15 or more units in residence.

Tutoring – Students recruited by faculty for tutoring may receive one to five units per quarter of independent study units.

Cooperative Research – Faculty involved in research projects may engage students with their research. Students so engaged may earn 1 to 5 units per quarter.

Directed Research – Certain departments either require or assist students to engage in research projects selected and/or approved by department faculty.

Individual Course – When a student requires a regular course for graduation or other special purposes and the course is unavailable, the department may allow a student to enroll in that course as an independent study. A faculty member must agree to conduct this course.

OFF-CAMPUS STUDY ALTERNATIVES

Instructional Television – CSUB televises a variety of university courses from the campus to nearby locations and surrounding communities. Some courses are available for home viewing via cable; others require attendance at specific sites. All courses are televised live at the time of instruction at CSUB and students must watch at the designated time. The region serviced by the program broadcast varies from course to course. The general area is from Porterville on the north to Frazier Park on the south using wireless transmission and five cable systems. There are no additional fees charged for participation in courses delivered through the ITV Network. For information concerning registration procedures, fees, and the current schedule of classes call (661) 664-2448 or log on to our web site at www.csub.edu/itv.

Young Scholar Program – High school juniors and seniors are able to take college classes before they graduate from high school through CSUB's Young Scholar Program. Classes are offered that are transferable to all CSU campuses, the UC system, and most private universities. Many courses are offered at each high school via cable. Other courses can be taken at home and some courses require students to come to the CSUB campus. If all courses are taken in the sequence a student could complete their freshman year of college before they graduate from high school. The tuition fee is only $2.00 per course and textbooks must be purchased from the Runner bookstore. Entrance requirements are a 2.99 grade point average, participation in the college-prep track, and permission from a counselor. Transcripts are required. For more information call (661) 664-2448 or visit our web site at www.csub.edu/itv.

Antelope Valley College – In cooperation with Antelope Valley College (AVC), CSU Bakersfield operates the Antelope Valley Education Center on the AVC campus. For more detailed information on the offerings provided at the AVC campus, please refer to page 94.

National Student Exchange – Cal State Bakersfield is one of over 100 state colleges and universities within the United States, Guam, Puerto Rico, and the Virgin Islands that participate in the National Student Exchange program. Students may spend a year or part of a year at one of these institutions and return to CSUB to complete their undergraduate education. This program provides the student with new academic and social experiences through a simplified admissions process and assurance of full academic credit at CSUB during the term of exchange at a minimal cost to the student.

To qualify for participation in the National Student Exchange program the applicant should:

a. be a full-time student at CSUB (at least 12 units);
b. be a sophomore or junior during the term of exchange; and
c. have a cumulative GPA of at least 2.5.

Tuition assessed is the instate (resident) tuition at either CSUB or the host campus, depending upon the exchange plan of the member college or university. Participants must also pay for room and board, books, transportation, and personal expenses at the host school. Students are encouraged to consult with the Financial Aids Office early in the National Student Exchange application process to determine financial needs for the exchange period.

Catalogs, detailed information, and applications are available from the National Student Exchange Coordinator in the Records Office (664-2123).

International Students and Programs – The International Students and Programs (MB2 211, 664-2014) provides a host of services for our international students from abroad, including:

a. Responses to inquiries from all prospective international students.
b. Close contact with international student applications.
c. Academic and cultural orientation for new international students.
d. Pre-departure orientation for students returning home a the end of their studies.
e. Workshops to provide updated information on immigration matters, academic policy and protocol cultural and social adjustment to life in the US, resume and job interview preparation, etc.
f. General assistance to international students with academic, immigration, and personal concerns.
g. Initial academic advising of lower division international students.
h. Advises/assists the International Student Club to plan campus events and social activities.

All international students should contact this office upon their arrival at CSUB.

Student Exchange Programs – CSU, Bakersfield offers various opportunities to study in other countries. These are coordinated through the Center for International Education.

The International Student Exchange Program (ISEP) – This program is based on balanced one-to-one exchanges between CSUB students (home institution) and those in other countries (host institutions). Most forms of financial aid can be applied toward participation in ISEP. Students must have a 2.75 GPA to apply to ISEP. In addition, if students intend to study at an ISEP institution and pursue their coursework in a foreign language, they must have a 3.0 GPA in the language. Through ISEP, CSUB students enroll directly in ISEP institutions and apply credit earned toward their CSUB degrees. Contact ISEP Coordinator in the International Students and Programs office (MB2 211, (661) 664-2014).

Universite d'Orleans - Orleans, France – This program is based on balanced one-to-one exchanges of CSUB and Universite d'Orleans students. Student pays CSUB tuition and fees before departure to host institution. Room and board is arranged through the Universite d'Orleans. Students must have a 2.75 GPA to apply to the Universite d'Orleans. In addition, they must have the equivalent of two years of university French and a 3.0 GPA in the language. Through participation in study at the Universite d'Orleans, CSUB students enroll directly in the host institution and are integrated with native students. Most majors at CSUB are offered by the Universite d'Orleans. Contact Dr. Joanne Schmidt, (DDH B119, 664-2317).

MICEFA (Mission interuniversitaire de coordination des echanges franco-americains Paris - Ile de France) – This program is a Franco-American exchange based on balanced one-to-one exchanges of CSU students (home institution) and those of MICEFA (host institutions are Universites de Paris III, V, VI, VIII, X XI, XII, XIII). Students must have a 2.75 GPA to apply to MICEFA. In addition, they must have the equivalent of two years of university French and a 3.0 GPA in the language. Most forms of financial aid can be applied toward participation in MICEFA. Students enroll directly in courses at host institutions. Most majors at CSUB are offered on the various campuses of the Universite de Paris. Contact Dr. Joanne Schmidt, (DDH B119, 664-2317).

The California State University International Programs – Developing intercultural communication skills and international understanding among its students is a vital mission of The California State University (CSU). Since its inception in 1963, the CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 12,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in over 100 designated academic majors. Affiliated with more than 70 recognized universities and institutions of higher education in 16 countries, the International Programs also offers a wide selection of study locales and learning environments.

Australia

The University of Western Sydney

Canada

The universities of the Province of Quebec including:

Université de Montréal

Concordia University

Université Laval

McGill University

Université du Quebec system

Bishop's University

Chili

Pontipicia Universidad Católica de Chili (Santiago)

Denmark

Denmark's International Study Program (the international education affiliate of the University of Copenhagen)

France

Institut des Etudes Francaises pour Étudiants Étrangers,

Université de Droit, d'Economie et des Sciences d'Aix-Marseille (Aix-en-Provence)

Mission interuniversitaire de coordination des échanges franco-américains, Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, the Institure of Oriental Languages and Civilizations, and Evry.

Germany

Universität Tübingen and a number of institutions of higher education in the Federal State of Baden-Württemberg

Israel

Tel Aviv University

The Hebrew University of Jerusalem

Italy

CSU Study Center (Florence)
Universitá degli Studi di Firenze
La Accademia di Belle Arti Firenze

Japan

Waseda University (Tokyo)

Korea

Yonsei University (Seoul)

Mexico

Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

New Zealand

Lincoln University (Christchurch)

Massey University (Palmerston North)

Spain

Universidad Complutense de Madrid

Universidad de Granada

Sweden

Uppsala Universitet

Taiwan

National Chengchi University (Taipei)

United Kingdom

Bradford University

Bristol University

Hull University

Kingston University

Sheffield University

University of Wales, Swansea

Zimbabwe

University of Zimbabwe (Harare)

International Programs pays all tuition and administrative costs for participating California resident students to the same extent that such funds would be expended to support similar costs in California. Participants are responsible for all personal costs, such as transportation, room and board, living expenses, and home campus fees. Participants remain eligible to receive any form of financial aid (except work-study) for which they can individually qualify.

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

Additional information and application materials may be obtained on campus or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210. Visit us online at http://www.gateway.calstate.edu/csuienet/.

UNDERGRADUATE DEGREE POLICIES AND PRACTICES

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

Units – A minimum of 180 quarter units is required, including at least 60 upper division.

Note: Students who began their university curriculum in the fall of 1979 or thereafter will be limited to 8 units of credit in Physical Education 150 or equivalent activities courses which may be applied toward graduation.

Residence – A student must complete a minimum of 45 quarter units in resident study at CSUB. Thirty-six of these units shall be earned in upper division courses, and 18 units shall be in the major.

Scholarship – Each student must complete, with a grade point average (GPA) of 2.0 (C) or better: (1) all acceptable university units attempted, (2) all units counted toward satisfaction of the major; (3) all units counted toward satisfaction of the minor requirements; and (4) all units attempted at this university, except that only courses in which a letter grade (A, B, C, D, F) is assigned are used in computing the grade point average. Students must clear grades of "I" and "SP" before they can graduate.

Determination of Applicable Graduation Requirements – Students may elect to meet the graduation requirements in effect at any one of the three times indicated below.

1. During the term in which graduation requirements are completed.
2. During the term they entered CSUB.
3. During the term they began university work, provided they have been in attendance in regular sessions and in the same general curriculum in any state college or California community college. "Attendance" means enrollment in at least one semester or two quarters each calendar year. Summer sessions do not count toward continuous enrollment. Absence due to an approved educational leave or for attendance at another accredited institution of higher learning is not considered an interruption in enrollment, if the absence does not exceed two years.

Continuous Enrollment and Graduation Requirements – To maintain rights to a set of graduation requirements a student must remain in continuous enrollment or attendance. This means that the student must enroll during two quarters or one semester of each calendar year at CSUB, another CSU campus, or a California community college. Absence due to an approved educational leave or for attendance at another accredited institution of higher learning shall not be considered an interruption in attendance, if the absence does not exceed two years.

Determination of Applicable CSUB Catalog for Major and Minor Requirements – The University allows the students three (3) options in selecting their major and minor requirements. Students may choose to satisfy major and minor requirements:

1. From the Catalog in effect when they began continuous enrollment in the university;
2. From the Catalog in effect at the time they formally declare a major or minor; or
3. From the Catalog in effect at the time they graduate from CSUB.

Students who select option 3 would not be held to new General Education or other graduation requirements.

Students must declare a major by the time they complete ninety (90) quarter units of coursework and they must declare the Catalog under which they intend to graduate when they file for graduation.

Currency of Courses Used to Meet Major and Minor Requirements – CSUB students pursuing an undergraduate degree are to satisfy major and minor requirements, including all required cognates and prerequisite courses, within ten (10) years of the date of the award of the undergraduate degree.

Exceptions to the policy may be granted if a student can demonstrate currency in the relevant course or courses to the satisfaction of the department or program committee. Students should consult their academic advisor about how to demonstrate currency.

The dean responsible for the degree program is to approve all exceptions.

GENERAL GRADUATION REQUIREMENTS

General Education Program

I. Purpose of General Education

The goals of general education are accomplished jointly through the General Education Program, major and minor programs, and other graduation requirements. The goals include the following:

1. develop and reinforce basic skills such as writing, speaking, and listening in the English language, critical thinking, and quantitative reasoning;
2. provide students with a breadth of exposure to mathematics, life and physical sciences, arts and humanities, and social and behavioral sciences;
3. provide students with an in-depth exposure to themes of importance in the modern world;
4. assist students in the process of becoming well-informed and responsible citizens;
5. increase students' understanding of human diversity and their tolerance for differences of opinion and culture;

6. give students an international and multicultural perspective on issues and problems confronting human society; and
7. facilitate the process of ethical development.

II. Curriculum and Implementation

Students must accumulate a minimum of 72 quarter units to complete CSUB's General Education Program.

The program consists of two parts. The first part is comprised of introductory, lower-division courses that expose students to the breadth of the core disciplines. These courses are grouped in four broad subject areas (Areas A-D). Typically sixty quarter units earned in Areas A-D courses are required to satisfy this part of CSUB's General Education Program. However, CSUB accepts certification of the CSU general education requirements and completion through the Intersegmental General Education Transfer Curriculum. The overall unit requirements may also be reduced through the passage of externally developed standardized examinations and through the passage of CSUB waiver or challenge examinations.

The second part consists of a minimum of twelve quarter units in upper division (300 and 400 level) courses grouped in three thematic areas (Themes 1-3). This requirement must be completed in residence. These courses are designed to give students a more in-depth exposure to topics not fully covered in introductory, lower division courses. Instructors in all courses will incorporate materials related to the dimensions of human diversity, whenever appropriate and to the extent possible.

Part 1: Lower Division Component

Areas A-D Requirements
These lower division courses are designed to be introductory in nature and will expose students to the richness and breadth of disciplines. They are grouped in the following four areas.

A. Communication in the English Language
B. Mathematics, Life and Physical Sciences
C. Arts and Humanities
D. Social and Behavioral Sciences

The lists of approved courses are published in the quarterly Class Schedule and can also be secured in the Undergraduate Studies Office, Academic Advising Center, relevant departments and school dean's offices.

Area A: Communication in the English Language

Thirteen to seventeen quarter units (13-17) in Communications in the English Language.

A1. One course in speaking and listening.
A2. One course in writing and reading.
A3. One course in writing-intensive critical thinking and logical reasoning.

Area B: Mathematics Life and Physical Sciences

Thirteen to seventeen quarter units (13-17) in mathematics, life and physical sciences.

B1. One lecture course in life sciences
B2. One lecture course in physical science
B3. One related science laboratory
B4. One course in mathematics

Area C: Arts and Humanities

Thirteen to seventeen quarter units (13-17) in the Arts and Humanities. One course from three of the following subareas:

C1. Art or Performing Arts (Music or Theatre)
C2. Modern Languages and Literatures (103 level or above fluency courses),
C3. History
C4. Literature
C5. Philosophy/Religious Studies

Area D: Social and Behavioral Sciences

Thirteen to seventeen quarter units (13-17) in the Social and Behavioral Sciences. One course from three of the following subareas:

D1. Anthropology
D2. Economics
D3. Political Science
D4. Psychology
D5. Sociology

Part 2: Upper Division Component

Students must accumulate a minimum of twelve quarter units from coursework approved for upper division general education credit. Students can enroll in this coursework only after they have achieved junior standing and have completed the lower division requirements in Area A.

Thematic Course Requirements – The upper division component of the General Education Program

normally consists of three courses, one from each of the following themes.

1. Natural Sciences and Technology
2. Arts and Humanities
3. Social and Behavioral Sciences

Each thematic course has a lower division prerequisite. One of the three courses may be taken as credit, no-credit. Each course has a significant writing assignment in addition to classroom examinations.

Students may satisfy two of these thematic requirements by taking an interdisciplinary course (minimum of eight quarter units) taught by faculty representing two of the thematic areas.

Theme courses cannot be used to satisfy lower division Area requirements or the Equity Requirement.

Approved courses are listed in the quarterly Class Schedule, and the lists are also available in the Academic Information and Advising Center, Undergraduate Studies Office, and relevant school dean and department offices.

Theme 1: Natural Sciences and Technology

Courses offered under this theme will provide students with an analysis and understanding of contemporary issues involving technology and physical and biological sciences. Within this context, courses will focus on such issues with an emphasis on human impacts on natural resources and the resulting global implications.

Theme 2: Arts and Humanities

Courses offered under this theme will enable students to gain knowledge of linguistics, literature, history, philosophy, religion, and/or the artistic expression of ideas. Artists and humanists use different methods to convey perspectives an the human condition to express ideas and beauty. These courses will assist students in exploring these methods and their results and in connecting them with their respective academic disciplines.

Theme 3: Social and Behavioral Sciences

Courses offered under this theme will focus on human, social, economic, and political behavior and institutions and their historical backgrounds. These courses will enable students to gain knowledge of contemporary social and behavioral issues as well as individual initiatives and public policies which address those issues.

GENERAL EDUCATION

Policies for General Education Program

1. Students must complete all areas and themes and accumulate as many additional units as are needed to reach a total of 72 units.
2. Students must complete three approved upper division theme courses at CSUB. These are required of all students intending to graduate from CSUB, regardless of community college certification or the courses completed at other institutions. These courses cannot be completed and counted toward this requirement until the student has achieved junior status. These courses cannot be double-counted toward lower division area requirements or the equity requirement.
3. Lower division general education and theme courses may be double-counted for the major, minor, cognate, foundation or American Institutions requirements.
4. Goals 1-4 may be satisfied by a test designed or selected specifically for that goal by a subcommittee of faculty members, appointed by the General Education Advisory Committee. Students interested in the examinations should contact the Division of Undergraduate Studies (EDUC 251, 664-3420).
5. Students earning degrees in Biology, Chemistry, Geology, Nursing, and Physics have the theme 1 waived by their senior seminar.
6. The US Constitution/CA State and Local Government course counts in the D3. Political Science.
7. Students with a verified learning disability who are registered with the Office of Services for Students with Disabilities (SSD) may be eligible to petition for a course substitution for a General Education requirement. Information regarding course substitutions can be obtained from the Office of Services for Students with Disabilities.

Transfer Students and CSUB GE Program

1. The University accepts full certification (57 quarter units) of lower division requirements or partial certification of one or more of the areas of the CSU general education program. Only California community colleges, CSU campuses, and other institutions that have negotiated agreements with the CSU can provide certification.

2. Transfer students are responsible for requesting certification of general education from their previous institution. The certifications are sent to CSUB's Office of Admissions
3. The University also accepts the General Education Transfer Curriculum as satisfying its lower division requirements.
4. In unusual circumstances, transfer students may petition for exemption from specific general education requirements. Students wanting relief from a general education requirement contact the Division of Undergraduate Studies (EDUC 251, 664-3420).
5. Some upper division students who have broken their enrollment and returned to the University experience a serious hardship with the new general education program. These students have an opportunity to appeal to the Academic Petitions Committee for relief. These appeals should be initiated with the Division of Undergraduate Studies (EDUC 251, 664-3420).

Because the basic skills (writing, reading, speaking, logical and mathematical reasoning) are so fundamental to the educational process and to living an informed life, students must demonstrate that they have acquired these skills to a sufficient degree. This they may do either by means of passing challenge examinations or, in what is assumed to be the normal case, by means of taking and passing a course or courses specifically designed to increase our students' basic skills.

Foreign Language Proficiency – Students must demonstrate competency in a foreign language. They can do so in one of the following ways:

1. Meeting the CSU admissions requirement for first time freshmen which requires completion of two years of high school coursework in the same language (for international students this is demonstrated by a high school diploma or equivalent in an non-English language)
2. Passing a CSUB administered foreign language waiver exam; or
3. Passing a CSUB Foreign Language course at the 101 or higher level.

Basic Skills Sequencing Policy – Because the basic skills (writing, reading, speaking, logical and mathematical reasoning) are so fundamental to the educational process and to living an informed life, students must demonstrate that they have acquired these skills to a sufficient degree. This they may do either by means of passing challenge examinations or, in what is assumed to be the normal case, by means of taking and passing a course or courses specifically designed to increase our students' basic skills.

The University requires students to demonstrate basic skills competency in a timely manner.

1. Students who begin their CSUB studies with less than 30 baccalaureate credit quarter units are required to:
   a. Complete Area A2 within the first 45 baccalaureate credit quarter units at CSUB;
   b. Complete Areas A1 and A3 within the first 60 baccalaureate credit quarter units at CSUB;
   c. Complete Area B4 within the first 75 baccalaureate credit quarter units at CSUB.
2. Students transferring with 30 or more baccalaureate credit quarter units are required to:
   a. Complete Areas A1-A3 within the first 45 baccalaureate credit quarter units at CSUB;
   b. Complete Area B4 within the first 60 baccalaureate credit quarter units at CSUB.

Students who do not complete the Basic Skills within the allotted period are not permitted to enroll for subsequent quarters unless they enroll in courses that, if passed, would complete the relevant goals.

American Institutions Requirement – The California Education Code requires that each student qualifying for graduation with a bachelor's degree shall demonstrate competence in the areas of United States History and national, state and local government, including the rights and obligations of citizens.

Satisfaction of this requirement shall be met by no less than one course in United States History and one course in United States Government or by examinations administered respectively by the History (FT 301, 664-3079) and Political Science Departments (DDH B115, 664-2359). The course in United States Government must focus on both the United State Constitution and the state and local government of California. Students who have completed their US Government course at a non-California institution will not have satisfied the state and local government requirement and will be required to take an additional course or pass the waiver examination.

Courses that satisfy the United States History requirement include:

- HIST 231 Survey of US History to 1865
- HIST 232 Survey of US History Since 1865
- HIST 370 Early California
- HIST 371 Modern California

Courses that satisfy the United States and state and local government requirement include:

- PLSI 101 American Government Politics
- INST 275 Administrative Processes in Government

General Studies Orientation Requirement – All new lower division students with fewer than twenty-one (21) quarter units must take and successfully complete with a credit (CR) grade the one quarter unit General Studies Orientation course, General Studies 160. This course must be taken within the first thirty (30) quarter units completed at CSUB.

Graduation Writing Assessment Requirement – In May 1976, the CSU Board of Trustees established a system wide policy that all degree candidates (bachelor's and master's) demonstrate upper division writing competency as part of the graduation requirement.

All students (undergraduate and graduate) who apply for a degree or a teaching credential must demonstrate upper division writing competency either by passing the university-wide Graduation Writing Assessment Requirement Examination or by achieving a grade of "C", "CR" or better in any of the following courses: COMM 304, 306, or 311, ENGL 304, 305, 310, or HIST 300. Undergraduates cannot complete this requirement until they achieve upper division status.

The university-wide competency examination, open to all students who have earned at least 90 quarter units of undergraduate college credit and have completed English 110 (the Basic Subjects requirement in English) with a grade of "D-" or higher, is given at least three times a year.

Information concerning dates and registration for the examination can be obtained from the Testing Office (Health Center, 664-3373). Eligible students may attempt the exam as often as necessary.

In compliance with Section 504 of the Rehabilitation Act of 1973, individual arrangements and accommodations for testing and course work will be made for handicapped students to meet the Graduation Writing Assessment Requirement. These arrangements will be made in such a manner as to assure that the English competency of handicapped students be tested and not the limitations imposed by their disabilities.

Examination results will be mailed to each registrant who completes the examination. Results will be sent to the addresses registrants provide on the day of the examination.

Brochures with more information on the GWARE are available in the Testing Center, the Department of English or Communications, and in all deans' offices.

Gender, Race and Ethnicity Requirement – As part of its effort to assist its graduates to become well educated and be prepared to operate effectively in the contemporary society, the University requires those graduates to complete a course focusing on gender, race, and equity.

Equity requirement courses cannot satisfy either Area or Theme requirements.

The list of approved courses is published in the quarterly Class Schedule. It is also available in the Academic Information and Advising Center, the Undergraduate Studies Office, and relevant school dean and department offices. CSUB accepts equivalent and similar courses offered at other institutions of higher education.

Students with questions about this requirement should discuss them with their advisor or the Office of Undergraduate Studies (EDUC 251, 664-3420).

GRADUATION PRACTICES AND PROCEDURES

Students who began their college curriculum in the fall of 1979 or thereafter will be limited to 8 units of credit in Physical Education 150 or equivalent activities courses which may be applied toward graduation.

Application for Graduation – Candidates for baccalaureate degrees to be awarded at the end of a regular term must file applications with the Evaluations Office (SA 104,664-2258) no later than the end of the second 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 with the Evaluations Office 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.

All students are urged to apply for graduation at least one full quarter before they plan to graduate, because a reply to the application may take six to eight weeks. They may thus be notified prior to the registration period for their last quarter of any deficiencies in graduation requirements.

Graduation Dates – There are four graduation dates each year. They coincide with the last day of the final examination period in the fall, winter, and spring terms

and with the last day of the final examination period for the second summer session.

Commencement – Commencement ceremonies are held in June of each year. Undergraduates who complete their degree requirements during the Fall, Winter or Spring Quarters prior to June or the Summer Session immediately following the June Commencement are eligible to participate.

Provisional Post-Baccalaureate Credit – Courses taken by a student that are not needed to fulfill degree requirements, can be recorded as provisional post-baccalaureate credit. The student's request for this credit is part of the Application for Baccalaureate Degree. The courses for which the student is requesting post-baccalaureate credit must have been taken within three quarters of the date of graduation (Summer term does not count). The student's request for provisional post-baccalaureate credit may not be made retroactively. Units for any one course must be applied either wholly to the baccalaureate degree or wholly to provisional post-baccalaureate credit and may not be divided.

Graduation with Honors – A student must have completed at least 60 letter-graded units of resident credit at CSUB to be eligible for graduation with honors. Honors are awarded if the student's overall grade point average (GPA) and CSUB grade point average both reach the following standard:

GPA 3.3-3.59 ..... cum laude
GPA 3.6-3.89 ..... magna cum laude
GPA 3.9-4.0 ..... summa cum laude

EVALUATION AND ACCEPTANCE OF TRANSFER CREDIT

After a person has been accepted for admission as an undergraduate, the Evaluations Office of Admissions and Records (SA 104, 664-2258) will evaluate any previous college work and issue an evaluation of transfer credit to the student and to the student's major department. The evaluation remains valid as long as the student matriculates at the date specified and remains in continuous enrollment (page 75). These evaluations are conditional and are subject to 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 no error has been made.

Credit from a Four-Year College or University – The University will accept for full transfer credit any baccalaureate-oriented courses taken at a four-year accredited college or university in this country.

Credit from a Community College – The University will accept for full transfer credit all course work taken at a California community college which has been indicated by that college as designed or appropriate for baccalaureate credit. Community college credit is allowed to a maximum of 105 quarter (70 semester) units. Courses taken at a community college by a student who has already completed 105 units of community college work may be used to fulfill 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.

California Articulation Number System – CSUB participates in the CAN System. This system uses a common number to identify some of the transferable, lower division, introductory courses commonly taught within each academic discipline on California college campuses. The system assures students that CAN courses on one participating campus will be accepted "in lieu of" the comparable CAN courses on another participating campus. For example: CAN Economics 2 on one campus will be accepted for CAN Economics 2 on another participating campus. Each campus, however, retains its own numbering system.

In this catalog, the CAN designator is found at the end of the course description of each approved CAN course (e.g. CAN ANTH 2, CAN ECON 2).

For additional information contact the Division of Undergraduate Studies (EDUC 251, 664-3420).

Certification of General Education – Community colleges may certify through established procedures that a student has completed the California State University's lower division general education requirements in one or more areas. Courses and examinations used to certify units must be baccalaureate level and have been completed at the certifying institution. However, any participating institution may report completion of courses or examinations taken at other participating institutions provided that all such courses and examinations would be certified by the institution offering them. Such courses and examinations shall be deemed to have been certified. The student should request the college to send the certification to the Evaluations Office of Admissions and Records at CSUB.

Intersegmental General Education Transfer Curriculum – CSUB participates fully in the IGETC system. Students who have completed an IGETC program

at a community college or other participating institution should ask the last institution attended to submit an IGETC completion form to the CSUB's Records Office.

Credit from Non-Accredited Colleges – Credits earned in nonaccredited colleges may be accepted upon petition by the student to the appropriate dean.

Credit for Extension, Correspondence, and DANTES Work – The University 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, correspondence, and/or DANTES (Defense Activity for Non-Traditional Educational Support) courses.

Credit for Military Service – Students with active military service of one year or more will receive 9 quarter units of lower division elective credit and additional units for specified service training and courses. A copy of service separation papers (service form DD-214) should be submitted to the Admissions Office during the admissions process.

Credit for Peace Corps Service – Students with Peace Corps service of one year or more will receive 9 quarter units of lower division elective credit and additional units for training courses completed at an accredited college. Written certification by recognized authorities of service and training should be filed with the Admissions Office during the admissions process.

Subsequent Enrollment at Other Institutions – Students enrolled at the University who wish to receive transfer credit for courses offered at other institutions should obtain prior approval of these courses from their school dean or the Dean of Undergraduate Studies before enrolling in such courses.

ACADEMIC PRACTICES AND PROCEDURES

Dean's List – A full-time, undergraduate student, carrying at least eight units of letter-graded work, who earns a GPA of 3.25 or above in an academic quarter will be placed on the Dean's List.

Course Overload – A student is normally permitted to enroll in a maximum of 19 units. A student with a CSUB grade point average 2.5 or above may request permission to carry more than 19 units per quarter by petition to the appropriate dean. A full-time student with a CSUB grade point average of 3.3 or better may carry extra courses without petition. Loads in excess of 19 units are not permitted for first-quarter CSUB students.

Declaration of Major by Undergraduates – Students may declare a major or degree objective at any time after admission to CSUB. Normally the declaration of major is made at the time of application to the university. Students are required to declare after the completion of 90 units.

Students who want to declare or change their major complete a Declaration of Major form and turn it into the Records Office (SA 103, 664-2147).

Simultaneous Enrollment at CSUB and a Second Institution – A student at CSUB who desires to enroll for concurrent work at another institution or in this university's extension program may file a request with the Director of Admissions and Records (SA 107, 664-2160). No student will be permitted to receive credit toward graduation for a combination of courses taken at CSUB and elsewhere which total more than would have been approved in any one quarter under the University's overload policy. A student desiring to combine CSUB and other work to a total that would require approval of a petition if all the work were taken at this university should submit a petition for overload prior to the time for such enrollment.

Concurrent Enrollment – Concurrent enrollment in regular CSUB courses by nonmatriculated students is on a space available basis through the Division of Extended Studies. Courses carry extension credit and are limited to 36 quarter units toward a baccalaureate and 13 quarter units toward the master's degree.

Class Schedule – An official class schedule prepared each term by he University includes the registration schedule, procedure for registration, fees, classes offered by hours, and other pertinent registration information. The schedule is available in advance of registration each term, and copies may be purchased from the College Bookstore.

Class Meetings – Classes will meet at the time and place indicated in the published Class Schedule except when a change is made to increase educational effectiveness or in response to the unavailability of the normal room or the regular instructor of the class. Except in cases of emergency, any changes will be announced prior to class meetings. Information on any rescheduled class session can be secured from the office of the appropriate dean.

Class Attendance – Class attendance is expected of all students enrolled at the University. The instructor

in each course sets the standard expected of students in this regard. When students are absent from classes, it is their responsibility to inform instructors of the reason for the 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 University should be initiated by the student in the Office of Admissions and Records (see WITHDRAWAL FROM UNIVERSITY). Where such absence or withdrawal is caused by illness, the student must report to the Health Service upon return to the University.

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; may be opened to lower division students under special circumstances with prior approval.
400-499	Upper division courses of junior and senior level, not open to lower division students, which may give post-baccalaureate or graduate credit.
500-599	Graduate courses open to seniors, credential candidates, and post-baccalaureate students.
600-699	Courses designed primarily for graduate students (may be restricted to graduate students).
700-799	Continuous enrollment courses designed for those students who have completed all requirements for the Master's Degree except the thesis, project or examination, and who are not enrolled in any other course. These are offered in each Master's program.
800-899	Courses graded in Continuing Education Units (CEU's) designed for re-licensure requirements; not applicable to a degree.
900-999	Courses designed for professional groups seeking vocational improvement or career development. Credit for these courses would not apply to degrees or credentials.

Grading System

Grade Symbol	Explanation	Grade Points Per Quarter Unit
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B -		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Passing	1.0
D-		0.7
F	Failing	0
W	Withdraw	0
I	Incomplete	0
CR	Credit	0
NC	No-Credit	0
RD	Report Delayed	0
AU	Audit	0
SP	Satisfactory Progress	0
U	Unauthorized Incomplete	0

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 University are used to compute resident grade point averages.

W (Withdraw) – This symbol indicates that the student was permitted to drop the course after the third full week of classes. A course with a "W" grade is not counted as work attempted. It carries no connotation of quality of student's performance and is not used in calculating grade point average or progress points. Withdrawals after the third week of classes and prior to the last three weeks of classes are permissible only for serious and compelling reasons. Permission to withdraw during this period is granted only with the approval of the instructor and the department chairman or school dean. All requests for permission to withdraw during this period and all approvals must be made in writing an prescribed forms which state the reasons for the withdrawal. Withdrawals are not permitted during the final three weeks of instruction except in cases such as accident or serious illness, where the cause of withdrawal is clearly beyond the student's control and the assignment of an "Incomplete" is not practicable. Ordinarily withdrawals in this time period involve total withdrawal from the campus. They must be endorsed by the dean of students.

I (Incomplete) – This symbol is recorded when a student has been doing satisfactory work in a course, but for unforeseen reasons judged appropriate by the in-

structor should be permitted additional time to complete the requirements. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. The instructor will submit an "Incomplete" notice and the symbol "I" will be entered on the student's permanent record. A final grade is assigned upon completion and evaluation of the work agreed upon. Each incomplete grade must be replaced by the end of the subsequent term unless the instructor has set an earlier date or submits an Extension of Incomplete form setting a later date and stating the reasons for extending the time. An extension is to be no more than a year from the end of the term in which the Incomplete was incurred.

Students may not remove an "Incomplete" by re-enrolling in the course. An "Incomplete" remaining on the student's permanent university record or an transcripts from other institutions after the expiration of the time limit for removal will automatically become an "F" or an "NC" and be counted as such in determining grade point averages and progress points. If a student subsequently completes a course which is recorded as "Incomplete" on a transcript from another institution, it is the student's responsibility to submit a corrected official transcript and to make the request for credit from the Office of Admissions. "Incompletes" earned in summer session must be completed in the next quarter of resident study.

SP (Satisfactory Progress) – The "SP" symbol is used in connection with courses, such as the master's thesis and certain modularized courses, which may be designed to extend beyond one academic term. The symbol indicates that work in progress has been evaluated as satisfactory to date but that the assignment of a precise grade must await the completion of additional course work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student's educational objective. Work is to be completed within a stipulated time period. This may not exceed one year except for graduate degree theses' for which the time may be up to two years but may not exceed the overall time limit for completion of all master's degree requirements. Any extension of time limit must receive prior authorization by the appropriate school dean.

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

CR, NC (Credit, No-Credit) – These symbols are used in courses where letter grades are not deemed appropriate.

A student desiring to enroll in a course on an optional credit, no-credit basis must obtain from the Records Office (SA 103, 664-3036) the appropriate form, which requires the advisor's signature and, if a student is requesting permission to take more than one course in a single term on an optional credit, no-credit basis, the signature of the appropriate school dean.

Students may change their enrollment among credit, no-credit grading and letter grading up to census date which is the 15th instructional day. A grade of "CR" is awarded for work of "C" or better; the grade "NC" is awarded for the grade of "C-" or below.

Courses taken on an optional credit, no-credit basis may not be counted toward major or minor, concentration, or cognate requirements for graduation.

Credit, no-credit registration is also used for all students enrolled in most courses numbered 0-99, not counting toward graduation, and in some special courses such as Music 423, Individual Instruction, where letter grades are not deemed appropriate. Ten units of credit, no-credit course work can be used in meeting the general education requirements.

Up to a maximum of 45 units of credit, no-credit course work completed at CSUB may be counted toward a baccalaureate.

AU (Audit) – Admitted students may file a request with the Office of Admissions and Records (SA103, 664-3036) to audit a course. An auditor does not receive baccalaureate credit for the audited course. Auditors pay the same registration fees as other students and may not change their registration to obtain credit* after the last day to add a course. Likewise students registered for credit may not change to audit status after the last day to add a class. Auditors are not permitted to take examinations in the course. A grade of "AU" for an audited course is posted on a student's permanent record if, in the opinion of the instructor, the student has attended enough class meetings to receive a grade of "AU"; otherwise, a "W" is recorded.

Grade Change Policy – A change in letter grade can be approved by the department chair only in the case of a declared clerical error. The definition of clerical

error is an error made by the instructor or by an assistant in grade estimating or posting. Under no circumstances, except for completion of work when "I" was issued or through the Student Academic Grievance Procedures, may a grade change be made as the result of work completed or presented following the close of a grading period.

Instructor Initiated Drop Policy – If a class is full and has a waiting list, the instructors of such classes have the right to request that students be administratively dropped from the class by the end of the second week of the term if:

1. The student has not attended for three consecutive class sessions during the first two weeks of the term; or
2. The student does not contact the instructor to arrange alternate plans.

Students are not to assume that they will be automatically dropped from the class, due to nonattendance. Students not attending a class are responsible for completing the appropriate forms and submitting them to the Records Office.

Repeating Courses – CSUB does not limit the number of times a course can be retaken. However, only the units from the first enrollment count toward the total required for the degree. Certain course (e.g. music groups) do permit the units from each enrollment to count toward the degree. Normally when any course is repeated at CSUB, all grades are considered in computing grade point averages. The exception to this practice is explained below in Academic Renewal.

ACADEMIC RENEWAL

Retroactive Withdrawal – After the date upon which grades are due at the Records Office, any request for a retroactive withdrawal will be treated as a change of grade. The following additional conditions shall apply. An assigned grade may be changed to a "W" only if:

1. the request would have been approved if it had been filed during the term;
2. there is verification that the student was unable to file the request in a timely manner because of serious illness or absence from campus beyond the student's control; and
3. no more than twelve months has elapsed since the end of the term in which the course was taken.

All requests for retroactive withdrawal require the approval of the instructor, the department chair, and the School dean. Because this type of withdrawal is an exceptional occurrence, the student's documentation of eligibility will be carefully scrutinized before approval is granted.

Removal of Previous Terms – In exceptional circumstances an undergraduate student may be granted permission to have up to one year of undergraduate coursework, taken at least five years earlier, disregarded from all considerations associated with requirements for the Baccalaureate Degree. This policy does not apply to graduate students.

To qualify for academic renewal an undergraduate must demonstrate by his/her academic performance after returning to CSUB that the coursework to be removed is not reflective of his/her ability. Academic renewal is only used to assist a student to graduate (i.e., to reach a cumulative 2.00 GPA). For information, contact office of the registrar (664-2123).

Replacement of a Grade through Repetition – Students do have the right to replace grades of "C-" or below by repeating the course at CSUB and filing a Repetition of a Course Petition. All grades will remain on the transcript but only the new grade will be used in computing the GPA. The petition is available in the Records Office. It can be filed at any time and does not require any approvals. Students have the right to replace the grades from 20 units of coursework. The coursework for which students want to replace grades may have been taken at CSUB or some other institution. This policy does not apply to graduate students.

CHANGES IN RULES AND POLICIES

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature, rules and policies adopted by the Board of Trustees of The California State University, by the Chancellor or designee of The California State University, or by the President or designee of the institution. Further, it is not possible in a publication of this size to include all of the rules, policies and other information which pertain to the student, the institution, and The California State University. More current or complete information may be obtained from the appropriate department, school, or administrative office.

Nothing in this catalog shall be construed, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trust-

ees of The California State University, the Chancellor of The California State University, or the President of the campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies which apply to students. This catalog does not constitute a contract or the terms and conditions of a contract between the student and the institution or The California State University. The relationship of the student to the institution is one governed by statute, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the President and their duly authorized designees.

SCHOLARSHIP STANDARDS AND PROCEDURES

Students' academic standing is determined by the quality of their performance and progress toward their objective. Academic status is determined by a progress point scale based on the grade point computation for letter grades, augmented by the assignment of two progress points per unit for the CR grade (see page 82).

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 University.

Probation of Undergraduate Students – Undergraduate students are subject to academic probation if in any quarter their cumulative grade point average in all college work attempted or in their CSUB cumulative grade point average falls below 2.0. Students on probation are eligible to continue attendance at the University. Undergraduate students go off academic probation when their cumulative grade point average in all University work attempted and their CSUB cumulative grade point average are 2.0 or higher.

A student may be placed an administrative-academic probation by the appropriate dean upon the recommendation of the student's advisor, for the following reasons:

1. Withdrawal from all or a substantial number of courses in two successive or any three quarters.
2. Repeated failure to progress toward the stated degree objective or other program objective.
3. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or defined group of students.

Students on probation are eligible to continue attendance at the University. Students may be removed from administrative-academic probation by the appropriate dean upon the recommendation of their advisor.

Academic Dismissal of Undergraduate Students – Undergraduate students on academic probation are subject to academic dismissal when:

1. As a lower division student (less than 90 quarter units completed) they fall 15 or more grade points below a 2.0 average in all units attempted or in all units attempted at the University.
2. As a junior (90-134 quarter units completed) they fall 9 or more grade points below a 2.0 average in all units attempted or in all units attempted at the University.
3. As a senior (135 or more quarter units completed) they fall 6 or more grade points below a 2.0 average in all units attempted or in all units at the University.

Students are subject to administrative-academic dismissal by the appropriate dean if:

1. The conditions for removal of administrative-academic probation are not met within the period specified.
2. They become subject to academic probation while on administrative-academic probation.
3. They become subject to administrative-academic probation for the same or similar reasons more than once.

A student who is subject to academic or administrative dismissal may request through the appropriate dean waiver of dismissal if there are extraordinary extenuating circumstances.

Readmission of Dismissed Undergraduate 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 students were in the lower division (completed fewer than 90 quarter units), took college work elsewhere, or in CSUB summer session or extension and
   a. brought their 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 capability of performing college work with above average achievement, or
   b. earned college credits elsewhere, or in CSUB summer session or extension, attaining at least a "B" average in not less than 15 quarter units.

2. If the students were in the upper division (completed 90 quarter units or more), and
   a. earned college credit elsewhere, or in CSUB summer session or extension, attaining at least a "B" average in not less than 9 quarter units, or
   b. remained absent from the university for at least one year, during which time they should have sought to remedy the conditions that may have contributed to their 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.

Students dismissed for academic-administrative reasons who apply for readmission will have their applications considered by the Committee on Academic Petitions. Students interested in having the Committee consider their request should contact the Office of Undergraduate Studies (EDUC 251, 664-3420).

STUDENT CLASSIFICATIONS

Class Level

Freshman ..... to 44-1/2 quarter units
Sophomore ..... 45 to 89-1/2 quarter units
Junior ..... 90 to 134-1/2 quarter units
Senior ..... 135 or more quarter units
Post-Baccalaureate .... Possesses acceptable baccalaureate or advanced degree; not admitted to a graduate degree curriculum.
Graduate ..... Approved candidate for master's degree or admitted to a graduate degree curriculum.

Quarter Unit – A quarter unit of credit normally represents no less than one hour of class work and two or more hours of outside study per week for one quarter. One and one-half (1 1/2) quarter units are equivalent to one (1) semester unit of credit. One quarter unit is equivalent to 2/3 semester unit of credit.

Admission Status

Pre-Baccalaureate/General
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

Post-Baccalaureate
Unclassified ... Holds an acceptable baccalaureate degree or has completed equivalent academic preparation, or admitted by "Special Action"
Classified ..... Admitted for the purpose of enrolling in a particular post-baccalaureate credential or certificate program, subject to prerequisites

Graduate
Conditional ..... Admitted to an authorized graduate degree curriculum, but has deficiencies in prerequisite preparation which must be removed
Classified ..... Admitted to an authorized graduate degree curriculum and has met all conditions of classification

Registration Status
Continuing ..... Student enrolled in regular programs in last quarter, or a student resuming studies after an absence of no more than two consecutive quarters
Former ..... Returning student who has not registered in three previous consecutive terms
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 12 quarter units or more of credit
2. 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.

POLICIES AND REGULATIONS

NONDISCRIMINATION POLICIES

Gender – The California State University does not discriminate on the basis of gender in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in education programs and activities operated by California State University, Bakersfield. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of California State University, Bakersfield may be referred to the Counseling Center (HC, 661-664-3366) or Personnel Services (ADM 108, 661-664-2266), the campus officers assigned the administrative responsibility of reviewing such matters, or to the Regional Director of the Office for Civil Rights, Region IX, 50 United Nations Plaza, Room 239, San Francisco, California 94102.

The California State University is committed to providing equal opportunities to men and women CSU students in all campus programs, including intercollegiate athletics.

Disability – The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder and the Americans with Disabilities Act prohibit such discrimination. The coordinator of Disabled Services has been designated to coordinate the efforts of California State University, Bakersfield to comply with these Acts and their implementing regulations. Inquiries concerning compliance may be addressed to the coordinator at the Services for Students with Disabilities Office 661-664-3360; TDD 661-664-6288.

Race, Color, National Origin, or Disability – The California State University complies with the requirements of Title VII of the Civil Rights Act of 1964 as amended by the Americans with Disabilities Act and the regulations adopted thereunder. No person shall, on the grounds of race, color, national origin, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of The California State University.

Students who believe they have experienced discrimination should contact Dr. Willis Hill, the campus Ombudsman (HC 13, 664-3366).

Sexual Orientation – By CSU Board of Trustees policy, the California State University does not discriminate on the basis of sexual orientation.

POLICIES ON THE RIGHTS OF INDIVIDUALS

Sexual Harassment – Sexual harassment is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the California Fair Employment and Housing Act, as well as under CSU Executive Order 345. California State University, Bakersfield is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange. In the university environment, all faculty, staff, and students are entitled to be treated on the basis of their qualifications, competence, and accomplishments without regard to gender. Individuals are entitled to benefit from university programs and activities without being discriminated against on the basis of their sex. Sexual harassment violates university policy, seriously threatens the academic environment, and is illegal. The policy on campus is to eliminate sexual harassment and to provide prompt and equitable relief to the extent possible.

Sexual harassment includes such behavior as sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature directed toward an employee, student, or applicant when one or more of the following circumstances are present:

- Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;
- The conduct has the purpose or effect of interfering with an employee's work performance, or creating an intimidating, hostile, offensive or otherwise adverse working environment;
- The conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment, or adversely affecting any student.

Sexual harassment will not be tolerated by the university and may result in disciplinary action, up to and including termination or dismissal. Administrative per-

sonnel are available to answer questions or handle complaints by students, employees, student applicants or employee applicants. The names and office locations of sexual harassment counselors and respective administrative personnel are available in the Counseling Center and the Office of Personnel Services. Any employee who believes that this policy has been violated should promptly report the facts of the incident(s) and the person(s) involved.

Formal complaints alleging sexual harassment of employees or applicants for employment should be made to the Director of Personnel Services (ADM 108, 661-664-2266). Complaints involving sexual harassment of students should be made to the Ombudsman, located in the Counseling Center (HC, 661-664-3366). Such complaints will be investigated without delay in accordance with university procedures and appropriate action taken.

Campus Policy on Disruptive and Violent Behavior – California State University, Bakersfield is committed to creating and maintaining a safe working, learning, and social environment for all students, employees and visitors which is free from violence, threats, intimidation, hostile acts, and disruptive behavior.

Civility, understanding, and mutual respect toward all persons are intrinsic to the existence of a safe and healthy campus. Threats or acts of violence, or hostile, intimidating, or disruptive behavior not only impact the individuals concerned, but also the mission of the University. The University prohibits acts or threats of violence, and any person who commits such acts is subject to disciplinary action, and/or civil or criminal prosecution.

The University has zero tolerance for potentially violent or violent acts against any member of the campus environment, or against any property.

For the purpose of this policy, violence, threats of violence, and other inappropriate behaviors include, but are not limited to:

- any act that is physically or emotionally assaultive; or
- any threat, behavior or action which is interpreted by a reasonable person to carry the potential of:
  –harm or endangering the safety of others;
  –resulting in an act of aggression; or
  –destroying or damaging property.

Established student, personnel, and public safety procedures will serve as the mechanisms for resolving such situations. Each incident will be taken very seriously and may be reported to, and records maintained in , the Office of Risk Management (SSS 109, 661-664-2066).

Members of the campus community are encouraged to report to the Public Safety Office, the appropriate school dean, or the employee's area supervisor, acts of violence, threats of violence or any other behavior which by intent, act or outcome could harm another person or property.

Individuals who severely disrupt classrooms, offices or common spaces may be removed from the campus. Deans may deny class enrollment to a student whose behavior compromises the learning environment.

Student Academic Grievance – A student has the right to grieve an academic sanction imposed by a faculty. The grievances can concern only the assigned final course grade.

The grievance must be pursued according to the University's Student Complaint and Grievance procedures. Copies are available in the School deans' offices, the Vice President of Student Services' Office, and most other academic administration office.

Group grievances are not permitted. The University presumes the correctness of final course grades. It is the responsibility of a student appealing an assigned grade to demonstrate otherwise.

Student Compliant and Grievance Procedure – A student also has the right to grieve other University actions. Nonacademic grievances may be brought against the actions or decisions of faculty, administrators, or staff for failure to adhere to written campus policies or for procedures or actions that constitute arbitrary, capricious, or unequal application of those procedures. A student wishing to file a grievance should consult the Student Complaint and Grievance Procedure. Copies of the procedure are available in the Office of the Vice President of Student Services and the Office of the Dean of Undergraduate Studies.

STUDENT DISCIPLINE

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Code of Regulations. The Dean of Undergraduate Studies serves as the Coordinator of Campus Discipline (664-3420, ext. 248) and should be contacted on student discipline issues. Relevant sections of Title 5 follow.

41301. Expulsion, Suspension and Probation of Students – Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

(a) Cheating or plagiarism in connection with an academic program at a campus.

(b) Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.

(c) Misrepresentation of oneself or of an organization to be an agent of a campus.

(d) Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.

(e) Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.

(f) Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.

(g) Unauthorized entry into, unauthorized use of, or misuse of campus property.

(h) On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.

(i) Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus president.

(j) Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.

(k) Abusive behavior directed toward, or hazing of, a member of the campus community.

(l) Violation of any order of a campus President, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.

(m) Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this Section.

(n) For purposes of this Article, the following terms are defined:

(1) The term "member of the campus community" is defined as meaning California State University Trustees, academic, nonacademic and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.

(2) The term "campus property" includes:

(A) Real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and

(B) All campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.

(3) The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, sling shot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.

(4) The term "behavior" includes conduct and expression.

(5) The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.

(o) This Section is not adopted pursuant to Education Code Section 89031.

(p) Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

41302. Disposition of Fees: Campus Emergency; Interim Suspension – The President of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded.

If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

41303. Conduct by Applicants for Admission – Not withstanding any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he enrolled as a student, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

41304. Student Disciplinary Procedures for the California State University – The Chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus President in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The Chancellor shall report to the Board the actions taken under this section.

Student Opinionnaire on Courses and Instruction (SOCI) – Students in each regular class offered at the University are asked to fill out questionnaires which report their assessment of the course content and the instruction in that class. These Student Opinionnaires on Courses and Instruction (SOCI) are used both by individual faculty members and the university administration in a continuing effort to insure that the instructional program at CSUB is as effective as possible.

EXTENDED UNIVERSITY DIVISION

Modular Building III, 325
(661) 664-2441
(661) 664-2447 (fax)
email: jadkins@csubak.edu
http://www.csub.edu/ExtUniversity

Interim Dean: Mark O. Evans

The University provides access to higher education and lifelong learning beyond the traditional patterns of campus-based programs supported by taxpayers. This responsibility is assigned to the Extended University Division (EUD). It administers a variety of self-supported degree programs, courses, workshops, seminars, and conferences for members of the community who seek to expand their interests, to improve and broaden their professional preparation, or to further their University degree aspirations. The Division's activities are frequently organized in cooperation with school districts, governmental agencies, nonprofit organizations, professional associations, and other such agencies to effectively offer programs that meet community needs. The EUD's website contains detailed, up-to-date information on programs, policies, and fees.

ADMISSION

Generally, it is **not** necessary for students to make formal application for admission to the University in order to enroll in specific *courses* offered by EUD. Individuals need not submit transcripts of previous work. However, persons wishing to participate in specific degree and certificate *programs* should contact the EUD office for information concerning application procedures and admission information. In all cases, students must satisfy the academic or experiential prerequisites for the particular courses in which they intend to enroll or obtain permission of the instructor.

*Enrollment in courses through the EUD does **not**, in itself, constitute formal acceptance into the University.*

TYPES OF CREDIT OFFERINGS

The EUD offers many types of credit. Credit can be either applicable or not applicable to academic degrees. While quarter units are applicable, continuing education units or CEUs are not applicable. Other courses such as test preparation workshops are noncredit offerings. The amount of degree credit that can be earned through extended education and applied to a CSU degree is limited for some types of offerings, but not for others. For offerings where the total units that can be applied toward an academic degree are limited, students may use up to 36 units toward Bachelor's degree requirements and up to 13 units toward a Master's degree. Units completed by correspondence or DANTES (Defense Activity for Non-Traditional Educational Support) as well as through the Extended University apply toward these limits.

Also, CSUB degree programs have a minimum residency requirement of 45 units for the baccalaureate and 32 units for a 45-unit Master's degree (64 units for 90-unit Master's programs). Some degree credits earned in the Extended University count toward these residency requirements (credits earned in "Special Sessions"), while other credits do not count for residency (degree credits earned in "Extension").

TYPES OF PROGRAM OFFERINGS

Regional and Online Programs – are provided at specific sites throughout Kern, Inyo, Mono, portions of Tulare and Los Angeles counties and elsewhere through traditional classroom instruction, video, or online web-based programming. Regional programs may include the delivery of regular academic courses, complete undergraduate or graduate degrees, teaching credentials, and certificates for professional or personal development. Online degree and certificate programs are accessible throughout the world. Residence credit is awarded for courses that are part of regional and online degree programs, and courses offered under these Special Sessions do not count against the above-mentioned unit ceilings (36 units for Bachelor's degree and 13 units toward a Master's degree).

Summer Sessions and Intersession – courses falling between fall and winter quarters are closely aligned with regular on-campus classes and generally afford the student regular residence credit that does not count against unit ceilings for transferability into degree programs.

Open University – provides nonmatriculated students the opportunity to concurrently enroll in regular University classes through EUD on a space available basis after the student obtains approvals from the instructor and other offices. There is no additional fee for out-of-state students. Coursework completed through the Open University carries special session residence credit but counts against unit ceilings for transferability into degree programs.

Contract Credit – enables degree credit or continuing education units to be posted to CSUB transcripts for courses where the instructor is paid by other programs or institutions. Approval by the overseeing academic department and school dean at CSUB is required. Degree courses posted to transcripts through contract credit do not carry residence credit and count against the unit ceilings for transferability into degree programs..

Regular Extension Courses – carrying degree credits do not count toward the residence requirement. These courses count against the unit ceilings for transferability into degree programs. The acceptability of courses toward major or minor concentrations is subject to approval of the department and school dean within whose academic area the course falls.

Non-credit and Continuing Education – courses are not applicable to degree programs. They are usually of professional, personal, or general interest and are designed in response to identified community needs. Courses often are bundled into certificate programs. Special courses and programs designed for re-licensure or other forms of continuing education are offered.

DEGREE, CREDENTIAL AND CERTIFICATE PROGRAMS

Degree Programs – the EUD currently is authorized to deliver to remote sites the following degree programs: MS in Administration; MA in Education; BA in Liberal Studies; BA in Economics; and, BA in Communications with an option in Computer Imaging. The BS in Environmental Resource Management may be completed online, while planning is underway to offer the MS in Administration online. Remote students also may customize the Special Major (BA) to meet unique needs.

Credential Programs – offered in remote regions and include the Professional Clear Teaching Credential, the Preliminary and Professional Administrative Services Credential, and the Mild/Moderate and Moderate/Severe Special Education Credential.

Certificate Programs – are designed and offered for individuals seeking formal recognition for completing a specialized program of study. Typically, the certificate programs offered through EUD are not available through regular University program offerings. Some of the Certificate Programs are offered in the Antelope Valley and/or via distance learning technologies. Programs are continuously updated, deleted, and added. Current programs include:

- Attorney Assistant
- Computer Imaging
- Customer Relationship Management
- Drug and Alcohol Studies
- E-Commerce
- Environmental Resource Management
- Geographic Information Systems
- Grant Writing and Administration
- Human Resource Management
- Safety Management
- Workers' Compensation Law

Fees – must be set at levels to enable programs to be self-supporting, since the State of California does not provide financial resources to support EUD instructional programs. Over the years, fees for degree courses have been somewhat higher than those charged for regular in-state residents, but lower for students who are not California residents. Course fees vary considerably based on the type of program, location, and other factors. All fees are subject to approval by the CSUB Fee Committee. The Board of Trustees of the California State University System governs refund policies. Financial aid may be available for qualified students enrolled in regional and online degree programs.

Instructional Television (ITV) Network – is used for live televising of selected university courses. This makes it possible for students to enroll in regular courses at selected off-campus sites, participate in classes while at home, or participate on the CSU campus in classes and degree programs from other CSUs. Students participate in the class by two-way audio/visual.

Students in the Greater Bakersfield area receive ITV courses via cable subscription (Cox Cable, Time Warner Cable, and Popvision). These course offerings include lower and upper division general education courses as well as courses in various majors. Through the Young Scholars Program, high school students may register for selected lower division general education courses at a greatly reduced fee.

Courses are transmitted site-to-site to Ridgecrest, Antelope Valley, and other remote sites via closed circuit. Instruction also can originate in these off-campus sites. Televised coursework is in majors offered in the Antelope Valley, including Liberal Studies, Business Administration, and School of Education programs.

Students typically register for ITV courses as regular resident students. However, individuals not admitted to the University can register through the Open University. The CSUB class schedule provides details of courses, instructors and time blocks.

Communicative Disorders and Deaf Studies – students may enroll in degree programs offered by other CSU campuses via instructional television. Currently, CSU Fresno's Bachelor of Arts, Master of Arts, and credential programs in Communicative Disorders and Deaf Studies can be completed on the CSUB campus via ITV.

The Intensive English Language Center (IELC) – prepares international undergraduate and graduate students for successful academic study in American colleges and universities. Experienced ESL teachers teach all IELC classes. Class sizes are small with individual attention given to each student.

The Center offers four sessions throughout the year. The non-credit courses meet daily with 20-25 hours of instruction per week. Classes are given in reading and vocabulary, writing and grammar, and listening and speaking, including pronunciation. Elective courses are offered in American culture, academic study skills and TOEFL preparation. A computer lab and a listening lab are available to the students to reinforce language skills. The summer session provides courses for graduate and undergraduate students who have already been accepted at the university and want to improve their English language skills. Attention is given to academic writing, textbook reading, and oral presentation.

International Students and Programs – is housed in the Extended University to assist international students with academic and personal concerns as well as cultural enrichment and adjustment. A variety of special programs and services is available to assist international students in becoming better acquainted and adjusted to university life, including an orientation for new students, special interest programs, newsletters, and conversation/discussion groups. IS&P also coordinates several study abroad and exchange programs.

CSUB ANTELOPE VALLEY EDUCATION CENTER

43909 30th Street West
Lancaster, CA 93536-5426
(661) 722-6630
(661) 722 -8186 (fax)
email: csubav@csub.edu
http://www.csub.edu/AV/

Administration:

Mark O. Evans, Interim Dean,
Extended University Division

Michelle St. John,
Education Center Coordinator

General Information

In cooperation with Antelope Valley College (AVC), CSU Bakersfield operates the Antelope Valley Education Center on the northeast corner of the AVC campus. The Center provides opportunities for the residents of Lancaster, Palmdale, and surrounding communities to complete selected Bachelor's and Master's degrees without commuting out of the area. This cooperative arrangement between two segments of California's public higher education system enables students who complete an Associate of Arts or Associate of Science program at Antelope Valley College to continue their academic studies at resident fee rates. Teaching credential programs and graduate courses offer a variety of options to students seeking to enhance their academic and professional skills. All programs offered at the Antelope Valley Education Center are fully accredited by the Western Association of Schools and Colleges and are an integral part of the curricula of California State University, Bakersfield.

Admission and Registration

Students interested in attending CSUB Antelope Valley to pursue a degree program must apply for admission (using the CSU System Application Form), pay a $55 application fee, submit official transcripts of all college work previously attempted, and in some cases, submit official high school transcripts with ACT or SAT scores. The application should have "CSUB AV" indicated on the front of the application in BOLD print, indicating the intent to enroll at Antelope Valley, and the "Off Campus Center."

After being admitted to CSUB and meeting with a faculty advisor, students will register for classes. The Records Office at CSUB is responsible for the registration process and academic record keeping. The telephone registration system requires that students meet all prerequisites for any course requested. A help line staffed by trained registration workers is available for students having registration questions or problems. Students are not registered until fees are paid.

Students may access the telephone voice response system or the campus web site (www.csub.edu) under student online information to obtain information about status of the application for admission, financial aid, class registration, billing for fees, and review of final grades by using the same set of procedures and menus used for online registration.

The University Bookstore and the Antelope Valley Education Center office sell both the University catalog and schedule of classes. The schedule of classes is usually available by the fourth week of the preceding quarter and includes all information needed to register. The schedule of classes can also be found online at CSUB's website.

Academic Programs

Course offerings are designed to accommodate the diverse needs of students. A range of courses is delivered by means of telecommunications. Classes are scheduled weekday mornings, afternoons, and evenings as well as on weekends and asynchronously on the World Wide Web.

Upper division courses are offered at the Center. Baccalaureate programs may be completed through 2+2 programs articulated with Antelope Valley College and other community colleges. Baccalaureate programs offered or currently planned for implementation during the 2001/02 and 2002/03 academic years include:

- Bachelor of Science in Business Administration
- Bachelor of Arts in Communications
- Bachelor of Arts in Criminal Justice
- Bachelor of Arts and Bachelor of Science in Economics
- Bachelor of Arts in English
- Bachelor of Science in Environmental Resource Management
- Bachelor of Arts in Liberal Studies
- Bachelor of Science in Nursing
- Bachelor of Arts in Psychology
- Bachelor of Arts in Sociology
- Bachelor of Arts in Special Major

The School of Business and Public Administration offers the Master of Business Administration (MBA). The School of Education offers the Master of Arts degree in Education with specializations in Curriculum and Instruction, Educational Administration, and Special Education. School credentials are offered in multiple subject (elementary), single subject (secondary), mild/moderate disabilities, moderate/severe disabilities, reading, and educational administration.

The Extended University Division offers a growing array of certificate and noncredit courses providing additional opportunities for personal and professional development.

Information on each major is available from the CSUB Antelope Valley Advising Center located at the Center and on the home pages for CSUB academic departments and programs.

Services

The range of services provided by CSUB at the Antelope Valley Education Center is steadily increasing. New Student Orientations are offered several times each quarter for newly admitted students. Participation in the orientation enables first-time students to receive information about campus services, meet faculty and staff, obtain academic advising, and register for courses.

Two weeks are set aside each term to obtain academic advising in preparation for course registration for the following term. Academic and Peer Advisors are available by appointment at the CSUB AV Office. Consulting with an advisor, registering on one's priority date, and paying fees by the due date usually assures getting the classes students want and need.

Students at the Education Center may apply for grants, loans, work-study, and scholarships. The Office of Financial Aid and Scholarships administers some 20 different financial aid programs to enable students without adequate finances to attend the Education Center. Veterans' education benefits are provided to students who qualify. Financial aid counselors are available to provide information and guidance concerning the financial aid application and delivery process. The Office of Financial Aid and Scholarships home page has additional information concerning the financial aid process.

The Antelope Valley Center has a program to serve students with disabilities that is consistent with existing and emerging legislation and regulations (Section 504 of the Federal Rehabilitation Act of 1973). Students with documented disabilities are entitled to receive approved accommodations, modifications, and auxiliary aids which will enable them to participate in and benefit from all educational programs and activities offered through CSUB. Available services include alternate format materials, alternate testing accommodations, assistive technology and adaptive equipment, learning disability assessment, note taking, sign language interpreters, readers and scribes, and taped textbooks. Disability packets and requests for services for students with disabilities are available at the CSUB AV Office.

The Walter W. Stiern Library's electronic resources can be accessed from any computer with an Internet connection. The Library's home page has links to the catalog, reference databases, online journal subscriptions, and Internet resources. Almost all of the Stiern's 300,000 books and 2,000 periodical titles are available to off-campus students through the Library's Distant Services program. Books or articles not available from the library can be ordered through Document Delivery. Books and copies of articles are shipped to the students at no charge, while students pay copying costs for article copies. Research assistance can be obtained by calling the reference desk or Distant Services. Research inquiries also may be submitted online and result in a personalized email response. CSUB Antelope Valley students have full library privileges while visiting the Bakersfield campus.

The Academic Advancement Center operates under the aegis of Educational Support Services and with the cooperation of the CSUB campus to provide an academic support program that is available to students experiencing difficulties or simply interested in strengthening their academic skills through tutoring. Tutoring services provided by the Academic Advancement Center are offered at the CSUB Antelope Valley location.

Additional information on each service is available by contacting the Antelope Valley Education Center or perusing home pages for the Antelope Valley Center and individual departments.

COMMUNICATIVE DISORDERS AND DEAF STUDIES

CSU FRESNO

Advising and Information Center
Dorothy Donahoe Hall, C102
(661) 664-2424
(661) 665-6950 (fax)
email: cquintanilla@csub.edu
http://www.csufresno.edu/csd/

Program Advisor:
Cynthia Quintanilla, Assistant Director
CSUB Advising and Information Center

Program Description

Audiology, deaf studies, and speech-language pathology are concerned with the development, problems, and disorders found with people's speech, hearing, and language. These professions are devoted to providing diagnostic, rehabilitative, and educational services to children and adults with communicative disorders.

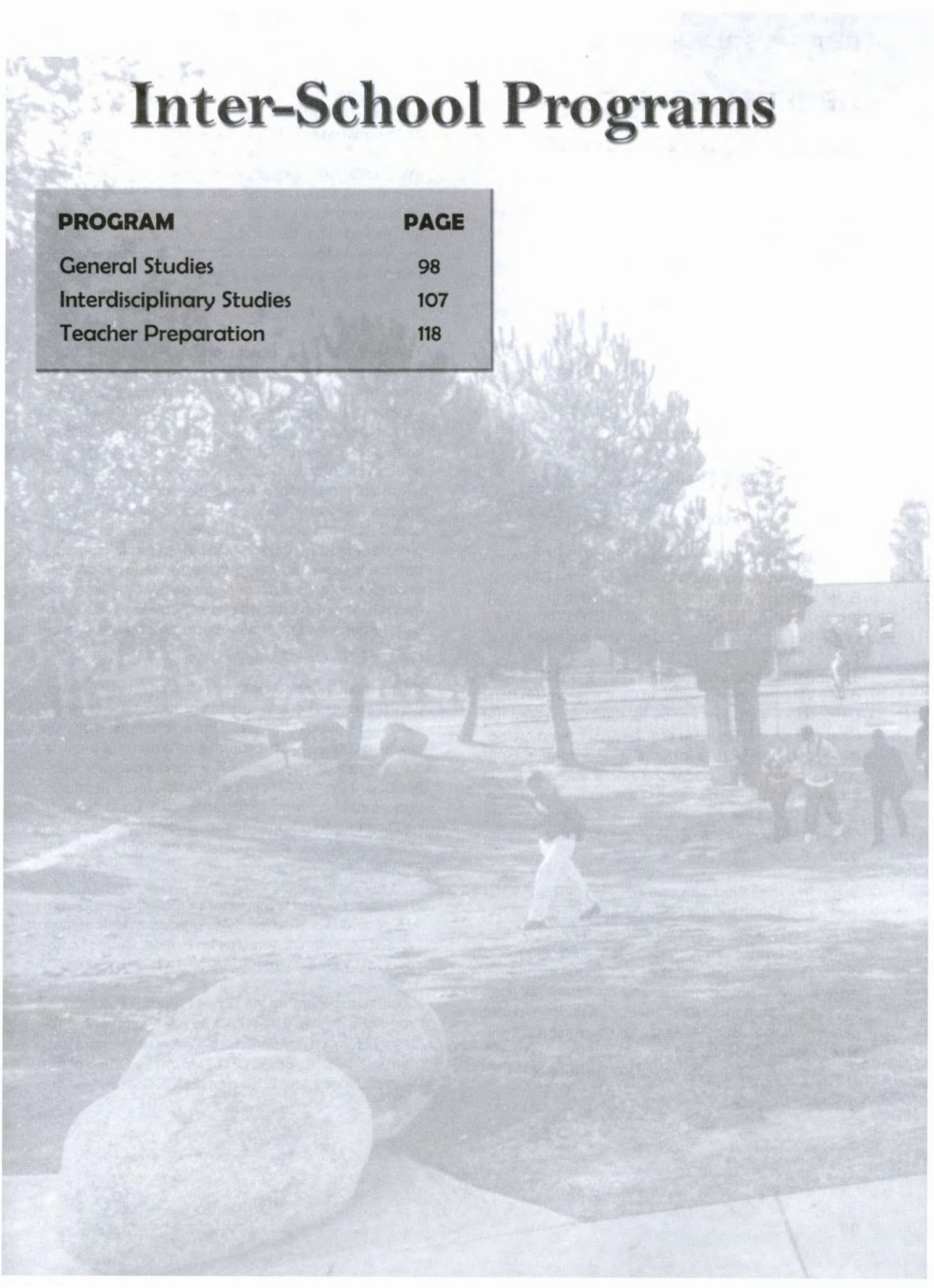
California State University Fresno's Department of Communicative Disorders and Deaf Studies offers the Bachelor of Arts degree. This degree is available on CSU Bakersfield's main campus via closed-circuit instructional television. The program provides the academic preparation to work in various diagnostic and rehabilitation settings (e.g., preschool programs, elementary and secondary schools, colleges, hospitals, rehabilitation centers, private and community clinics, private practice). Employment opportunities have been and are expected to remain very good.

Bachelor of Arts

The Bachelor of Arts degree in Communicative Disorders and Deaf Studies provides the student with a liberal arts foundation integrated with courses designed to provide a basic understanding of speech, language, and hearing development and communicative problems. Students pursuing this degree program have two options: (1) deaf studies and (2) speech-language pathology. Contact the Assistant Director for information regarding degree requirements, course schedules, advising, and availability of the graduate program in Bakersfield.

Inter-School Programs

PROGRAM	PAGE
General Studies	98
Interdisciplinary Studies	107
Teacher Preparation	118



GENERAL STUDIES

Division of Undergraduate Studies
Division Office
Education Building, 251
(661) 664-3420
(661) 665-6911 (fax)
email: ldirkse@csubak.edu

Dean: Dr. James H. George, Jr.

Advising Center
Dorothy Donahoe Hall, Room C102
(661) 664-3061
(661) 665-6950 (fax)
email: dcisneros@csubak.edu

Director: David E. Cisneros

Program Description

The Division of Undergraduate Studies at California State University, Bakersfield is unique in the California State University system. It is designed to insure that the classroom and non-classroom portion of the students' University experiences supplement each other.

The most important feature of the Division is the Academic Information and Advising Center located in DDH C102. Here a student will be teamed with a General Studies Fellow. They are regular faculty who are selected to be advisors to lower division students. Specially trained and concerned about the academic progress and career planning of the students, the advisor will provide the link between the academic and the co-curriculum portions of the students' University experience.

The Center handles freshmen advising (all majors except Liberal Studies and Child Development majors), undeclared students advising, general education information, Intensive Learning Experience advising, and disburses information relative to various academic majors, university programs, and the many services available to students. Academic counselors, student peer counselors, General Studies Fellows - all are available to assist students. Both pre-scheduled and walk-in appointments are accommodated at the Center.

The Division also offers special General Studies courses. Most of these one- or two-unit courses focus on material unavailable in the academic departments (i.e. Test Anxiety, Focus on Women, Peer Counseling, Career/Job Search) or on topics in which lower division students express an interest. Students interested in having a special course need only to contact the Division Office (EDUC 251, 664-3420). The courses also provide for orientation to the University, instruction on study skills, and personal development. The course format is always informal and conducive to student-faculty exchange.

The Helen Louise Hawk Honors Program

The university offers a full four-year honors program to incoming freshmen and transfer students which includes the following academic and extracurricular advantages: a series of special honors-only general education classes taught by the University's best faculty members; priority at registration time; honors scholarships; senior honors seminars in which students complete a project under the direct supervision of a professor in their major discipline; personalized academic and career advising; waivers in required general education courses; travel/education opportunities; and frequent social events which help develop a sense of camaraderie and mutual support among the participants.

Unlike most "honors" classes at the high school level, CSUB's honors courses are not graded more severely than non-honors classes. Nor are honors students asked to take any extra courses as a result of being in the program, since each of the honors classes satisfies one of the lower or upper division general education requirements. Students can earn honors certificates and graduation recognition by completing either two years of the program or the entire four-year program.

The Helen Louise Hawk Honors Program is supported by a generous one million dollar grant from Helen Hawk Windes. It is administered by an Honors Council composed of five faculty members and a faculty director.

Information regarding the Helen Louise Hawk Honors Program is available from Dr. Michael Flachmann, Professor of English and Director of University Honors Programs (FT 201D, 664-2121) or from the Office of the Dean of Undergraduate Studies (EDUC 251, 664-3420).

COURSE DESCRIPTIONS

GST 106A, 106B, 106C BBEST Education Seminars I (1)

This course is designed to introduce students to the BBEST (Blended Baccalaureate for Excellence in Studies and Teaching) program and the teaching field. GST 106 is offered for three quarters (106A, 106B and 106C) to provide students during their freshman year with an understanding of the BBEST program and to furnish them with pertinent information, involve them in preliminary field experiences, and introduce them to a variety of professionals in the field. Offered on a credit, no-credit basis.

GST 115 Academic Success Via Vocabulary (2)

Academic Success via Vocabulary is designed to help students develop and expand their vocabulary. The class combines lectures, discussion, and word-building activities to teach students how to build on their current knowledge of words and incorporate new words into their speaking and writing. Specific topics covered in GST 115 include word parts (prefixes, suffixes, and roots), word families, Greek and Latin roots, high-frequency words, and common words from other disciplines. Successful GST 115 students will learn how to use college-level, academic vocabulary, increase their reading level, determine the meaning of unfamiliar words, and learn words that pertain to their major or their field of study.

GST 116 Reading for College Success (2)

Reading for College Success will teach students advanced reading and critical thinking skills such as understanding vocabulary in context, integrating inferential and analytical techniques when reading, synthesizing information, summarizing content, evaluating and making judgments, analyzing different reading genres, and applying study reading strategies to textbooks. Through a combination of lectures, discussions, and hands-on work with a variety of reading selections and supplementary material, students will practice the following reading skills: finding the main idea, understanding supporting details, recognizing implied main ideas and inferences, determining patterns of organization and purpose and tone, and distinguishing between fact and opinion. This course will help students read more effectively for their courses, their jobs, recreation, or any other activity for which reading is essential.

GST 118 Making it in College (2)

This course presents study techniques, memory tools, self-exploration exercises, and explores career and major alternatives. The object of the course is to help develop interpersonal communication skills and study skills necessary to succeed both in and out of the University. Offered on a credit, no-credit basis.

GST 119 Techniques of Peer Advising (2)

This class is designed for students who are interested in peer counseling and peer activities. It will provide an opportunity to explore information resources and develop skills that will allow them to offer assistance to fellow students. Offered on a credit, no-credit basis.

GST 121 Introduction to University Studies (2)

A series of seminars designed to aid the transition to the University studies for students with nontraditional backgrounds. The course will emphasize University survival skills and will utilize faculty and staff from the various disciplines and student services. Offered on a credit, no-credit basis.

GST 124 Beyond Grief (1)

Students may experience multiple losses during their educational career and life span. This course is designed to help students learn about the grief process by teaching a constructive approach to the problem of loss. This course is offered on a credit, no-credit basis.

GST 126 Researching the Electronic Library (2)

An introduction to effective research techniques using Library electronic resources. Emphasis will be placed upon skills necessary for the identification, retrieval, and evaluation of information for general and specific topics. Students will acquire the competencies necessary to develop an effective search strategy and find research materials, including references to journal articles, full text articles in electronic format, government publications, books and Internet resources.

GST 128 Stress Management (1)

Too much stress can affect your performance in school. This course will provide general information, guides for stress management, and wellness. Offered on a credit, no-credit basis.

GST 129 Women, Self-Esteem, and Academic Success (1)

Utilizes a group format for discussion and personal evaluation of how self-esteem affects academic success and living. When women are able to build their self-esteem, they can increase their effectiveness and take charge of their lives. Offered on a credit, no-credit basis. Limited enrollment.

GST 131 Assertiveness Training (2)

A discussion-practice course designed to teach students how to express opinions, feelings, and attitudes in an effective and socially appropriate manner. The goal is to improve self-confidence and self-expression in academic and nonacademic settings. Offered on a credit, no-credit basis. Limited enrollment.

GST 132 Women's Day (1)

The Women's Day program will focus on efforts to empower women and increase their participation in public office as well as deal with the ongoing issues of discrimination that they continue to face.

GST 134 Careers in the Physical Sciences (1)

Overview of the careers in Chemistry, Geology, and Physics for students interested in a degree and employment opportunities in these fields. The class will consist of presentations by professionals from the community, the CSUB Physical Sciences faculty, and CSUB Science alumni. In addition, there will be visits to local companies or government agencies that employ scientists. A field trip fee may be required.

GST 136 Thinking Critically (2)

This course is designed to help students develop the critical thinking skills necessary for persuasive, logical writing and effective reading. Students will study arguments, fallacies, and the uses of language as they write and discuss current, often controversial, issues. Offered on a credit, no-credit basis.

GST 138 Math Anxiety Reduction Group (1)

This course combines learning strategies for approaching mathematics with anxiety reduction techniques. Each session includes a combination of math study hints with careful desensitization of math fears or phobias. Offered on a credit, no-credit basis.

GST 140 Educating Women on Campus (2)

This course was designed to provide all female students with information and resources involving health, social, educational, career and personal issues. It is meant to offer practical solutions and awareness on the above issues. Guest speakers from the community and campus will be included as part of the instructional components of the course. The opportunity for students to affiliate with the CSUB "Educating Women on Campus Club" is highly recommended.

GST 142 Cinco de Mayo (1)

Plan, develop and carry out major activities of the Cinco de Mayo celebration and other Chicano cultural activities at CSUB. Emphasis will be on developing some skill in the planning and coordination of complex activities and on examining the historical, social, and educational roles of this and other cultural events in society.

GST 149 Gay/Lesbian Issues (2)

This course provides an introductory exposure to gay, lesbian, bisexual, and transgendered issues through lecture, presentation, activities, and discussion. Each quarter a new topic of importance to gay/lesbian/bisexual/transgendered individuals will be presented. Recent examples include Gays and Lesbians in the Media, Gays and Lesbians in Sports, Queer Films of Derek Jarman, Queer Poetry, Gay Spirituality. The goal of this course is to provide understanding and exposure specifically for an individual who wants to better understand a family member or friend who is gay, for a person seeking a positive supportive environment to explore their own gay identity, or for any person attempting to understand human diversity. This course may be repeated for credit as the content and topic changes each quarter. For additional information see the GST 149 Welcome page in WebCT or contact the psychology department.

GST 150 Lecture Series (1)

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

GST 151 Writing the Term Paper (2)

This course is designed to provide the college student with the skills necessary to write an effective term paper. Students will receive in-depth training in library research skills, choosing a topic, developing an outline, appropriate format, and writing the paper. Students are encouraged to take this course in conjunction with a course that requires a research paper.

GST 156 Adult Children of Alcoholics or Trauma (1)

Through topic lecture and group interaction, students who grew up in homes where they were emotionally, sexually or physically abused or neglected will: 1) examine the issues, thoughts and roles they assumed; 2) identify where these issues are affecting them today; 3) develop strategies to change unwanted behavior. Offered on a credit, no-credit basis. Enrollment is limited.

GST 157 Advancing Academic Confidence (2)

Advance your academic confidence by participating in this 6-week college skills course. It is designed to help you master the fundamental skills necessary to make each course a success–listening skills, getting the most out of lectures, memory techniques, SQ4R, etc. Truly a practical course designed to help any student do better academically. Offered on a credit, no-credit basis.

GST 160 Orientation to California State University, Bakersfield (1)

This course introduces students to the University, provides an opportunity to check basic study skills, and begins the process of career and life goal clarification. Students who enter the University with less than 20 quarter units are required to take this course. Offered on a credit, no-credit basis.

GST 160 Re-entry Rap (1)

Adult students often are faced with issues and considerations related to returning to an educational setting. Guest speakers will address such topics as: adult development, self-esteem building, home and family responsibilities, and career choice or change. Offered on a credit, no-credit basis.

GST 162 Coping with Math Anxiety (1)

Designed to teach students skills and techniques for coping with and overcoming anxiety in testing situation. Each session will include step-by-step procedures for enhancing physical relaxation, focused mental attention, and effective mastery of course material. Simultaneous enrollment in at least one 5-unit course is desirable. Offered on a credit, no-credit basis.

GST 166 Community Service Projects (1)

Designed to provide an opportunity for students to go into the community and participate in local established service projects while earning university credit. A variety of projects such as Daffodil Days, Relay for Life, Habitat for Humanity, and others will be available to choose from. Enrollment information is available in the Cooperative Education Office, DDH CC208, (661) 664-2411. Offered on a credit, no-credit basis.

GST 173, 174, 175 African-American Experience I, II, and III (1)

With the emphasis on the development of organizational skills, the primary focus will be planning and implementation of programs for the observance of Black History month. Enhances cultural awareness through personal involvement. Current issues will be explored in a small group format. Offered on a credit, no-credit basis.

GST 179 Accent Reduction in American English (2)

This accent reduction class is for those individuals whose American-English speaking ability is unclear due to interference from their birth language. This class is not speech therapy. It is a class designed to help those individuals whose dialect may pose a professional problem in the workplace. Classroom work will be augmented by additional practice times.

GST 181 Those Crazy Americans (2)

Designed specifically for F-1 and J-1 students. The course will examine those areas of American culture that often impede and confuse international students during their stay in the U.S. Leaving friends and family, and pursuing additional education in a 2nd, 3rd, or even 4th language in a totally new environment can be challenging. Course content will cover the many aspects of culture: values, traditions, food, rituals, verbal and nonverbal language, perception of self, family, and community. Students will compare and contrast American culture with theirs and other students' home cultures. Open discussions will provide a forum for students to ask questions and express opinions about American situations they've encountered.

GST 184 Study Abroad with ISEP (2)

CSUB is the only public university in California selected for institutional membership in ISEP (International Student Exchange Program). Under ISEP our students can study abroad at any of over one hundred universities in thirty-six countries around the world for one term, one year, or longer, paying only usual costs of fees, room and board here. This course will provide academic information on ISEP and other Study Abroad programs. Former ISEP participants and incoming exchange students will share their experience.

GST 185 U.L.T.I.M.A.T.E. I, II, and III (2)

Provides a series of courses that equip participants with education, training and development for student union leadership positions and roles in facility management/operation and on the governing board of the Student Union, Inc. Class members will also help to select, plan, and present Student Union activities and programs.

GST 189 Understanding Field Archaeology (3)

Basic introduction to field archaeology, intended to give the student an overview of, rather than intense training in, field archaeology. Trips to various archaeological sites and facilities in the Kern County area are the main focus of the course. A field trip fee may be required. (This is a cross-listed course with ANTH 191.)

GST 194 Master Academics, College Study Skills (2)

Students with learning disabilities and acquired brain injuries share common challenges in the academic environment. Through a lecture/discussion/lab format this course will help students recognize their strengths and weaknesses, utilize compensatory strategies, and understand their rights in higher education.

GST 195 Learning Disability Assessment (1)

Students who suspect they have a learning disability must be tested and diagnosed as LD before being able to receive educational accommodations under Section 504 of the National Rehabilitation Act. Contact the Disabled Student Services Center for more information.

GST 196 Introduction to Assistive Technology (1)

This course will introduce students to the newest software applications and equipment that are being used by persons with disabilities. Students will receive a general understanding of the use and function of assistive technology, specifically as it relates to educational and academic settings. Sessions will provide students with a hands-on opportunity to learn to use screen enlargers, screen readers, voice recognition programs, a Braille printer, Kurzweil, and CCTV. The objective of the course is to instruct students in alternative ways to obtain information through the most current assistive technologies.

GST 200 Meet the World (2)

Selected international students and faculty members will give presentations and lead discussions on the geography, culture, and recent events of their native counties. A variety of professors with personal interest and experience abroad will serve as the instructor and moderator. Offered on a credit, no-credit basis.

GST 205 Career/Job Search (1)

Assists students in selecting college major and/or career. Emphasis will be upon the value of self-knowledge and how it is acquired, exploration of options, career information resources, group discussions on the role of values, skills, and attitudes in making career decisions. Also helps students to prepare for a job search. Emphasis will be upon self assessment - personal traits, skills, methods used to communicate this to potential employers. Resume, letter writing, search strategies and information gathering techniques studied.

GST 206A, 206B BBEST (1)

GST 206 is a course designed to introduce students to the BBEST (Blended Baccalaureate for Excellence in Studies and Teaching) program and the teaching field. GST 206 is offered two quarters (206A and 206B) during BBEST students' sophomore year to provide students with an understanding of the BBEST program and to furnish them with pertinent information, involve them in preliminary field experiences, and introduce them to a variety of professionals in the field. Offered on a credit, no-credit basis.

GST 207A Community Service Learning I (2)

This course will provide an in depth community service learning experience and provide academic credit in exchange of volunteer service. Students can choose where they do their service activities or choose from preexisting internship sites. This course is open to all students regardless of major or level and each student can arrange for the site to fit his or her schedule and interests.

GST 207B Community Service Learning II (2)

This course is a continuation of GST 207A, Community Service Learning I. Prerequisite: credit in GST 207A or permission of instructor.

GST 207C Community Service Learning III (2)

This course is a continuation of GST 207B, Community Service Learning II. Prerequisite: credit in GST 207B or permission of instructor.

GST 208 Social Activism (1)

Students will attend an educational symposium on racism, featuring speakers from the community. The purpose of this discussion session is to foster understanding of the differences between people of different ethnic, religious, and cultural backgrounds. Each student will be required to attend an orientation and a post-symposium discussion. To receive credit, the student must also complete a paper outlining a plan of action based on their personal experiences and the topics discussed at each of the three meetings.

GST 209 Psychology of Prejudice and Tolerance (1)

This class will explore personal and psychological aspects of prejudice in connection with a field trip to the Museum of Tolerance in Los Angeles, California. Each student will be expected to relate historical information to his/her life and culture in a reaction paper. Students must attend the first class meeting (listed in the class schedule), the field trip, and the class discussion to obtain credit. Fee for field trip is required.

GST 210 Succeeding in College (1)

What does it take to do well at CSUB? Discussions of everything from note-taking to networking to managing personal finances will give you the inside track on getting the most out of the opportunities Cal State has to offer. Guest speakers, faculty, and students from various disciplines will share their perspectives on "Succeeding in College." Offered on a credit, no-credit basis.

GST 211 Succeeding in Careers (1)

Area professionals, CSUB faculty, and recent graduates will share with us their insights into what it takes to secure and advance in a position in your chosen career field. Guest lecturers and group discussion. Offered on a credit, no-credit basis.

GST 212 Succeeding in Life (1)

Discussion of strategies and planning college that students can use to lead productive, fulfilling lives. Ways to balance professional and personal needs and demands. Guest lecturers on various topics from "Reducing Stress" to "Interpersonal Communication." Offered on a credit, no-credit basis.

GST 215 Grammar/Rhetoric Review LD (3)

This course will help students review the essentials of rhetoric and traditional grammar as they are used in English classrooms today at all levels of education. This course is required for students who want to tutor for the English or Communications Department. This course would be especially good for students who want to teach. It would also be helpful for any students who want to review grammar, usage, and rhetoric guidelines to improve their own writing.

GST 219 Eating Management–Caring About Self (1)

The course is designed to provide a person with practical strategies and techniques to assist in developing a consciousness for appropriate eating behavior. The course will also incorporate the use of a computerized diet analysis program and encourage the development of a regular exercise program.

GST 220A Chicano Approach to Reality in Theatre I (2)

This course will attempt to give the student a basic introduction to the working methodology of El Teatro Campesino. The course will study and explore the philosophy of "pensamiento serpentino" and its application in the working style employed by El Teatro. The concepts in the course are the essence of playwright/director Luis Valdez's approach to the theatre of reality as Chicanos, as human beings, as actors on the stage of the world.

GST 220B Chicano Approach to Reality in Theatre II (2)

The object of this course is to investigate and synthesize popular tradition of Chicano root. There will be an historical overview of "Hispanic Theatre" in the American Southwest/Aztlan during the last 500 years and its influence on contemporary Chicano Theatre. There will be student involvement and participation by small groups, conducted in bilingual/bicultural creative sessions.

GST 220C Chicano Approach to Reality in Theatre III (2)

The object of this course is to develop skills in storytelling. Emphasis will focus and concentrate on introducing the student to the acting techniques of actos, corrido, and mito. Improvisational games, voice projection and role playing for problem solving will be important elements of the course. Teatro activities will stimulate a creative awareness of body movement, mind concentration, and a positive self-image.

GST 220D Chicano Approach to Reality in Theatre IV (2)

This course will combine all the material covered in the last three Teatro tiers and place into action a Teatro production.

GST 224 Dynamic Geometries – Elementary and Review Geometry through Dynamic Geometries (2)

A new class of computer programs called Dynamic Geometries facilitate exploration of geometric concepts and rediscovery of the beauty of Geometry. Use one of the programs to explore the basic concepts of plane geometry and gain confidence in your own ability to handle the fundamental functions and appreciate the organizing power of logical relations.

GST 225 ELM Preparation and Review (2)

The course will discuss test techniques and strategies, reduction of test anxiety, and cover three major mathematical areas: Algebra: polynomials, rational expressions, powers and roots, solutions of equations and inequalities, standard graphs and functions; Geometry: perimeter, area, simple volume, triangles, similarities, right angle trig; Data Analysis: graphs and tables, finite probability, descriptive statistics. Offered on a credit, no-credit basis.

GST 245/445 Liberal Studies Portfolio Workshop (2)

What's a portfolio and why do you have to do one? What are the benefits of a portfolio presently and in the future? This workshop offers a step-by-step process for making your portfolio the best it can be. Offered on a credit, no-credit basis only.

GST 261 Leadership, Public Service, and Citizenship (2)

The course seeks to increase student interests and understanding of the basic principles of and the need for effective leaders and responsible leadership in contemporary society. This includes the value of public service and informed citizenship.

GST 263 Public Presentations (2)

With an emphasis on enhancing leadership skills and providing motivation to achieve educational goals, this course will provide instruction in communication concepts, in-service training in campus resources, aspects of public speaking and related projects. Students will be required to participate in field work and presentations in the high schools.

GST 264 Academic Enrichment Workshop Series (2)

Students will undergo assessment to determine their own specific academic needs. A seven-session workshop will be designed to target those specific needs. This is a course that can greatly benefit those in need of academic support and those on academic probation.

GST 265, 266, 267 Mexican Culture and History Through Dance I (2)

Lecture consists of Pre-Columbia culture, influences from various different countries and their roles in creating Mexican fold dance traditions. Focus will be on the states located in Northern Mexico. Lab includes instruction on dances from various Mexican states and/or time eras.

GST 277 Special Topics (1-5)

This course provides students with an opportunity to examine areas of special interest and/or to allow investigation of topics not ordinarily covered in regular five unit courses. Faculty as well as students may propose topics. May be repeated for different offerings. Special Topics courses will not satisfy any general education requirements. Offered on a credit, no-credit basis only. Course descriptions are published in the quarterly class schedules.

GST 278 The Finer Things in Life – Entertainment at CSUB (1)

Provides an opportunity for students to attend events where outstanding artists perform or present work at CSUB while receiving credit. You will also speak with the performer and/or artists about their work. Written reaction papers required on chosen events.

GST 281 International Conflict–Who is Fighting Who? (2)

The world is seen as a place of conflict between and within different countries. Students will explore three to four international conflicts currently in the news; will learn the social, economic and political problems causing each conflict; will investigate different groups of nations involved; will review various solutions and discuss their potential for resolving each conflict. The critical role and responsibility of the USA will be discussed.

GST 282 Perspectives on African-American Women (2)

This course will explore perspectives on African-American women as seen through the eyes of social scientists and humanists. Particular attention will be given to enhancing self-esteem through oral and written expression. Topics will include "The African-American female" experience in: family, workplace, education, arts, community, religion, and the media. Students may propose their own topics.

GST 283 Women Who Eat (1)

Today women (and, to a lesser extent, men) believe they must be in a constant battle to conquer the urge to eat. This course addresses why such inner conflicts develop in the name of health and beauty, and shows how such struggles can, ironically, endanger physical health and mental well being. Increased insight can lead to freedom from the battle.

GST 284 Global Feminism (1)

The course will start with Eleanor Roosevelt (first Lady of the World) and her work for the United Nations; progress through the PBS video series, "An End to Silence: Women Grasp the Initiative," about women working to better themselves in eight countries; hear comments from several speakers with international backgrounds; and consider documents from the most recent International Women's Conference.

GST 285 Women and Entitlement (2)

Women faculty members (and an occasional outside lecturer) will speak each week on their area of specialization with the emphasis on the entitlement of women to fulfill their individual potential. Women often have a lower sense than men of their own value, and of the rewards and recognition they are entitled to receive. Subjects to be investigated are: sports, literature, arts, psychology, education, finance and questions of role model and self-image.

GST 286 Women's Entitlement Practicum Lab (1)

This one-unit practicum component moves from the idea of entitlement to action. Group exercises in esteem building and personal assertiveness will help participants become comfortable with active involvement in a variety of life settings.

GST 287A, 287B, 287C Occupational Opportunities I, II, III (2)

Have you avoided choosing your major? Are you unsure about what you're going to do when you graduate? The process of selecting a career is often confusing and sometimes frightening. This course will help you explore occupational opportunities that are compatible with who you are, that will satisfy your personal needs, and fulfill your professional goals. Field trips to graduate schools, businesses, and professional sites will be included.

GST 290 Club Literario (2)

To enroll in this course, students must belong to Club Literario "Hermes" under the advisorship of Dr. Helia M. Corral, Department of Modern Languages and Literatures. Students publish a bilingual literary magazine. The club raises funds; sponsors workshops, lectures, and conferences on reading, writing, editing, publishing, and literature; organizes cultural fieldtrips; and participates in CSUB's student life.

GST 295 Anger Management (1)

This course teaches about anger as an emotion and a behavior. Students will learn how to effectively identify, express and manage anger in order to be more successful as a student, and in later life. Offered on a credit, no-credit basis.

GST 296 Internship (1-5)

Students enrolled in this course are placed with businesses, organizations, or institutions in the local community so they can apply past and current coursework to real-world situations. The placements may focus on general familiarization with atmosphere and attitudes prevalent in a particular profession, specific skills required to pursue a career upon graduation, institutional politics, or management styles. Internships are graded on a credit, no-credit basis only.

GST 390 Computer Literacy (3)

Lecture session will focus on a detailed examination of the relationship between computers and society. Lab sessions will focus on developing general computer "literacy" and specific skills in word processing, graphics, data base management, spreadsheets, data analysis and use of the Internet. Lectures and labs will explore a variety of computer platforms (PC, Macintosh, and Mainframe systems) as well as the Internet. This course meets the Liberal Studies Credential microcomputer prerequisite requirement.

GST 393 Introduction to Microcomputers-IBM PC (3)

This course is designed to allow the novice to learn how to use the IBM PC. There is a slight bias toward applications having to do with education. Students will learn to use an editor, a word processor, a spreadsheet, and other applications depending on the interest of the class. This course is cross-listed with CMPS 431. This course meets the Liberal Studies Credential microcomputer prerequisite requirement.

HCOR 396 Human Corp Community Service (1)

The course provides student volunteers with an opportunity to gain community service experience working with non-profit, governmental, educational or community-based service organizations. Open to all students in good academic standing, regardless of major or class standing. A student may suggest a suitable placement or request an assignment from the Human Corps office. Offered on a credit, no-credit basis only.

GST 415 Grammar/Rhetoric Review UD (3)

This course will help students review the essentials of rhetoric and traditional grammar as they are used in English classrooms today at all levels of education. This course is required for students who want to tutor for the English or Communications Department. This course would be especially good for students who want to teach. It would also be helpful for any students who want to review grammar, usage, and rhetoric guidelines to improve their own writing.

INTERDISCIPLINARY PROGRAMS

In addition to programs in individual disciplines which culminate in departmental majors and minors, the University provides a wide variety of programs in interdisciplinary fields; these take the form of concentrations, minor and certificate programs, as well as individual courses.

CONCENTRATION IN CHICANO STUDIES

The interdisciplinary concentration in Chicano Studies is a more inclusive alternative to the Chicano Studies Minor and provides an opportunity for students to develop an awareness of concepts and theories pertaining specifically to the contemporary Chicano, as well as the educational, historical, and sociological foundations of Chicano life today. It is designed to benefit students working toward careers or activities in business, education, corrections, social work, or other areas where service to the Chicano community may be an integral part of the job. When the baccalaureate degree is conferred, the diploma includes the information that the concentration in Chicano Studies has been successfully completed.

Individuals who already have a baccalaureate or higher degree may obtain a *Certificate in Chicano Studies* by successful completion of the concentration requirements alone. At least 25 of the required 45 quarter units must be earned while in residence at California State University, Bakersfield. Students may petition the Chicano Studies Committee to have credits previously earned accepted in replacement of equivalent courses approved for the concentration.

Required Courses

Satisfactory completion of nine courses approved for the concentration and selected in consultation with the student's advisor and/or chair of the Chicano Studies Committee. No more than four courses may be selected from the same department.

1. Three of the seven courses will be those listed on page 109 as required courses for the Chicano Studies Minor.
2. Six elective courses chosen from those listed on page 109 for the Chicano Studies Minor.

Students interested in pursuing this concentration should contact the School of Humanities and Social Sciences (DDH B102, 664-2221).

CONCENTRATION IN ENVIRONMENTAL STUDIES

The Departments of Biology, Economics, and Physics and Geology offer a degree concentration in Environmental Studies which integrates classroom studies and practical problem-solving, with major emphasis on responsible decision-making on environmental matters. A major concern throughout the program is the development of an awareness of the importance of a deliberate, systematic approach to the study of environmental problems as they relate to the balance between nature and humans. This coordinated program of study provides a broad-based understanding of the demands of dynamic society and the finite limits of the environment to sustain life.

The student has the option to major in any one of three disciplines: Biology (BS), Economics (BA), or Geology (BS). Interested students should contact the chair of the appropriate department for additional information (Biology 664-3089, Economics 664-2460, Geology & Physics 664-3027).

INTERDISCIPLINARY MINORS

Interdisciplinary minors, like minors in individual departments, consist of a minimum of four appropriate courses. A student should plan his program 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 his academic concentration. A student minoring in Black Studies or Latin-American Studies must distribute his courses across at least three departments.

The work in each interdisciplinary minor is supervised by a faculty committee headed by a chair. A student planning an interdisciplinary minor should select the courses to constitute that minor in consultation with the chair of the appropriate committee as well as with the major department. For further information contact the Office of the Dean of the School of Humanities and Social Sciences (664-2221).

Courses from the offerings of the University that may be used toward each interdisciplinary minor are set forth below. Other courses, including special topics offerings, may also be approved by special arrangement.

APPLIED ETHICS MINOR

This minor in applied ethics incorporates a wide range of courses which address the application of moral values and the strategies of ethical decision making to

problems one is likely to face in both professional and private life. These courses are intended to help the student analyze ethical issues, apply ethical theories to concrete situations, and to evaluate ethical arguments. If majoring in business, nursing, public administration, health sciences, or pursuing some pre-professional course of study such as pre-law, pre-engineering or pre-medical, the student will find such a minor not only useful, but something that future employees and professional schools will appreciate.

Required Courses

1. PHIL 201 Contemporary Moral Problems *is required* of all students.

In addition, selection must be made from any three courses from at least two departments from the following:

2. INST 363 Personhood
3. ECON 305 Political Economy of Pre-Modern West: Plata to Adam Smith
4. COMM 317 Ethical Issues in the Media
5. BA 370 Legal Environment of Domestic and International Business
6. BA 374 Business and Society
7. PLSI 315 Civil Liberties
8. PHIL 333 Political Philosophy and Thought
9. PHIL 332 Theories of Ethics
10. PHIL 334 Law and Morality
11. PHIL 478 Special Topics in Applied Ethics
12. PHIL 496 Internship in Applied Philosophy

TOTAL (20 units)

ASIAN STUDIES MINOR

The purpose of the interdisciplinary minor in Asian Studies is to provide students with an opportunity to study the cultures both of Asia itself and of the Asian communities in the United States. The minor is designed to benefit students working toward degrees in sociology, anthropology, psychology, business, education, child development, and other fields where employment might include service to Asian communities.

The Asian Studies Minor might also be appropriate for students working toward careers in government agencies such as the Foreign Service, the Peace Corps, or in agencies involved in international development and information gathering.

The Asian Studies Minor is supervised by the Asian Studies Committee, which is composed of faculty with an interest in Asia from several departments.

Required Courses

Four courses selected from the following list are required for the Asian Studies Minor. Three courses must be upper division and no more than two may be taken in the same department.

1. CDEV 320 Individual and Family Development in Diverse Cultures
2. CHIN 101 Introductory Chinese I, or CHIN 102 Introductory Chinese II, or CHIN 103 Introductory Chinese III
3. ECON 311 The Pacific Rim Economies
4. HIST 222 Modern Pacific Asia
5. HIST 421 Gender in East Asia
6. HIST 422 Medieval and Early Modern Japan
7. HIST 423 Modern Japan
8. HIST 424 China from Qin to Qing, 256 BCE-1839 CE
9. HIST 425 China from the Opium War to the Founding of the People's Republic
10. HIST 426 China, 1949-Present
11. PHIL/RS 343 Asian Philosophy
12. PLSI 208 The Politics of Change in Asian Societies
13. PLSI 308 Government and Politics in China
14. PLSI 322 Government and Politics in Japan
15. RS 111 Religion in Asian Cultures
16. RS 345 India
17. RS 348 China and Japan
18. SOC 336 The Asian Experience in the United States

The attention of students interested in the minor is also directed to courses offered in the excellent international programs operated by the CSU at the CSU Study Center in Taipei and at Waseda University in Tokyo. All courses taken at these institutions are acceptable in the minor. Appropriate courses, including language courses, taken at other institutions will also be accepted.

BLACK STUDIES MINOR

The purpose of the Black Studies Minor is to provide opportunity for students to study a wide range of interdisciplinary subject matter pertaining to the lives and experiences of Black people in America, Latin America, and Africa. A more specific goal is to encourage students to expand and deepen their knowledge and experience of various problems and accomplishments of Black people in both historical and contemporary perspective. Courses are geared toward creating a factual, relevant knowledge base and learning atmosphere, which fosters critical thinking and provides guidance for students in examining their attitudes and values.

The courses also provide skills appropriate for preparation for various careers, especially in the area of social services.

Courses for the Black Studies Minor are offered in eight areas. The minor requires four courses from three different departments, as follows:

Required Courses

1. HIST 465 History of African-Americans to 1865
   or
   HIST 466 History of African-Americans Since 1865

Optional Courses

Select three from the following. The student may petition the chair of the Black Studies Committee to accept a relevant course, such as an irregularly offered special topics course, which is not included in the listing.

1. ANTH 250 Peoples of Africa
2. EDCI 588 Teaching Diverse Students
3. ENGL 207 Ethnic-Minority American Literature
4. ENGL 364 Studies in Fiction: The African-American Experience
5. ENGL 469 Modern African Literature
6. HIST 250 A History of Africa
7. HIST 437 The Afro-Creole Caribbean
8. MUS 381 Music of Black Americans
9. PLSI 377 Special Topics
10. SOC 327 Race and Ethnic Relations
11. SOC 337 The African Experience in the United States
12. SOC 440 Social Stratification

CHICANO STUDIES MINOR

Four courses are required for the Chicano Studies Minor.

Required Courses

Three courses from the following (one from each group).

1. HIST 468 Mexican-American History
2. SOC 327 Race and Ethnic Relations or SOC 335 The Latino Experience in the United States or PLSI 329 Chicano Politics
3. SPAN 425 Chicano Literature, or SPAN 420 Southwest Spanish, or SPAN 426 Southwest Hispanic Folklore

Elective Courses

Select one additional course from the following:

1. ANTH 350 Peoples of Mexico
2. HIST 435 The Latin-American Mind
3. HIST 436 Inter-American Relations
4. HIST 441 Ancient Mexico
5. HIST 442 Colonial Mexico
6. HIST 443 Modern Mexico
7. PLSI 324 Politics in Mexico
8. SPAN 303 Hispanic-American Literature
9. SPAN 416 Contemporary Hispanic-American Poetry
10. SPAN 419 Contemporary Hispanic-American Novel
11. SPAN 424 Culture and Civilization of Mexico and the Chicano/Mexican Americans
12. SPAN 495 Workshop in Mexican-American Literature
    or
13. Other course approved individually by the Committee.

FILM AND MODERN ART MINOR

The purpose of the Film and Modern Art Minor is to provide students with the opportunity to study a crucial aspect of the twentieth century in depth: the influence of modernist aesthetics and culture on the visual arts. The minor is designed to enhance students' appreciation of modern art, its background, and its major movements: Constructivism, Cubism, Expressionism, Futurism, Impressionism, Post-Impressionism, and Surrealism. By studying also the history of avant-garde as well as commercial films, and taking cognate courses in related disciplines, students will be able to chart connections between disparate aesthetic forms and gain insight into the relationship between the visual arts and their time.

Required Courses

To complete the minor, the student must take four courses, three of which are upper division. All students must take the following two courses:

1. ART 483 Modern Art c. 1865 to 1970
2. ENGL/COMM 460 History of Film

The remaining two courses may be selected from the following (of which one only may be lower division):

1. ART 101 Practice and Appreciation of the Visual Arts
2. ART 202 Survey of Art, C.E. 1400 to Present

3. COMM 240 Media Arts
4. HIST 206 Western Civilization III
5. PLSI 218 Politics in the Novel and Film
6. ART 484 Contemporary Directions in Art
7. HIST 309 Europe Since 1914
8. MUS 483 Music of the Early Twentieth Century
9. THTR 385 Modern Drama

Students who take a lower division course are strongly advised to do so before undertaking the two required courses. Students may apply either HIST 206 or HIST 309 to the minor, but not both.

LATIN-AMERICAN STUDIES MINOR

Four courses are required for the Latin-American Studies Minor. The four courses must be distributed across at least three departments.

1. ANTH 251 Peoples of South America
2. ANTH 350 Peoples of Mexico
3. HIST 340 Latin America
4. HIST 441 Ancient Mexico
5. HIST 442 Colonial Mexico
6. HIST 443 Modern Mexico
7. HIST 435 The Latin American Mind
8. HIST 436 Inter-American Relations
9. HIST 437 The Afro-Creole Caribbean
10. SOC 335 The Latino Experience in the United States
11. SOC 439 The Latin American Experience
12. SPAN 303 Hispanic-American Literature
13. SPAN 416 Contemporary Hispanic-American Poetry
14. SPAN 419 Contemporary Hispanic-American Novel
15. SPAN 424 Culture and Civilization of Mexico and the Chicano/Mexican-Americans
16. PLSI 309 Government and Politics of Latin America

Students may petition the Latin American Studies Committee prior to taking the course to have non-listed or recommended courses considered for acceptance for the minor.

SOCIAL GERONTOLOGY MINOR

The majority of people who have reached 65 years in the history of the world are alive at the moment. One of every nine Americans is at least 65 and by the year 2030 one of every five will be. The minor in Social Gerontology can provide background and experience in the biological, social, psychological, policital, and economic aspects of aging. Join us to understand the challenges and opportunities as our nation's values mature. T. Ken Ishida (664-2375) Social Gerontology Coordinator.

Required Courses

1. BEHS 382 The Aged
2. PPA 419 Aging Services Administration

Elective Courses

Select two additional courses from the following:

1. ANTH 460 Seminar in Aging: Culture and Ethnicity
2. INST 496 Internship in Gerontology
3. RS 465 The Meaning of Death
4. PSYC 418 Mental Health and Aging

TOTAL (20 units)

SPEECH AND THEATRE MINOR

The minimum requirement for a Speech and Theatre Minor is completion of twenty-six quarter units as stipulated in 1 through 5 below:

1. **Prerequisite for the Minor** (5 quarter units)
   One course from among the following:
   a. COMM 108 Strategies of Public Communication
   b. THTR 232 Acting I

2. **Performance** (6 quarter units)
   Any combination of the following:
   a. COMM 212/412 Intercollegiate Debate (2)
   b. THTR 201/401 Rehearsal and Performance (2)
   c. THTR 233 Acting II

3. **Speech** (5 quarter units)
   One course from among the following:
   a. COMM 303 Rhetorical Theory and Criticism
   b. COMM 409 Theories of Argumentation

4. **Theatre** (5 quarter units)
   One course from among the following:
   a. THTR 234 Acting III
   b. THTR 271 Survey of Theatre History I: The Greeks to Shakespeare
   c. THTR 272 Survey of Theatre History II: The Golden Age of Spain to the 20th Century

5. **Elective** (5 quarter units)
   One course from among the following:
   a. COMM 303 Rhetorical Theory and Criticism
   b. COMM 309 Theories of Communication
   c. COMM 316 Principles of Group Discussion
   d. COMM 376 Interpersonal Communication
   e. COMM 377 Special Topics
   f. COMM 409 Theories of Argumentation
   g. THTR 305 Creative Dramatics
   h. THTR 321 Voice and Diction I
   i. THTR 322 Voice and Diction II
   j. THTR 331 Script Analysis
   k. THTR 361 Directing I
   l. THTR 379 The American Theatre
   m. THTR 385 Modern Drama
   n. THTR 461 Directing II

WOMEN'S STUDIES MINOR

The Women's Studies Minor provides a series of courses which critically examine the social, historical, psychological, literary, artistic, philosophic, and biological roles of women. The courses offered in the minor do not focus exclusively on women's issues, but rather they seek to provide a fuller understanding of the multidimensional nature of personhood. The minor consists of four courses, including one required course, a five-unit interdisciplinary Women's Studies class. The remainder of the program is built around other courses that carry credit toward at least one departmental major.

Required Course

1. INST 205 Perspectives on Women in Society

Optional Course

Select three courses from the following:

1. ANTH 438 The Anthropology of Women
2. ANTH 339 Sexual Behavior in Cross-cultural Perspective
3. BEHS 435 Family and Kin: Comparative Perspectives
4. CDEV 320 Individual and Family Development in Diverse Cultures
5. CRJU 325 Women and the Criminal Justice System
6. CRJU 430 Victims and the Criminal Justice System
7. ENGL 370 Literature by Women of Color
8. ENGL 373 Women in Literature and Film
9. ECON 380 Gender and Diversity in the Workplace
10. FREN 425 The Novels of Colette in Translation
11. FREN 426 French Women Writers in Translation
12. HIST 462 Women in History
13. INST 305 Feminist Critiques: Self, Society, and Change
14. NURS 327 Women's Health
15. PEAK 430 Women in Sport
16. PHIL 381 Feminist Philosophy
17. PSYC 341 Psychological Aspects of Human Sexuality
18. PSYC 421 Psychology of Women
19. SOC 364 Family and Society
20. SOC 365 Gender and Society
21. SOC 464 Family and Stress
22. THTR 381 20th Century Women Playwrights

COURSE DESCRIPTIONS
(Behavioral Science)

Note: For a variety of reasons, some courses in the University are offered on an interdisciplinary basis. The following indicated courses are so designated. Each may carry credit in one of the indicated academic areas.

BEHS 307 Developing Political Systems (5)

An examination of political change in developing societies. Emphasis on the study of models of political change and their application in selected African, Asian, or Latin-American nations. Comparative analysis of the economic, cultural, and social requisites of political modernization. Recommended: one course in anthropology or political science. Carries credit in either Anthropology or Political Science.

BEHS 311 Small Group Dynamics (5)

Application of principles of social psychology to the understanding of small groups; experimentation and observation in group situations. Lectures and three hours of laboratory. Recommended: one course in political science, psychology, or sociology. Carries credit in Political Science, Psychology, or Sociology.

BEHS 318 Psychological Anthropology (5)

A survey of the impact of psychology on anthropological studies, focusing on the relationship between cultural processes and personality characteristics in tribal and modernizing societies. Recommended: one course in anthropology, psychology, or sociology. Carries credit in Anthropology, Psychology, or Sociology.

BEHS 321 Community Politics (5)

An examination of mobilization and policy at sub-national levels. Emphasis is on American metropolitan communities. Major concepts are space, structure, participation, leadership, and change. Policy analysis from the literature and local sources. Lecture/discussion. Recommended: one course in political science or sociology. Carries credit in either Political Science or Sociology.

BEHS 330 Political Psychology (5)

Ideology, values, extreme belief and affiliation, leadership, personality factors in politics. Psychological analysis of political and social action techniques. Lectures/discussion. Recommended: one course in political science or psychology. Carries credit in either Political Science or Psychology.

BEHS 331 Political Sociology (5)

The cultural and social bases of politics. Political processes in organized groups and social systems. Role of minorities in politics. Selected investigations. Lectures/discussion. Recommended: one course in anthropology, political science, or sociology. Carries credit in Anthropology, Political Science, or Sociology.

BEHS 382 The Aged (5)

An overview of the aged and the aging process in diverse social settings. The course covers biological, intellectual, sexual, and social effects of aging as well as the role of the aged within the family, community, and institutions for the aged. It compares the aged of various cultures, including those few societies around the world where elderly people have found their Shangri-La. Finally, the course considers the different ways in which the aged prepare for (or ignore) the final life process, dying. Recommended: one course in anthropology, psychology, or sociology. Carries credit in Anthropology, Psychology, or Sociology.

BEHS 401 Evaluation Research (5)

Analysis and application of research methodologies appropriate for addressing a variety of evaluation issues. Emphasis is on evaluation research both within organizational contexts and broader community settings. Evaluation, design, methods of data collection, procedures for analysis, and formative and summative reporting. Lectures/discussion and three hours of laboratory. Prerequisites: completion of MATH 140 or PSYC 200 or equivalent, a behavioral science research methods course and basic computer skills in data analysis.

BEHS 435 Family and Kin: Comparative Perspectives (5)

An introduction to alternate family style and kin networks in non-Western and Western societies. Primary attention given to exploring the relationships between types of domestic groups and their cultural context. Recommended: one course in anthropology or sociology. Carries credit in either Anthropology or Sociology.

BEHS 477 Special Topics (5)

BEHS 500 Quantitative Methods in the Behavioral Sciences (5)

An examination of the major techniques used for quantitative analysis in contemporary behavioral science, including basic tests of significance, measures of association, measurement, factor analysis, analysis of variance, non-parametric statistics, and techniques of data compilation and analysis. Prerequisite: a college-level course in statistics. Carries credit in Anthropology, Economics, Political Science, Psychology, or Sociology.

BEHS 501 Advanced Research Design and Analysis (5)

An advanced examination of the methodologies and strategies of behavioral science research, focusing on research designs (including experimental, quasi-experimental, survey and field studies), sampling procedures, and data analysis and interpretation. Carries credit in either Anthropology, Psychology or Sociology.

BEHS 512 Advanced Social Psychology (5)

An exploration of theory and research concerning the individual in a social context. Selected topics will be considered in detail, with emphasis on contemporary issues in social psychology. Prerequisites: PSYC 312 or SOC *and* consent of instructor. Carries credit in either Psychology or Sociology.

BEHS 577 Special Topics (5)

BEHS 695 Master's Thesis in Behavioral Science (5-9)

BEHS 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.

COURSE DESCRIPTIONS
(Geography)

GEOG 302 Cultural Geography of World's Regions (5)

This course explores spatial arrangements that affect and are affected by human activity on land. Focus is on the ways in which places and things are laid out and organized in the major geographical regions of the world, including the Americas, Europe, greater Asia, and Africa. Topics discussed include environment, demographic processes, health and malnutrition, language, religion, economic organization, and political structures. Special emphasis is placed on Third World countries as well as on comparative, international perspectives. Required for the Liberal Studies (Clute) and Social Sciences waiver programs.

GEOG 332 Political Geography (5)

Lectures, analysis and field work on the relationships between physical and cultural geography and the power in nations, states, and communities. Case studies in both U.S. and other nations and GIS exercises. Satisfies the Geography requirement for Liberal Studies.

GEOG 395 Economic Geography (5)

An examination of the spatial organization of economic activities. Topics include population dynamics and migration, natural resources and location, transportation and communication networks, agriculture and rural land use, urban land use, city location and urban hierarchies, industrial location, world economic regions, and international trade and investment patterns. Course also includes an introduction to Geographic Information Systems (GIS).

GEOG 477 Special Topics in Geography (1-5)

Topics and prerequisites to be announced. May be repeated for different topics.

COURSE DESCRIPTIONS
(Humanities)

HUM 102 Critical Thinking and Writing (5)

This course will focus on the logical reasoning skills necessary for analyzing and constructing arguments as well as basic writing skills. This course satisfies Goal III. Students with an EPT score between 147 and 154 may also use the course to satisfy the ENGL 100 requirement. This course will carry credit in either English or Philosophy.

HUM 395 Comparative Literature: Mirror of Western Civilization (5)

A course with variable emphasis expressly designed to give students an understanding of the contributions to Western Civilization made by the peoples of Europe, in terms of philosophical thought, literature, and fine arts. These contributions are mirrored in the various national literatures, and constitute the key to language, culture, customs, and fine arts of the European peoples. The course may treat a genre, a motif, or an aspect, as it originates in a given country and is reflected in other countries in all its guises, or examine a genre, a concept, or an idea as it is given expression almost simultaneously in the European world. May be repeated for different course content. May carry credit in English, French, or Spanish. Prerequisite for English credit: ENGL 101 or the equivalent. Approval of the chair of the Foreign Language Department is needed for credit in French or Spanish. To receive credit in the major or minor field, students are expected to do the readings in their target language. Possible topics to be covered are:

- *Don Quixote* in Translation
- F. Garcia Lorca: Poetry and Drama in Translation
- Dante and His Times: Prelude to Poetic Development in Spain and England
- Dante's *Divina Commedia*
- Twenty-Century Spanish Novel in Translation
- The Theories of Love in the *Medioevo: El libro de buen amor, La Celestina* in conflict with Dante's and Cervantes' theories of love
- French Poetry: Sight and Sound
- Women in European Literature
- The Modern French Novel
- The Picaresque Novel in Spain, France, England
- The Don Juan Theme in Literature, Theatre, and Music
- The Mystic Poets of Spain and Germany: From Lulio, Eckhart, St. John of the Cross, and Saint Theresa of Avila to and including Rilke

HUM 479 Literature and the Other Arts (5)

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. Lecture/discussion. Carries credit in either English or Fine Arts. Prerequisite for English credit: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent. Prior approval of the department needed for credit in Fine Arts.

COURSE DESCRIPTIONS (Interdisciplinary Studies)

INST 205 Perspectives on Women In Society (5)

An interdisciplinary analysis of women which is intended to promote a fuller understanding of the multidimensional nature of women and the socialization of men and women. Subjects for lecture/discussion include women in art, music, law, literature, psychology, sociology, religion, and various other areas of interest. Students of both sexes are welcome to participate.

INST 275 Administrative Processes in Government (5)

This course analyzes the field of public administration. Topics analyzed include the role of government in American society, the historic development of the public service, management issues related to modern governmental enterprises, problems of personnel, public budgeting, and alternative strategies for securing administrative responsibility. The course focuses on readings and cases pertaining to local and state administration, although issues involving the federal level are discussed where appropriate. Carries credit in Public Administration or Political Science.

INST 312 Plagues and People: A Biohistorical Examination of Mankind and Disease (5)

This course analyzes the relationship between pestilence and population, between man's historical achievements and his biological weaknesses, and between history's most dramatic episodes and biology's most significant contributions. Carries credit in History and Science.

INST 363 Personhood: Contemporary Policies and Practices (10)

Psychological, philosophical and biological perspectives on the person as mind, body and brain will inform exploration of public policy issues such as those related to models of illness and wellness, health care, gender and sexuality, intelligence, and legal issues such as insanity plea, commitment, eyewitness testimony and spousal and child abuse. Satisfies Themes 2 and 3 of the upper division General Education requirements. Prerequisite PHIL 100 or 201 and PSYC 100 or BIOL 100.

INST 369 Environmental Politics (5)

Analysis of federal, state, and local administration of environmental laws. Includes study of the National Environmental Policy Act of 1969 and litigation under that act in the courts. Special attention paid to California. Comparison of the environmental regulation policies of California and other oil-producing states. Case studies of legislation, adjudication, and political conflict in the environmental issues area. Prerequisite: upper division standing.

INST 390 The Educator as Social Scientist (2)

Consideration of the nature of social sciences as a subject matter area in public education, including its citizenship aspects. Projects, papers, and portfolios that demonstrate thoughtfulness about the social sciences and closely related humanities and that lay the basis for defining career goals and assessing achievement of those goals. Carries credit in either Economics, History or Political Science.

INST 420 Electronic Legal Research Methods (2)

An introduction to research using electronic resources such as Lexis/Nexis and the Internet. Emphasis will be placed upon effective search strategy development, mastery of search tools, identification of potential resources, and retrieval of pertinent sources. Course will include legal research using Lexis/Nexis. Student will develop familiarity and skills related to search strategy development, search software, Internet navigation, research sites, and other related skills. [S00]

INST 435 Negotiation and Conflict Management (5)

Comprehensive survey of current trends in the theory and practice of negotiation as a means of resolving conflict and reaching agreement. Topics include: internal team management and pre-negotiation analysis; strategies and tactics; context and dynamics; impact of culture, gender, and personality types; follow-up and implementation; multilateral negotiation; and third party intervention. Case studies from the Program on Negotiation at Harvard Law School. [S]

INST 496 Internship in Gerontology (5)

Supervised field experience in community organizations and institutions. Career-orientated experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

INST 661 Managerial Economics (5)

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. Carries credit in either Business Administration or Economics.

COURSE DESCRIPTIONS (International Study)

IS 292 International Study, Lower Division (5-15)

IS 492 International Study, Upper Division (5-15)

IS 692 International Study, Graduate Level (5-15)

COURSE DESCRIPTIONS (Science)

SCI 101 Principles of Physical Science (5)

An introduction to several basic and applied topics are related through the unifying themes of Time and Change, Size and Structure, and Energy. Basic topics include the evolution of the universe, elementary particles, the growth of crystals, heat, and light. Laboratory exercises will be assigned to complement lecture material.

SCI 294 Computer Skills for Natural Sciences (5)
(formerly GST 394)

Instruction and tutoring in computer skills necessary in the sciences. Includes extensive hands-on experience with Macintosh applications available to students on campus using assignments taken from the natural sciences. Applications covered include the system, word processing (Word 6) spreadsheet and graphing (Excel 5), accessing the world wide web, and using e-mail. Special emphasis will be placed on transporting information from one application to another and interfacing with the main frame on campus. Five lecture/discussions. Acceptable for the major. Prerequisite: Declaration of a major in the Natural Sciences. Required for major in Biology and Chemistry. [F, W]

SCI 314 Integrated Science (5)
(formerly SCI 314)

The study of physical and life science content and processes with emphasis on the interconnecting principles, processes, and themes. Laboratory focus is on science as process and discovery. The primary lecture emphasis is the integration of principles across disciplines and includes topics such as environmental constraints (gravity, temperature, latitude, etc.), energy flow through biological systems, plant and animal adaptations as evolutionary strategies, material cycles, evolutionary processes and biological diversity. Technological concepts and issues are addressed in an integrated manner when and where appropriate. Three lectures and two laboratory periods. Prerequisites: BIOL 100 and PHSI 101. Recommended: Math 220 level proficiency. [F, W, S]

SCI 315 Integrated Science–Earth/Physical Science Perspective (5)

The fundamental principles of science (e.g., mechanics of motion, electricity and magnetism, the bonding of elements, energy) are applied to the Earth and the Universe through an integrated approach. This course may not be used for science major and cognate requirements. Three lectures and two laboratory periods. Prerequisites: SCI 101, BIOL 100, MATH 320. Note: this is neither a methods of teaching nor curriculum-development course; the focus is on science content and process for science literacy. [F, W, S].

SCI 316 Integrate Science–Life Science Perspective (5)

The application of fundamental principles in physical science to living organisms and systems through an integrated approach. Activities focus on science as inquiry. Materials from multiple curriculum sources are used. This course may not be used for science major and cognate requirements. Three lectures and two laboratory periods. Prerequisites: BIOL 100, SCI 101, SCI 315, MATH 331. Note: this is neither a methods of teaching nor curriculum-development course; the focus is on science content and process for science literacy. [F, W, S].

SCI 317 Investigative Approaches to Science Learning (5)

A laboratory course for nonscience majors to promote understanding and skill in developing the inquiry-style approach for science learning. Students engage in investigative activities that extend knowledge about scientific content and processes. Investigative activities will include inquiry-based modules used in local school districts and /or inquiry models designed by the students. One lecture and one laboratory period. Prerequisites: SCI 315, SCI 316, or concurrent enrollment with SCI 316. [F, W, S].

SCI 350A The Nature of Science and Technology in a Modern Society (5)
(formerly SCI 310)

The nature of science and technology will be explored with emphases placed on the structure of knowledge, and its use in society; the relationship of science and technology to a modern society will be considered in terms of approaches to problems, decision-making skills and effects on the quality of life. Meets new general education upper division Theme I requirement.

SCI 350B Computers and Society (5)
(formerly CMPS 310)

This course will provide a framework for examining the social context and consequences of information technology. Society, social change, and effects on the individual related to the use of computers will be the major concentrations. Emphases will include values, ethics, patterns, future directions, and relevant theories related to this phenomenon. Prerequisite: upper division status. Meets new general education upper division Theme I requirement.

SCI 360A Energy and Technology (5)
(formerly PHYS 360)

Energy in a technological society. Sources and resources of energy. Effects of energy on the environment. This course may not be used to satisfy physics major or minor requirements. Meets new general education upper division Theme I requirement. [F, W]

SCI 360B Water and the West (5)
(formerly GEOL 360)

This course examines historical and present-day issues regarding the use of surface and ground water in the arid southwestern U.S.–particularly California–in an objective and scientific manner. The course is intended for non-science majors and is designed to make them aware of the heavy impact that waste and contamination have on our finite water supply. Prerequisite: student must have completed all lower division physical-science general-education requirements. Meets new general education upper division Theme I requirement. [S]

SCI 370A Human Biology (5)
(formerly BIOL 300)

Biophysical aspects of human growth and development, form and function, fitness and health, and their interaction with the environment. Prerequisites: Successful completion of General Education Areas A and B. Meets new general education upper division Theme I requirement. [F, W]

SCI 370B Earth Systems and Global Change (5)
(formerly PHYS 321)

Origin, development and systematic links between the atmosphere, biosphere, cryosphere, hydrosphere and lithosphere. Human effects on these systems: causes, impacts and mitigations, with emphasis on current societal issues regarding local and global climatic and environmental change. Prerequisite: completion of lower division general education requirements in science and mathematics. Meets new general education upper division Theme I requirement. [S]

SCI 477 Special Topics in Science (1-5)

Special Topics and prerequisites to be announced. May be repeated for different topics.

TEACHER PREPARATION/ SUBJECT MATTER PROGRAMS

The University offers a number of programs that prepare students to become credentialed teachers. These are called subject matter preparation programs. Below you can find a listing of the generic requirements. Each of the subject matter preparation programs is part of a larger degree program. If you are interested in pursuing a particular program, you may contact the responsible department. The office locations and telephone numbers are listed in the sections below.

MULTIPLE SUBJECT PREPARATION PROGRAMS

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved multiple subject teacher preparation program in several subjects. Following are the program titles and required courses; please refer to individual departments in this catalog for further information on acquiring these credentials.

School of Education

CHILD DEVELOPMENT–ELEMENTARY EDUCATION
(32 units)

This specialty track is for students who plan to become elementary teachers. The courses listed satisfy CSUB requirements for the Subject Matter Preparation needed to enter the CSUB Credential Program. These courses may fulfill CDEV, General Education, California Commission on Teacher Credential (CCTC), or minor requirements (GE = General Education).

1. Fine Arts Course
   a. ART 401 Theory and Practice of Art (5) or
   b. MUS 310 Foundations of Music Education (5) **or**
   c. THTR 305 Creative Dramatics (5) **and**
   d. One other performing arts class (5) (one class from a, b, c, or d must be a music class).
2. HIST 231 Survey of American History (5) (also meets GE)
3. Human Development (at least one of the following):
   (also meets CDEV)
   a. CDEV 208 Child, Family, and Community (3) (prerequisite: CDEV 200, CDEV 210)
   b. CDEV 311 Infant/Toddler Development (5) (prerequisite: CDEV 200, CDEV 210)
   c. CDEV 312 Child and Family Development in the School Years (5) (prerequisite: CDEV 200, CDEV 210)
   d. CDEV 313 Adolescent Development (5) (prerequisite: CDEV 200, CDEV 210)
4. Humanities (at least one of the following):
   (also meets GE)
   a. PHIL 102 Logical Reasoning (5)
   b. HUM 102 Critical Thinking and Writing (5)
5. Language (also meets upper division writing requirement)
   a. ENGL 319 The Structure of English (5) (prerequisite: ENGL 110 or equivalent)
   b. ENGL 310 Advanced Writing (5) (with a grade of "C" or better) (prerequisite: ENGL 110 and Upper Division standing) **or**
   ENGL 305 Modes of Writing (5) (with a grade of "C" or better) (prerequisite: ENGL 110 and Upper division standing)
6. Literature Course from General Education Area C 4 (5) (also meets GE)
7. Mathematics
   (must take both of the following):
   a. MATH 320 Introduction to Number Systems (5) (prerequisite: MATH 220 or passing score on MATH 220 Waiver Exam, or score of 550+ on ELM)
   b. MATH 321 Introduction to Modern Geometry (5) (prerequisite: MATH 320 with a grade of "C-" or better)
8. PEAK 345 Teaching Physical Education in the Elementary School (3)
9. SCI 315 Integrated Science (5) (prerequisite: BIOL 100 and SCI 101) **or**
   SCI 316 Integrated Science (5) (prerequisite: BIOL 100 and SCI 101) **or**
   SCI 317 Integrated Science (5) (prerequisite: BIOL 100 and SCI 101) **or**
10. CDEV 490 Senior Seminar (5) (also CDEV core) (prerequisite: Senior Standing)
11. Social Science Course from Theme 3: Social and Behavioral Sciences (5)

School of Humanities and Social Sciences

LIBERAL STUDIES

See catalog description under Liberal Studies.

SINGLE SUBJECT PREPARATION PROGRAMS

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved multiple subject teacher preparation program in several subjects. Following are the program titles and

required courses; please refer to individual departments in this catalog for further information on acquiring these credentials.

School of Business and Public Administration

BUSINESS EDUCATION

The CSUB degree in Business Administration has been certified by the California Commission for Teacher Credentials (CCTC) a subject matter preparation program meeting the content requirements for the State of California Single Subject Credential in Business Education. Students who complete an augmented Business Administration program are not required to pass the Examination Waiver for Business Education. In addition, the student must be admitted to and must complete the Single Subject Credential program. Because the waiver program differs in some details from the basic program for the major, credential candidates must consult with the evaluator in the School of Education to assure that their program of study meets CCTC requirements.

School of Education

PHYSICAL EDUCATION

Students interested in majoring in Physical Education and Kinesiology with a concentration in Physical Education (teacher preparation) should obtain general information about the program early in their lower division career. After declaring a major in Physical Education and Kinesiology, they should meet with an appointed advisor within the department to plan a course of study for the concentration in Physical Education. This is essential given that certain courses are offered only once a year and that many courses have prerequisites that require completion of sequenced non-major and major courses in order to fulfill these requirements.

Required Courses

Core Courses (All Majors; 36 units):

1. PEAK 200* Perspectives in Physical Education and Kinesiology (5), Prereq: ENGL 110
2. PEAK 300 Motor Learning (4), Prereq: completion of G.E. math requirement
3. PEAK 305 Motor Development (4)
4. PEAK 310 Measurement and Evaluation in Physical Education and Kinesiology (4), Prereq: completion of G.E. math requirement
5. PEAK 325 Psychological and Sociological Aspects of Fitness and Sport (5)
6. PEAK 401 Applied Kinesiology (4), Prereq: BIOL 250, completion of G.E. math requirement
7. PEAK 404 Physiology of Exercise (5), Prereq: BIOL 255 & 256, completion of G.E. math requirement
8. PEAK 490 Senior Seminar in Physical Education (5)

Additionally, students must have valid certification in First Aid and CPR from a recognized agency (American Red Cross, American Heart Association, etc.) at the time of graduation.

* PEAK 200 is a prerequisite to all other PEAK courses 300-level and above. (it can be taken concurrently). Therefore, it should be taken as soon as possible within the required course work.

Concentration Courses (60 units):

1. **Required Major Courses** (18 units):
   a) PEAK 340 Techniques of Teaching Physical Education (4), Prereq: 12 units from PEAK 212-234
   b) PEAK 341 Practicum in Teaching Physical Education (2), Prereq: PEAK 340
   c) PEAK 345 Teaching Physical Education in the Elementary School (3)
   d) PEAK 400 Adapted Physical Education (5), Prereq: PEAK 300 and PEAK 305
   e) PEAK 445 Planning and Implementation of K-12 Physical Education Programs (4), Prereq: PEAK 340 and PEAK 345

2. **Professional Activity Courses** (17 units):
   a) PEAK 215 Tumbling and Gymnastics (2)
   b) PEAK 218 Dance Forms (2)
   c) PEAK 222 Swimming and Water Safety (2)
   d) PEAK 228 Training for Fitness (2)
   e) PEAK 230 Self Defense (2)
   f) PEAK 232 Outdoor Education (2)
   g) PEAK 234 Non-Traditional Games and Activities (2)

   Select one from each category:
   h) Individual Sports:
   PEAK 217 Golf (1)
   PEAK 225 Archery (1)
   i) Dual Sports:
   PEAK 212 Badminton (1)
   PEAK 213 Racquetball (1)
   PEAK 224 Tennis (1)
   j) Team Sports:
   PEAK 214 Basketball (1)
   PEAK 220 Softball (1)
   PEAK 221 Flag Football (1)
   PEAK 226 Volleyball (1)
   PEAK 227 Soccer (1)

3. **Major Electives** (minimum of 6 units):
   a) PEAK 290 Care and Prevention of Athletic Injuries (4)
   b) PEAK 351 Theory of Swimming (2)
   c) PEAK 352 Theory of Basketball (2)
   d) PEAK 353 Theory of Softball (2)
   e) PEAK 354 Theory of Tennis (2)
   f) PEAK 355 Theory of Track and Field (2)
   g) PEAK 356 Theory of Volleyball (2)
   h) PEAK 357 Theory of Wrestling (2)
   i) PEAK 362 Sport Officiating (2)
   j) PEAK 370 Advanced Coaching Series (2-5)
   k) PEAK 402 Practicum in Adapted Physical Education (5)
   l) PEAK 430 Women in Sport (5)
   m) PEAK 481 Promoting Wellness: An Introduction to Health Behavior Theories and Comprehensive Health Education (3)
   n) PEAK 482 Promoting Wellness: Intentional and Unintentional Injuries and Drug Abuse Education (4)
   o) PEAK 483 Promoting Wellness: Family Living and Prevention of Unintended Pregnancy, HIV and Other Sexually Transmitted Diseases (4)
   p) PEAK 484 Promoting Wellness: Nutrition and Fitness (4)
   q) PEAK 496 Internship in Physical Education and Kinesiology (1-5)
   r) PEAK 499 Independent Study (1-5)

4. **Required Cognate Courses** (19 units):
   a) BIOL 250 Human Anatomy (5)
   b) BIOL 255 & 256 Human Physiology (5) and Lab (1), Prereq: CHEM 150
   c) BIOL 372 The Fundamentals of Nutrition for Adults and Children (3), Prereq: BIOL 255 recommended
   d) CHEM 150 Introduction to Chemical Principles (5)

Note: G.E. Area B2 and B3 requirements (5 units) are met by CHEM 150.

School of Humanities and Social Sciences

ART

Required Courses
1. ART 201 and 202
2. ART 210, 212 and 213
3. ART 300
4. ART 304 and 310
5. One course selected from ART 305-309
6. Communications 386
7. ART 401 and 402
8. Three courses selected from ART 403-410, 444, or 477 (at two of these must be in the same artistic medium)
9. ART 483 and 484
10. ART 490 and 491
11. A minor as described on page 170.

ENGLISH

The California Commission on Teacher Credentialing has authorized CSUB to offer a single-subject preparation program in English for students who wish to teach in California secondary schools. Please consult the Department of English for additional courses that may be required for the major in English (Faculty Towers 202A, 661-664-2144).

Prerequisites for all upper division courses in literature: ENGL 101 or the equivalent and ENGL 205, 207, 208, 290, 294, or 295.

I. Core Requirements
Courses may not be double-counted between I and II, both of which are required. All of the following courses are required (11 courses, 51 units):
1. ENGL 200 The English Major and Career Opportunities
2. ENGL 300 Approaches to Literature
3. ENGL 315 English Literature Survey I or ENGL 316 English Literature Survey II
4. ENGL 383 American Literature Survey I or ENGL 384 American Literature Survey II
5. ENGL 366 Ethnic American Literature
6. ENGL/LING 319 Structure of English
7. ENGL 335 Shakespeare I or ENGL 336 Shakespeare II
8. ENGL/LING 418 Second Language Acquisition
9. ENGL 410 Writing for Teachers
10. ENGL 304 Technical and Report Writing or ENGL 305 Modes of Writing or ENGL 310 Advanced Writing or COMM 306 News Writing and Reporting or COMM 311 Feature Writing
11. ENGL 490 Senior Seminar

II. Breadth Requirements
Choose one option below (five courses from one option).

A. Literature Option
(one course from each group)
1. ENGL 320, 325, 330, 337, 340
2. ENGL 350, 351, 360, 361

3. ENGL 380, 381, 382
4. ENGL 364, 365, 370, 372, 469
5. ENGL 362, 363, 373, 375, 391, 392, 393, 394, 396, 475

B. World Literature Option
(choose five courses)
1. ENGL 290
2. ENGL 292
3. ENGL 294
4. ENGL 295
5. ENGL 391
6. ENGL 392
7. ENGL 393
8. ENGL 394
9. ENGL 475 (depends on content; see department)

C. Ethnic Literature Option
(choose five courses)
1. ENGL 207
2. ENGL 364
3. ENGL 365
4. ENGL 370
5. ENGL 372
6. ENGL 475 (depends on content; see department)

D. Linguistics Option
(all courses)
1. ENGL/LING 318
2. ENGL/LING 415
3. ENGL/LING 416
4. ENGL/LING 417
5. ENGL/LING 420

E. Journalism Option
(choose five courses)
1. COMM 306
2. COMM 312
3. COMM 414 (6 units)
4. Choose two: COMM 311, 314, 404

F. Theatre Arts Option
(five courses from at least two groups)
1. Acting: THTR 232, 233, 234, 401
2. Technical Theatre: THTR 202, 203, 241, 352, 402, 403
3. Directing: THTR 361

MUSIC

Students wishing to complete the single-subject examination waiver requirements for the California Single Subject Credential in Music should consult with the department chair or an appropriate Music faculty advisor regarding the appropriate courses.

SOCIAL SCIENCE

The California Commission on Teacher Credentialing has authorized CSUB to offer an approved single subject teacher preparation program in Social Science. Students complete the requirements below as they earn a degree in Economics (MB 310, 664-2460), History (FT 301E, 664-2247), or Political Science (DDH B115, 664-2141).

1. Basic Core Requirements (13 courses, 65 quarter units)
1. Early US History (1 course)
   HIST 231
2. Modern US History (1 course)
   HIST 232
3. Foundations of Western Civilization (1 course)
   HIST 202, 204; RS 401
4. Making of the Modern World (1 course)
   HIST 102, 206
5. World Civilization: Asia, Africa (1 course)
   ECON 311, 312; HIST 423, 424, 425, 426; PLSI 308, 322, 323
6. Cultural Geography (1 course)
   ECON 395; GEOG 302; HIST 330; PLSI 332
7. American Government/US Constitution (1 course)
   PLSI 314, 315, 316, 317
8. International Relations/Comparative Government (1 course)
   HIST 436; PLSI 304, 305, 306, 309, 404
9. Microeconomics (1 course)
   ECON 201
10. Macroeconomics (1 course)
    ECON 202
11. Cultural/Ethnic Perspectives (1 course)
    HIST 465, 466, 468; RS 365; SOC 327, 335, 336, 337, 338
12. Gender Perspectives (1 course)
    ANTH 438; ECON 380; HIST 421, 462; PLSI 339; PSYC 421; SOC 365
13. California Perspectives (1 course)
    HIST 370, 371; PLSI 319

II. Breadth and Perspective (5 courses, 22 units)
14. US History (1 course)
    HIST 351, 352, 355, 356, 357, 358
15. World Civilization: Europe, Latin America (1 course)
    ANTH 350; HIST 306, 307, 308, 309, 325, 340, 442, 443; PLSI 309
16. International Comparative Economics (1 course)
    ECON 311, 410, 440; PLSI 404

17. Ethical/Religious Perspectives (1 course)
    RS 110, 111, 313, 331, 345, 348
18. Integrative Course (1 course)
    INST 390

Taken alone, the Social Science Preparation Program is neither a degree program nor a major.

Students may apply courses taken for the Social Science Preparation Program toward a major and/or minor in Economics, History, or Political Science. Please see the information provided by those departments below and on pages 189 (Econ), 210, 211 (Hist), and 259, 262 (PolSci).

SOCIAL SCIENCE (within the BA in Economics)

The following course pattern satisfies all requirements for the Social Studies Preparation Program within the BA in Economics.

A. Basic Core Requirements
(13 courses, 65 quarter units)

1. Early US History (1 course)
   HIST 231
2. Modern US History (1 course)
   HIST 232
3. Foundations of Western Civilization
   (1 course)
   HIST 202, 204; RS 401
4. Making of the Modern World (1 course)
   HIST 102, 206
5. World Civilization: Asia and Africa
   (1 course)
   ECON 311, 312
6. Cultural Geography (1 course)
   ECON 395
7. American Government/US Constitution
   (1 course)
   PLSI 314, 315, 316, 317
8. International Relations/Comparative
   Government (1 course)
   HIST 436; PLSI 304, 305, 306, 309, 404
9. Microeconomics (1 course)
   ECON 201
10. Macroeconomics (1 course)
    ECON 202

*11. Cultural and Ethnic Perspectives
    (1 course)
    HIST 465, 466, 468; RS 365; SOC 327,
    335, 336, 337, 338

*12. Gender Perspectives (1 course)
    ECON 380

13. California Perspectives (1 course)
    HIST 370, 371; PLSI 319

* Must select one course in #11 or #12 from Anthropology, Psychology, or Sociology.

B. Breadth and Perspectives
(5 courses, 22 quarter units)

14. US History (1 course)
    HIST 351, 352, 355, 356, 357, 358
15. World Civilization: Europe, Latin America (1
    course)
    ANTH 350; HIST 306, 307, 308, 309,
    325, 340, 442, 443; PLSI 309
16. International Comparative Economics
    (1 course)
    ECON 311, 410, 440
17. Ethnic and Religious Perspectives
    (1 course)
    RS 110, 111, 313, 331, 345, 348
18. Integrative Course (1 course)
    INST 390

C. Additional Requirements for the BA in Economics (7 courses, 35 quarter units)

1. Lower Division Requirements
   MATH 120 and 140

2. Upper Division Requirements
   ECON 301, 302, 306, and 490

3. Electives
   Any upper division economics course

4. Minor or Special Minor

Note: The Minor or Special Minor requirements can consist of (4) non-economics courses satisfying the Social Studies Preparation Program requirements.

SOCIAL SCIENCE (within the BA in History)

The following course pattern satisfies all requirements for the Social Studies Preparation Program within the BA in History.

A. Basic Core Requirements
(13 courses, 65 quarter units)

1. Early US History (1 course)
   HIST 231
2. Modern US History (1 course)
   HIST 232
3. Foundations of Western Civilization
   (1 course)
   HIST 202, 204
4. Making of the Modern World (1 course)
   HIST 102, 206

5. World Civilization: Asia, Africa (1 course)
   HIST 423, 424, 425, 426
6. Cultural Geography (1 course)
   GEOG 302; ECON/GEOG 395; HIST 330; PLSI 332
7. American Government/US Constitution (1 course)
   PLSI 314, 315, 316, 317
8. International Relations/Comparative Government (1 course)
   HIST 436; PLSI 304, 305, 306, 309, 404
9. Microeconomics (1 course)
   ECON 201
10. Macroeconomics (1 course)
    ECON 202
11. Cultural/Ethnic Perspectives (1 course)
    HIST 465, 466, 468
*12. Gender Perspectives (1 course)
    ANTH 438; PSYC 421; SOC 365
13. California Perspectives (1 course)
    HIST 370, 371; PLSI 319

* Must select one course in #12 from Anthropology, Psychology, or Sociology.

B. Breadth and Perspective
(5 courses, 22 units)

14. US History (1 course)
    HIST 351, 352, 355, 356, 357, 358
15. World Civilization: Europe, Latin America (1 course)
    HIST 306, 307, 308, 309, 325, 340, 442, 443; PLSI 309
16. International Comparative Economics (1 course)
    ECON 311, 410, 440; PLSI 404
17. Ethical/Religious Perspectives (1 course)
    RS 110, 111, 313, 331, 345, 348
18. Integrative Course (1 course)
    INST 390

Students should consult the sections above for additional requirements for a BA in History. Taken alone, the Social Science Preparation Program is neither a degree program nor a major.

SOCIAL SCIENCE (within the BA in Political Science)

The following course pattern satisfies all requirements for the Social Science teacher preparation program within the BA in Political Science. (Courses satisfying requirements for the Political Science major are in **bold type.**)

A. Basic Core Requirements
(13 courses, 65 quarter units)

1. Early United States History
   (HIST 231)
2. Modern United States History
   (HIST 232)
3. Foundations of Western Civilization
   (One course selected from HIST 202, 204, or RS 401)
4. Making of the Modern World
   (One course selected from HIST 102 HIST or 206)
5. World Civilization: Asia, Africa
   (One course selected from ECON 311, 312, HIST 424, 425, 426, **PLSI 308, 322,** or **323**)
6. Cultural Geography
   (One course selected from GEOG 302, ECON/GEOG 395, HIST 330, or **PLSI 332**)
7. American Government/United States Constitution
   (One course selected from **PLSI 314, 315, 316,** or **317**)
8. International Relations/ Comparative Government
   (One course selected from HIST 436, **PLSI 304, 305, 306, 309,** or **404**)
9. Microeconomics
   (ECON 201)
10. Macroeconomics
    (ECON 202)
*11. Cultural/Ethnic Perspectives
    (One course selected from HIST 465, 466, 468, SOC 327, 335, 336, 337, or 338)
*12. Gender Perspectives
    (One course selected from ANTH 338, HIST 462, PSYC 421, SOC 365, or ECON 380)
13. California Perspectives
    (One course selected from HIST 370, 371, or **PLSI 319**)

* Must select one course in #11 or #12 from Anthropology, Psychology, or Sociology.

B. Breadth and Perspectives (5 courses, 22 quarter units)

1. United States History
   (One course selected from HIST 351, 352, 355, 356, 357, or 358)
2. World Civilization: Europe, Latin America
   (One course selected from ANTH 350, HIST 306, 307, 308, 309, 325 340, 442, 443, or **PLSI 309**)
3. International Comparative Economics
   (One course selected from ECON 410 or ECON 440)

4. Ethical/Religious Perspectives
   (One course selected from RS 110, 111, 313 331, 345, or 348)
5. Integrative Course
   (INST 390)

SOCIAL SCIENCE (within the BA in Psychology)

To secure information on specific requirements, contact the Social Science Program Coordinator at (661) 664-2247, Faculty Towers, Room 301F.

SOCIAL SCIENCE (within the BA in Sociology)

To secure information on specific requirements, contact the Social Science Program Coordinator at (661) 664-2247, Faculty Towers, Room 301F.

SOCIAL SCIENCE (within the BA in Anthropology)

To secure information on specific requirements, contact the Social Science Program Coordinator at (661) 664-2247, Faculty Towers, Room 301F.

SPANISH

Additional information may be obtained from the Modern Languages and Literatures Department office (Dorothy Donahoe Hall B115, 661-664-2359).

All of the following courses are required (9 courses, 46 units): SPAN 301, 302, 303, 311 or 409, 424 or 426 or 428, 412 or 420 and 490, plus two additional upper division courses taught in Spanish.

THEATRE ARTS

Students wishing to teach drama at the high school level must complete a course of study that will lead to the Single Subject Credential in English; in most cases, this involves earning the BA degree with a major in English. However, such students are strongly urged to complete, in addition, the BA degree with a major in Theatre Arts.

School of Natural Sciences, Mathematics & Engineering

MATHEMATICS

Additional information may be obtained from the Mathematics Program Coordinator. All of the following courses are required (19 courses, 93 units):

1. **Lower Division**
   a. MATH 211, 212, 213, 214, 222, and 223
   b. CMPS 212
   c. EDSE 241 (2 units)
2. **Upper Division**
   a. MATH 300, 330, 331, 340, 363, 420, 425, 450 and 491
   b. One of MATH 338, 339, or 341
   c. One of MATH 302, 305, 312, 350, or 430
3. **Cognates**
   a. At least two five-unit courses in the Natural Sciences.

NATURAL SCIENCE

The California Commission on Teacher Credentialing has authorized CSUB to offer a single subject matter preparation program in Natural Science leading to a Bachelor of Arts degree. This course work satisfies the course requirements for a "Secondary Teaching Credential in Science." The program consists of three components: I. Primary Concentration (major); II. Secondary Concentration (minor); and, III. Breadth (cognates).

Program completion leads to a BA degree in the Natural Sciences with a major in the area of primary concentration and a minor in the secondary concentration. Certification of Subject Matter Competency requires a minimum grade of "C-" in each course.

NATURAL SCIENCE (within the BA in Biology)

I. **Primary Concentration in Biology**
   BIOL 210, 211, 212, 304, 305, 306, 490 plus one additional 300- or 400-level Biology course acceptable for the major

II. **Secondary Concentration including III. Breadth**
   Select one of the following Secondary Concentrations - a, b, or c:
   a. Secondary Concentration in Chemistry
      CHEM 211, 212, 213 plus two upper division Chemistry courses acceptable for the major; GEOL 201, 205; PHYS 110, 201 or 221, 202 or 222, and 203 or 223
   b. Secondary Concentration in Geology
      GEOL 201, 205, 303, 307 and 320; CHEM 211, 212; PHYS 110, 201 or 221, 202 or 222, and 203 or 223
   c. Secondary Concentration in Physics
      PHYS 110, 221, 222, 223, 307 and 324; CHEM 211 and 212; GEOL 201 and 205

NATURAL SCIENCE (within the BA in Chemistry)

Following is the course work required for a Natural Science Teacher Preparation Program with a Primary Concentration in Chemistry. Additional information may be obtained from the Chemistry Department office (805-664-3027)

Note: Except for Senior Seminar (490) all courses must be completed with their respective laboratory components.

I. Primary Concentration in Chemistry
CHEM 211, 212, 213, 331, 332, 400, and 490; one additional 300- or 400-level chemistry course acceptable for the major

II. Secondary Concentration including III. Breadth
Select one of the following sets of courses:

1. Secondary Concentration in Biology
   BIOL 210, 211, 212 plus two additional 300- or 400 level biology courses acceptable for the major; GEOL 201 and 205; PHYS 110, 201 or 221, 202 or 222 and 203 or 223
2. Secondary Concentration in Geology
   GEOL 201, 205, 303, 307 and 310 or 320; BIOL 210, 211 and 212; PHYS 110, 201 or 221, 202 or 222 and 203 or 223
3. Secondary Concentration in Physics
   PHYS 110, 221, 222, 223, 307, and 324; BIOL 210, 211 and 212; GEOL 201 and 205

NATURAL SCIENCE (within the BA in Geology)

Following is the course work required for a Natural Science Teacher Preparation Program with a Primary Concentration in Geology. Additional information may be obtained from the Physics/Geology Department office (661-664-3027)

Note: All courses must be completed with their respective laboratory components.

I. Primary Concentration in Geology
GEOL 201, 205, 303, 306, 307, 309, 320 and 490

II. Secondary Concentration and III. Breadth
Select one of the following sets of courses:

1. Secondary Concentration in Biology
   BIOL 210, 211, 212 plus two additional 300 or 400-level Biology courses acceptable for the major; CHEM 211 and 212; PHYS 110, 201 or 221, 202 or 222 and 203 or 223
2. Secondary Concentration in Chemistry
   CHEM 211, 212, 213 plus two additional 300 or 400-level Chemistry courses acceptable for the major; BIOL 210, 211 and 212; PHYS 110, 201 or 221, 202 or 222 and 203 or 223
3. Secondary Concentration in Physics
   PHYS 110, 221, 222, 223, 307, and 324; BIOL 210, 211 and 212; CHEM 211 and 212

NATURAL SCIENCE (within the BA in Physics)

Following is the course work required for a Natural Science Teacher Preparation Program with a Primary Concentration in Physics. Additional information may be obtained from the Physics/Geology Department office (661) 664-3027.

Note: Except for PHYS 490 Senior Seminar 490, all courses must be completed with their respective laboratory components.

I. Primary Concentration in Physics
PHYS 220, 332, 333, 334, 307, 324, 490 plus six additional units of 300 or 400-level of Physics course work acceptable for the major;

II. Secondary Concentration including III. Breadth
Select one of the following sets of courses:

1. Secondary Concentration in Biology
   BIOL 210, 211, 212 plus two additional 300 or 400-level Biology courses acceptable for the major: CHEM 211 and 212; GEOL 201 and 205.
2. Secondary Concentration in Chemistry
   CHEM 211, 212, 213 plus two additional 300 or 400-level Chemistry courses acceptable for the major: BIOL 210, 211 and 212; GEOL 201 and 205.
3. Secondary Concentration in Geology
   GEOL 201, 205, 303, 307 and 320; BIOL 210, 211 and 212; CHEM 211 and 212.

SCHOOL OF Business & Public Administration

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MISSION

To serve our region by providing a professional business and public administration education that enables our graduates to serve effectively in the workplace.

SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

Dorothy Donahoe Hall, A-100
(661) 664-2157
(661) 664-2438 (fax)
email: dkirk@csub.edu
email: schbpa@csub.edu
http://www.csubak.edu/BPA/

Dean: Henry Lowenstein, Ph.D.

The mission of the School of Business and Public Administration:

To serve our region by providing a professional business and public administration education that enables our graduates to serve effectively in the workplace and the community.

Program Description

As a professional school, we are dedicated to educating students to become more effective and efficient managers in the public and private sectors, operating in our complex and dynamic environment. The primary skills emphasized in the school include effective written and oral communication, critical thinking, strategic planning, problem identification, and problem analysis. Emphasis is also placed on an integrated perspective to decision making in the context of the economic, social, political, and ethical forces that exist in the world today.

In recognition of the School's commitment to quality, our programs are internationally accredited by AACSB - The International Association for International Management Education, the Certified Financial Planning Board of Standards (CFP), and NASPPA - The National Association of Schools of Public Affairs and Administration.

The demanding programs in the School build upon the general education curriculum that prospective business and public administration students complete in the freshman and sophomore years. The knowledge and skills acquired in these broadly based programs are enhanced as the student enters the upper level professional programs within Business and Public Administration.

In pursuing its educational mission, the School's objective is to be responsive to the needs and desires of its primary service area as well as the external market. The faculty of the School, recognizing this need, has pursued applied research interests both within and outside the primary service region. These research efforts have been critical to the growth and development of the School and have contributed significantly to the attainment of educational goals of the institution. In recent decades the relevant geographical area of the school has expanded far beyond local, regional or even national boundaries. Decisions made today consider the international environment within which most organizations operate. Research and teaching efforts of the School are designed to reflect ongoing changes in the economy and society.

In an era of expansive information technology, the effective manager must be able to locate, retrieve, consolidate, and integrate relevant information across key administrative disciplines. Management decisions must be made with consideration of the impact of marketing, operations, finance, human resources and other critical areas on the organization as a whole. Computer and communication technology facilitates the integration and evaluation of this data. Information technology must be factored into all disciplines as an essential management tool, not merely a separate discipline.

The School recognizes that its student clientele require a holistic understanding of management; able to easily relate one functional area to another and draw upon skills learned in a variety of specialties for purposes of analysis and decision making. Consequently, both the undergraduate and graduate curricula are constructed on a strong core that places an emphasis on the development of generic analytical and management skills.

Excellence in education is a key tenet of BPA Programs. The School is staffed with a faculty drawn from many of the top schools of business and public administration in the United States and foreign nations. As the School grows in response to ever increasing numbers of new students, the faculty has grown not only in physical numbers but in the necessary skills required to meet the new technological and conceptual changes occurring in the private and public sectors. As an effective educational institution, BPA seeks to be proactive to these changes rather than reactive.

SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

The lead-time required to train future managers in new technologies can often be relatively short time frames. This requires close contact with practicing managers in the public and private sectors as well as close and continuous contact between the academician and the practitioner. The faculty of the School of Business and Public Administration interfaces with practitioners in their research and consulting efforts. Combining this approach with outstanding academic credentials yields a faculty truly capable of preparing the managers of the future as well as enhancing today's managers, many of whom comprise the graduate student population in the School.

A particularly significant organization that provides invaluable services and support to the School is the Executive Advisory Council. This is a group of over 30 senior executives from national, regional and local businesses and governmental agencies. The Council advises the Dean of the School in matters concerning the needs of the public and private sectors, in the evaluation of the graduates from the programs, in the trends that are appearing in the various sectors and acts as a sounding board for new programs or changes to existing programs. The Public Policy and Administration Advisory Board is a group of city, county, state and national government administrators, as well as nonprofit and health care directors, who offer their expertise to the department on curriculum and the needs of the current public administration sector. The Certified Financial Planning Advisory Board advises our finance and accounting areas on trends and standards in the financial services field.

Structurally, the School of Business and Public Administration is organized into three major departments: Finance and Accounting, Management and Marketing, and Public Policy and Administration. These three departments represent the concentrations offered in the School.

Degree Programs

Undergraduate:

- Bachelor of Science in Business Administration with concentrations in:
  - Accounting
  - Finance
  - Management
  - Management Information Systems
  - Sports Management
  - Marketing
  - General Business
- Bachelor of Arts in Public Administration

Graduate:

- Master of Business Administration (MBA)
- Master of Public Administration (MPA)
- Master of Science in Administration–Health Care Management (MSA-HCM)

Both the undergraduate and the graduate business programs are accredited by the AACSB – The International Association for Management Education. This is particularly significant in that only 375 institutions in the United States have both their undergraduate and master's programs accredited. The School is one of 50 business degree granting universities certified by the Certified Financial Planning Board of Standards to prepare students to qualify for the CFP (Certified Financial Planner) designation. The National Association of Schools of Public Affairs and Administration accredits the Public Policy and Administration masters program. The School of Business and Public Administration is one of the smallest in the nation to have their programs accredited by AACSB and NASPAA, a confirmation of the quality of the faculty and their dedication to excellence in education.

Organizations

The School has active chapters of Beta Gamma Sigma, the top national academic honorary for business majors, and Pi Alpha Alpha, the top national honorary for Public Affairs and Administration. The School also hosts chapters of Sigma Iota Epsilon, national management honorary, Alpha Mu Alpha, national marketing honorary, and Alpha Kappa Psi, national business fraternity. Students also participate in the activities of the University Accounting Association (UAA), the Financial Management Association (FMA) and Students in Free Enterprise (SIFE).

Business Research And Education Center

The School maintains the Business Research and Education Center to (1) support faculty research opportunities and activities, (2) be actively involved in community-based outreach programs as a resource to local and regional businesses and to economic development efforts, (3) provide a local and regional forum for lifelong learning experiences, and (4) create and administer programs that promote student participation within the university and the community, such as scholarships, internships, cooperative education, and community service projects. Several of the programs within the Center include:

- **Family Business Institute** is a Public/Private Alliance among the School of Business & Public Administration, Kern County family owned businesses, and service professionals that provide a comprehensive program promoting the success of family owned businesses in Kern County. It is a specifically designed resource that addresses the myriad of issues pertaining to family businesses. The goal of the Institute is to develop a body of knowledge and problem solving techniques that are accessible to all members.

- **Kern County Technology Transfer Group** is a proactive, dynamic Public/Private Alliance that brings together local, state, and federal government agencies, businesses, universities and colleges, economic development organizations, and the media working together to facilitate the commercialization of technology within the Kern County region. The activities of the Group are strategically structured into a cohesive framework that provides the essentials for motivating members to independently progress and compete technically in a technical world. The "commercialization of technology" is the mission of the group.

- **Central California International Trade Alliance Program** is a Public/Private Coalition project that provides extensive consulting through service professionals to businesses engaged in, or interested in pursuing the export of products or services. CSUB interns, under the direction of service professionals and faculty, perform comprehensive research to identify specific business opportunities and to address the myriad of regulations and procedural complexities involved in exporting products and services for clients. The Program provides the interns practical hands-on experience in dealing with Global Market transactions and issues.

- **The Public Service Institute** is a functional bridge between California State University, Bakersfield and the public service community of Kern County and the University's service area. As such, the Institute brings together in a working coalition, management personnel from the public, nonprofit, volunteer, and health sectors with appropriate faculty and administrators from the CSUB community.

American Institutions Requirement

The School of Business and Public Administration offers an interdisciplinary course in conjunction with the Political Science Department, INST 275 Administrative Processes in Government (see page 114) that satisfies the U.S. and state and local government American Institutions requirement.

Teaching Credential – Single Subject

The CSUB degree in Business Administration has been certified by the California Commission for Teacher Credentials (CCTC) a subject matter preparation program meeting the content requirements for the State of California Single Subject Credential in Business Education. Students who complete an augmented Business Administration program are not required to pass the Examination Waiver for Business Education. In addition, the student must be admitted to and must complete the Single Subject Credential program. Because the waiver program differs in some details from the basic program for the major, credential candidates must consult with the evaluator in the School of Education to assure that their program of study meets CCTC requirements.

The Intensive English Language Center

The Intensive English Language Center (IELC) is designed to prepare international undergraduate and graduate students for successful academic study in American colleges and universities. The IELC offers a language immersion program into American English. The no-credit program offers daily instruction in reading/vocabulary, writing/grammar, and listening/speaking. TOEFL preparation is available. All classes at IELC are taught by experienced ESL teachers. Class sizes are small with much individual attention given to each student.

BUSINESS ADMINISTRATION

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http://www.csubak.edu/BPA/

Dean: Henry Lowenstein, Ph.D.

Program Description

The Major in Business Administration is to be completed with a minimum cumulative grade point average of 2.0 in all courses counted for the major. Prior to completing the Required Lower Division Foundation Core, students are required to have obtained proficiency in software productivity tools. Proficiency can be demonstrated by taking MIS 200A or its equivalent, or by passing the competency exam administered by the Department of Management and Marketing. The student is advised to check with the Chair of the Department of Management and Marketing for further information.

This curriculum is designed for the student who wishes to earn a Bachelor of Science degree with a major in Business Administration. It has two major components: (1) required lower and upper division courses which provide a foundation for understanding business organizations, their operations, and their place in the global economic, political, and social world; (2) a concentration of courses which permit an in-depth study of a selected aspect of business activity.

A. Required Lower Division Foundation Core

1. ACCT 220 Introduction to Financial Reporting and Accounting
2. ACCT 221 Introduction to Managerial Accounting
3. ECON 201 Essentials of Microeconomics
4. ECON 202 Essentials of Macroeconomics
5. MATH 101 Finite Mathematics
6. MATH 140 Elementary Statistics
7. MIS 200A Software Productivity Tools

Business Administration majors shall not be enrolled in any upper division Business Administration course unless they have:

1. completed the courses designated above as Required Lower Division Foundation Core;
2. attained junior status (completed 90 quarter hours of course work counting toward the 186 quarter hours needed for graduation);

Note: Courses requiring a specific prerequisite may be taken only after the prerequisite has been completed.

B. Required Upper Division Core Courses
(45 quarter units)

1. MGMT 300 Organizational Behavior
2. MGMT 301 Quantitative Methods for Business Decisions
3. MGMT 302 Introduction to Operations Management
4. MIS 300 Management Information Systems: Concepts and Applications
5. MKTG 300 Marketing Management
6. FIN 300 Financial Management
7. BA 370 Legal Environment of Domestic and International Business (not required for Accounting majors who have completed ACCT 275 or its equivalent)
8. BA 374 Business and Society (satisfies General Education Goal XIII, an elective course for Accounting majors
9. BA 490 Senior Seminar in Business Administration

C. Upper Division Concentration Electives

To qualify for the Bachelor of Science in Business Administration the business major must complete the required lower division foundation courses, the upper division core courses, and an additional minimum of 20 quarter units of upper division courses selected from a specific area of concentration or in accordance with the guidelines for a General Business concentration. The specific course requirements for the available areas of concentration are listed under the general heading of the department offering the specialization area. Courses numbered 489, 496, 497 or 499 cannot be used to satisfy any concentration elective requirements for a BS in Business Administration.

Requirements for a General Business Concentration

To qualify for the BS in Business Administration with a concentration in General Business a student must take five additional upper division courses from at least three of the following areas: Accounting, Finance, Management, Marketing, MIS, or Sports Management

Requirements for a Minor in Business Administration

A minor in Business Administration is available to candidates for a BA degree. A minor is not required for students majoring in Business Administration.

A student desiring a minor in Business Administration must take:

1. ACCT 345 Fundamentals of Financial Decision-Making
2. MGMT 300 Organizational Behavior
3. MKTG 300 Marketing Management

and one of the following:

1. BA 100 Perspectives in Business.
2. BA 370 Legal Environment of Domestic and International Business
3. BA 374 Business and Society

Other Minors in Business Administration Programs

Alternative choices for a minor may be found in the Management and Marketing Department. See the Management and Marketing Department listings later in this catalog.

- Minor in Management Information Systems
- Minor in Marketing
- Minor in Organizational Studies

COURSE DESCRIPTIONS

Lower Division

BA 100 Perspectives in Business (5)

This course will introduce students to business activities and terminology. They will gain an understanding of the relationship between the various functions of modern business organizations and between business organizations and their environments. Assignments are designed to develop basic business skills. Open to all nonbusiness majors and may be used to satisfy the requirements for the minor in business administration.

Upper Division

BA 370 Legal Environment of Domestic and International Business (5)

Introduction to the legal process, recognizing law as an instrument of social and political control in society. Topics include sources of law and ethics, judicial and administrative processes, international contracts, forms of business organizations, constitutional protection for individuals, and domestic and international governmental regulations.

BA 374 Business and Society (5)

Focuses on the interrelationships between society and business, using technology as the integrating theme. Considers those situations where the market system fails to solve problems that society deems important. Topics include ecological impact of technology, and the relationship of technology to employment and quality of work life, consumerism, ethics, and corporate social responsibility. (Satisfies the general education requirement for Goal XIII and for an upper division course.)

BA 393 Intercollegiate Business Policy Games (2)

This course consists of a three quarter sequence during which a team of students prepares for and competes in Intercollegiate Business Policy Games. The fall and winter quarter segments are taught locally and consist of lecture and discussion geared toward preparation of the student team to compete in the computerized game competition held annually in early spring. A student completing the three quarter sequence will receive two quarter units on a credit, no-credit basis. Prerequisite: permission of instructor.

BA 396 Human Corps (1)

One unit of credit for 30 or more hours of volunteer community service experience working directly with people in a business related, nonprofit, governmental, or community based organization, including educational institutions. Open to students with appropriate business background for the particular position. The student may suggest a suitable placement or request an assignment from the Human Corps office. A journal, a brief reflective paper, and occasional meetings with a faculty sponsor are required. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only.

BA 428 Small Business Consulting (5)

Students are assigned as consultants to a small firm in the business community to assist owner clients in marketing, finance, accounting, operations, MIS, personnel and strategic management, as appropriate. Students are supervised by faculty and provide oral and written reports to the client to conclude the consultation. Prerequisite: senior standing and permission of Business Research Education Center Director.

BA 477 Special Topics in Business (5)

Special topics courses provide each department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. Each department will determine applicability toward individual concentrations.

BA 489 Experiential Prior Learning (1-20)

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only on a credit, no-credit basis. Not open to post-baccalaureate students. BA 489 units may not be used for credit with the BS in Business Administration, BA in Public Administration, MS, MBA or MPA degrees. Interested students should contact the BPA Student Services Center for further details.

BA 490 Senior Seminar in Business Administration (5)

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. Prerequisites: BA 370, 374, FIN 300, MGMT 300, 301, 302, MIS 300 and MKTG 300.

BA 497 Cooperative Education (1-5)

The Cooperative Education Program provides a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and a faculty liaison working with the field supervisor. May not be used to satisfy the requirements of the Business Administration major. Offered on a credit, no-credit basis only.

BA 499 Individual Study (1-5)

Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within a discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.

GRADUATE COURSES

Graduate courses are listed in the "Graduate Studies" section of this catalog.

FINANCE/ ACCOUNTING

Dorothy Donahoe Hall, A102
(661) 664-3406
(661) 664-2438 (fax)
email: fadept@csub.edu
email: rfletcher@csub.edu
http://www.csub.edu/BPA/

Chair: **Dr. Ken Shakoori**

Faculty: **L. Bacon, M. Doucet, T. Doucet, R. Fletcher, J. Patten, J. Ruiz, C. Weber, G. Wood**

FINANCE

Areas of Emphasis:
- General Finance
- Financial Economics
- Financial Planning

Many CSUB finance classes prepare or help prepare students for various professional designations, including Chartered Life Underwriter (CLU), Chartered Financial Counselor (ChFC), Certified Financial Planner (CFP), Chartered Financial Analyst (CFA), Certified in Financial Management (CFM), Chartered Property and Casualty Underwriter (CPCU), and Accredited Pension Administrator (APA.) See an advisor for more information about these and other programs.

General Finance

Required:
1. FIN 325 Planning for Financial Retirement Needs
2. FIN 326 Investment Management
3. FIN 400 Advanced Financial Management

Plus one course selected from the following:
1. FIN 305 Computer Applications in Finance
2. FIN 460 Financial Institutions Management
3. FIN 480 Real Estate Finance and Investment
4. FIN 490 International Business Finance
5. ACCT 300 Intermediate Accounting I
6. ACCT 303 Managerial Accounting

** Students are also encouraged to participate in the internship program: FIN 496 Internship in Finance.

Financial Economics

Required:
1. ACCT 303 Managerial Accounting
2. FIN 400 Advanced Financial Management
3. ECON 302 Intermediate Macroeconomics
4. ECON 420 Econometrics and Forecasting

Plus one course selected from the following:
1. FIN 460 Financial Institutions Management
2. ECON 430 Money, Banking, and the Economy

Financial Planning

Required:
1. FIN 320 Fundamentals of Insurance for Financial Planning
2. FIN 325 Planning for Financial Retirement Needs
3. FIN 326 Investment Management
4. FIN 427 Fundamental of Estate Planning
5. ACCT 403 Fundamentals of Taxation for Individuals and Business
6. FIN 496 Internship In Finance (required of students with no prior work experience)

COURSE DESCRIPTIONS

Upper Division

FIN 300 Financial Management (5)

Theory and practice of financing the business firm under uncertainty. Financial markets, risk, valuation, financial analysis and forecasting, capital budgeting, working capital management, capital structure. Statistical and financial analysis of problem sets also included as well as computer applications with an emphasis on spreadsheets. [F, W, S]

FIN 305 Computer Applications in Finance (5)

Examination of selected topics and specific techniques of financial analysis commonly used for decision-making purposes in the areas of corporate finance, investments, and international finance. This course will provide the student with a working knowledge of Internet sources of economic and market data as well as spreadsheet and statistical applications in finance. Emphasis will be based on the analysis of real-world data and the use of the computer as a decision-making tool. Prerequisite: FIN 300.

FIN 320 Fundamentals of Insurance for Financial Planning (5)

A treatment of insurance principles that are important for financial planning. Covers legal principles and contract analysis for life insurance, annuities, health insurance, and property and liability insurance.

FIN 325 Planning for Financial Retirement Needs (5)

A description of the tools and techniques used by investment professionals to plan retirement portfolios. Major emphasis is on the characteristics of qualified plans, but nonqualified plans are covered. Financial planning for retirement income including sources of income and plan distributions during retirement are covered.

FIN 326 Investment Management (5)

Analyzes various types of securities, security markets, investment strategies, and methods of evaluating portfolio performance. Assessing the overall quality of portfolio management in the context of the financial plan. Case analysis and student investment presentations may be required. Prerequisite: FIN 325

FIN 400 Advanced Financial Management (5)

Provides students with the opportunity both to recognize and to test the relevance of modern financial concepts in the context of real managerial decisions in the private sector, including ethical problems facing financial managers. Case method utilizing statistical and financial analysis techniques and computer applications to show real world applications. Student presentations are required. Prerequisite: FIN 300.

FIN 427 Fundamentals of Estate Planning (5)

An investigation of estate planning principles that is important for financial planning. Covers the essential elements of estate planning including the estate planning process, property ownership, gifts, trusts, taxation, and other estate planning techniques. Prerequisite: ACCT 403.

FIN 460 Financial Institutions Management (5)

Gives students a broad introduction to the operations, structure and regulatory environment of the U.S. financial system. Special attention will be given to the theories of interest rate determination, financial risk management, and asset/liability management in depository and non-depository institutions. The course also investigates e-Business and changes in commercial banking, nonbank financial institutions and financial markets. Computer models and cases are used to show real world applications. Student presentations are required. Prerequisite: FIN 300.

FIN 480 Real Estate Finance and Investment (5)

Explores methods of analyzing real estate investments using accepted financial and statistical techniques by utilizing the computer. Real estate investment opportunities are evaluated in the context of personal and business investment objectives. Individual projects analyzing an investment property or real estate issue are a part of the course along with class presentations. Satisfies the prerequisite of advanced real estate financing for the California real estate broker's license. Prerequisite: FIN 300.

FIN 490 International Business Finance (5)

Investigation of the problems facing financial managers in international operations. Topics include: foreign exchange, the international monetary system, managing exchange rate risk exposure, capital budgeting, international banking, and import/export financing. Financial analysis using spreadsheets as well as student presentations may be required. Prerequisite: FIN 300.

FIN 496 Internship in Finance (1-5)

Provides an integrated academic experience in a work setting appropriate for the student pursuing a concentration in Finance. The determination of course content, credits, evaluation and grading is based upon a course outline pre-approved by the faculty in the department. Offered on a credit, no-credit basis only. May not be used to satisfy the requirements of the Business Administration major. Prerequisite: FIN 300.

GRADUATE COURSES

Graduate courses are listed in the "Graduate Studies" section of this catalog.

ACCOUNTING

The CSUB accounting program helps prepare students for various professional certifications, including the Certified Public Accountant (CPA), Certified Internal Auditor (CIA), and Certified Management Accountant (CMA) certifications. See an advisor for more information about this program.

Requirements (all students must complete):

1. ACCT 275 Business Law*
2. ACCT 300 Intermediate Accounting I
3. ACCT 301 Intermediate Accounting II
4. ACCT 303 Managerial Accounting
5. ACCT 360 Accounting Information Systems**
6. ACCT 400 Advanced and International Accounting
7. ACCT 403 Fundamentals of Taxation for Individuals and Business
8. ACCT 408 Auditing

* May substitute for BA 370 for Accounting majors only.

** Substitutes for MIS 300 for Accounting majors only.

Recommended Electives (not required):

All fields of Accounting:

1. MIS 330 Systems Analysis and Design
2. MIS 340 Database Fundamentals
3. FIN 305 Computer Applications In Finance
3. FIN 400 Advanced Financial Management
4. COMM 304 Technical and Report Writing

Nonprofit and Governmental:

1. INST 275 Administrative Processes in Government
2. PPA 478 Budgeting in Public Organizations

COURSE DESCRIPTIONS

Lower Division

ACCT 220 Introduction to Financial Reporting and Accounting (5)

Basic features of financial accounting systems with emphasis on the accounting cycle and the preparation of financial statements for both corporations and sole proprietorships. [F, W, S]

ACCT 221 Introduction to Managerial Accounting (5)

Basic features of internal reporting systems with an emphasis on decision making. Following a review of the financial accounting cycle, budgeting for planning and control will be stressed with emphasis on cash management, working capital management, inventory management, tax planning, product costing, cost volume profit analysis and cost allocation. Prerequisite: ACCT 220. [F, W, S]

ACCT 275 Business Law (5)

Overview of law that affects commercial transactions and entities. Topics include property law, wills, trusts and estates, insurance law, contract law, sales and lease contracts, commercial paper, agency law, partnership and corporate law, and accountants' legal liability.

Upper Division

ACCT 300 Intermediate Accounting I (5)

Basic financial accounting theory, financial statements, the accounting cycle, working capital accounts and operational assets will be covered. Prerequisite: ACCT 221.

ACCT 301 Intermediate Accounting II (5)

Continuation of the study of financial accounting theory from Intermediate Accounting I. Specific topics covered include long-term liabilities, stockholders' equity, accounting changes, error analysis, and cash flow. Prerequisite: ACCT 300. Strongly recommended: FIN 300.

ACCT 303 Managerial Accounting (5)

Intensive study of cost accumulation systems for manufacturing and service enterprises. Emphasis is on managerial cost analysis and management decision making. Prerequisite: ACCT 221.

ACCT 345 Fundamentals of Financial Decision-Making (5) (FOR BUSINESS MINORS ONLY)

Introduction to the fundamentals of financial decision-making. Basic accounting and financial management topics including financial statement analysis, budgeting for planning and control, financial markets, valuation, capital budgeting, and working capital management will be covered. A comprehensive project conducting an in-depth analysis of a publicly traded firm will be required. This course cannot be used as a substitute for ACCT 220, ACCT 221, or FIN 300.

ACCT 360 Accounting Information Systems (5)

General systems concepts and theory. The collection and processing of accounting information. Internal control aspects of accounting systems. Systems life cycle in an accounting framework. The interface of accounting systems and computer technology.

ACCT 400 Advanced and International Accounting (5)

Special problems of accounting for business combinations, reorganizations, bankruptcies, governmental and nonprofit organizations, trusts and estates, and foreign operations. Discussion of the current issues related to the global harmonization of accounting standards and the impact on the accounting profession.

ACCT 403 Fundamentals of Taxation for Individuals and Business (5)

This course introduces federal income taxation of individuals, pass through entities, and C corporations. Students will learn how to prepare tax returns for individuals including itemized deductions, business income, and property transactions. They will also learn how to prepare basic pass through and C Corporation tax returns. Students will learn the basics of tax law and research using tax resources available on the Internet, and become familiar with basic planning issues and techniques for individuals and businesses. Prerequisite: ACCT 220 or ACCT 345 or permission of instructor.

ACCT 408 Auditing (5)

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. Prerequisites: ACCT 301 and ACCT 360.

ACCT 496 Internship in Accounting (1-5)

Provides an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. Offered on a credit, no-credit basis only.

GRADUATE COURSES

Graduate courses are listed in the "Graduate Studies" section of this catalog.

MANAGEMENT/ MARKETING

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Chair: **Dennis Guseman**

Faculty: **M. Attaran, M. Bedell, H. Bidgoli, M. Flanagan, D. Harvey, H. Lowenstein, B. McNamara, T. Mishoe, B. Moscove, D. Olson, D. Ropp, J. Stark, J. Tarjan**

MANAGEMENT

Areas of Emphasis

- General Management
- Human Resource Management
- Small Business Management
- Management Information Systems (MIS)
- Sports Management

General Management (20 quarter units)

Required:
Any two of the following courses:
1. MGMT 308 Organization Theory and Design
2. MGMT 309 Career and Managerial Skills
3. MGMT 310 Human Resource Management

Two courses (or units to complete 20) selected from the following:
1. MGMT 340 Entrepreneurship
1. MGMT 345 Small Business Management
2. MGMT 405 International Management
3. MGMT 429 Change Management
4. MGMT 430 Negotiation Skills
5. MGMT 460 Total Quality Management
6. BA 428 Small Business Consulting
7. BA 477 Selected Topics in Business
8. MIS 480 Seminar in Management Information Systems

(Students may take MGMT 308, MGMT 309, and MGMT 310 plus one of the above courses.)

Human Resource Management (20 quarter units)

Required:
1. MGMT 310 Human Resource Management
2. MGMT 426 Human Resource Information
3. MGMT 427 Strategic Human Resource Management

Plus one course selected from:
1. MGMT 309 Career and Managerial Skills
2. MGMT 428 Change Management
3. MGMT 430 Negotiation Skills

Small Business Management (20 quarter units)

Required:
1. MGMT 340 Entrepreneurship
2. MGMT 345 Small Business Management

Plus two courses selected from the following:
1. MGMT 309 Career and Managerial Skills
2. MGMT 310 Human Resource Management
3. MGMT 460 Total Quality Management
4. ACCT 303 Managerial Accounting
5. BA 428 Small Business Consulting
6. MKTG 400 Marketing Research and Control

Management Information Systems (35 quarter units)

Lower Division
1. MIS 220 Visual Basic Programming
2. MIS 250 COBOL Programming

Upper Division
1. MIS 330 Systems Analysis and Design
2. MIS 340 Database Fundamentals
3. MIS 440 Data Communications
4. MIS 470 Information Systems Project
5. MIS 480 Seminar in Management Information Systems

Sports Management (25 quarter units)

Area of Emphasis
- Sports Management
- Golf Management

Sports Management

Required Courses:
1. SPRT 300 Introduction to Sports Management
2. SPRT 405 Sports Marketing
3. SPRT 415 Legal Issues in Sport
4. SPRT 420 Facility Management
5. SPRT 435 Internship in Sports or Golf Management

Golf Management

Three required courses:
1. SPRT 300 Introduction to Sports Management
2. SPRT 340 Fundamentals of Turfgrass Management
3. SPRT 450 Food and Beverage Management

Select one elective:
1. SPRT 405 Sports Marketing
2. SPRT 415 Legal Issues in Sport
3. SPRT 420 Facility Management
4. SPRT 435 Internship in Sports or Golf Management

MANAGEMENT MINORS

Management Information Systems Minor (20 quarter units)

Required:
1. MIS 300 Management Information Systems: Concepts and Applications
2. MIS 330 Systems Analysis and Design

Plus two courses selected from the following:
1. MIS 340 Database Fundamentals
2. MIS 440 Data Communications
3. MIS 480 Seminar in Management Information Systems

Students majoring in Business Administration with a Management Information Systems minor will not be allowed to count MIS 300 for both the major and the MIS minor. Students will be required to take an additional MIS elective in place of MIS 300.

Organizational Studies Minor (20 quarter units)

Required:
1. MGMT 300 Organizational Behavior
2. MGMT 308 Organization Theory and Design
3. MGMT 309 Career and Managerial Skills
4. MGMT 310 Human Resource Management

COURSE DESCRIPTIONS
(E-Business)

Upper Division

EBUS 400 E-Business Principles (5)

This course provides students will the theoretical foundations necessary for understanding E-Business, the fundamentals of E-Business, its terminologies, concepts, and its infrastructure. Specific topics covered include: intranet/extranet and their business models, systems that support the enterprise and supply chain management, transaction processing, multimedia delivery, client software, intelligent agents, search engines, data mining, legal issues and privacy, virtual communities, and latest innovations in global electronic commerce. Students will also learn about the network infrastructure, telecommunications hardware/software and architecture to understand the performance issues related to E-Business systems.

EBUS 410 E-Business Marketing Strategy (5)

Customer service and positive customer experience are critical in the E-Business marketplace. This course uses an applied and theory-based approach to leveraging the Internet and other electronic media in marketing efforts. It covers all the necessary technical details related to the Internet, and places these details within the context of marketing strategy, consumer behavior, advertising, and other marketing topics. Specific topics discussed include detail assessment of: the relationship between brand management and marketing strategy; the rise of web casting; web site promotion; web site quality measurements; email list harvesting and targeting; banner ad exchange; search engine positioning; web survey methodology; web site traffic analysis; Usenet; and news group marketing, and the e-sales manager's roles and responsibilities.

EBUS 420 E-Business Strategic Management of Technologies (5)

This course studies the opportunities and challenges involved in applying technology to transform traditional business into e-Business and build the managerial foundation for emerging technologies. It highlights the critical elements—business process, back-office and front office applications, and strategy—that managers need to know to be successful in the digital economy. Through detailed case studies of the best-known companies, the course examines the e-business blueprint, offering step-by-step guidance in choosing and implementing the right strategies to plan for and manage the e-Business.

EBUS 430 E-Business Integrating Business Functions (5)

This capstone course will use an integrated approach to e-business and include discussion on how e-business can be used to re-engineer business processes. The course is cross-functional, decision focused, and strategic in its orientation. Web site reviews and case studies of large corporations, small businesses, and government agencies will be used to highlight some of the innovative ways real corporations are using e-business in their operations. Representatives from firms that have successfully employed e-business in their organizations will discuss technical, legal, economic, social, and business issues related to e-Business. The course also includes a practicum in which teams of students build a prototype e-business system to solve a real-world problem.

COURSE DESCRIPTIONS (Management)

Upper Division

MGMT 300 Organizational Behavior (5)

Students are provided with theoretical and conceptual frameworks drawn from the social sciences for understanding human behavior in business organizations. Emphasis is placed on the application of these theories and concepts to management and behavior issues in business organizations. Topics include individual differences, perception, motivation, learning, groups, communication, leadership, decision-making, diversity, total quality management, international OB, politics, and ethics.

MGMT 301 Quantitative Methods for Business Decisions (5)

An introduction to the application of quantitative methods using computer technology to build, solve, and interpret models with application to accounting, finance, marketing, and operations decision making process. Models covered include: linear programming, network analysis, inventory planning, PERT/CPM, simulation, and decision theory.

MGMT 302 Introduction to Operations Management (5)

An introduction to the system for planning, operating, and controlling the processes that transform inputs into outputs of finished goods and services in both profit and nonprofit organizations. Topics include: operations strategy, planning, controlling, production technology, design of systems, materials management, and quality control. Computer software and simulation models are used to analyze operations management functions. Recommended: MGMT 301.

MGMT 308 Organization Theory and Design (5)

A study of the theories and research that explain why business organizations operate the way they do. A social system perspective is presented that views the business organization's external environment and structure as critical determinants of organizational effectiveness. Key department level and organizational level variables and models are studied with the goal of developing an understanding of the patterns and relationships among organizational dimensions such as strategy, goals, size, technology, and external environment. Prerequisite: MGMT 300.

MGMT 309 Career and Managerial Skills (5)

This course is designed to assist students in identifying career choices and developing managerial skills necessary for succeeding within organizations. A self-discovery model provides students a framework for exploring career options that are best suited to them. Managerial skills are developed through self-assessments, experiential exercises, role-play, case studies, and small group discussions. Prerequisite: MGMT 300.

MGMT 310 Human Resource Management (5)

This course provides an overview of the functional areas of Human Resource Management. The course begins by examining environmental factors such as legislation, organizational strategy, labor, and global issues. Next the HR process is examined—recruiting, training, compensation, benefits, performance appraisal, and termination. Throughout the course, students are provided with the opportunity to engage in HR practice and develop HR policy. Recommended: MGMT 300.

MGMT 340 Entrepreneurship (5)

This course fosters the acquisition of knowledge and skills needed to start a new venture. The student is required to assess his or her own entrepreneurial orientation and commitment and to formulate a realistic business plan for a new venture. Topic areas include self-assessment, identifying and evaluating new venture opportunities, obtaining capital, writing and presenting the business plan, and managing the emerging firm.

MGMT 345 Small Business Management (5)

This course is designed to facilitate the acquisition of knowledge and skills needed to manage an on going small business. The focus is on owner/manager decision-making through the analysis of small business cases. Topics covered include ownership, personal selling, advertising, sales promotion, financial analysis, record keeping, personnel management, and the like.

MGMT 405 International Management (5)

An examination of contemporary issues related to managerial training, political structure, foreign receptivity to United States business, cultural factors, organizing and controlling the international firm.

MGMT 426 Human Resource Information Systems (5)

This course will develop the information systems knowledge and skills necessary to the HR professional. Topics that will be examined will include the use of computers as tools to analyze and assist in human resource decision-making. More specifically, the course will focus on the structure and capabilities of a Human Resources Information System (HRIS); Identification of Human Resource information needs; the HRIS implementation process; and HRIS support roles. The unique relationship between HR, HRIS, and corporate information systems will be also examined. The student will ideally — but not necessarily — have some experience with email, personal productivity software, and database software. Prerequisite: MGMT 310.

MGMT 427 Strategic Human Resources Management (5)

This course will examine "leading edge" topics in Human Resources. HR departments are increasingly being viewed as responsible for a resource that will facilitate the achievement of strategic objectives. The success or failure of many strategic plans often depends upon how quickly Human Resources can be increased, trained, deployed, or downsized. Topics include strategic HR planning, international HRM, strategic staffing & selection, compensation as a strategic factor, benchmarking HR processes, re-engineering human resources, and outsourcing Human Resources. Prerequisite: MGMT 310.

MGMT 428 Change Management (5)

This course is about managing change. Change is an entirely healthy and often intimidating process that may result from re-engineering efforts, organizational redesign, process changes, or information systems implementations. Specific topics include top management variables, the change management communications plan, the role of training, the use of teams to facilitate change, and consultant roles. This course will rely on case studies and change management tools to develop these skills. Prerequisites: MGMT 308 and MGMT 310.

MGMT 430 Negotiation Skills (5)

The emphasis is on understanding the forces affecting the negotiation processes and decisions. Topics include game theory, the value of information, salary negotiations, third party negotiations, and collective bargaining. Negotiation skills will be developed through a variety of "hands-on" experiences. Recommended: MGMT 300.

MGMT 460 Total Quality Management (5)

This course covers definition of quality, concepts, methods, and current practices employed in assurance of conformance to specifications for products and services. Emphasis on quality standard setting and implementation methodology. Topics include: a review of contributions by Deming, Juran, Crosby and others, organization structures, statistical aids, quality circles, process control, and quality verification techniques.

MGMT 496 Internship in Management (1-5)

This course is designed to provide an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. Offered on a credit, no-credit basis only.

GRADUATE COURSES

Graduate courses are listed in the "Graduate Studies" section of this catalog.

COURSE DESCRIPTIONS (Management Information Systems)

Lower Division

MIS 200A Software Productivity Tools (2)

This course examines software productivity tools. These tools will include word processing, spreadsheets, database, presentation software and the Internet. Microsoft Windows will be taught in order to manage microcomputer resources. In addition, students will be shown how to use and benefit from the information superhighway. A comprehensive test, designed by the MIS faculty, will be given at the end of the course.

MIS 220 Visual Basic Programming (5)

This course will provide the student with experience in using visual basic as a problem-solving tool. The primary focus of the course is the development of well-structured, user-friendly applications using the visual basic programming language. Concise problem analysis, logic development, and programming techniques are emphasized. Programming competency in visual basic developed and applied to a wide rage of potential business and user problems. Topics range from introductory programming concepts to graphical user interfaces through various file creation, manipulation, and update. Prerequisite: MIS 200A or equivalent.

MIS 250 COBOL Programming (5)

The COBOL language is explored in detail. File handling and sequential and random access files will be discussed. The extended features of COBOL and multi-file and multi-table programming will be explored. Programming projects using COBOL will be assigned. Structured design and implementation techniques will be emphasized.

Upper Division

MIS 300 Management Information Systems: Concepts and Applications (5)

This course will provide an overview of the computer-based information systems, their components, and the process of development and implementation. The role of information systems will be taught from an interdisciplinary perspective. A heavy emphasis will be given to information management, database design, collection and manipulation of data, sharing data among the functional areas and relational database concepts. New developments in MIS and how they affect the functional areas of business that improve the competitiveness of a business organization will be explored and developed. Issues such as decision support systems, geographic information systems and group support systems will be explored.

MIS 330 Systems Analysis and Design (5)

The analysis and design of computer-based systems. The systems development life cycle will be emphasized. Tools such as data flow diagrams, layout charts, decision tables and computer-aided software engineering will be utilized. Students will analyze a real-life business problem and design an automated solution. Prerequisite: MIS 300 or equivalent.

MIS 340 Database Fundamentals (5)

The concepts of file organization and access methods will be reviewed. The advantages of the database approach will be discussed. Students will gain an understanding of the RELATIONAL database model. An introduction to ORACLE will be presented including functions, sub-queries and reports. The concepts and tools of database design will be stressed. Students will design and partially implement a database system utilizing a commercial database management system. Prerequisite: MIS 200A or equivalent.

MIS 440 Data Communications (5)

This course will investigate the elements of data communications and teleprocessing, LANS, WANS, client server architecture, multimedia, network administration, security and future trends in the industry. Emphasis will be placed on local area networks and the impact of communications technology on the design of information systems.

MIS 470 Information Systems Project (5)

This course will build on the concepts covered in the MIS curriculum. A systems project will be required. Real projects will be given based on topical areas in the MIS field at that time e.g., E-COMMERCE PROJECT. The course will be used to underscore the requirements needed by our students to be competitive in the marketplace on receiving their degree. Prerequisites: MIS 330 and MIS 340.

MIS 480 Seminar in Management Information Systems (5)

A further discussion of selected topics introduced in MIS 300. Attention will be given to those topics that are most vital in the rapidly changing world of computing and information systems. Development of decision support systems, expert systems, artificial applications, and e-commerce applications will be explored. Prerequisite: MIS 300 or equivalent.

MIS 496 Internship in Management Information Systems (1-5)

This course is designed to provide an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. Offered on a credit, no-credit basis only.

GRADUATE COURSES

Graduate courses are listed in the "Graduate Studies" section of this catalog.

COURSE DESCRIPTIONS (Sports Management)

SPRT 300 Introduction to Sports Management (5)

A course to help the student define professional goals and assess personal strengths and weaknesses in the light of competencies deemed essential for a sports management career. An overview of the field of Sports Management. Types of careers, training, experiences, course of study, as well as characteristics of a successful manager are discussed.

SPRT 340 Fundamentals of Turfgrass Management (5)

This course covers the principles that are important for managing turfgrass, especially as it pertains to golf courses. It also covers types of turfgrasses, growth and development. The turf basic turf physiology, turfgrass soils, granular calibration, turfgrass nutrition, weed control, diseases, and plant growth regulation. Prerequisite: BIOL 211.

SPRT 405 Sports Marketing (5)

An overview of the various techniques and strategies of marketing sports. Areas of discussion will include developing a brand, understanding the sport market, consumer segmentation, identification of target markets, using technology in marketing, creating a marketing mix, and sponsorships. The class is designed to develop a student's critical thinking and evaluation abilities. Students will work in teams to develop a marketing plan for a sport property and present to their peers. Students will also design, present, and sell to the class a corporate sponsorship proposal. Prerequisite: MKTG 300.

SPRT 415 Legal Issues In Sport (5)

The focus of this course is to provide a sports law course for the use in sports management as an informative practical resource for sports managers. The course educates sports management students and sports managers to the structure and process of the U.S. legal system and its application to sports. It also provides information and a practical resource for sports managers. Prerequisite: BA 370.

SPRT 420 Facility Management (5)

The processes of planning, constructing, equipping, and maintaining sports facilities are investigated in this course. In addition, the multifaceted nature of event management is examined in a variety of sport settings.

SPRT 435 Internship in Sports or Golf Management (5)

The internship is a vital component of a student's preparation for entrance into his/her chosen field. Each student will select an internship in an area of sports or golf management. The internship must have a duration of at least 10 weeks/400 clock hours and an advisor's approval. Completion of course work with a minimum of 2.5 GPA is required to be eligible for internship placement. Upon completion of their internship assignment students will complete a paper about their internship experience, internship log, project notebook and updated resume. The sponsoring agency will also submit midterm and final evaluations and complete a mock interview of the student intern. This course will be graded pass/fail. Prerequisite: SPRT 300.

SPRT 450 Food and Beverage Management (5)

This course explores the principles that are important for managing food and beverage operations as it pertains to organizations in sports and entertainment industries. It also covers foodservice systems, consumer needs and types of foodservices, menu planning, facilities planning, equipment selection, food purchasing, food receiving and storage, quantity food preparation, cost management, and functional aspects of food and beverage management.

MARKETING

Areas of Emphasis:
- Consumer Marketing and Advertising Strategy
- General Marketing

Consumer Marketing and Advertising Strategy
(Students must take a total of four courses):

Required:
1. MKTG 301 Consumer Behavior
2. MKTG 302 Advertising and Public Relations Strategy

Plus one course selected from the following:
1. MKTG 303 Professional Selling and Sales Management
2. MKTG 430 Services Marketing
3. MKTG 470 Direct Marketing Strategy

Plus one course selected from the following:
1. MKTG 400 Marketing Research and Control
2. MKTG 490 Marketing Planning and Problem Solving

General Marketing
(Students must take a total of four courses):

Three courses selected from:
1. MKTG 301 Consumer Behavior
2. MKTG 302 Advertising and Public Relations Strategy
3. MKTG 303 Professional Selling and Sales Management
4. MKTG 420 Global Marketing
5. MKTG 430 Services Marketing
6. MKTG 470 Direct Marketing Strategy
7. EBUS 410 e-business: Marketing Strategy
8. SPRT 405 Sports Marketing

Plus one* required course:
1. MKTG 400 Marketing Research and Control
2. MKTG 490 Marketing Planning and Problem Solving

*Students may take 400 and 490 plus two more courses from the selection list above.

Marketing Minor (20 quarter units)

Required:
1. MKTG 300 Marketing Management
2. MKTG 490 Marketing Planning and Problem Solving

Plus any two other Marketing courses.

COURSE DESCRIPTIONS

Upper Division

MKTG 300 Marketing Management (5)

A study of the nature and role of marketing in advanced economies in a managerial context presented in a lecture, case, and applied format. Analysis of consumer wants, motivation and purchasing power, and introduction to and development of effective mixes among product, pricing, distribution, and promotional variables. Internet and e-commerce issues are also discussed.

MKTG 301 Consumer Behavior (5)

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: MKTG 300.

MKTG 302 Advertising and Public Relations Strategy (5)

An integrated approach to planning and creating the firm's total marketing communications program, primarily advertising, sales promotion, public relations, and Internet advertising. 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. Emphasizes student participation through cases and projects; also the application of quantitative statistical and qualitative research techniques to formulate and evaluate communications plans. Prerequisite: MKTG 300.

MKTG 303 Professional Selling and Sales Management (5)

Study of professional selling process as marketing activity. Emphasis on understanding buyer/consumer behavior, communication strategies, adaptive techniques, overcoming resistance to sales, and customer service. Recruitment, hiring, training, and retention of salespersons. Providing analytical knowledge related to sales planning, analysis and control, sales forecasting, and estimating profitability of the sales generated and potential sales. Methods of motivating and compensating salespersons to be productive members of the organization. Prerequisite: MKTG 300.

MKTG 400 Marketing Research and Control (5)

A study of the concepts underlying the collection and analysis of data for marketing decision-making and control. Surveys the application of scientific methodology as an aid to problem formulation, exploratory research, basic observational and sampling requirements, data analysis, interpretation, reporting, and control. Student application of research techniques and data treatment are emphasized. Prerequisites: MKTG 300 and 301.

MKTG 420 Global Marketing (5)

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 human resource management activities. Emphasis on the design of optimal strategies under varying physical, economic, political, social and cultural environments and specific marketing situations. Case analysis. Prerequisite: MKTG 300.

MKTG 430 Services Marketing (5)

An intensive study of the concepts, practices, and development of strategies involved in marketing of services. The course will focus on the unique aspects of services marketing, such as demand management and quality control, and will cover a wide variety of services, including professional and business services. A case analysis approach will be used. Prerequisite: MKTG 300.

MKTG 470 Direct Marketing Strategy (5)

An examination of the role of Direct Marketing in relation to the overall marketing activity. Defining, developing, and using various direct marketing strategies. Emphasis will be placed on developing effective direct marketing programs and offers, creating direct marketing response advertisements, and measuring the results of direct marketing efforts. The use of Internet marketing and e-commerce in direct marketing will also be discussed. Prerequisite: MKTG 300 or permission of instructor.

MKTG 490 Marketing Planning and Problem Solving (5)

Focuses upon formal marketing planning and analysis of problems facing the marketing executive. Practical case studies utilized for the identification and analysis of marketing problems, selection and evaluation of alternative solutions and plans, and implementation of recommended strategies. The course integrates all aspects of marketing, business and quantitative theory into strategic policy-making, including Internet marketing and e-commerce. Prerequisites: MKTG 300 and two additional marketing courses, or permission of the instructor.

MKTG 496 Internship in Marketing (1-5)

This course is designed to provide an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. Offered on a credit, no-credit basis only.

GRADUATE COURSES

Graduate courses are listed in the "Graduate Studies" section of this catalog.

PUBLIC POLICY AND ADMINISTRATION

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Chair: R. Steven Daniels

Faculty: R. Catlin, S. Frisch, T. Martinez, BJ Moore

Program Description

Individuals enrolled in our Public Policy and Administration (PPA) programs gain new skills and expertise that enable them to prepare for top-level positions with local, county, state and federal agencies; nonprofit organizations; hospitals and health care agencies; and private corporations engaged in community development or governmental regulations. In addition to the affirmative recruitment of women, ethnic minorities and the disabled, the department strongly encourages the enrollment of practitioners in the undergraduate, graduate and certificate programs.

About Our Alumni – Our alumni serve in a variety of prestigious capacities, both locally and nationally. They include past and present county administrative officers (CAO's); chief executive officers (CEO's) of hospitals, retirement centers, mass transit systems, and special economic development zones; CEO's of nonprofit organizations; policy specialists for elected officials at the national and local levels; presidents of private industry; presidents of state-wide professional associations; as well as elected public servants at the local and state levels. Other alumni enjoy professional careers in city management, special districts, social work organizations, criminal justice organizations (law enforcement and prison management), and in the rapidly growing health care professions.

National Accreditation by NASPAA – The department enjoys accreditation by the National Association of Schools of Public Affairs and Administration (NASPAA) for its graduate programs. This means that the educational experience and course content you receive from us will be comparable to that which is offered at other NASPAA-accredited programs. Such national acknowledgment provides "an edge" for our students in both the local and national job markets.

Degree Programs

- Bachelor of Arts in Public Administration
- Master of Public Administration (MPA)
- Master of Science in Administration - Health Care Management (MSA-HCM)

Undergraduate students without experience in public service or administration are strongly encouraged to take an approved internship or community service to be arranged in consultation with the appropriate advisor.

Bachelor of Arts in Public Administration

The Bachelor of Arts (BA) in Public Administration is designed to prepare undergraduate students for public service careers in government, nonprofit, health care, and volunteer organizations, as well as to upgrade the knowledge and skills of professional personnel already in such organizations.

Requirements for the Major in Public Administration

The major consists of a minimum of 80-quarter units; the BA requires 186-quarter units.

Required Lower Division Foundation Courses

1. ACCT 220 Introduction to Financial Reporting and Accounting
2. ECON 100 (or Econ 201 and 202) The Economic Way of Thinking
3. PLSI 101 American Government
4. PHIL 102 Logical Reasoning

Required Core Courses

1. INST 275 Survey of Public Administration
2. COMM 304 Technical and Report Writing
3. COMM 330 Speech Communications for Management
4. PPA 340 Policy Networks
5. PPA 400 Public Management and Leadership
6. PPA 415 Research Methods in Public Administration
7. PPA 476 Public Human Resource Management
8. PPA 478 Budgeting in Public Organizations
9. PPA 490 Senior Seminar in Public Administration

Upper Division Electives (3 approved courses)

In addition to the foundation and core requirements, students must complete three approved upper division courses in Public Policy and Administration. Students may take 500-level courses or enter the Fast Track Minor with department approval.

Minor in Public Administration

A minor in Public Administration is available to candidates for a BA degree. The minor may be of special importance to those interested in pursuing the MPA or MSA-HCM degree. These students should seek advising from the Undergraduate Advisor before beginning work on the minor. A student desiring a minor in Public Administration must have the approval of the Undergraduate Advisor, and must take four approved upper division courses in Public Policy and Administration.

Regular Minor (20 quarter units)

Required:
1. INST 275 Survey of Public Administration*
2. PPA 400 Public Management and Leadership**
3. PPA 476 Public Human Resource Administration
4. PPA 478 Budgeting in Public Organizations

* Satisfies U.S. Government portion of American Institutions Requirement, as well as Area D in the General Education Program.

** Satisfies Theme III (Social Science Requirement) for the General Education Program.

"Fast Track" Minors (20 quarter units)

For those considering the MPA or MSA-Health Care Management programs, the "Fast Track" minors allow students to complete graduate 500-level courses as part of their undergraduate minor. Students planning to apply a Fast Track minor toward graduate requirements must earn a "B" or better in all 500-level courses. Enrollment in 500-level courses requires department approval.

MPA "Fast Track" (20 quarter units)
Required:
1. PPA 500 Environments of Public Administration
2. PPA 501 Analytical Methods in Public Administration
3. PPA 502 Program Evaluation
4. Plus one approved PPA elective

MSA-HCM "Fast Track" (20 quarter units)
Required:
1. PPA 500 Environments of Public Administration
2. PPA 501 Analytical Methods in Public Administration
3. PPA 502 Program Evaluation
4. PPA 504 Contemporary Issues in Health Care Management

Certificate in Public Administration – An individual who desires to begin non-degree study in Public Administration may apply for a certificate. Six courses are required for the Certificate in Public Administration:
1. INST 275 Administrative Processes in Government
2. PPA 400 Public Management and Leadership
3. PPA 415 Research Methods in Public Administration
4. PPA 476 Public Human Resources Management
5. PPA 478 Budgeting in Public Organizations
6. Plus one approved elective.

Undergraduate Students Planning to Pursue the MPA or the MSA-HCM

Note: Undergraduate students in Public Policy and Administration planning to pursue the MPA or MSA-HCM would be well advised to take the appropriate Graduate Prerequisite courses as electives counting toward completion of the Bachelor of Arts in Public Administration (see the "Fast Track" minors listed above). Seniors make take 500-level electives, with the permission of the department, but such electives may not be counted later toward graduate requirements. Undergraduate students may not take 600-level courses. Courses at the 600-level are limited to classified graduate students.

Career Awareness – The PPA Department offers two courses that provide undergraduate students an opportunity to explore careers in public serve and health care management. These courses also fulfill university requirements. They are:
1. INST 275 provides an introduction of the field of public administration, and it fulfills the US Government portion of the American Institutions requirement.
2. INST 275 also satisfies Area D in the General Education Program.
3. PPA 400 is a General Studies upper division course that deals with public management and organization.
4. PPA 400 satisfies Theme III (Social Science Requirement) for the General Education Program.

COURSE DESCRIPTIONS

Lower Division

INST 275 Survey of Public Administration (5)

This course provides an introduction to the field of public administration, and assumes no previous familiarity with the subject. Topics surveyed include the constitution, the role of government enterprises, problems of personnel, public budgeting, and alternative strategies for securing administrative responsibility. The course focuses on readings and cases involving Federal, State and local governments. Satisfies the U.S. government portion of the American Institutions requirement, as well as Area D in the General Education Program. [F, W, S]

Upper Division

PPA 320 Information and Data Management in Public Administration (5)

This course explores how information technology and data management techniques are being used in public organizations to manage organizational processes, plan community action and evaluate service. The problems and promise of IT are examined and the student learns basic skills in information and data management. Case studies and IT professionals are used to enhance learning.

PPA 330 Strategic Planning (5)

The purpose of this course is to increase student's understanding of the theory and practice of strategic thinking, planning, and management for public and nonprofit managers. Successful managers must think strategically by assessing probable future opportunities and threats to the organization or jurisdiction, create a "vision" that directs its future mission, and understands and utilize the values and interests of other individuals and organizations whose cooperation is necessary to fulfill the mission of the organization of jurisdiction. The course is conducted from the perspective of public and nonprofit managers who must fulfill public goals and purposes by converting policy mandates into policy actions that deliver goods or services to citizens.

PPA 340 Policy Networks (5)

This course offers an overview of the policy-making process and policy networks at the national, state, and local levels. This process can be divided (somewhat arbitrarily) into several stages: agenda setting, policy formulations, policy adoption, budgeting, policy implementation, and policy evaluation. The course covers the relevant literature on each stage of the process. The course will also examine several important policy areas including economic policy, energy and environmental policy, crime and criminal justice, welfare policy, health policy, education policy, legal and social equality, immigration policy, and life-style policy. Satisfies Theme III (Social Science Requirement) in the General Education Program.

PPA 350 Nonprofit Management (5)

The nonprofit sector is an important feature in American society, a force in our economy and a distinctive feature in the American democracy. This course introduces the student to the nature, scope, values and unique features of nonprofit and social service organizations. The concepts of philanthropy, charity, and welfare are explored and the student establishes a relationship with a local nonprofit.

PPA 360 Introduction to Administrative Law and Bureaucracy (5)

This course introduces the student to the concepts and processes of administrative law and governmental regulation. It reviews the evolution of administrative authority, rule-making, enforcement, adjudication, and judicial review.

PPA 400 Public Management and Leadership (5)

Introduces basic principles of responsible leadership, effective management, organizational change in public, nonprofit and health care management settings. Includes social science issues in: authority, motivation, organization behavior and leadership styles. Satisfies Theme III (Social Science Requirement) in the General Education Program.

PPA 410 Administrative Literature Seminar (5)

This course considers universal administrative concepts and issues as they are presented in novels, plays, films, poems, and short stories. The experiencing and appreciation of this literature combines the understanding of administration with the traditional values of humanistic study.

PPA 415 Research Methods in Public Administration (5)

This course is designed to give students a basic understanding of the conduct of mainstream public administration research, whether quantitative or qualitative methodology is used. Additionally the course aims to help students develop skills for the intelligent critique of research reports/articles, and an appreciation for the challenges of conducting sound research in public affairs. Subjects to be covered include: hypothesis development, research design, measurement (including index construction), data collection (surveys, interviews, secondary analysis, qualitative methods), ethical and professional issues, descriptive statistics, inferential statistics, contingency table analysis, regression and analysis of variance, and research communication.

PPA 419 Aging Services Administration (5)

This course focuses on current administration processes and the organization of services to the aging. It also surveys related policies at the national, state and local levels. There is special emphasis on services present in Kern County.

PPA 430 Parks, Public Lands, and the Environment (5)

This seminar provides a survey of major parks, forest, public land issues, and institutions at the local, state, and national levels. Key topics include law enforcement and order maintenance, regulatory enforcement, safety and security concerns, visitors and ranger diversity, and ecological/environmental policies for parks, forests, and other public lands and recreational areas.

PPA 471 Administration in the Justice System (5)

This course provides an intensive analysis of the major components of the criminal justice system as well as the interrelationships between the system's primary components. Management personnel, decision-making, and planning problems faced by administrators within the justice system will be explored through guest presentations, discussion, individual and group presentations.

PPA 473 Public Administration and the Political Process (5)

This course utilizes readings and discussion on the functions of public administration in a democratic political system. Case studies, guest presentations, individual and group presentations explore the media, pressure group processes, and the relationships between administration and political processes in defining the public interest and responding to social conditions.

PPA 476 Public Human Resource Administration (5)

This course explores several of the major issues and ideas of public personnel administration: selection, promotion, pay, and discipline of public administrators; the merit system; civil service boards; collective bargaining in the public sector; and ethical problems of modern public administrators. Includes discussion of nonprofit agency personnel administration.

PPA 477 Selected Topics in Public Policy and Administration (5)

In-depth studies of selected topic or topics not covered in regular courses are offered on a student demand basis. Topics vary each quarter; prerequisites announced for each topic. Conducted on seminar basis.

PPA 478 Budgeting in Public Organizations (5)

This course will introduce the student to the major concepts of public budgeting and finance in the United States. Budgeting at all levels of government will be covered. Key topics of study include: expenditure estimation, revenue forecasting, capital budgeting, budget reform and financial management. The role of the budget in the policy process will also be emphasized.

PPA 479 Urban Planning and Public Policy (5)

This course introduces the student to the philosophy, theory, and practice of urban planning. In particular, the course material examines the development of cities and urban regions and the structure and functions of contemporary cities. Students will conduct a critical review of alternative theories, recent trends, and new directions in American planning concepts and institutions. In addition, the course will feature an analysis of the context, function, and legal aspects of land use controls, construction codes, mass transit, urban renewal, model cities, new towns, and related aspects of policy and programs implementation.

PPA 489 Prior Experiential Learning (5-20)

This course is designed to provide a mechanism by which new or continuing students may receive academic credit for prior experiential learning through a portfolio review process. Students may earn up to 20 credits through this mechanism. To be eligible for academic credit, a student's prior experiential learning must meet the following criteria: (1) the learning must have subject matter knowledge or base; (2) the learning must have general applicability outside the specific situation in which it was acquired; (3) the learning must be equivalent to college-level work in terms of quality; (4) the students must be able to demonstrate that they know the relationship between what they have learned and other related subject fields and their own goals; and (5) the learning must be verifiable; i.e., the students must be able to demonstrate that they possess the learning which they have claimed. The Undergraduate Program Advisor in the Department of Public Policy and Administration will make decisions regarding the awarding of credit. Prerequisites: General Studies Portfolio Development course or PPA 499 focused on portfolio development.

PPA 490 Senior Seminar in Public Administration (5)

This capstone seminar for students in public administration examines: (1) the structure and environment of modern public bureaucracy; (2) the key administrative processes such as decision making leadership, communications, budgeting, and personnel; (3) the policy-making process; (4) political and economic bases of public policy and administration.

PPA 496 Internship in Public Administration (1-5)

Students are assigned to various agencies and work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences, assigned reading, project where appropriate. (Arrangements should be made one quarter in advance, as enrollments are limited.) Prerequisites: permission of instructor. May be repeated for credit. Department determines application and number of units. Offered on a credit, no-credit basis only.

PPA 497 Cooperative Education (1-5)

The Cooperative Education Program provides a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and faculty liaison working with the field supervisor. May be repeated. May not be used as a substitute for requirements. Department to determine application and number of units. Offered on a credit, no-credit basis only.

PPA 499 Individual Study (1-5)

Individual supervised projects or directed reading projects for students qualified to carry on independent work. Prerequisite: permission of the instructor and department chair. Up to 5 units may be used to satisfy elective degree requirements. Department determines application and number of units.

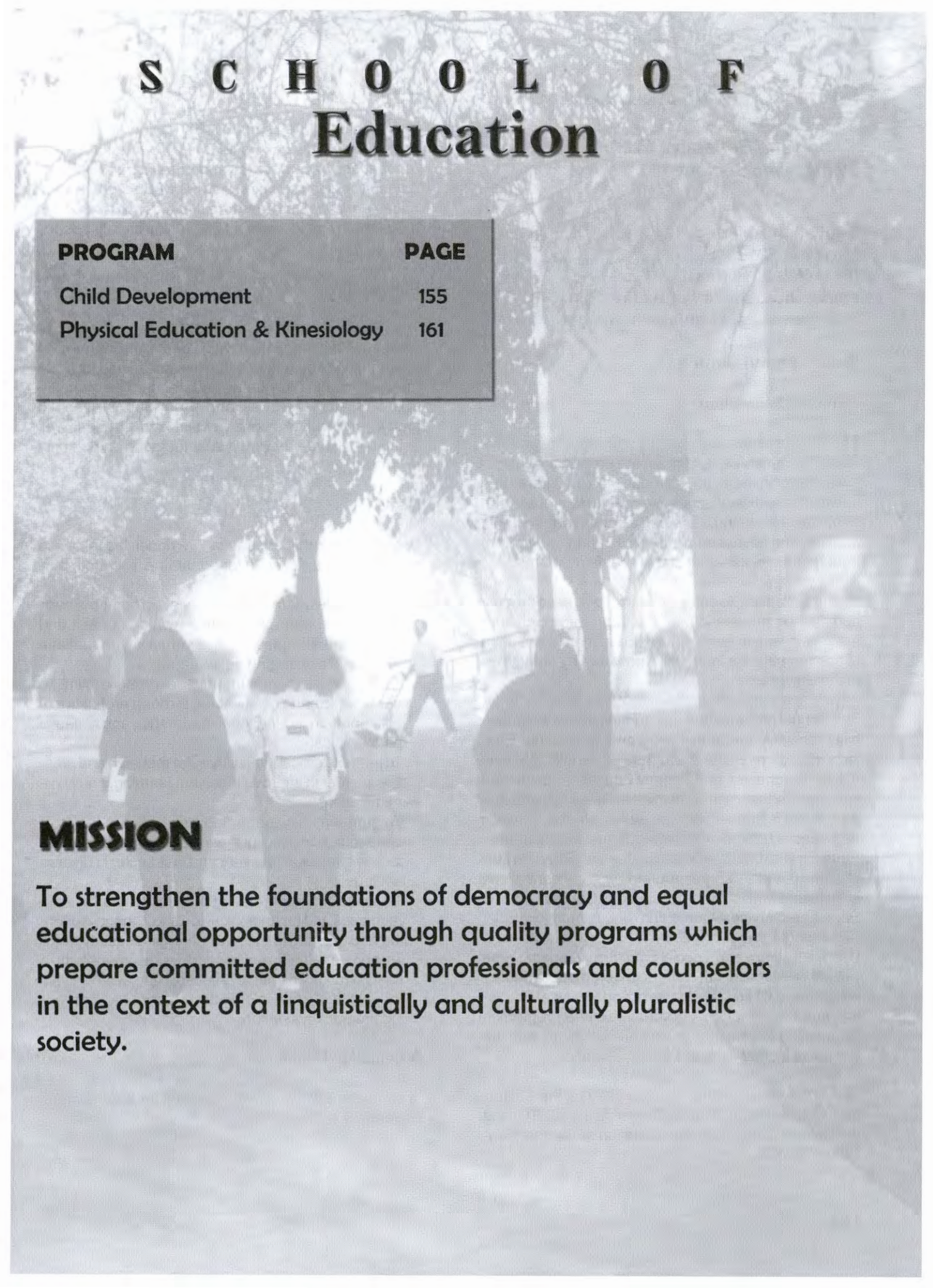
Note: To count for graduate elective credit and maintain graduate course standards, 400-level courses must be augmented with additional work.

GRADUATE COURSES

Graduate courses are listed in the "Graduate Studies" section of this catalog.

SCHOOL OF Education

PROGRAM	PAGE
Child Development	155
Physical Education & Kinesiology	161



MISSION

To strengthen the foundations of democracy and equal educational opportunity through quality programs which prepare committed education professionals and counselors in the context of a linquistically and culturally pluralistic society.

SCHOOL OF EDUCATION

Caring and Reflective Professionals for a Democratic Society

Education Building, 124
(661) 664-2219
(661) 664- 2016 (fax)
email: scrosby2@csub.edu
http://www.csub.edu/soe/home.htx

Dean: Sheryl Santos

Program Description

The University provides quality programs for pre-professional, in-service, and graduate preparation in education through the School of Education. Programs and services of sufficient scope are offered to prepare students for completing State of California requirements for basic and advanced credentials through a variety of undergraduate, fifth-year and graduate programs.

Students planning to enter the teaching profession must combine an academic major with professional studies. Their work in the School of Education is designed to complement the instruction provided by other units of the University.

The School of Education has administrative responsibility for basic credential programs in Multiple Subjects (CLAD or BCLAD Emphasis), Single Subjects (CLAD Emphasis), and Special Education; advanced specialist and services credentials in Reading/Language Arts, Pupil Personnel Services, Administrative Services and Special Education (Mild/Moderate and Moderate/Severe); CLAD/BCLAD certificates and Reading certificate; graduate degree programs with concentrations in Bilingual/Multicultural Education, Counseling and Personnel Services, Curriculum and Instruction, Early Childhood Education, Educational Administration, Reading/Literacy and Special Education (General). The School of Education also offers undergraduate degree programs in Child Development and Physical Education and Kinesiology. A graduate degree program in Counseling Psychology is also offered jointly with the School of Humanities and Social Sciences.

The School of Education is accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for Accreditation of Teacher Education (NCATE).

Mission

The Mission of the School of Education at California State University, Bakersfield, is: *To strengthen the foundations of democracy and equal educational opportunity through quality programs which prepare committed education professionals and counselors in the context of a linguistically and culturally pluralistic society.*

Philosophy

The Philosophy of the School of Education has as its basis confluent education which perceives learning as the merging of cognitive, affective, social and psychomotor domains. This belief underscores the premise that education nurtures and promotes intellectual growth and the emotional, social and physical well being of all students with a special focus on diversity and equity.

Goals

Based on the confluent education model, the following goals provide a direction for educating the whole person:

- To formulate a comprehensive view of human growth and development, a global knowledge of self and others and an empathy and sensitivity to multiple realities of a changing environment;
- To develop a commitment and responsibility to democratic and social values through professional collaboration, educational leadership, and collegial partnerships;
- To promote critical inquiry through research and practice in order to improve teaching, learning, and communication;
- To broaden knowledge and skill bases in terms of pedagogical multicultural principles conducive for effective curriculum delivery and instruction in diverse settings;
- To utilize and integrate various current multimedia resources and technological tools to enhance teaching and learning in the ever-changing society; and
- To apply multiple methods of assessment with a special focus on critical reflection and self-analysis for continual professional development and on-going program evaluation.

Organizing Theme

"Caring and reflective professionals for a democratic society"

Inquiries and Applications

Basic Credential Programs – Applicants are to contact the Credentials and Graduate Studies Office in the School of Education (Education Building, Room 102; 661-664-2484) for program information and application procedures for admission to the Multiple Subjects and Single Subjects Credential programs. Additional information may be located in this catalog in the Basic Credential Programs section.

Advanced Credential and Certificate Programs – Applicants are to contact the Advanced Educational Studies Department (Education Building, Room 238; 661-664-3055) in the School of Education for program information. Application materials may be obtained from the Credentials and Graduate Studies Office in the School of Education (Education Building, Room 102; 661-664-2484). The application materials include program details, admission requirements, course requirements and enrollment procedures. A conference with a program advisor is required. Additional information may be located in this catalog in the Advanced Educational Studies section.

Graduate Degree Programs: Master of Arts in Education or Master of Science in School Counseling – To pursue a Master's Degree offered by the School of Education, the applicant must first apply to the Office of Admissions and Records, CSUB (661-664-3036). Following admission to the University, the applicant is to contact the Graduate Studies & Credentials Office (Education Building, Room 102; 661-664-2484) for an application to the specific graduate degree program desired. The completed application is to be returned to the Graduate Studies & Credentials Office for review. The Graduate Studies Committee, under the leadership of the Director, will certify admission or non-admission to the desired degree program only after admission to the University has been established. Applicants will be notified in writing of actions regarding admission taken by the Graduate Studies Committee.

All graduate degree programs leading to the MA in Education or the MS in School Counseling shall be planned in consultation with an assigned graduate program advisor in the School of Education and the Program Plan must be submitted for approval to the Graduate Studies Office.

Note: There is no guarantee that graduate credit units previously earned in the School of Education or at other schools within the University will be permitted for use toward an approved program of study. Such units must have the written approval of the program advisor and/or coordinator.

Writing Assessment Requirement – All degree applicants (BA, BS, MA, MS) must fulfill the Graduation Writing Assessment Requirement (GWAR). This requirement may be met by taking specific English courses of by passing an examination. For additional information contact the English Department (661-664-2144)

Clear credential or advanced (specialist or services) credential candidates may meet the Writing Assessment Requirement by completing one of the following:

- Score 41 or higher on the Written part of the CBEST; or
- Pass an approved English course that meets the Graduation Writing Assessment Requirement with a grade of "C" or "CR"; or
- Pass the Graduation Writing Assessment Requirement examination.

California Basic Educational Skills Test for Teachers (CBEST) – All credential candidates applying to the California Commission on Teacher Credentialing (CCTC) for the initial issuance of any credential or permit are required to have taken and passed the CBEST. The CBEST is administered at the CSUB campus at various times throughout the year. For additional information contact the CSUB Testing Center (661-664-3373).

The Mini-Corps – The California Migrant Teacher Assistant Program (Mini-Corps) is a special program designed to prepare teachers for meeting the educational needs of migrant children. Through the Mini-Corps, qualified undergraduates working toward a teaching credential can obtain early classroom experience while serving as assistants to teachers of migrant children. Additional information may be obtained from the CSUB Mini-Corps coordinator (664-2429).

Financial Assistance

Assumption Program of Loans for Education (APLE) – California is experiencing a serious shortage of high quality classroom teachers. The most critical teacher shortages are in the subjects areas of math, science, bilingual education, foreign language, English, special education and reading at those schools serving large populations of students from low-income and economically disadvantaged families. In an effort to encourage people to enter the teaching profession in the above teaching areas, the California Legislature

created the Assumption Program of Loans for Education (APLE). This program is a competitive teacher incentive program designed to attract outstanding students to the teaching profession. Under provisions of the APLE program, the California Commission on Teacher Credentialing (CCTC) may assure up to $11,000 in outstanding student loan balances.

Governor's Teaching Fellowship Program – This program is an important component of Governor Davis' education program (SB 1666). These competitive awards are designed for students preparing to teach in low performing schools in California for four (4) years. These fellowships provide $20,000 to help pay education and living expenses while students are enrolled full-time in a California Commission on Teacher Credentialing (CCTC) accredited California State University (CSU), University of California (UC), or an independent college/university teacher education program. For further information please visit their website: www.teacher-fellowship.calstate.edu or e-mail: teacher-fellowship@calstate.edu or phone toll free (866) 824-7335.

Cal Grant T Program – Periodically, other governmental loan assumption programs and loans become available. One of these programs, the Cal Grant T program, offers tuition and fee grants for students who are enrolled in teaching credential programs. For more information on the Cal Grant T program, contact the Teacher Education Department (661-664-3134). For additional information regarding financial assistance contact the CSUB Financial Aid Office (661-664-3016).

CHILD DEVELOPMENT

Education Building 151
(661) 664-3286
(661) 664-2016 (fax)
www.csub.edu/childdev/

Coordinator: Cary Larson-McKay

Faculty: Christie Howell
Maureen Mattias

Vision Statement

To promote partnerships that foster healthy children, supportive family relationships, and an interactive community of diverse learners.

Program Description

The Child Development Program (CDEV) at California State University, Bakersfield, offers a major leading to a Bachelor of Arts Degree. The CDEV program provides students with an undergraduate level of knowledge within Child Development. This program highlights diverse theories, milestones of development, family systems processes, ethics, and developmental research methods.

The CDEV major focuses on the biological, cognitive, psychological, and sociological foundations of child behavior and development. Students will acquire knowledge and gain understanding through exposure to relevant literature, current research, selected service, and fieldwork. Students will gain an intensive, as well as global, understanding of the developmental needs, behavioral patterns, and problems of children and their families. Through a variety of courses students gain and refine skills in: observing, assessing, interpreting, and implementing programs for children and families; working with and supervising child-centered programs; participating in supportive structures for children and adolescents; and understanding families from diverse backgrounds.

All Child Development students are expected to complete: 1) a core of required courses, (2) one of the specialty area concentrations, and (3) a capstone senior seminar. Concentrations are designed to provide students with specialized knowledge and abilities in one of the following areas: Elementary Education/ Multiple Subjects Waiver; Caring for Children and Families in Formal Settings; Drugs, Gangs, and Youth Violence; Public Policy; or Sociological Perspectives of Children and Families. Unit requirements of the specialty concentration areas are as follows:

- Elementary Education/Subject Matter Preparation (32 units)
- Caring for Children and Families in Formal Settings (34 units)
- Drugs, Gangs, and Youth Violence (35 units)
- Public Policy (35 units)
- Sociological Perspectives of Children and Families (35 units)

Child Development Major

Prerequisites (14 units)

1. CDEV 200 Introduction to Child, Adolescent, and Family Development (2) and
   CDEV 210 Observation of Children (2) or
   PSYC 100 Introduction to Psychology (5)
2. BIOL 100 Perspectives in Biology (5)
3. PSYC 200 Statistical Methods Psychological Research (5) or
   MATH 140 Elementary Statistics (5)

Core (32 units)

1. CDEV 208 Child, Family and Community (3)
2. CDEV 250 Child Health, Safety & Nutrition (5)
3. CDEV 311 Infant/Toddler Development (4)
4. CDEV 312 Child Development in the School Years (4) **or**
   CDEV 313 Adolescent Development (4)
5. CDEV 320 Individual and Family Development in Diverse Cultures (5)
6. CDEV 410 Research, Assessment and Evaluation of Children and Families (5)
7. CDEV 414 Advanced Practicum (2)
8. CDEV 490 Senior Seminar (4)

Specialty Area Concentrations

Elementary Education/Subject Matter Preparation for Elementary Teachers (32 units)

A specialty concentration in Child Development—Elementary Education provides an academic experience best suited to those who wish to teach in the elementary K-8 setting. The CDEV Elementary Education student will take classes that have been approved by the California Commission on Teacher Credentialing (CCTC) as a program meeting the requirements to waive the Multiple Subject Aptitude Test (MSAT). Upon successful completion of the courses described below, the student will have completed all the California State Department of Education and California State University requirements for the Multiple Subject competency in preparation for entrance into an elementary credential program.

This specialty track is for students who plan to become elementary teachers. The courses listed satisfy CSUB requirements for the Subject Matter Preparation needed to enter the CSUB Credential Program. These courses may fulfill CDEV, General Education, California Commission on Teacher Credential (CCTC), or minor requirements (GE = General Education).

1. Fine Arts Course
   a. ART 401 Theory and Practice of Art (5) or
   b. MUS 310 Foundations of Music Education (5) **or**
   c. THTR 305 Creative Dramatics (5) **and**
   d. One other performing arts class (5) (one class from a, b, c, or d must be a music class).
2. HIST 231 Survey of American History (5) (also meets GE)
3. Human Development (at least one of the following):
   (also meets CDEV)
   a. CDEV 208 Child, Family, and Community (3) (prerequisite: CDEV 200, CDEV 210)
   b. CDEV 311 Infant/Toddler Development (5) (prerequisite: CDEV 200, CDEV 210)
   c. CDEV 312 Child and Family Development in the School Years (5) (prerequisite: CDEV 200, CDEV 210)
   d. CDEV 313 Adolescent Development (5) (prerequisite: CDEV 200, CDEV 210)
4. Humanities (at least one of the following):
   (also meets GE)
   a. PHIL 102 Logical Reasoning (5)
   b. HUM 102 Critical Thinking and Writing (5)
5. Language (also meets upper division writing requirement)
   a. ENGL 319 The Structure of English (5) (prerequisite: ENGL 110 or equivalent)
   b. ENGL 310 Advanced Writing (5) (with a grade of "C" or better) (prerequisite: ENGL 110 and Upper
   Division standing) **or**
   ENGL 305 Modes of Writing (5) (with a grade of "C" or better) (prerequisite: ENGL 110 and Upper division standing)
6. Literature Course from General Education Area C 4 (5) (also meets GE)
7. Mathematics
   (must take both of the following):
   a. MATH 320 Introduction to Number Systems (5) (prerequisite: MATH 220 or passing score on MATH 220 Waiver Exam, or score of 550+ on ELM)
   b. MATH 321 Introduction to Modern Geometry (5) (prerequisite: MATH 320 with a grade of "C-" or better)
8. PEAK 345 Teaching Physical Education in the Elementary School (3)
9. SCI 315 Integrated Science (5) (prerequisite: BIOL 100 and SCI 101) **or**
   SCI 316 Integrated Science (5) (prerequisite: BIOL 100 and SCI 101) **or**
   SCI 317 Integrated Science (5) (prerequisite: BIOL 100 and SCI 101) **or**
10. CDEV 490 Senior Seminar (5) (also CDEV core) (prerequisite: Senior Standing)
11. Social Science Course from Theme 3: Social and Behavioral Sciences (5)

Caring for Children and Families in Formal Settings (34 units)

The specialty track in Caring for Children and Families in Formal Settings will foster skills and knowledge, in understanding curriculum design, development, implementation, and evaluation of child and family programs.

1. CDEV 220 Curriculum Procedures & Materials and Laboratory for Young Children (5)
3. CDEV 230 Curriculum Procedures & Materials and Laboratory for School Aged Children (5)
5. CDEV 240 Introduction to Leadership within Child and Family Programs (5)
6. CDEV 350 Child Guidance & Management (5)
7. CDEV 360 Parenting and Family Relations (5)
8. CDEV 420 Advanced Techniques for Working in Child and Family Settings (4)
9. CDEV 430 Parent and Family Education (3)
10. CDEV 440 Advanced Practicum in Parent and Family Education (2)

Understanding Drugs, Gangs, and Youth Violence (35 units)

The Understanding Drugs, Gangs, and Youth Violence concentration is designed to provide a comprehensive examination of the social issues impacting the lives of at-risk school-aged children and youth. Prospective teachers and child advocates will be exposed to a variety of methods and strategies used to effectively prevent, intervene, and guide young people who are experiencing difficulties in school, home or community environments.

1. CRJU 240 Introduction to Criminal Justice (5)
2. CRJU 330 Race, Ethnicity and the Criminal Justice System (5)
3. CRJU 340 Drugs and Crime (5)
4. CRJU 345 Gangs in America (5)
5. CRJU 380 Juvenile Justice Process and Systems (5) (prerequisite: CRJU 240)
6. CRJU 430 Victims and the Criminal Justice System (5) (prerequisite: CRJU 240)
7. CRJU 477 Profiling Violence (5)

Public Policy (35 units)

This concentration is for those students interested in preparing for professional leadership roles in public policy development and administration as related to child and family issues and advocacy in the public, health care, human services, and nonprofit sectors.

1. INST 275 Administrative Process in Government (5)
2. PPA 340 Policy Networks, Science, Technology, and Health (5)
3. PPA 400 Public Management & Leadership (5)
4. PPA 471 Administration in the Judicial System (5)
5. PPA 473 Public Administration and the Political Process (5)
6. PPA 476 Public Human Resource Administration (5)
7. PPA 478 Budgeting in Public Organizations (5)

Sociological Perspectives of Children (35 units)

The specialty concentration in Sociological Perspectives of Children is for those students who wish to understand the sources and consequences of human social action as related to the lives of children within their family, community, and cultural settings.

1. SOC 220 Contemporary Social Problems in American Society (5)
2. SOC 312 Social Psychology (5)
3. SOC 322 Social Services and Social Problems (5)
4. SOC 326 Juvenile Delinquency (5)
5. SOC 364 Family and Society (5)
6. SOC 366 Childhood and Society (5)
7. SOC 464 Family and Stress (5)

Child Development Minor

A student wishing to minor in Child Development should request a "Special Minor—Child Development" from their academic advisor. The minor consists of at least 20 quarter units in CDEV, of which at least 15 units must be upper division. A faculty member in the Child Development Program must approve the specific course of study.

Those students majoring in Liberal Studies and seeking a Child Development Concentration may use CDEV 312, CDEV 313, and CDEV 320 toward the concentration in Child Development.

COURSE DESCRIPTIONS

Note: Among the courses comprising the Child Development major and specialty areas (see above), those not found elsewhere in this catalog are listed below.

Lower Division

CDEV 101 Introduction to Teaching in the Elementary School (2)

This course is open to high school students. This course enables high school students to work in elementary classrooms while receiving high school and university credit. In order to participate, students must apply to the program, maintain a 3.0 GPA or better, and have two recommendations from their high school. Those who participate will receive units toward high school graduation and have the opportunity to earn up to 6 college quarter units per year.

CDEV 200 Introduction to Child Development (2)

Introduction to Child, Adolescent, and Family Development as a unique field of study. Introduces developmental theory highlights, common milestones across developmental domains, family systems, ethics, introduction to research methods and observation techniques. Explores Child Development as a profession, examines professional responsibilities, reviews publications, becomes cognizant of child organizations, and connects Child and Family development to other related fields of study.

CDEV 208 Child, Family and Community (3)

Introduction of roles of and interactions among and between child, family and community systems. This approach to understanding the interaction of child, family and community will emphasize an appreciation for diverse cultural, socioeconomic, and life-style needs. Students will become aware of individual and family requirements, social issues, and available support programs in the local area. Students will engage in program analysis and assessment of program effectiveness and quality in light of family needs and community priorities.

CDEV 210 Observation of Children (2)

Advances the ability to make sensitive observations and accurate recordings of children and families of diverse life-styles and abilities. Includes a Service Learning component requiring students to work and interact with children to link theory and practice. Upon consent of the instructor, this class can fulfill the Subject Matter Preparation requirement for an Early Field Experience in the Elementary School by a Field or Service Learning placement in the elementary school setting.

CDEV 220 Curriculum, Procedures, Materials, and Laboratory Experience for the Young Child (5)

Acquaints students with curriculum, procedures and materials important for effective child development programs. Emphasis on learning theory and development as related to learning environments, curriculum areas for the young child, materials, methodology, and evaluation. Planning developmentally appropriate activities that are respectful and sensitive to individual abilities as well as cultural and family backgrounds. Emphasis on learning and teaching practices; the role of play in the child's development, age and ability appropriate classroom organization and management, child health, nutrition, and child self-care. Prerequisite: CDEV 200 and CDEV 210.

CDEV 230 Curriculum, Procedures, Materials, and Laboratory Experience in the Elementary School Setting (5)

Acquaints students with curriculum, procedures, and materials important for effective elementary classroom planning. Emphasizes curriculum requirements, learning theory, research and assessment, development, methodology, and planning developmentally appropriate activities. Emphasis on learning and effective teaching practice; the role of play in the child's development, age-level appropriate classroom organization and management. Prerequisite: CDEV 200 and CDEV 210.

CDEV 240 Introduction to Administration of Child and Family Programs (5)

An overview of administration in child and family programs for site supervisors and directors. Topics include program organization, staffing, proactive program management, historical background, and philosophical underpinnings of relevant programs.

CDEV 250 Child Health, Safety and Nutrition (5)

Examines principles, practices and issues related to meeting the health, safety and nutritional needs of children emphasizing physiological and biological aspects of development. Students will learn techniques and skills for the support and implementation of health and safety practices and their impact on an individual child's development and how these practices might be adapted to support the goals and values of family and community systems. Prerequisite: CDEV 200 and CDEV 210

CDEV 296 Human Corps (1)

One unit of credit for 20 or more hours of volunteer community service experience working directly with young children (Pre-K through grade 3) in a variety of socioeconomic settings. Open to students who are interested in pursuing a career in Early Childhood Education (Pre-K through grade 3). Students may request an assignment through the Human Corps office. A journal, a brief reflective paper and meetings with a faculty sponsor as required. This course may be repeated up to twelve times (12 units), however, students may earn only one unit per quarter. Offered on a credit, no-credit basis only. Prerequisite: CDEV 200.

CDEV 299 Individual Study (1-5)

To be arranged with the instructor.

Upper Division

CDEV 311 Infant/Toddler Development (5)

Focus on growth and development from conception into the preschool years. This course examines the historical context for the modern conception of child development. Emphasis is given to contemporary research in physiological and motor development, socioemotional development, cognitive development, health and nutrition, child rearing practices and infant stimulation. The class will highlight a social-historical-contextual approach to the development of young children and families. Prerequisite: CDEV 200 and CDEV 210.

CDEV 312 Child Development in the School Years (5)

Advanced study in growth and development from early childhood to adolescence. Theoretical and research orientations focus on the dynamic interaction of domains of development and their practical applications. Classroom discussion is based on field experiences with children in a variety of environments, examination of patterns and causes of behavior including family, community, and cultural contexts. Prerequisite: CDEV 200 and CDEV 210.

CDEV 313 Adolescent Development (5)

This class in human development will examine theoretical and conceptual frameworks for the study of the social, emotional/psychological, biological/physical, cognitive, language/communicative and aesthetic aspects of human development during adolescence. Development within the various contexts of contemporary adolescent's cultural, familial, educational, socioeconomic, and ability contexts provides the core of class content. Prerequisite: CDEV 200 and CDEV 210.

CDEV 320 Individual and Family Development in Diverse Cultures (5)

An exploration of the values, attitudes, child rearing practices, family, and social relationships in a variety of cultural settings. The impact of these factors on personal, social, economic, and political systems will be discussed. Comparisons with western family systems including cultural universals and differences will be emphasized. The course will also discuss immigrant experiences in the United States. Prerequisite: CDEV 200 and CDEV 210.

CDEV 350 Child Guidance, Supervision and Support (5)

Examination of children's interpersonal, emotional, and personality development, emphasizing theoretical issues and research on discipline and empathy development. Study of models of guidance and their implications for academic, home, and clinical settings is emphasized. Prerequisite: CDEV 200 and CDEV 210.

CDEV 360 Parenting and Family Relations (5)

Emphasis on parent education, interpersonal communication and system awareness. Examines instructional approaches in Child Services programs to support parenting abilities and requirements for developing parenting programs to meet parent and community goals. Prerequisite: CDEV 200 and CDEV 210.

CDEV 410 Research, Assessment and Evaluation of Children and Families (5)

Introduction to the interpretation and analysis of Child Development theory and research. Develops an awareness of research methodology, assessment, and evaluation of children and families as represented in the body of Child Development literature. Emphasis on research as applied to children, adolescents, and families of diverse cultural, socioeconomic and life-style backgrounds as representing the current study of Child Development. Includes examination of research design, data collection strategies, reliability, validity, ethics and values to increase students' ability to locate, understand, critique, report and use child development research. Prerequisites: MATH 140 or PSYC 200, and CDEV 311, or CDEV 312 or CDEV 313.

CDEV 414 Advanced Practicum (2)

An application of theory in various clinical and community settings. Placement is made according to specialization track. Prerequisite: Senior Standing.

CDEV 420 Advanced Techniques for Working in Child and Family Programs (4)

A course for those who wish to supervise and direct programs for children, adolescents and families. Topics will include financing, budget requirements, legal codes, planning, operating, evaluating and staff training of Child centered programs.

CDEV 430 School, Community, and Family Collaborations (5)

Developing knowledge and skills for effective communication with adults in childhood settings including schools, and extracurricular programs for a diverse population. Topics include human relations management, processes for supervision of adults, and parent relations within programs.

CDEV 440 Advanced Practicum in Adult Education and Supervision (2)

Supervision experience with adults in child, adolescent, and family programs. Prerequisite: CDEV 200 or PSYC 100.

CDEV 481 Directed Research in Child Development (1-5)

Students conduct research, assessments, and investigations in the area of child development under faculty supervision. Strongly suggested for majors who are considering graduate study in Child Development. Prerequisite: consent of instructor who will serve as sponsor, approved by the Child Development Program Coordinator.

CDEV 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-baccalaureate students. Interested students should contact the program office.

CDEV 490 Senior Seminar (5)

A senior capstone class to study the nature of Child Development as a field of study and to support the ability of students to integrate knowledge and skills from relevant courses within the theoretical constructs appropriate to the understanding of children from a developmental point of view. Provides a culminating experience for the Child Development major designed to synthesize the broad concepts of the field, examine current issues and problems within the domain of Child Development, and provide the opportunity to strengthen competencies needed to achieve personal and professional goals. Prerequisite: Senior Standing.

CDEV 497 Cooperative Education (1-5)

This course provides sponsored learning in a work setting, integrated with academic learning. The Cooperative Education office assists the student in finding a placement on an individual basis.

CDEV 499 Individual Study (1-5)

Students are encouraged to explore a specific topic on an individual basis. Students learn through directed readings, reflective papers, discussions with their faculty advisor, and research on the agreed upon topic. Prerequisite: consent of the instructor who will serve as mentor.

PHYSICAL EDUCATION AND KINESIOLOGY

Education Building, 142
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email:bgarza@csubak.edu
http://www.csub.edu/SOE/PEAK/welcome.html

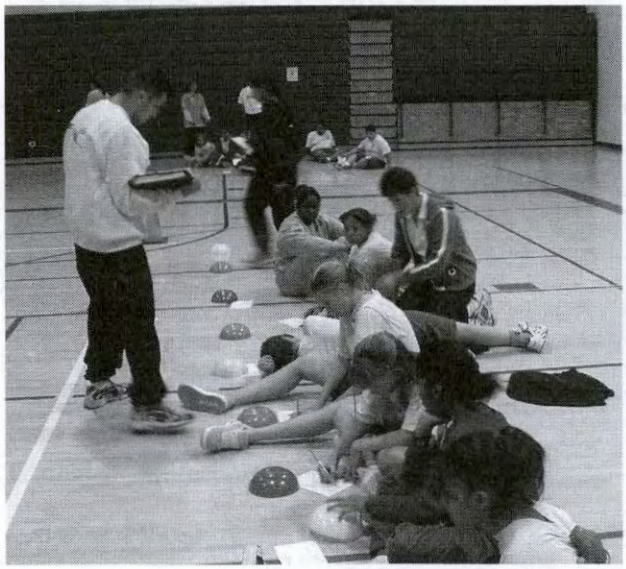
Chair: **D. Diboll**

Faculty: **J. Altman, N. Bailey, K. Brown, G. Bruce, H. Clark, C. Craig, A. Farrell, K. Grappendorf, T. Kerr, G. Nishimori, J. Price, J. Sage, P. Skehan, R. Steele, S. Tobin, and K. Welter**

Program Description

The Bachelor of Science Degree in Physical Education and Kinesiology (PEAK) at CSUB covers a broad knowledge base that represents several disciplines that include traditional physical education, exercise science, athletic training, coaching, and health science education. Students majoring in Physical Education and Kinesiology have two concentrations to choose from: **Physical Education** and **Exercise Science**. A third concentration in **Athletic Training** is currently in development and certain courses in athletic training are available.

Students who complete the **Concentration in Physical Education** will fulfill requirements for the State of California Single Subject Credential in Physical Education as established by the California Commission on Teacher Credentialing (CCTC). Students wishing to teach in the junior-high and senior-high school levels will be required to take additional courses to obtain the single subject teaching credential (in addition to the Physical Education concentration curriculum).



Students who desire to coach as well as teach have the opportunity to select various theory of coaching courses within the major to prepare for coaching careers.

The **Concentration in Exercise Science** prepares students for careers that include the fitness/wellness industry (e.g., corporate fitness) and certain clinical rehabilitation settings (e.g., cardiac rehabilitation). This concentration also provides students with the opportunity to prepare for advanced studies in related disciplines (e.g., masters degree in exercise science) and professional academic programs (e.g., physical therapy). This concentration follows current guidelines for academic programs in exercise physiology/science established by the American Society of Exercise Physiologists (ASEP) and prepares students for nationally recognized professional certifications offered by ASEP and the American College of Sports Medicine (ACSM).

The **Concentration in Athletic Training** is currently in development. Specifically, the department is working toward achieving national accreditation. Once accredited, this concentration will prepare students for the National Athletic Training Association (NATA) Athletic Training Certification (ATC). This certification provides students with the opportunity for employment as athletic trainers in high school and collegiate athletic programs, as well as in clinical sports medicine rehabilitation. ***Individuals interested in the Athletic Training Concentration should speak with the department chair for further details.***

Other academic preparations offered by the department in addition to the major include a minor in **Physical Education and Kinesiology**, the **Adapted Physical Education Certificate Program**, a series of **Theory of Coaching** courses, and a **Health Science Education** course series. Also, the department offers a variety of activity courses (100 series) for recreational/fitness purposes. These activity courses are offered on a credit/no-credit basis and are not applicable to the Physical Education and Kinesiology major requirements. Only 8 units of 100-level activity courses may be applied toward the 186-unit CSUB graduation requirement. Enrollment in PEAK 160 (Jogging), 161 (Walking), and 162 (Biking) is limited to a combined total of two units per quarter.

Requirements for the Major

Students interested in majoring in Physical Education and Kinesiology should obtain general information about the program early in their lower division career. After declaring a major in Physical Education and Kinesiology, they should meet with an appointed advisor within the department to plan a course of study within a specific concentration. This is essential given that certain courses are offered only once a year and that many courses have prerequisites that require completion of sequenced non-major and major courses in order to fulfill these requirements. In order to graduate, majors must earn a grade of "C" or better in all PEAK courses.

Required Courses

Core Courses (Both Concentrations; 36 units):

1. PEAK 200* Perspectives in Physical Education and Kinesiology (5), Prereq: ENGL 110
2. PEAK 300 Motor Learning (4), Prereq: completion of G.E. math requirement
3. PEAK 305 Motor Development (4)
4. PEAK 310 Measurement and Evaluation in Physical Education and Kinesiology (4), Prereq: completion of G.E. math requirement
5. PEAK 325 Psychological and Sociological Aspects of Fitness and Sport (5)
6. PEAK 401 Applied Kinesiology (4), Prereq: BIOL 250, completion of G.E. math requirement
7. PEAK 404 Physiology of Exercise (5), Prereq: BIOL 255 & 256, completion of G.E. math requirement
8. PEAK 490 Senior Seminar in Physical Education and Kinesiology (5)

Additionally, students must have valid certification in First Aid and CPR from a recognized agency (American Red Cross, American Heart Association, etc.) at the time of graduation.

* PEAK 200 is a prerequisite to all other PEAK courses 300-level and above (it can be taken concurrently). Therefore, it should be taken as soon as possible within the required coursework.

Concentration in Physical Education (60 units):

1. **Required Major Courses** (18 units):
   a) PEAK 340 Techniques of Teaching Physical Education (4), Prereq: 12 units from PEAK 212-234
   b) PEAK 341 Practicum in Teaching Physical Education (2), Prereq: PEAK 340
   c) PEAK 345 Teaching Physical Education in the Elementary School (3)
   d) PEAK 400 Adapted Physical Education (5), Prereq: PEAK 300 and 305
   e) PEAK 445 Planning and Implementation of K-12 Physical Education Programs (4), Prereq: PEAK 340 and PEAK 345

2. **Professional Activity Courses** (17 units):
   a) PEAK 215 Tumbling and Gymnastics (2)
   b) PEAK 218 Dance Forms (2)
   c) PEAK 222 Swimming and Water Safety (2)
   d) PEAK 228 Training for Fitness (2)
   e) PEAK 230 Self Defense (2)
   f) PEAK 232 Outdoor Education (2)
   g) PEAK 234 Non-Traditional Games and Activities (2)

   Select one from each category:
   h) Individual Sports:
   PEAK 217 Golf (1)
   PEAK 225 Archery (1)

   i) Dual Sports:
   PEAK 212 Badminton (1)
   PEAK 213 Racquetball (1)
   PEAK 224 Tennis (1)

   j) Team Sports:
   PEAK 214 Basketball (1)
   PEAK 220 Softball (1)
   PEAK 221 Flag Football (1)
   PEAK 226 Volleyball (1)
   PEAK 227 Soccer (1)

3. **Major Electives** (minimum of 6 units based upon emphasis within concentration):
   a) PEAK 290 Care and Prevention of Athletic Injuries (4)
   b) PEAK 351 Theory of Swimming (2)
   c) PEAK 352 Theory of Basketball (2)
   d) PEAK 353 Theory of Softball (2)
   e) PEAK 354 Theory of Tennis (2)
   f) PEAK 355 Theory of Track and Field (2)
   g) PEAK 356 Theory of Volleyball (2)
   h) PEAK 357 Theory of Wrestling (2)
   i) PEAK 362 Sport Officiating (2)
   j) PEAK 370 Advanced Coaching Series (2-5)
   k) PEAK 402 Practicum in Adapted Physical Education (5)
   l) PEAK 430 Women in Sport (5)
   m) PEAK 481 Promoting Wellness: An Introduction to Health Behavior Theories and Comprehensive Health Education (3)
   n) PEAK 482 Promoting Wellness: Intentional and Unintentional Injuries and Drug Abuse Education (4)

o) PEAK 483 Promoting Wellness: Family Living and Prevention of Unintended Pregnancy, HIV and Other Sexually Transmitted Diseases (4)
p) PEAK 484 Promoting Wellness: Nutrition and Fitness (4)
q) PEAK 496 Internship in Physical Education and Kinesiology (1-5)
r) PEAK 499 Independent Study (1-5)

4. **Required Cognate Courses** (19 units):
   a) BIOL 250 Human Anatomy (5)
   b) BIOL 255 & 256 Human Physiology (5) and Lab (1), Prereq: Chem 150
   c) BIOL 372 The Fundamentals of Nutrition for Adults and Children (3), Prereq: BIOL 255 recommended
   d) CHEM 150 Introduction to Chemical Principles (5)

   Note: G.E. Area B2 and B3 requirements (5 units) are met by CHEM 150.

Concentration in Exercise Science (60 units):

1. **Required Major Courses** (21 units):
   a) PEAK 290 Athletic Injuries (4)
   b) PEAK 475 Applied Biomechanics (4), Prereq: PEAK 401
   c) PEAK 485 Exercise Testing and Prescription (4), Prereq: PEAK 404
   d) PEAK 486 Exercise Programming for Fitness and Performance (4), Prereq: PEAK 485 or permission of the instructor
   e) PEAK 498 Practicum in Exercise Science (5), Prereq: Senior Standing; PEAK 486 or concurrently

2. **Electives** – A minimum of 20 units of appropriate electives based upon emphasis within the concentration (subject to approval of advisor). Electives may be chosen from the following areas:
   a) Biology
   b) Chemistry
   c) Communications
   d) Management
   e) Mathematics
   f) Physics
   g) Physical Education and Kinesiology
   h) Psychology

3. **Required Cognate Courses** (19 units):
   a) BIOL 250 Human Anatomy (5)
   b) BIOL 255 & 256 Human Physiology (5) and Lab (1), Prereq: CHEM 150 or higher
   c) BIOL 370 Principles of Nutrition (3), Prereq: BIOL 255
   d) CHEM 150 Introduction to Chemical Principles (5)
   or CHEM 211 Principles of General Chemistry I (5)
   e) MATH G.E. requirement. (Students should contact an advisor for the concentration to determine which G.E. MATH course is best suited for their academic and professional needs; not counted in cognate course units.)

   Note: G.E. Area B2 and B3 requirements (5 units) are met by these required courses.

Requirements for the Minor

The minimum requirement for the minor in Physical education and Kinesiology is 20 units of coursework acceptable to the Department of Physical Education and Kinesiology. The coursework is based upon students' educational and professional goals. Students should meet with an appointed advisor within the department to plan the specific coursework.

Adapted Physical Education Certificate Program

The California Commission on Teacher Credentialing (CCTC) has granted an examination waiver for the teaching certificate in Adapted Physical Education. All students interested in the certificate program shall have a current California basic teaching credential in Physical Education.

Prior to the completion of the certificate program, candidates must have completed the following prerequisites (or their equivalents):

1. PEAK 300 Motor Learning (4)
2. PEAK 305 Motor Development (4)
3. PEAK 401 Applied Kinesiology (4)
4. PEAK 404 Physiology of Exercise (5)

The following courses will be required:
1. PEAK 400 Adapted Physical Education (5)
2. PEAK 402 Practicum in Adapted Physical Education (5)
3. EDSP 501 Introduction to the Education of Exceptional Children (5)
4. EDSP 503 Communication and Consultation: Collaborative Partnerships (5)

Health Science Education Course Series

The Department of Physical Education and Kinesiology has developed a new series of courses in Health

Science Education. Among other features, this course series is designed to satisfy the California Commission on Teacher Credentialing (CCTC) Supplementary Authorization in Health Science.

The following courses are available:

1) PEAK 481 Promoting Wellness: An Introduction to Health Behavior Theories and Comprehensive Health Education (3)
2. PEAK 482 Promoting Wellness: Intentional and Unintentional Injuries and Drug Abuse Education (4)
3. PEAK 483 Promoting Wellness: Family Living and Prevention of Unintended Pregnancy, HIV and Other Sexually Transmitted Diseases (4)
4. PEAK 484 Promoting Wellness: Nutrition and Fitness (4)

COURSE DESCRIPTIONS

Lower Division

PEAK 100-185 Fundamental Skills (1)

Instruction in a variety of sports and fitness activities. Offered on a credit/no-credit basis only. [F, W, S]

PEAK 200 Perspectives in Physical Education and Kinesiology (5)

An introduction and orientation to the fields within physical education and kinesiology in terms of an historical perspective and professional/career opportunities. In addition, an orientation to the major, curriculum, and faculty will be presented. Lecture and discussion. Prerequisite: ENGL 110. This course is a prerequisite to all other PEAK courses 300-level and above (can be taken concurrently). Therefore, it should be taken as soon as possible within the required coursework. [F, W]

PEAK 212-234 Professional Activities (1-2)

A focus on the knowledge, skill proficiency, and teaching techniques necessary for competent teaching of physical education activities. Subjects available include: Archery, Badminton, Basketball, Dance Forms, Field Hockey, Flag Football, Golf, Non-Traditional Games and Activities, Outdoor Education, Racquetball, Self-Defense, Soccer, Softball, Swimming and Water Safety, Tennis, Training for Fitness, Tumbling and Gymnastics, and Volleyball. Prerequisite: declared major status or permission of the instructor. [F, W, S]

PEAK 250-265 Intercollegiate Sports (2)

Daily instruction in intercollegiate activities. May be repeated for credit according to season. Field trips required. Subjects are: Men's Basketball, Women's Cross Country, Golf, Men's and Women's Soccer, Softball, Men's and Women's Swimming, Women's Tennis, Men's and Women's Track and Field, Women's Volleyball, Women's Water Polo, and Wrestling. Prerequisite: CSUB intercollegiate athlete status or permission of the instructor. [F, W, S]

PEAK 290 Care and Prevention of Athletic Injuries (4)

An introductory course for prospective athletic trainers, coaches, physical educators, and exercise physiologists to provide basic knowledge and skill in the care and prevention of athletic and physical activity related injuries. Three units of lecture-discussion; one unit of lab. [F, W]

PEAK 299 Individual Study (1-5)

Exploration of a specific topic, primarily through directed research or assignments with a professor. Prerequisites: consent of instructor and approval of both the department chair and dean of the School of Education. [F, W, S]

Upper Division

PEAK 300 Motor Learning (4)

A study of selected factors that influence the acquisition and retention of gross and fine motor skills, with emphasis on theoretical models of motor control and learning and the role of motor and sensory systems. Three units of lecture-discussion; one unit of lab. Prerequisite: completion of G.E. math requirement. [W]

PEAK 305 Motor Development (4)

A study of the relationship between physical growth, motor development, and motor performance of individuals from infancy through old age, with emphasis on age, gender, and mental/physical limitations. Three units of lecture-discussion; one unit of lab. [F]

PEAK 310 Measurement and Evaluation in Physical Education and Kinesiology (4)

A study of measurement and evaluation procedures used in physical education, exercise science, and other fields within kinesiology. Emphasis is placed on application of statistical procedures and various measurement instruments/techniques, as well as interpretation of measurement results. Three units of lecture-discussion; one unit of lab. Prerequisite: completion of G.E. math requirement. [F]

PEAK 325 Psychological and Sociological Aspects of Fitness and Sport (5)

A study of psychological and sociological factors as they relate to play, sport, physical activity, and fitness. Lecture and discussion. [W]

PEAK 340 Techniques of Teaching Physical Education (4)

Advanced instruction in and practice of teaching competencies in physical education. Additional emphasis placed on teaching strategies, developing lesson plans, class organization, discipline, safety, and performance evaluation. Three units of lecture-discussion; one unit of lab. Prerequisites: completion of 12 units in the Professional Activities Series PEAK 212-234. [W]

PEAK 341 Practicum in Teaching Physical Education (2)

Supervised practical experience in a school physical education setting. Emphasis is placed on implementing techniques learned in PEAK 340. Students will be responsible for working in one-on-one, small-group, and large-group settings. Course requires 20 hours of assigned practical experience. This course is to be taken the quarter following the successful completion of PEAK 340. Prerequisite: PEAK 340. [S]

PEAK 345 Teaching Physical Education in the Elementary School (3)

Instruction designed to provide the elementary school teacher with fundamental understandings of the purposes of physical education, rationale for activity selection, strategies for teaching basic movement skills, and group play activities appropriate for K-6 grades. Additionally, innovative and contemporary trends in curriculum will be presented, along with movement experiences for special populations. A portion of the class will provide opportunities for peer-teaching in which the focus will be on the selection of age-appropriate activities and methods of instruction. Two units of lecture-discussion; one unit of lab. [F, W, S]

PEAK 351-357 Theory of Coaching (2)

Selected study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation; individual and team fundamentals; offensive and defensive techniques and strategies; motivation, training, and conditioning; and program administration and evaluation. Lecture, discussion, and activity. Subjects include: Basketball, Competitive Swimming, Soccer, Softball, Tennis, Track and Field, Volleyball, and Wrestling. [F, W, S]

PEAK 362 Sports Officiating (2)

Theory and practice of officiating sports for school extramural athletic programs. Lecture, demonstration, and practice leading to certification or local rating. Sports that are covered include Football, Basketball, Soccer, Volleyball, Softball/Baseball. [W]

PEAK 370 Advanced Coaching Series (2-5)

Advanced study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis is placed on practice and event preparation; individual and team fundamentals; offensive and defensive techniques and strategies; motivation, training, and conditioning; and program administration and evaluation. Lecture, discussion, and activity. Prerequisite: permission of the instructor. Subjects include: Basketball, Competitive Swimming, Field Sports for Women, Football, Softball, Tennis, Track and Field, Volleyball, and Wrestling. [Variable Quarters]

PEAK 400 Adapted Physical Education (5)

A study of individuals with physical and mental disabilities requiring specialized physical education and rehabilitation and the development and implementation of appropriate physical education programs for disabled individuals. Lecture-discussion and lab/observation. Prerequisites: PEAK 300 and PEAK 305. [W]

PEAK 401 Applied Kinesiology (4)

A study of musculoskeletal structure and function as well as basic biomechanical principles as they relate to human movement. Emphasis is placed on application of information learned to common movement patterns observed in everyday and sport-specific activities. Three units of lecture-discussion; one unit of lab. Prerequisites: BIOL 250; completion of G.E. math requirement. [S]

PEAK 402 Practicum in Adapted Physical Education (5)

Supervised practical experience in adapted physical education. Emphasis placed on implementing techniques learned in PEAK 400. Students will be responsible for the development and implementation of specific individualized instructional programs for disabled persons in public schools, private schools, and the community. Students will also be responsible for program assessment. This course requires 50 hours of assigned practical experience, including scheduled seminar meetings. Prerequisites: PEAK 400 and consent of the instructor. [S]

PEAK 404 Physiology of Exercise (5)

An introductory study of human physiological adaptations to acute and chronic exercise. Emphasis is placed on relevant information, such as proper exercise to promote/develop fitness, and its practical application in physical education, fitness, and athletic training settings. Four units of lecture-discussion; one unit of lab. Lab fee required. Prerequisites: BIOL 255 and 256; completion of G.E. math requirement. [F]

PEAK 430 Women in Sport (5)

A multidisciplinary study of the problems, patterns, and processes associated with women's sport involvement in our culture. Reflects changing trends in education and society, including current legislation and feminist ideas. Satisfies the Gender, Race and Ethnicity course requirement and a Women's Studies Minor course requirement. Lecture and discussion. [W, S]

PEAK 445 Planning and Implementation of K-12 Physical Education Programs (4)

Advanced instruction in planning, implementing, and developing K-12 physical education curriculum in a sequential and developmentally appropriate manner. Three units of lecture-discussion; one unit of lab. Prerequisites: PEAK 340 and PEAK 345. [S]

PEAK 475 Applied Biomechanics (4)

A study of basic qualitative and quantitative biomechanical principles and concepts and their application in the analysis of various human movements ranging from everyday activities to those that are sport-specific. Three units of lecture; one unit of lab. Prerequisite: PEAK 401. [W]

PEAK 481 Promoting Wellness: An Introduction to Health Behavior Theories and Comprehensive Health Education (3)

This is the introductory course in the Health Science Education series. This course will examine health behavior theories and comprehensive health education for schools and other relevant educational programs. Students will learn how health education has experienced a paradigm shift from a problem-focused perspective to that involving health promotion in terms of asset building and positive youth development.

PEAK 482 Promoting Wellness: Intentional and Unintentional Injuries and Drug Abuse Education (4)

This course offers an analysis of the factors influencing human use or abuse of drugs, alcohol and other substances and their effects on the health and well being of the individual, family and society. Also addressed will be intentional and unintentional injuries, as well as CPR.

PEAK 483 Promoting Wellness: Family Living and Prevention of Unintended Pregnancy, HIV and Other Sexually Transmitted Diseases (4)

This course examines characteristics of caring families, changes in families, abuse within families, communication skills, relationships, dating, marriage and parenthood. Also, current information about HIV/AIDS and other sexually transmitted diseases will be presented along with issues surrounding testing, confidentiality of HIV status, and related laws.

PEAK 484 Promoting Wellness: Nutrition and Fitness (4)

This course will familiarize students with the social, cultural, and ethnic differences in the selection and preparation of food, weight-loss programs, dietary supplements, body image and self-concept, advertising, and food labeling. Also, content will be presented on appropriate planning and implementation of fitness activities for the development and maintenance of lifelong health fitness.

PEAK 485 Exercise Testing and Prescription (4)

A study and application of: 1) basic principles and techniques for valid, reliable, and safe testing of health fitness, performance fitness, and functional capacity (clinical testing) for various populations; and 2) the development of appropriate individualized exercise prescriptions based upon test results. Three units of lecture-discussion; one unit of lab. Lab fee required. Prerequisites: PEAK 310 and PEAK 404. [W]

PEAK 486 Exercise Programming for Fitness and Performance (4)

A study of the development and implementation of appropriate individual exercise programs for the improvement/maintenance of health fitness and performance fitness. Also covered is the development of specific fitness goals and objectives as well as behavior modification and exercise adherence. Three units of lecture-discussion; one unit of lab. Prerequisite: PEAK 485 or permission of the instructor. [S]

PEAK 489 Experiential Prior Learning (1-5)

Credit for learning gained through prior off-campus experience related to the curriculum of the department. Requires documentation and department chair approval. Offered on a credit, no-credit basis only. This course is repeatable for a maximum of five units. [By Petition]

PEAK 490 Senior Seminar: Physical Education (5)

A terminal, integrating course designed to: 1) provide students with practical information related to entering and succeeding in a professional career in physical education or exercise science; and, 2) provide students with an opportunity to demonstrate a synthesis and application of their knowledge gained through a culminating paper/project. Lecture-discussion; development and presentation of an approved culminating project. Prerequisite: must be taken during the last quarter in which the course is offered prior to graduation, or permission of the instructor. [S]

PEAK 496 Internship in Physical Education and Kinesiology (1-5)

Supervised intern experience within a school system, agency, business, or industry for the purpose of acquiring additional knowledge and skills desirable for professional development. Specific requirements for academic credit will be developed and evaluated by a department faculty mentor and the field supervisor. Offered on a credit, no-credit basis only. This course is repeatable for a maximum of five units. [By Petition]

PEAK 497 Cooperative Education (1-5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. The department will determine application of credit. [By Petition]

PEAK 498 Practicum in Exercise Science (5)

Supervised practical experience in a fitness and/or rehabilitation (e.g., cardiopulmonary, physical therapy, etc.) setting. Emphasis is placed on applying knowledge gained through exercise science courses as well as learning new related principles and concepts through the practicum experience. The course requires 50 hours of assigned practical experience, including scheduled seminar meetings. Prerequisites: Senior status and PEAK 486 or concurrently. [S]

PEAK 499 Individual Study (1-5)

Exploration of a specific topic, primarily through directed research or assignments with a professor. Prerequisites: consent of instructor and approval of both the department chair and dean of the School of Education. [By Petition]

SCHOOL OF
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enlightenment of our communities; and

DEVOTED TO
freedom from ignorance and intolerance in our societies.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

Dorothy Donahoe Hall, B102
(661) 664-2221
(661) 664-2132 (fax)
email: miyasere@csub.edu
http://www.csub.edu/academic/welcome.html

Dean: Marla M. Iyasere

The School of Humanities and Social Sciences was established in Fall 2000 after the School of Arts and Sciences was divided into two independent academic units. Humanities and Social Sciences represents the "liberal arts," which is defined as those studies in a university that provide "free persons" with the opportunity for higher education in diverse disciplines, distinguished from professional and technical subjects. The broad scope of the liberal arts nurtures the development of a "free mind" while providing the foundation of knowledge and skills necessary for careers in a profession. The concept of a liberal arts education emphasizes critical thinking, self-expression, social tolerance, ethical behavior, and service for the enhancement of our communities.

Academic programs in the School of Humanities and Social Sciences represent the expression of human behaviors, ideas, values, and creativity within the diverse contexts of our society — cultural, linguistic, economic, political, historical, philosophical, religious, literary, and artistic. The faculty in the School are committed to the development of creative and inquisitive intellectual abilities and skills through a planned course of study that emphasizes the interrelated nature of knowledge. This knowledge gained by studying the humanities and social sciences contributes to the intellectual growth, emotional enrichment, and personal autonomy that characterize all educated men and women living in a free society.

The faculty in each academic program are charged with the task of explaining to an increasingly mature student body from increasing disparate backgrounds the reasons for the existence of their respective field of study, its historical traditions and development, its relevance and application to current issues, its tools and methodologies used to acquire information, and its limitations in the face of our rapidly changing environments. The faculty are also charged with challenging our students to accept increasing responsibility for their own education, which includes not only mastery of the subject matter content of their chosen field of study but also the ability to think logically and critically, to employ systematic observation and analysis, and to present understandable solutions to identified problems. The intellectual process of this development is accomplished in part by having our students advance through a curricular sequence from introductory courses and basic skills to advanced courses focusing on specific disciplinary issues, problems, and methodologies.

ART

Music Building, 102
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email: vuraine@csub.edu
http://www.csub.edu/art/

Chair: **Ted Kerzie**

Faculty: **M. Heivly, T. Kerzie, G. Ketterl, J. Kohl, M. Nowling, S. Stone**

Program Description

The Art Department offers a wide variety of instruction and activities in the visual arts. The Todd Madigan Gallery mounts exhibitions of student, faculty and outside professional work. The curriculum includes courses in various media (drawing, painting, photography, printmaking, sculpture, and ceramics) as well as historical studies. Most courses are open to CSUB students regardless of their declared major. In addition to courses that will satisfy General Education or Liberal Studies requirements, the department offers the following curricula:

- BA in Art with emphasis in Studio Art, Art History, or Art Education
- Minor in Studio Art
- Minor in Art History
- Interdisciplinary minor in Film and Modern Art (see page 109)

Students seeking to prepare for teaching careers in Art should consult with the department chair or an appropriate advisor.

Major in Art

Requirements for a Major in Art with an Emphasis in Studio Art:

1. ART 201 and 202
2. ART 210, 212 and 213
3. Art 300
4. One course selected from ART 303-308
5. One course selected from ART 309-310
6. One additional course selected from ART 303-310
7. Four courses selected from ART 403-410 and 477
8. ART 483 and 484
9. ART 490 and 491
10. A minor as described below

Requirements for a Major in Art with an Emphasis in Art History:

1. ART 201 and 202.
2. ART 213.
3. ART 210 or 212.
4. One other course in studio art.
5. ART 300.
6. One course selected from ART 381, 382 or 383.
7. One course selected from ART 384, 385, 386.
8. One course selected from ART 387, 388, 484.
9. ART 483.
10. Two additional courses selected from ART 381-390, ART 484, or ART 478.
11. ART 492.
12. A minor as described below.

Requirements for a Major in Art with an Emphasis in Art Education:

This degree track fulfills the California Requirements for the Single Subject Waiver in Art. After completing this major program, qualified students may then pursue a single subject credential:

1. ART 201 and 202
2. ART 210, 212 and 213
3. ART 300
4. ART 304 and 310
5. One course selected from ART 305-309
6. Communications 386
7. ART 401 and 402
8. Three courses selected from ART 403-410, 444, or 477 (at two of these must be in the same artistic medium).
9. ART 483 and 484
10. ART 490 and 491
11. A minor as described below.

All students majoring in Art (under each emphasis) must complete one of the following options:

1. A special minor.
2. A minor consisting of at least 20 quarter units designated by another discipline.
3. One of the interdisciplinary concentrations or minors.

Minor in Art

For a Minor in Studio Art, students must take four five-unit courses, three of which must be upper division. For a Minor in Art History, students are strongly recommended to complete ART 201 and ART 202, and two upper division courses. Students wishing to complete a Minor in Art with a mixture of Studio Art and Art History courses should consult with a member of the Art faculty.

COURSE DESCRIPTIONS

Lower Division

ART 101 Practice and Appreciation of the Visual Arts (5)

Introduction to the elements and nature of the visual arts and to critical awareness of the content, purpose, and value of particular works. [F, W, S]

ART 201 Survey of Art, Prehistory to C.E. 1400 (5)

Key monuments in art in world civilization from man's beginnings to C.E. 1400. Attention is given to historical, philosophical and cultural aspects affecting art in each period and culture studied. Prerequisite: satisfactory completion of or concurrent enrollment in ENGL 100, or the equivalent. [F]

ART 202 Survey of Art, C.E. 1400 to Present (5)

Key monuments in art in world civilization from C.E. 1400 to our current age. Attention is given to historical, philosophical and cultural aspects affecting Art in each period and culture studied. Prerequisite: satisfactory completion of or concurrent enrollment in ENGL 100, or the equivalent. [W]

ART 210 Three-Dimensional Form (5)

A lecture/laboratory course in the design principles used in creating three-dimensional art forms. Students develop proficiency in the use of materials such as clay, wood, metal and plaster. Materials fee required. (CAN ART 16)

ART 212 Basic Two-Dimensional Design (5)

An introduction to the theory, principles and elements of design. Three lecture/discussion and four studio-laboratory hours per week. (CAN ART 14)

ART 213 Beginning Drawing (5)

Introduction to drawing and composition including drawing from the human figure. Three lecture/discussion and four studio-laboratory hours per week. (CAN ART 8) [W]

ART 214 Beginning Painting (5)

An introduction to basic skills in painting as well as to the selection of materials and the preparation of canvas. The student works with oils, acrylics, latex and synthetic pigments. Three lecture/discussion and four studio-laboratory hours per week. (CAN ART 10)

ART 216 Introduction to Clay and Ceramics (5)

Introduction to ceramic processes with special emphasis on wheel-throwing, glazing, and firing techniques. Some attention will be given to hand-building and the history of ceramics and ceramic techniques. Materials fee required. (CAN ART 6)

ART 218 Beginning Photography (5)

An introduction to basic skills of camera use, negative development and printing for the artist photographer. Emphasis on the use of photography as a method of visual documentation. Three lecture/discussion and four studio-laboratory hours per week. Materials fee may be required. (CAN ART 18)

ART 277 Special Studies in Art (1-5)

Classes, individual research, and/or group investigation of selected topics in Art. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

ART 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning, which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

ART 299 Individual Study (1-5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair. (By petition only.)

Upper Division

ART 300 Theories of Art (5)

A brief history of the aesthetic theories of art in cultures throughout the world, and examination of methods of criticism used to define "good" art. This is a writing intensive course. Prerequisite: Satisfactory completion of ENGL 110 or equivalent and upper division standing.

ART 303 Life Drawing (5)

Development of methods and techniques in the study of form and structure as it relates to human proportions and anatomy using a variety of media and techniques.

ART 304 Painting (5)

Use of various painting media to emphasize two-dimensional pictorial structure. Design fundamentals are applied to graphic space, organization and imagery. Materials fee required. [F, W, S]

ART 305 Screen Printing (5)

Basic screen printing processes, including screen construction, block-out techniques, color registration, and basic photo-screen techniques. Materials fee required.

ART 306 Etching (5)

Basic intaglio processes, including engraving, aquatint, acids, grounds and basic printing technology. Materials fee required.

ART 307 Lithography (5)

Basic stone processing techniques, including etching, roll-up, stone preparation, editioning, ink body formulation, paper technology, and basic color processes. Materials fee required.

ART 308 Photography (5)

Basic black and white processes, including negative development, camera technology, exposure, printing procedures, and presentation of completed images. Materials fee required.

ART 309 Sculpture (5)

An introduction to the materials, technologies and aesthetic attitudes used in creating sculpture. Emphasis is placed on an exploratory examination of sculptural concerns in the twentieth century. Materials fee required. [F, W]

ART 310 Ceramics (5)

Introduction to ceramic processes of hand building, wheel-throwing, glazing and firing techniques as practiced by the studio potter and the ceramic sculptor. Materials fee required.

ART 330 Survey of the Art of the Orient (5)

The art and architecture of India, China, and Japan from prehistory to ca. A.D. 1600, with brief consideration of later developments.

ART 381 The Art of Ancient Greece (5)

The art and architecture of ancient Greece from the Bronze Age to the end of the First Century B.C. Emphasis is placed on the art of the Classical Age.

ART 382 Roman Art (5)

The art and architecture of Rome and her Empire from the 8th century B.C. to ca. A.D. 400.

ART 383 Medieval Art (5)

The development of the Medieval schools and styles in Europe from the 4th century to the 15th century.

ART 384 The Art of the Italian Renaissance (5)

Painting, sculpture and architecture in Italy from the Fourteenth through the Sixteenth Centuries. Emphasis will be placed on the High Renaissance achievements in the arts. Prerequisite: ENGL 110.

ART 385 The Art of the Northern Renaissance (5)

An examination of the Late Gothic style of painting, sculpture and architecture of the Fifteenth Century in Northern Europe, and the gradual development through Italian influence of a true Renaissance style of art and architecture in the Sixteenth Century.

ART 386 Baroque and Rococo Art (5)

The major artists and schools of art and architecture in Western Europe ca. 1600 to 1789.

ART 387 Nineteenth Century Art (5)

Neoclassical, Romantic and Early Modern art and architecture from 1775 to 1900.

ART 388 Art in the United States (5)

Art in the United States from the beginning of our country to the present. Emphasis is placed on the expression of American values through art.

ART 390 Women in the Visual Arts (5)

The history of female accomplishments in the visual arts, including examination of the problem of feminine imagery.

ART 401 Principles of Art Education (5)

Using selected studio experiences in drawing, painting and crafts, and reading about and viewing works of art, students consider human development in the visual arts, and learn fundamental criteria for making judgments about the quality and value of works of art. The history of art education is presented, and the student is made familiar with the various methodologies used in art education. [F, W, S]

ART 402 Crafts in Art Education (5)

An overview of the history, culture, applications, and impact of craft in education. The course provides an in-depth exploration of crafts in education through the making of various media, including textiles, fiber arts, pottery, and jewelry. Accompanying lectures examine these crafts and their implications in the future of our society, as well as the achievements of artisans who have made craft what it is today. [S]

ART 403 Drawing Studio (5)

Selected ideas and concepts in drawing, using a variety of media. Projects emphasize the development of an individual aesthetic and style. May be repeated three times for credit. Prerequisite: ART 213 or 303. [F]

ART 404 Painting Studio (5)

Selected ideas and processes of painting. Studio projects emphasize the development of a individual aesthetic and style by the student. May be repeated three times for credit. Materials fee required. Prerequisite: ART 214 or ART 304. [F, W, S]

ART 405 Printmaking Studio (5)

Concepts in printmaking, using a variety of media, with an emphasis on the development of an individual aesthetic. Materials fee required. May be repeated three times for credit. Prerequisite: ART 305 or 306 or 307.

ART 408 Photography Studio (5)

Concepts in photography, with an emphasis on the development of an individual aesthetic. Materials fee required. May be repeated three times for credit. Prerequisite: ART 308.

ART 409 Sculpture Studio (5)

Replaces old ART 345, uses the following course description: Problems and concepts in sculpture using a variety of media with the goal of developing an individual style and aesthetic. May be repeated three times for credit. Materials fee required. Prerequisite: ART 309. [W, S]

ART 410 Ceramics Studio (5)

Concepts in ceramics using a variety of approaches and techniques with the goal of developing an individual style and aesthetic. Advanced wheel-throwing and hand building, advanced glaze techniques and types of firing will be explored. May be repeated three times for credit. Materials fee required. Prerequisite: ART 310.

ART 421 Practicum in Gallery Management (1-5)

An exploration of concepts and principles used in managing an art gallery, including curating, preparing, and mounting exhibitions. The Todd Madigan Gallery at CSUB will serve as a "laboratory," and students will assist in preparing and mounting the quarter's art exhibitions. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

ART 444 Advanced Painting (5)

Advanced problems and concepts in painting, using a variety of media and approaches. Three discussion and four studio-laboratory hours per week. Materials fee required. Prerequisite: ART 404.

ART 476 Visiting Artist (1-3)

Students will work with a visiting artist in installing art work on campus, including conception, siting or installation, and fabrication. Course credit will vary according to the time spent on the project (one credit per ten hours of work on the project). [S]

ART 477 Special Studies in Art (1-5)

Classes, individual research, and/or group investigation of selected topics in art. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content. Possible fields of study are:

Drawing
Life drawing
Painting
Photography
Printmaking
Sculpture
Art Education

ART 478 Special Studies in Art History (5)

The period and subject matter of this course will be designated before the time of registration. May be repeated for different course content. Areas which may be covered by this course are:

Mesoamerican Art
The Classical Tradition in Art

ART 483 Modern Art c. 1865 to 1970 (5)

The development of Modernist art and architecture in Europe and the United States from 1865 to 1945, with an account of its spread throughout the world after World War II to the demise of Modernism as an artistic credo around 1970. Prerequisite: ENGL 110. [F, S]

ART 484 Contemporary Directions in Art (5)

An examination of movements in art since the late 1960s. Particular attention will be paid to the aesthetic premises and development of Post-Modernism and the New Expressionism. Taught in the seminar format. Recommended preparation: ART 483. [W]

ART 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

ART 490 Senior Art Project (3)

The production under faculty supervision of a culminating body of work in the student's chosen medium or media. [F, W, S]

ART 491 Senior Art Exhibition and Portfolio Development (3)

Exhibition of work in the University Gallery. The development of a portfolio, resume, and information of use to the professional exhibiting artist. [F, W, S]

ART 492 Senior Thesis (6)

An extensive research paper on a topic which is an outgrowth of the courses taken by the student in the major and the minor. The topic will be selected in consultation with an advisor and with the consent of the art faculty. A project proposal must have received approval no later than the preregistration period of the student's proposed final quarter. (By petition only.)

ART 497 Cooperative Education (1-5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine the application of credit.

ART 499 Individual Study (1-5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair. (By petition only.)

COMMUNICATIONS

Faculty Towers, 202A
(661) 664-2144
(661) 664-2063 (fax)
email: swestmore@csub.edu
http://www.csub.edu/comm/

Chair: **Andy Alali**

Faculty: **A. Alali, G. Byrd, O. Guevara, E. Jackson, J. Pratt**

Program Description

The Department of Communications offers the Bachelor of Arts in Communications (61 units). The program presents a combination of theoretical knowledge and analytical skill oriented to the recognition and solution of communication problems as they occur in their various forms and within diverse contexts and media.

Students completing a major in Communications have the opportunity to apply what they have learned in related activity and production courses as well as internships. They may concentrate their study in one of four areas of emphasis (Journalism, Public Relations, Computer Imaging, and Speech Communication), with a requirement for general familiarity in the other three areas. The general emphasis of this program is upon breadth and flexibility in preparation for a diversity of career opportunities.

The department offers a minor in Communication, a certificate in Communications, and in cooperation with the Fine Arts Department, an interdisciplinary Speech and Theatre minor.

Requirements for the Major in Communications (61 units)

Students completing a major in Communications will need to complete a minor in another field, and in consultation with a faculty advisor.

1. **General Core Requirements** (26 units)
   - A. **Lower Division Required Course** (5 units)
     COMM 274 Introduction to Communication Studies
   - B. **Upper Division Required Courses** (16 units)
     COMM 309 Theories of Communication
     COMM 315 Mass Media Law
     COMM 490 Senior Seminar
   - C. **Additional Upper Division Writing Course** (5 units)
     COMM 304 Technical and Report Writing

2. **Program Options** (15 units)
   Choose one of the following options:
   - A. **Journalism Option** (15 units)
     This option is designed for students interested in careers in newspapers, TV, radio, magazines, book publishing, technical writing, and web publishing.
     Required Courses:
     COMM 206 Issues and Practices in Journalism
     COMM 311 Feature Writing
     COMM 404 Public Affairs Reporting
   - B. **Public Relations Option** (15 units)
     This option is designed for students interested in careers in public relations, organizational/corporate/intercultural communication and the related field of marketing.
     Required Courses:
     COMM 206 Issues and Practices in Journalism
     COMM 305 Public Relations
     COMM 434 Communication for Business and Government
   - C. **Computer Imaging Option** (15 units)
     This option is designed for students interested in video production, computer graphics (animation and stills), and interactive presentation design. This concentration is ideally suited for the student desiring to specialize in video production, graphic design, and interactive gaming production/design.
     Required Courses:
     COMM 240 Media Arts
     COMM 307 Video Production I
     COMM 388 Multimedia Development I
   - D. **Speech Communication Option** (15 units)
     This option is designed for students interested in the theory and practice of persuasion, argument, and rhetoric. This concentration is ideally suited for the student desiring specialize in law, education, speechwriting, consulting and other service oriented fields.
     Required Courses:
     COMM 228 Public Speaking & Persuasion
     COMM 303 Rhetorical Theory & Criticism
     COMM 409 Theories of Argumentation

3. **Communications Studies Courses** (10 units)
Select two upper division courses from the list below:
COMM 308 Persuasive Campaigns and Social Movements
COMM 317 Ethical Issues in the Media
COMM 370 Intercultural Communication
COMM 376 Interpersonal Communication
COMM 377 Special Topics in Communications (when relevant)
COMM 405 Communication in the Organization
COMM 407 Media Technology in American Society
COMM 430 News as Ideology
COMM 435 Health Communication
COMM 460 History of Film
COMM 477 Special Topics in Communications (when relevant)

4. **Electives Courses** (10 units)
Ten (10) additional upper division units selected in consultation with a faculty advisor, from the department's offerings.

5. **Portfolio Requirement**
As part of COMM 490 (Senior Seminar), each student will prepare a portfolio that displays what has been gained from the major in Communications. The portfolio is a collection of materials that addresses each of the goals that the program faculty expects students to achieve, and it also includes a personal statement and a brief analysis of each course taken for the major in Communications.

   To create a portfolio, each student should maintain evidence from all communications courses and from other experiences that provide support for the student's accomplishments as a Communications major. Questions about the portfolio may be directed to the student's advisor or to any communications faculty member.

6. **Completion of a Minor, Special Minor, or Augmented Major**
Up to five units of an internship (496, 497), six units of activities courses (412, 414, 418, 420, 422), may be counted toward the major.

Requirements for the Minor in Communications

The minimum requirements for a minor in Communications are four courses totaling 20-quarter units; at the 200-level or above (at least three of which must be upper division). Up to six units in activities courses (212/412, 214/414, 218/418, 220/420, 222/422) may be counted toward the minor.

CSUB Debate

CSUB Forensics is an officially recognized and fully funded intercollegiate NDT style debate team whose members learn critical thinking, library research, and public speaking skills. Tournament schedule includes Salt Lake City, Dallas, Chicago, Kansas City, and locations in central and southern California. Full-time CSUB students in good academic standing are eligible for up to four units of academic credit per academic year by enrolling in Communications 212/412 for two consecutive quarters.

Public Relations Student Society of America (PRSSA) – CSUB Chapter

Public Relations Student Society of America is the preeminent public relations student organization in the world. The CSUB Chapter is chartered by the Public Relations Society of America (PRSA) Board of Directors. The mission of PRSSA is twofold: (1) to serve its members by enhancing their knowledge of public relations and providing access to professional development opportunities; and, (2) to serve the public relations profession by helping to develop highly qualified well-prepared professionals. Membership is open to students interested in public relations.

Speech and Theatre Minor

(For requirements, see listing under "Interdisciplinary Minors.")

Certificates in Communications

Option I – A student majoring in Communications who completes at least six courses (30 units) from the department's offerings in one of the following areas: Journalism, Public Relations, Computer Imaging, Speech Communication, or Communication Studies is eligible to receive a certificate recognizing that achievement.

Option II – A student not majoring in Communications who completes at least six courses (30 units) from the department's offerings in one of the following areas: Journalism, Public Relations, Computer Imaging, Speech Communication, or Communication Studies, is eligible to receive a certificate recognizing that achievement.

Option III – A student not majoring in Communications, in consultation with an advisor and the chair of

the department, may design a general certificate program, including COMM 309 Theories of Communication, and at least five other courses (25 units) reflecting the general scope of the communications discipline.

Teaching Credential – Liberal Studies

Communications is a concentration option for Liberal Studies majors.

COURSE DESCRIPTIONS

Lower Division

COMM 108 Strategies of Public Communication (5)

An introduction to public speaking and communication studies. Emphasis is placed on increasing the student's understanding of theory relating to the practice and criticism of public speaking, improvement of the student's public speaking and critical thinking skills, and an understanding of library research skills.

COMM 206 Issues and Practices in Journalism (5)

Study of the problems and techniques of journalism, including audiences and resources. Overview of history and development of print media. Examination of news sources, interviewing, reporting, writing, and ethics. Frequent exercises in news gathering and writing and preparing copy for publication.

COMM 212 Intercollegiate Debate (2)

Participation in intercollegiate debate tournaments. Emphasis is placed on theoretical and applied aspects of debate competition. Weekly meeting attendance, coaching time, and participation in two college debate tournaments required. Four activity hours per week. Prerequisite: permission of the instructor. May be repeated for credit.

COMM 214 Newspaper Production (2)

Production of a weekly laboratory newspaper, *The Runner,* to provide practical experience in news writing and editing, proofreading, photography, advertising, layout, paste-up, circulation. Minimum of six class hours per week. May be repeated three times for credit.

COMM 218 Copy Editing (1)

Essentials of newspaper copy editing, including newswriting, proofreading, and headline writing. Includes work on material submitted for publication in the weekly laboratory paper, *The Runner.* Two activity hours per week. May be repeated three times for credit.

COMM 220 Page Layout (1)

Focus on the principles of effective page composition to determine those patterns most effective for the readers, writers, and advertisers in both tabloid and standard newspapers. Two activity hours per week. May be repeated three times for credit.

COMM 222 Small Newspaper Management (1)

Fundamentals of newspaper management, including circulation, advertising, distribution, production supervision, and finances. Two activity hours per week. May be repeated three times for credit.

COMM 228 Public Speaking and Persuasion (5)

Discussion of advanced theories of persuasion and practical application of theories in prepared, researched speeches. Performance oriented course, augmented by written speech analyses and exams. Theory and speeches will build on ideas introduced in COMM 108 emphasizing ethical responsibilities of the speaker and critical analytic skills. Prerequisite: COMM 108 or its equivalent or instructor permission.

COMM 240 Media Arts (5)

An examination of the major aesthetic image elements—light, space, time-motion, and sound—and how they are used in video and film. Prerequisite: COMM 108 or the equivalent.

COMM 274 Introduction to Communication Studies (5)

Survey of the role of communication in daily life. Concepts and contexts of communication. Development of writing skills necessary for upper division work in the discipline. Prerequisite: COMM 108.

COMM 286 Computer Imaging (5)

An overview of computer hardware and software systems as they apply to developing a computer-based presentation. Integration of the various computer based presentations will be presented. The computer's function as an intermediate format will be explored. Students will develop a comprehensive overview of software and hardware systems currently used in the communications industry (television, newspapers, printers, advertising agencies, radio, etc.).

COMM 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

COMM 303 Rhetorical Theory and Criticism (5)

Introduction to methods employed in the description, interpretation and evaluation of discursive and non-discursive rhetorical artifacts. Survey of a range of rhetorical perspectives: traditional, experiential, dramaturgical, sociological, and postmodern. Students will engage in seminar discussion and complete written rhetorical analyses. Emphasis will be placed on the comprehensive and application of rhetorical perspectives/tools in written criticism. Prerequisite: COMM 108 or its equivalent or permission of instructor.

COMM 304 Technical and Report Writing (5)

Extensive practice in writing clearly and persuasively in technical and specialized forms such as reports of experiments, abstracts, business reports and proposals, letters, memoranda. Prerequisite: ENGL 110 or the equivalent with a grade of "C-" or better, and upper division standing. Cross-listed as ENGL 304.

COMM 305 Public Relations (5)

A study of public relations emphasizing mass communications, and including communications among such entities as business, education, labor, and their various audiences. Expository writing, publicity releases, photography, and use of news media in two-way communication. Prerequisite: COMM 206 for majors.

COMM 306 News Writing and Reporting (5)

Study of contemporary journalism techniques and their influence on the audience they serve. Exercises in news gathering, newspaper writing and interviewing. Prerequisite: ENGL 110 or the equivalent with a grade of "C-" or better and upper division standing.

COMM 307 Video Production I (5)

Examination of the theories and development of the skills necessary to work with video equipment. Visual literacy is a primary component of this course. Students will learn to effectively manage moving images in both a linear and nonlinear video editing situation. Prerequisite: COMM 240 or permission of instructor.

COMM 308 Persuasive Campaigns and Social Movements (5)

Critical analysis of the role of persuasion in contemporary discourse, with specific attention on issues involving political campaigns, social movements, advertising and consumerism. Consideration of the symbiotic relationship between society and the function and sustenance of these persuasive discourses. Course will employ a variety of analytic perspectives. Prerequisite: COMM 108 or ENGL 110 or its equivalent or instructor permission.

COMM 309 Theories of Communication (5)

How theories are constructed. Survey of theoretical approaches to communication drawing on the social sciences and humanities. Prerequisite: COMM 274 or the equivalent and completion of General Education Goal IV (Mathematical Reasoning).

COMM 311 Feature Writing (5)

Study of newspaper feature stories—their resources, their methods, and their appeal. Frequent exercises in the art of writing feature stories, with concentration on the human interest feature.

COMM 312 Graphic Communication (5)

Analysis of the ways in which typography, color, paper, ink, and illustration work together to enhance effective print communication. Comparative discussion of design elements of magazines, newsletters, newspapers, and brochures. Frequent exercises in design layout and preparing camera-ready copy using desktop publishing software.

COMM 313 News Editing (5)

Analysis of current news editing theories and their application in the publication of a major daily newspaper. Focus on the role of the managing editor. Frequent exercises to develop students' ability to make sound editing decisions.

COMM 314 Photojournalism (5)

Analysis of major theories and techniques of photojournalism combined with practice in their application. Three lecture/discussion and four activity hours per week.

COMM 315 Mass Media Law (5)

Designed to broaden the student's understanding of laws which pertain to the mass media. Philosophical appreciation of the legal framework within which the mass media operates and pragmatic familiarity with the legal problems most often encountered by journalists and related professionals is anticipated. The course will examine the development of the law regarding the First Amendment to the U.S. Constitution and such related legal areas such as libel, obscenity, censorship, privacy, free press and fair trial, journalist's privilege, the right of access to government information, access to the press, the doctrine of commercial speech (advertising), and copyright.

COMM 316 Principles of Group Discussion (5)

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.

COMM 317 Ethical Issues in the Media (5)

Analysis of ethical dilemmas in the media, with emphasis on ethical issues as they influence news gathering, reporting, advertising, and entertainment. Evaluation of the ethical culture of newsrooms and their codes of ethics; analysis of case studies as the basis for learning how to recognize and resolve ethical conflicts. Cross-listed as PHIL 317.

COMM 330 Speech Communication Skills for Management (5)

Speaking skills necessary for effective management. Includes training in presenting oral reports, using visual aids, interviewing strategies, conducting business conferences, interoffice and interpersonal communications, representing the company in the community, effective listening, and conflict/grievance resolution.

COMM 335 Negotiation (5)

Theoretical understanding of the communications concepts of bargaining and negotiation in diverse contexts—business, politics, industry, and labor. Practical skills in communication techniques commensurate with successful negotiating, e.g., role playing, problems solving, interpersonal communication, argumentation, arbitration, and principled negotiation. Emphasis on verbal messages, authority, suggestion, deadlines, timing.

COMM 350 Public Relations Writing (5)

Study of and frequent exercises in the principal types of writing used in the practice of public relations, including news and feature releases, reports, memoranda, radio and television copy, video scripts, institutional advertisements, and magazine articles. Study of communication flow, diffusion process, and semantics. Discussion of media relations and placement. Prerequisite: COMM 305.

COMM 360 Gender and Communication (5)

This course introduces students to differences in gender communication; analyzes how institutional, personal, and group factors affect the messages we produce and the meanings we assign to messages. It also assesses the extent to which gender can both enrich and complicate human communication, particularly in personal and professional environments. The course subscribes to an interdisciplinary approach that relies heavily on literature both inside and outside the field of communication. Fulfills GRE Requirement.

COMM 370 Intercultural Communication (5)

This course is designed to enhance the student's understanding of the importance of culture in human interaction and the linkages between communication and culture. Interdisciplinary approaches examine the influence different cultural backgrounds have on communication in everyday life, social service encounters, business, and international services.

COMM 374 3D Modeling (5)

This course is supported with 3D illustration & animation software. Students will use Bezier-based modeler along with Modeling Wizard to automate model creations. Object deformers include: scale, stretch, twist, bend, and shatter. Contemporary modeling design concepts, along with applied design for specific contextual needs are the focus of this course.

COMM 375 Design Marketing Strategies (5)

The student will gain an understanding of basic principals in marketing advertising design and communication strategy. Topics include: print media mix; corporate/commercial/institutional target market; areas of endeavor; research and development; proposal presentation; pricing and client interaction. Portfolio and communication strategies will be evaluated with emphasis on effective advertising design and client communication.

COMM 376 Interpersonal Communication (5)

Analysis of the process of communication as it occurs between individuals and in small groups in everyday life. Attention is given to communication interactions within the family, in social situations, in organizations, and institutions. Both verbal and nonverbal codes considered.

COMM 377 Special Topics (1-5)

Analysis of the public communicator in action and the laws, strategies, and situations that influence the process of public persuasion. Specific topic determined by instructor. May be repeated for different course content.

COMM 386 Computer Graphics (5)

The introduction of students to the basics of effective graphic communication. Students will acquire a working knowledge of the principles of design and the elements of visual communication as they relate to computer graphics. Students will be able to solve communication problems through an understanding of the concepts of symbolic and representational graphics. Aspects of visual perception will be considered as part of the communication process.

COMM 388 Multimedia Development I (5)

This course offers theories and ways of integrating text, audio, graphics, still images, and motion pictures into a computer-controlled multimedia product. The participants will learn how to make logical connections among these elements and make the entire package interactive.

COMM 390 Publishing on the World Wide Web (5)

This course guides students through the history and current use of the Internet, especially the World Wide Web. Students will learn to set up and maintain Web pages. Emphasis is on the types of information found on the Web, how they are organized, how search engines operate, and how communicators use the Web to disseminate and investigate information. Students build their own Web pages with links to relevant sections of existing Web sites.

COMM 391 Digital Imaging I (5)

An introductory/intermediate class focusing on theory and the creation and production of high quality digital images. A series of hands-on lessons covering paths, masks, layers, color correction, scanning, resolution, resizing, modes, file formats, importing and exporting as well as an overview of graphic design/visual communication techniques.

COMM 402 Public Relations Strategies (5)

Analysis and application of the multiple stages of planning and implementing effective public relations programs, including anticipating and defining problems, strategic planning, taking action, and evaluation. Emphasis on taking a proactive approach to crisis management. Prerequisite: COMM 305.

COMM 404 Public Affairs Reporting (5)

Detailed investigation of covering public affairs, including reporting on public and government agencies, researching public records, and writing clear articles. Students will be trained in Computer Assisted Reporting. Study of structure and function of state and local government, state open meeting and public records laws, structure of judicial and criminal justice systems. Students will adopt a local government agency, attend meetings, establish news sources within the agency, and write articles about agency meetings and issues. Prerequisite: COMM 206 or 306 or permission of instructor.

COMM 405 Communication in the Organization (5)

The nature and flow of communication in organizations and institutions. Theory and techniques of solving communication problems in organizations; practical experience in writing and speaking. Among topics discussed are the organization as a communication system, theory of organization, analytical techniques for evaluating the quality of organizational communication, the use of communication skills to facilitate organizational change.

COMM 407 Media Technology in American Society (5)

Analysis of the development and impact of media technology as it transforms the ways in which we generate, transmit, assess, and understand mediated messages in contemporary American society. Evaluation of the impact of media technology on the role of communication in information processing, values acquisition and personal behavior, social construction of reality, group dynamics, and social interaction. Emphasis on mass communication.

COMM 409 Theories of Argumentation (5)

Survey of European and American argument theorists throughout the classic and contemporary period. Emphasis placed on the writings of Aristotle, Isocrates, Chaim Perelman, Stephen Toulmin, Jurgen Habermas and others. Applied topical discussion focuses on legal, political, and socioeconomic argumentation. Prerequisite: COMM 108 or its equivalent or COMM 212/412 or permission of instructor.

COMM 412 Intercollegiate Debate (2)

Participation in intercollegiate debate tournaments. Emphasis is placed on theoretical and applied aspects of debate competition. Weekly meeting attendance, coaching time, and participation in two college debate tournaments required. Four activity hours per week. Prerequisite: Permission of the instructor. May be repeated for credit.

COMM 414 Newspaper Production (2)

Production of a weekly laboratory newspaper, *The Runner*, to provide practical experience in news writing and editing, proofreading, photography, advertising, layout, paste-up, circulation. Minimum of six class hours per week. May be repeated three times for credit.

COMM 418 Copy Editing (1)

Essentials of newspaper copy editing, including news writing, proofreading, and headline writing. Includes work on material submitted for publication in the weekly laboratory paper, *The Runner.* Two activity hours per week. May be repeated three times for credit.

COMM 420 Page Layout (1)

Focus on the principles of effective page composition to determine those patterns most effective for the readers, writers, and advertisers in both tabloid and standard newspapers. Two activity hours per week. May be repeated three times for credit.

COMM 422 Small Newspaper Management (1)

Fundamentals of newspaper management, including circulation, advertising, distribution, production supervision, and finances. Two activity hours per week. May be repeated three times for credit.

COMM 425 Magazine Editing (5)

Principles of magazine editing and production, including editorial concepts, creative editing, editorial research and administration, production efficiency, and layout design. Frequent exercises in copy editing and creating titles that sell. Lecture/discussion, production. Prerequisite: COMM 312 or permission of the instructor.

COMM 430 News as Ideology (5)

Investigation of cultural world-views and professional values that structure news coverage in the United States. Emphasis on socioeconomic relations and theories of knowledge from which these world-views and values emerge. Analysis of news coverage of contemporary and historical events, including representations of non-western cultures and of nondominant social groups in the United States. Prerequisite: COMM 274 or PHIL 100 or PHIL 201 or permission of instructor. Cross-listed as PHIL 430.

COMM 432 Case Studies in Public Relations (5)

Detailed investigation of the theory and practice of public relations through study of major public relations cases. Examination of constraints involved in research, setting objectives, designing and executing programs, and evaluating results. Analysis of cases as models for effective relations with media, internal audiences, community members, government agencies, investors, consumers, and special interest groups. Prerequisites: COMM 305 or permission of the instructor.

COMM 434 Communication for Business and Government (5)

Application of public relations strategies and theories to directing and participating in organization meetings, conferences, and seminars; to development of technical reports and manuals; and to making presentations at trade shows. Exercises in making videos, slide presentations, and brochures/magazines to enhance organizational communication. Prerequisite: COMM 305 or permission of the instructor.

COMM 435 Health Communication (5)

The role of communication in disease prevention and control. Offers guidance for planning, implementing, and assessing the effectiveness of communication programs for public health and how existing health knowledge can be effectively communicated to inform, influence, and motivate institutional or public audiences.

COMM 440 Video Production II (5)

Development of visual literacy, image juxtaposition, and composition. Advanced practice in writing, designing, producing, and editing video programs, including special editing techniques in both audio and video. Three class demonstration hours and four activity hours per week. Prerequisite: COMM 307 or permission of instructor. A field trip fee may be required. Consult Class Schedule for specific details.

COMM 450 Documentary Production (5)

Analysis of the subject, purpose, forms, and production methods of the documentary film/video. Historical review and individual student productions are the primary emphasis in the course. Prerequisite: COMM 440 or permission of instructor.

COMM 460 History of Film (5)

History of film from the Edison Kinetoscope through *Citizen Kane.* Industrial, social, stylistic, and theoretical aspects in a variety of national and cultural contexts. Emphasis on commercial and avant-garde forms and their connection to twentieth-century aesthetic, economic, and political currents. Cross-listed as ENGL 460.

COMM 477 Special Topics in Communication (variable units)

Study, analysis, and/or production in various media or in speech communication. Specific course content to be determined by instructor. May include directed field study in technical communication. Prerequisite for topics in technical communication: COMM 304.

COMM 480 Advanced Technical Communication (5)

Principles and practices of writing material particular to science and technology. Includes expanded definitions, technical descriptions, process explanations, instruction pamphlets, manuals, laboratory reports, proposals, and presentations. Prerequisite: COMM 304. Cross-listed as ENGL 480.

COMM 481 Advanced Business Communication (5)

Principles and practices of writing material particular to business administration, management, and marketing. Includes special purpose letters (request, inquiry, claim, adjustment, accommodation, sales, refusal, credit, collection, good will), promotional literature, news releases, policy statements, informal reports to stockholders, adaptation of the language of contracts, guarantees, and warranties for customers with no legal background. Prerequisite: COMM 304. Cross-listed as ENGL 481.

COMM 484 Interactive Video Production (5)

The concepts and principles of interactive video and the use of video in interactive learning will be examined. The application of interactive programming in the market place will be discussed and students will plan, produce, and evaluate their own interactive program integrating graphics, sound, and video. Prerequisite: permission of instructor.

COMM 486 Computer Advertising Design (5)

The course will introduce students to the basics of effective advertising design. Students will learn to render effective, comprehensive layouts for various advertising media. They will acquire a working knowledge of the graphic design principles and elements of visual communication that relate to advertising design and be able to solve advertising problems through an understanding of form and content. The concepts of product benefit, research, and design briefs will be presented along with aspects of visual perception as part of the design process.

COMM 488 Multimedia Development II (5)

Advanced methods of integrating text, audio, graphics, still images, and motion pictures into a computer-controlled multimedia product. Students will learn how to make logical connections among these elements and make the entire package interactive. Primary authoring software Macromedia Director & Lingo. Prerequisite: COMM 388 or permission of instructor.

COMM 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition to the department only on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

COMM 490 Senior Seminar (6)

An advanced course in analysis and application of communication research methods. Specific topics will vary. Individual student research projects and reports. When possible, students contribute to ongoing faculty research. Students will submit a portfolio demonstrating skills and knowledge gained in the Communications major. Prerequisite: COMM 309.

COMM 491 Digital Still Imaging II (5)

Advanced graphic communication. Students will work at an advanced level on principles of design and the elements of visual communication as they relate to computer graphics. Original and existing materials will be manipulated using abstract, symbolic, and representational graphics. Aspects of visual perception will be considered as part of the communication process. Primary authoring system will be Adobe Photoshop and other systems. Prerequisite: COMM 391 or permission of instructor.

COMM 496 Internship in Applied and Professional Communication (1-5)

Designed to permit the student to gain practical experience in the field of professional communication, primarily at an off-campus site. Students are assigned to various business firms or agencies and work under joint supervision of supervisors and the course instructor-internship coordinator. Requires participation in staff and internship conferences, assigned readings/projects where appropriate. Offered only on a credit, no-credit basis. (Arrangements should be made with the internship coordinator well in advance of the quarter in which the internship is to be taken, as the number of available internships is limited.)

COMM 497 Cooperative Education (5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to the approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only; no retroactive credit will be allowed.

COMM 499 Individual Study (5)

Special projects developed by the individual student in consultation with the designated instructor. Admission with consent of department chair.

CRIMINAL JUSTICE

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Chair: **Robert Fong**

Faculty: **S. Haas, D. Hall, J. Yasukochi**

Adjunct Faculty: **B. Barton, W. Clark, D. Flynn, N. Mahan, J. Martinez, R. Oberholzer, M. Williamson, D. Winett**

Program Description

The Bachelor of Arts degree in Criminal Justice is designed to provide a student familiarity with the basic components of the American "system" of criminal justice. This American "system" of criminal justice is really many systems organized on both a state and federal level and includes law enforcement, prosecution, courts, and corrections functions.

Requirements for the Major in Criminal Justice

Prerequisites to the major:
1. CRJU 240 Introduction to Criminal Justice
2. CRJU 200 Statistical Methods in Criminal Justice, or MATH 140, or PSYC 200
3. PSYC 100 or SOC 100

Basic Core Courses:
1. CRJU 300 Research Methods in Criminal Justice
2. CRJU 310 Criminal Law
3. CRJU 371 Theoretical Perspectives in Criminal Justice
4. CRJU 490 Senior Seminar in Criminal Justice

Criminal Justice systems and areas courses:
1. Required courses:
   a. CRJU 376 Police Processes and Systems
   b. CRJU 378 Court Processes and Systems
   c. CRJU 379 Corrections Processes and Systems
2. Select two of the following:
   a. CRJU 380 Juvenile Justice Processes and Systems
   b. CRJU 410 Issues, Values and Ethics in Criminal Justice
   c. CRJU 420 Criminal Justice Policymaking
   d. CRJU 430 Victims and the Criminal Justice System
3. Special topics in Criminal Justice (select one from each of the following three themes)
   a. Race and Gender in Criminal Justice
      1. CRJU 325 Women and the Criminal Justice System
      2. CRJU 330 Race, Ethnicity, and the Criminal Justice System
   b. Youth, Crime and Violence
      1. CRJU 340 Drugs and Crime
      2. CRJU 345 Gangs in America
   c. Forensic and Field Explorations
      1. CRJU 480 Directed Research in Criminal Justice
      2. CRJU 494 Profiling Violence
      3. CRJU 495 Forensic Science
      4. CRJU 496 Internship in Criminal Justice
      5. CRJU 497 Cooperative Education

Minor, Concentration, and Special Minor

In addition to meeting the requirements for the major, the student must satisfactorily complete one of the three university required options listed below:
1. A special minor consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline.
2. A minor consisting of at least 20 quarter units within a minor program designed and approved by another discipline.
3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, and Women's Studies.

Requirements for the Minor in Criminal Justice

Four courses, including CRJU 240, or an approved equivalent, and three upper division Criminal Justice courses, as approved by the Department of Criminal Justice.

COURSE DESCRIPTIONS

Note: Among the courses comprising the Criminal Justice major (see above), those not found elsewhere in the catalog are listed below.

Lower Division

CRJU 200 Statistical Methods in Criminal Justice (5)

This course focuses on the use of statistics in operations, research and policymaking. Descriptive statistics, probability, the normal curve, linear regression, analysis of variance and other inferential statistics will be introduced and then applied to the field of criminal justice. This computer lab will be used for gaining a basic familiarity with computer-based problem-solving and data analysis. This course will provide an appropriate preparation for CRJU 300 Research Methods in Criminal Justice.

CRJU 240 Introduction to Criminal Justice (5)

The study of the criminal justice system and how the system deals with the American crime problem. The police, prosecution, trial courts, prisons and the juvenile justice system will be examined in relation to the control of crime. (CAN AJ 2) [F, W, S]

CRJU 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students, interested students should contact the department office.

Upper Division

CRJU 300 Research Methods in Criminal Justice (5)

Assumptions of scientific research and issues in philosophy of science. Examination of the relationship between theory and research within the field of criminal justice, with an emphasis on basic principles of research design, development of research instruments, and data collection, plus statistical analysis of data and familiarization with computer capability in criminal justice research. Prerequisite: CRJU 200 or its equivalent, or permission of instructor. [W, SS]

CRJU 310 Criminal Law (5)

An analysis of the doctrines of criminal liability in the United States and the classification of crimes as against persons and property and the public welfare, with special emphasis on the definition of crime and the nature of acceptable evidence in the State of California. Case studies include prosecution and defense decision making in the criminal law process. Prerequisite: CRJU 240 or its equivalent, or permission of the instructor. [F, S]

CRJU 325 Women and the Criminal Justice System (5)

This course considers the experience of women in their dealings with the criminal justice system from three perspectives: that of the female offender, the female crime victim, and the female employee or administrator. The course will approach these perspectives from both historical and contemporary contexts. The course examines specific types of criminality and victimization common to women as well as opportunities for women to participate in the administration of the criminal justice system as employees. The relationships between female criminality, victimization, and employment and broader social, political, and economic definitions of female deviance and conformity are addressed as well. [F, W, S]

CRJU 330 Race, Ethnicity, and the Criminal Justice System (5)

This course examines the criminal justice system's treatment of members of racial and ethnic groups in contemporary and historical contexts. Problems of racism, discrimination, and differential treatment experienced by members of racial and ethnic groups as accused persons, convicted offenders, and victims of crime are addressed. The course considers social, institutional, political, and economic factors that have influenced racial discrimination and bias in the criminal justice system. The course also considers measures that have been or need to be taken within the system to address the problems of past and ongoing racism. [S]

CRJU 340 Drugs and Crime (5)

A study of the relationship between addiction to chemical substances and crime. Topics of discussion include: history, origin, extent, and causes of substance abuse; impact of chemical substances on human behavior; substance abuse and criminal activity; societal and governmental reactions to substance abuse; and current prevention and treatment strategies of substance abuse. [W, S]

CRJU 345 Gangs in America (5)

An extensive review of case studies and empirical investigations aimed at providing students with an understanding of the nature and extent of gang membership and gang activity in America. Provides students with a greater understanding and appreciation for the complexity of the social forces that contribute to the creation of unique subcultures across gender, race, and ethnic divisions — specifically youth gangs in America. Primary consideration is given to the influence of cultural and societal assumptions held by the general public, academics, politicians, and the criminal justice system on issues of gender, race, ethnicity, and their subsequent impact on the study of gangs in America. Topics to be covered include: definition and measurement issues, theories and risk factors for gang involvement, issues of gender, race and ethnicity, gang research and public policy, and federal, state, and local prevention and intervention strategies. [F, W, S]

CRJU 371 Theoretical Perspectives in Criminal Justice (5)

A systematic examination of the major criminal justice systems. Analysis of the particular theoretical frameworks which guide the police, courts, and corrections in American society. Attention is directed to the relationship between day-to-day functions of the police, courts, and corrections on the one hand and theoretical schemes on the other. Prerequisite: CRJU 240 or its equivalent, or permission of the instructor. [F, S]

CRJU 376 Police Processes and Systems (5)

Philosophy, theory, and processes of American police agencies at the federal, state, and local level. Analysis of assumptions, policies, and practices. Discussion of strategies for implementing change in police organizations. Prerequisite: CRJU 240 or its equivalent, or permission of the instructor. [F, S]

CRJU 378 Court Processes and Systems (5)

Philosophy, theory, and processes of American criminal adjudication at federal and state levels. Analysis of prosecution and defense strategies, with special regard to both micro and macro political factors. Discussion of proposals for reform in criminal adjudication. Prerequisite: CRJU 240 or its equivalent, or permission of the instructor. [F, S]

CRJU 379 Corrections Processes and Systems (5)

Philosophy, theory, and the processes of American correctional institutions at federal, state, and local level. Analysis of assumptions, policies, and practices. Discussion of strategies for implementing change in correctional institutions. Prerequisite: CRJU 240 or its equivalent, or permission of the instructor. [W, S]

CRJU 380 Juvenile Justice Processes and Systems (5)

Philosophy, theory, and processes of juvenile justice in the criminal justice system and the specialized area of dealing with youth as contrasted with adults, from apprehension through courts and detention, including probation and parole. Analysis of assumptions, policies and practices. Discussion of strategies for implementing change in the juvenile justice system. Prerequisite: CRJU 240 or its equivalent, or permission of the instructor. [W]

CRJU 410 Issues, Values, and Ethics in Criminal Justice (5)

Examination and discussion of various issues, values, and ethical dilemmas that are of major concern to criminal justice professionals. Topics to be covered include: ethics vs. morals; laws and justice; police corruption; role of judges; prosecutorial discretion–plea bargaining, role of defense attorneys, role of correctional personnel; and the morality of capital punishment. Prerequisite: CRJU 240 or its equivalent, or permission of instructor. [F]

CRJU 420 Criminal Justice Policymaking (5)

This course examines how governmental bodies–the legislature, administrative agencies, and courts–make criminal justice policy and how affected agencies and officials implement and assess these policies. Students will apply their learning of policymaking bodies and processes, implementation, and assessment to problems such as prison crowding and the handling of serious chronic juvenile offenders. Prerequisite: CRJU 240 or its equivalent, or permission of instructor. [W]

CRJU 430 Victims and the Criminal Justice System (5)

An examination of the relationship between victims of crime and the criminal justice system. Primary consideration is given to cultural and societal assumptions about gender, race, class, ethnicity, and sexual orientation prevalent throughout the study of victimology. Special emphasis will be placed upon such topics as the characteristics of crime victims, patterns of crime reporting and non-reporting, the treatment of crime victims by the various components of the criminal justice system, victim assistance programs, victim compensation, and victims' rights laws. Prerequisite: CRJU 240 or its equivalent, or permission of instructor. [W]

CRJU 477 Selected Topics in Criminal Justice (1-5)

Offered periodically as announced. May be repeated for different course content.

CRJU 480 Directed Research in Criminal Justice (1-5)

This course will be available to students who demonstrate excellence in their academic studies and are interested in pursuing original research and scholarship beyond the opportunities provided by CRJU 300 Research Methods. Under faculty supervision, each student enrolled in the course would undertake an original individual research project. Consent of the instructor who will be supervising the research and approval of the chair of the Department of Criminal Justice are required. [F, W, S]

CRJU 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

CRJU 490 Senior Seminar in Criminal Justice (6)

Consideration of the nature of criminal justice and its relationship to other fields of study, with integration of material from other courses. Prerequisite: completion of, or concurrent enrollment in, other courses required to complete the major and the minor, or permission of instructor. [W, S]

CRJU 494 Profiling Violence (5)

This course will present the techniques necessary to develop a complete sociopsychological profile regarding various types of violent behavior. The rationale for psychological profiling, the analysis of violent crime scenes, and the role of criminological theories in the formulation of psychological profiles will be examined. Using intriguing case studies and telling illustrations, the complexity of the violent personality will be presented while maintaining a scientific focus and approach. The course will profile several violent crimes including: mass murders, serial murders, satanic rituals and cults, arson, rape pedophilia, domestic assault, and others. [S]

CRJU 495 Forensic Science (5)

This course will cover such topics as DNA testing, criminal profiling, crime scene reconstruction, and courtroom testifying skills. [S]

CRJU 496 Internship in Criminal Justice (1-5)

Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area. [F, W, S]

CRJU 497 Cooperative Education (5)

The cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor, working with the field supervisor). Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

CRJU 499 Individual Study (1-5)

Individual projects or directed reading for students qualified to carry on independent work. Prerequisite: Permission of department chair.

ECONOMICS

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Chair: **A. Grammy**

Faculty: **M. Evans, F. Falero, S. Khe´, M. Malixi, D. Oswald, J. VanGilder**

Program Description

Economics is the study of scarcity and of how societies organize the production and distribution of goods and services. Knowledge of economics can make a significant contribution to citizenship, cultural and intellectual development, and career preparation in diverse areas such as business, law, government, or teaching. Economics is an analytical discipline that reinforces skills such as decision-making under uncertainty, making logical deductions and statistical inferences, and collecting and analyzing data.

Economics majors who want to enter an applied field of business or government or apply to law school should meet with a department advisor to plan a Minor/Special Minor and determine the electives that best complement their career goals. Students intending to do graduate work in Economics should complete the calculus sequence and a Minor in Mathematics. Students planning to teach social studies at the secondary level can major in Economics and, at the same time, satisfy requirements for the Social Studies Teacher Preparation Program.

Requirements for the Bachelor of Arts in Economics

A. Lower Division Requirements
MATH 120 and 140
ECON 201 and 202

B. Upper Division Requirements
ECON 301, 302, 306, and 490
Five (5) economics electives

C. Minor or Special Minor

Requirements for the Bachelor of Arts in Economics, Pre-Law Concentration

A. Lower Division Requirements
MATH 120 and 140
ECON 201 and 202

B. Upper Division Requirements
ECON 301, 302, 306, 404, and 490
Four (4) economics electives

C. Special Minor: Four courses selected from the following. Two courses must be taken from Philosophy and two from Political Science.
PHIL 311 Marx and Marxism
PHIL 332 Ethics Theory
PHIL 333 Political Philosophy or PLSI 333 Political Philosophy and Thought
PHIL 334 Law and Morality
PHIL 335 Philosophy of Law
PHIL 350 Symbolic Logic
PHIL 498 Special Topics
PLSI 314 Judicial Power and the Constitution
PLSI 315 Civil Liberties
PLSI 370 Legal Reasoning

Social Studies Teacher Preparation Program within the Bachelor of Arts in Economics

The following course pattern satisfies all requirements for the Social Studies Preparation Program within the BA in Economics.

Requirements for the Social Studies Preparation Program

A. Basic Core Requirements
(13 courses, 65 quarter units)

1. Early US History (1 course)
   HIST 231
2. Modern US History (1 course)
   HIST 232
3. Foundations of Western Civilization (1 course)
   HIST 202, 204; RS 401
4. Making of the Modern World (1 course)
   HIST 102, 206
5. World Civilization: Asia and Africa (1 course)
   ECON 311, 312
6. Cultural Geography (1 course)
   ECON 395
7. American Government/US Constitution (1 course)
   PLSI 314, 315, 316, 317

8. International Relations/Comparative Government (1 course)
   HIST 436; PLSI 304, 305, 306, 309, 404
9. Microeconomics (1 course)
   ECON 201
10. Macroeconomics (1 course)
    ECON 202
*11. Cultural and Ethnic Perspectives (1 course)
    HIST 465, 466, 468; RS 365; SOC 327, 335, 336, 337, 338
*12. Gender Perspectives (1 course)
    ECON 380
13. California Perspectives (1 course)
    HIST 370, 371; PLSI 319

* Must select one course in #11 or #12 from Anthropology, Psychology, or Sociology.

B. Breadth and Perspectives
(5 courses, 22 quarter units)

14. US History (1 course)
    HIST 351, 352, 355, 356, 357, 358
15. World Civilization: Europe, Latin America (1 course)
    ANTH 350; HIST 306, 307, 308, 309, 325, 340, 442, 443; PLSI 309
16. International Comparative Economics (1 course)
    ECON 311, 410, 440
17. Ethnic and Religious Perspectives (1 course)
    RS 110, 111, 313, 331, 345, 348
18. Integrative Course (1 course)
    INST 390

C. Additional Requirements for the BA in Economics (7 courses, 35 quarter units)

1. Lower Division Requirements
   MATH 120 and 140

2. Upper Division Requirements
   ECON 301, 302, 306, and 490

3. Electives
   Any upper division economics course

4. Minor or Special Minor

Note: The Minor or Special Minor requirements can consist of (4) non-economics courses satisfying the Social Studies Preparation Program requirements.

Requirements for the Bachelor of Science in Economics

A. Lower Division Requirements
1. MATH 120 and 140
2. ECON 201 and 202

B. Upper Division Requirements
1. ECON 301, 302, 306, 420, and 490
2. Four (4) Economics courses (see Areas of Emphasis for specifics)
3. ACCT 220 or 345

C. Area of Emphasis (select one)

1. Agriculture and Natural Resources
   a. Economics courses must include ECON 370 and 371. Recommended: ECON 311, 395, 410, 440, 451.
   b. Completion of 30 quarter units of transferable course work from one of the following Associate Degree programs at Bakersfield College: Agricultural Business Management, Animal Science, Crop Science, Forestry, Horticulture, Ornamental Horticulture; or a comparable program of study at another college.

2. Business Economics
   a. Economics courses must include at least one of the following: ECON 404, 451, 465, 480
   b. Six (6) approved electives in Business Administration. Course patterns that build depth in one or two areas or that satisfy prerequisites for entrance into the MBA program are recommended. The following course pattern is recommended as preparation for careers with financial institutions: ACCT 220, 221, and 303; FIN 300 and 400; and ECON 430 or FIN 460 (an additional Accounting or Finance elective may be substituted for ACCT 345 under this course pattern).

3. Computer Applications
   a. Economics courses must include ECON 451 and 465
   b. One of the following, which is to include development of competencies in word processing, spread- sheets, database programming, and a programming language:
      (1) Completion of 30 quarter units of transferable course work from Associate Degree requirements in

Computer Studies or Computer Science at Bakersfield College, Computer Applications or Computer Information Science requirements at Antelope Valley College, or a comparable program at another college.

(2) Completion of a 30 quarter-unit approved program of study in Computer Science and/or Management Information Systems.

4. **International Economics**
   a. Economics courses must include ECON 395, 410, 440, and 311 or 312
      (1) Completion of an approved 20 quarter unit program of study from the following areas: Foreign Language, Geography, International Business, International Politics (Model United Nations recommended), or Area Studies.

Note: Economics majors should try to complete as many requirements as possible before enrolling in the economics electives.

Requirements for the Minor in Economics

Required courses:
1. ECON 201 Essentials of Microeconomics
2. ECON 202 Essentials of Macroeconomics
3. Two upper division economics courses.

For students with special interests within the field of economics, we recommend the following upper division course pattern:

Labor Economics
ECON 380 or 381, and 480

Economic History
ECON 305 and 306

Business Economics
ECON 404 and 451 or 465

Urban and Regional Economics
ECON 395 and 495

Financial Economics
ECON 430 and 435

International Economics
ECON 311 or 312, and 410 or 440

Resource and Environmental Economics
ECON 370 and 371

Economic Statistics
ECON 420 and MATH 339 or BEHS 500

COURSE DESCRIPTIONS

Lower Division

ECON 100 Economic Way of Thinking (5)

Introduction to economic analysis and the application of economic analysis to policy problems. In-depth investigation into selected problems as determined by current events. This activity-oriented course will incorporate simulations of the Stock Market Simulation, a biannual enrichment activity sponsored by the university's Center for Economic Education and Research.

ECON 105 Personal Economics (3)

Personal economic and financial planning problems that individuals and families encounter during the course of their lives. Topics include saving and investment decisions, insurance needs, income taxation, job opportunity analysis, current economic conditions, portfolio and credit management, and retirement planning. This activity-oriented course will incorporate simulations of the Stock Market Simulation, a biannual enrichment activity sponsored by the university's Center for Economic Education and Research.

ECON 201 Essentials of Microeconomics (5)

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. Lecture/discussion. Prerequisite: passage of ELM Test.

ECON 202 Essentials of Macroeconomics (5)

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. Lecture/discussion. Prerequisite: passage of ELM Test.

ECON 277 Contemporary Economic Issues (5)

An overview of the essentials of business economics. Topics include the economic way of thinking, market mechanism, money and banking, stabilization policy, market structure, economic role of government, human resource and operations management, human capital investment, international trade, marketing and business development, and social responsibility of business enterprises.

ECON 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning, which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

Upper Division

ECON 301 Intermediate Microeconomics (5)

Theory construction and application in the areas of consumer choice and demand, production and cost, competitive markets, general equilibrium, and welfare economics. Prerequisite: ECON 201 or permission of instructor.

ECON 302 Intermediate Macroeconomics (5)

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 with concentration on the tools of economic analysis. Lecture/discussion. Prerequisite: ECON 202 or permission of instructor.

ECON 305 Political Economy of Pre-Modern West: Plato to Adam Smith (5)

This course examines the pre-modern economies of the West from the ancient Greeks up to the dawn of the industrial revolution in the eighteenth century. It highlights the ways in which these economies were or were not modern and explains the differences in the context of the cultures within which they were embedded. The course also examines the ideas that people used before Smith to understand their economic world. Finally, it explores how these ideas dramatically changed during the course of the scientific revolution and how that transformation in thought helped to give rise to the political economy of Adam Smith. Prerequisites: at least junior standing and one economics course or permission of instructor.

ECON 306 History of Economic Ideas: Adam Smith to Present (5)

This course introduces students to the major theories that have formed the growth of modern economics as well as theorists who contributed to their development. After a brief look at the intellectual background to the eighteenth century, including mercantilism and the Physiocratic School, the rise and expansion of classical political economy from Smith to Ricardo and J.S. Mill are studied. Nineteenth century critics of orthodox political economy are examined. The significance of the nineteenth century marginalist revolution and the twentieth century developments in neoclassical theory are studied together with the Keynesian revolution and postwar developments in policy and theory. In addition, the course will focus on some of the methodological theories that have guided economists in their efforts to create a science of economics.

ECON 309 Economy and Society (5)

Application of economic theory to area studies, topics from California, United States, and world history, and enduring social problems. This activity-oriented course will incorporate simulations of the Stock Market Simulation, a biannual enrichment activity sponsored by the university's Center for Economic Education and Research. This course is not recommended for students majoring in Economics.

ECON 310 Economics of Health and Health Care (5)

Demand and supply of health care services and methods of financing health care expenditures. Topics include health care production, asymmetric information, demographic trends, medical insurance industry, government insurance programs, medical risk and liability, health care reform, and comparative health care systems. Prerequisite: one economics course or permission of instructor.

ECON 311 The Pacific Rim Economies (5)

Economic developments in China, Japan, and the newly industrialized economies of East Asia. Trade in the Pacific Rim. Places economic development in its cultural/geographic context and critically examines economic institutions and policies. Recommended: one economics course or permission of instructor.

ECON 312 Economies of the Middle East and North Africa (5)

A multi-disciplinary study of economic development in the Middle East and North Africa. Special emphasis will be placed on exploring policy measures that can lead the region toward long term interdependence, stability, and growth. Recommended: one economics course or permission of instructor.

ECON 370 Economics of Environmental and Safety Regulation (5)

Topics to include: static and dynamic efficiency and market failure; economic analysis of air, water, solid waste, and toxic policies; energy and the environment; benefit-cost policy analysis and case studies; tort and insurance issues; incentive-based regulations; monitoring and enforcement issues; risk assessment, management, and communication; global issues and agreements. Prerequisite: one economics course or permission of instructor.

ECON 371 Economics of Agriculture and Natural Resources (5)

Economic policy analysis of natural resource and sustainability issues with special emphasis on California agriculture. Topics include efficiency, sustainability, and market failure; groundwater and surface water management and transfers; soil fertility and cropland resources; bio-diversity and habitat protection; fertilizer and pesticide use; forest and rangeland resources; fisheries; wildlife resources and outdoor recreation; recycling; benefit-cost policy analysis and case studies; international issues. Prerequisite: ECON 201 or permission of instructor.

ECON 377 Current Economic Issues (3-5)

A study of the current economic and social issues such as education, health, taxation, social security, welfare reform, public debt, international trade, military spending, and financial market performance. May be repeated for different course content. Prerequisite: ECON 202 or permission of instructor.

ECON 380 Gender and Diversity in Workplace (5)

Development of topics in labor economics from the perspectives of gender studies. Considerations of both national trends and international comparisons. Topics include household production and time allocation, labor force participation, human capital accumulation, regional mobility, and occupational choices, wage differentials, discrimination, and poverty. Prerequisite: any introductory course in social and behavioral sciences or permission of instructor.

ECON 381 Poverty and Discrimination (5)

Investigation of reasons for poverty and discrimination such as governmental regulation, income inequality, low wage employment, lack of educational opportunities, and job immobility. This course will use the tools of economic analysis to study the causes and effects of poverty and discrimination and public policy options and private sector initiatives to reduce them. Prerequisite: any introductory course in social and behavioral sciences or permission of instructor.

ECON 390 Regional Economic Study (1-3)

A study performance of the local and regional economies, leading to a publication in the Kern Economic Journal. The student will work independently under the direction of a faculty sponsor in completing a project.

ECON 395 Economic Geography (5)

An examination of the spatial organization of economic activities. Topics include population dynamics and migration, natural resources and location, transportation and communication networks, agriculture and rural land use, urban land use, city location and urban hierarchies, industrial location, world economic regions, and international trade and investment patterns. Course also includes an introduction to Geographic Information Systems (GIS). (This course is also listed as GEOG 395 under "Interdisciplinary Courses.")

ECON 404 Law and Economics (5)

Theory construction and analysis of the economic effects of property, contract, and tort law. Integration of legal research using Lexis/Nexis. Application to significant policy issues. Prerequisite: one economics course or permission of instructor.

ECON 410 International Economic Development (5)

Analysis of major economic impediments to Third World development. Topics include: the structural changes accompanying development, theories of development, impediments to development, role of the international sector, and government policy. Prerequisite: one economics course, or permission of instructor.

ECON 420 Introduction to Econometrics (5)

A study of the essentials of econometric theory with computer-based applications. This course will enable students to construct empirical models, collect data, apply appropriate estimation techniques, and interpret the estimation results for decision making. Prerequisite: MATH 120 and 140 or their equivalent.

ECON 430 Money and Banking (5)

A 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. Prerequisite: ECON 202 or permission of instructor.

ECON 435 Public Finance (5)

A study of public sector economics. Project and policy appraisal. Market failure and applied welfare economics. Theory and applications relating to benefit-cost and cost-effectiveness analysis. Prerequisite: ECON 201 or permission of instructor.

ECON 440 International Economics (5)

Theory, and policy analysis pertaining to world payments systems, open economy macroeconomics, international trade, multinational enterprises and direct foreign investment, and the international migration of labor. Prerequisite: one economics course or permission of instructor.

ECON 451 Managerial and Decision Economics (5)

Application of empirical methods to managerial decisions. Topics include estimation of demand, sales forecasts, business conditions analysis, estimation of production and cost functions, pricing and advertising, and capital budgeting. Case studies and software applications. Prerequisite: ECON 201, MATH 120 and 140 or equivalents, or permission of instructor.

ECON 453 Engineering Economics (5)

The concepts and techniques for the analysis and evaluation of the worth of products, services, systems, and structures in relation to their cost, in real and normal terms. Economics and accounting cost concepts, calculating economic equivalencies, comparison of alternatives over time and over value, replacement economy, economic optimization in design and operations, and after-tax analysis. Present values, future values, and discounting are also covered. Prerequisites: MATH 120 and 140 or equivalents, and one course in economics or permission of the instructor.

ECON 465 Industrial Organization and Strategic Behavior (5)

Theoretical and empirical aspects of oligopoly theory. Price and non-price competition. The structure, conduct, and performance of selected American industries. Considerations of both antitrust policy and managerial perspectives. Prerequisite: ECON 201 or permission of instructor.

ECON 477 Selected Topics in Economics (1-5)

An in-depth study of an area of economics not included in current course offerings. May be repeated for different course content. Prerequisites as announced.

ECON 480 Labor Economics (5)

A study of labor force participation, labor demand, education and training, wage differentials, regional and occupational mobility, labor unions, and discrimination, poverty, and income distribution. Prerequisite: ECON 201 or permission of instructor.

ECON 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning, which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

ECON 490 Senior Seminar (6)

Student proposes and conducts an independent research project under the supervision of a faculty member. Student also compiles a portfolio of course materials for the assessment of the learning outcomes. Student should plan to take two quarters to complete the course. Prerequisite: upper class standing and completion of pertinent course work.

ECON 495 Urban and Regional Economics (5)

A study of economic theories of urban and regional development. Topics include: economic base and industry composition analysis; location of economic activity; principles of urban economic development, housing, transportation, poverty and unemployment and municipal finance; forecasting of economic activity using census and socioeconomic data; analysis of economic forces which influence spatial patterns and the relationship between spatial patterns, public services, land use planning and land use control processes. Prerequisite: ECON 201, or ECON 395, or consent of instructor.

ECON 496 Internship in Economics (1-5)

Internships may be arranged by the department with various agencies, business, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, and the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

ECON 497 Cooperative Education (5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

ECON 499 Individual Study (1-5)

Consent of department for the offering of independent studies.

GRADUATE COURSES

ECON 500 Economic Theory (5)

Economic theory for MBA candidates. Application of theory to business analysis. Topics include supply and demand analysis, cost theory, market structure, national income and interest rate determination and economic conditions analysis. (Not open to students who have completed ECON 201 and 202.)

ECON 510 Health Economics (5)

Economics and financing of health care. Topics include an economic perspective on health industry trends, health production functions, demographic trends and the demand for health care, markets for health professionals, hospital economics, risk and medical insurance, tort law and medical malpractice, regulation of health care, international comparisons of health care systems, and reform proposals.

ECON 661 Managerial Economics (5)

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. Carries credit in either Business Administration or Economics (This course is also listed as INST 661 under "Interdisciplinary Courses.")

ECON 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.

ENGLISH

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Chair:

Faculty: **S. Adjaye, M. Ayuso-Ventimiglia, L. Betty, R. Carlisle, S. Carter, L. Clymer, K. Flachmann, M. Flachmann, G. Hudson, S. Iyasere, V. Lasseter, C. Myers, M. Pawlowski, S. Stone, A. Troup**

Program Description

Study in the Department of English leads to an understanding of the nature of English and American literature and of the English language, its aesthetic and functional properties, its uses, and the methods by which impressions and ideas are articulated and communicated from one person to another.

The BA in English emphasizes study of the nature of the English language, the English and American literary traditions, creative writing, and critical approaches to literature. The program emphasizes both breadth and flexibility in preparation for a diversity of career opportunities.

The department also offers a minor in English Literature, a minor in Linguistics, a minor in Children's Literature, and, in cooperation with the Performing Arts Department, an interdisciplinary Speech and Theatre minor.

The Intensive English Language Center (IELC) offers a language immersion program into American English. The noncredit program offers daily instruction in reading/vocabulary, writing/grammar, and listening/speaking. TOEFL preparation is available (see IELC, page 129).

Requirements for the Major in English
(14 courses, 66 units)

1. Prerequisites: ENGL 101 or the equivalent
2. One course selected from ENGL 205, 207, 208, 290, 294, 295
3. ENGL 200 The English Major and Career Opportunities (1 unit – credit, no-credit)
4. ENGL 300 Approaches to Literature
5. ENGL 315 English Literature Survey I **or** ENGL 316 English Literature Survey II
6. ENGL 383 American Literature Survey I **or** ENGL 384 American Literature Survey II
7. ENGL 380 Major American Authors to the Civil War **or** ENGL 381 Major American Authors from the Civil War to 1900 **or** ENGL 382 Major American Authors from 1901 to the Present
8. ENGL 475 Genre Studies **or** ENGL 477 Studies in Literature and Society
9. ENGL 366 Studies in Race, Gender, Ethnicity
10. ENGL 325 Chaucer **or** ENGL 335 Shakespeare I **or** ENGL 336 Shakespeare II **or** ENGL 337 Milton
11. ENGL 320 Medieval English Literature: 450-1500 **or** ENGL 330 Renaissance English Literature: 1500-1660 **or** ENGL 340 Restoration and Eighteenth-Century English Literature: 1660-1785
12. ENGL 350 Romantic English Literature: 1785-1837 **or** ENGL 351 Victorian English Literature: 1837-1901 **or** ENGL 360 Modern English Literature: 1901-1945 **or** ENGL 361 Contemporary English Literature: 1945 to the Present
13. ENGL/LING 414 History of the Language **or** ENGL/LING 319 Structure of English **or** ENGL 391 Bible as Literature **or** ENGL 393 Classical Mythology **or** ENGL 396 Gothic Worlds
14. ENGL 490 Senior Seminar

Students must also complete one of the three options listed below:

1. A special minor consisting of at least 20 quarter units, approved by the student's advisor, 15 of which must be upper division, taken outside the major discipline.
2. A minor consisting of at least 20 quarter units.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see Interdisciplinary Concentrations & Minors).

Requirements for the Minor in English Literature

The minimum requirements for a minor in English Literature are: Four (4) courses in literature/linguistics totaling 20 quarter units, at the 200 level or above, at least three of which must be upper division. Courses that satisfy the GWAR do not count towards the minor in English Literature.

Requirements for the Minor in Linguistics

The minor in Linguistics is especially useful for elementary and secondary teachers and for those interested in ESL instruction. It consists of four five-unit courses from this group: ENGL/LING 319, 414, 415, 416, 417, 418, 420; SPAN 409, 412, 413, 420. ENGL/LING 415 is required.

Requirements for the Minor in Children's Literature

The minor in Children's Literature indicates the completion of specialized study in children's and young adult literature. The following four courses totaling 20 quarter units are required: ENGL 470, 471, 472, and 473.

Teaching Credential – English Teacher Preparation Program

The California Commission on Teacher Credentialing has authorized CSUB to offer a single-subject preparation program in English for students who wish to teach in California secondary schools. Please consult the Department of English for additional courses that may be required for the major in English.

Prerequisites
For all upper division literature courses: ENGL 101 or the equivalent and one survey course selected from ENGL 205, 207, 208, 290, 294, or 295. For ENGL 490: ENGL 300 and 311.

I. Core Requirements
Courses may not be double-counted between I and II, both of which are required. All of the following courses in Part I are required (11 courses, 52 units):
1. ENGL 200
2. ENGL 300
3. ENGL 315 **or** ENGL 316
4. ENGL 383 **or** ENGL 384
5. ENGL 366
6. ENGL/LING 319
7. ENGL 335 **or** ENGL 336
8. ENGL/LING 418
9. ENGL 410
10. ENGL 311
11. ENGL 490

II. Breadth Requirements
Choose one option below (five courses from one option):

A. Literature Option
(one course from each group)
1. ENGL 320, 325, 330, 337, 340
2. ENGL 350, 351, 360, 361
3. ENGL 380, 381, 382
4. ENGL 364, 365, 370, 372, 469
5. ENGL 362, 363, 373, 375, 391, 392, 393, 394, 396, 475

B. World Literature Option
(choose five courses)
1. ENGL 290
2. ENGL 292
3. ENGL 294
4. ENGL 295
5. ENGL 391
6. ENGL 392
7. ENGL 393
8. ENGL 394
9. ENGL 475 (depends on content; see department)

C. Ethnic Literature Option
(choose five courses)
1. ENGL 207
2. ENGL 364
3. ENGL 365
4. ENGL 370
5. ENGL 372
6. ENGL 475 (depends on content; see department)

D. Linguistics Option
(all courses)
1. ENGL/LING 414
2. ENGL/LING 415
3. ENGL/LING 416
4. ENGL/LING 417
5. ENGL/LING 420

E. Journalism Option
(choose five courses)
1. COMM 306
2. COMM 312
3. COMM 414 (6 units)
4. Choose two: COMM 311, 314, 404

F. Theatre Arts Option
(five courses from at least two groups)
1. Acting: THTR 232, 233, 234, 401
2. Technical Theatre: THTR 202, 203, 241, 352, 402, 403
3. Directing: THTR 361

Post-Baccalaureate Certificate in Writing

Certifies the completion of specialized training in writing by those who hold a BA degree or an MA degree, whether or not they are involved in a graduate degree program. Candidates for this certificate must complete with a "B-" or better three specific graduate writing courses, ENGL 504, 505, and 506, and one other writing course at the 400 or 500 level offered by the Department of English.

Post-Baccalaureate Certificate in Children's Literature

Certifies the completion of specialized study in children's and young adult literature by those who hold a BA degree or an MA degree, whether or not they are involved in a graduate degree program The following four courses totaling 20 quarter units are required: ENGL 470, 471, 472, and 473.

COURSE DESCRIPTIONS

Lower Division

ENGL 80 Reading and Writing (5)

Designed to improve reasoning, reading, and writing skills. Required for students whose English Placement Test scores indicate that they will benefit from special work in basic skills prior to enrollment in ENGL 100.

ENGL 90 English as a Second Language (5)

This class concentrates on the development of English literacy skills needed by nonnative English speakers to succeed in an American university. Students will combine sentences, summarize academic texts, write paragraphs and short papers, and develop skills in editing the grammar and mechanics of written English. Required of international students whose English Placement Test score is T141 or below.

Note: ENGL 90 is offered through the Intensive English Language Center (IELC) in Extended University. Students must register directly with IELC at (661) 664-2014.

ENGL 100 Critical Thinking and Writing (5)

Study of essential rhetorical patterns to help students develop effective college level writing skills. Frequent short papers in a variety of essay modes. Frequent exercises to review fundamentals of spelling, punctuation, grammar, and syntax. Prerequisite: English Placement Test score of between 142 and 154.

ENGL 101 Introduction to Literature: Texts and Contexts (5)

An introduction to major literary works as they embody traditional forms and enduring themes and as they occur in social, historical, or aesthetic contexts. Includes the study of the four basic genres (poetry, fiction, drama, and nonfiction prose), specific critical approaches to literary analysis and interpretation, and the use of basic research techniques to achieve an understanding of the ideas and methods implicit in great literature. Prerequisite: ENGL 100 or the equivalent. This is a writing intensive class. (CAN ENGL 4)

ENGL 110 Writing and Research (5)

Practice in expository writing, including the college term paper. Frequent writing assignments. Prerequisite: ENGL 100 with a grade of "C-" or better or equivalent; CEEB-APT score of 3, 4, or 5 earns credit for and exempts students from English 110 and 101; CEEB Achievement Test in English essay score of 600 or above; SAT verbal section score of 470 or above; ACT English Usage test score of 23 or above (taken prior to October 1989); ACT Enhanced English Usage test score of 25 or above (taken October 1989 or later); CSU-EEE score of "Pass" or "EPT-Exemption"; or CSU-EPT score of 155 or better. Library Research Skills – Laboratory required (5 one-hour and twenty minute sessions per term).

ENGL 200 The English Major and Career Opportunities (1)

Introduction to requirements for the major and for the English Teacher Preparation Program. In addition, an exploration of career opportunities for English majors in a variety of professions, including teaching at all levels, writing, publishing, public relations, and others. Required for majors. Offered on a credit, no-credit basis only.

ENGL 205 Introduction to the Study of American Literature (5)

American literature from colonial times to the present. This is a writing intensive class.

ENGL 207 Ethnic-Minority American Literature (5)

An introduction to a body of literature that is not often included in the traditional American literature curriculum. Major works of African-American, Asian-American, Native American, and Chicano literatures. Some study of the social and cultural contexts out of which this literature emerges will be included. This is a writing intensive class.

ENGL 208 Major British Writers (5)

The study of selected works of classic British literature. Representative writers may include Chaucer, Shakespeare, Spenser, Donne, Milton, Dryden, Pope, Swift, Johnson, Boswell, the Romantic poets, Tennyson, Browning, and selected moderns. This is a writing intensive class.

ENGL 235 Shakespeare's World (5)

An introduction to the world in which Shakespeare lived and wrote. Using an interdisciplinary approach which brings together English literature, theatre, and media (videotapes of the plays), the class is designed to examine Renaissance England's historical, social, artistic, literary, theatrical, moral, and ethical milieu through a detailed study/video-viewing of five selected plays. This is a writing intensive class.

ENGL 272 Reading and Writing Poetry (5)

Contemporary poetry from 1960 to the present. Reading and studying various contemporary poets and then using the knowledge gained to develop individual poetic styles. Prerequisite: ENGL 110 or the equivalent.

ENGL 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

ENGL 290 Introduction to World Literature (5)

An introduction to the study of world literature in English translation. Texts will represent a variety of authors and eras, cultural contexts, and the major genres—drama, fiction, and poetry. Readings from such authors as Sophocles, Dante, Cervantes, Mishima, Kawabata, Borges, Dinesen. Fundamental emphasis will be placed on method—the techniques of comparative analysis and interpretation.

ENGL 294 Masterpieces of Early Western World Literature: The Greeks to the Renaissance (5)

Representative masterworks from key periods of western culture from the Greeks to the Renaissance (including all the major genres—poetry, fiction, drama) studied from the vantage point of both their historical significance and their enduring esthetic significance. Discussion and application of critical techniques to enlarge the student's understanding and appreciation of literature and to increase skill in interpretation. This is a writing intensive class.

ENGL 295 Masterpieces of Late Western World Literature: The Enlightenment to the Present (5)

Representative masterworks from key periods of western culture since the Enlightenment (including all the major genres—poetry, fiction, drama), studied from the vantage point of both their historical significance and their enduring esthetic significance. Discussion and application of critical techniques to enlarge the student's understanding and appreciation of literature and to increase skill in interpretation. This is a writing intensive class.

ENGL 299 Individual Study (variable units)

Upper Division

ENGL 300 Approaches to Literature (5)

A seminar in the practical application of various critical approaches to the study of poetry, fiction, and dramatic literature. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 304 Technical and Report Writing (5)

Extensive practice in writing clearly and persuasively in technical and specialized forms such as reports of experiments, abstracts, business reports and proposals, letters, and memoranda. Cross-listed as COMM 304. Prerequisites: ENGL 110 or the equivalent with a grade of "C-" or better, and upper division standing. Fulfills the GWAR. Does not count toward the major or minor.

ENGL 305 Modes of Writing (5)

An online course in effective expository writing. Emphasis on writing as a process. Prerequisite: Grade of "C-" or better in ENGL 110 or the equivalent, upper division standing, and Internet and word processing skills. Fulfills the GWAR. Counts towards the Teacher Preparation Programs in English, Liberal Studies, and Child Development. Does not count toward the major or minor.

ENGL 310 Advanced Writing (5)

Comprehensive study of the techniques of effective expository writing. Emphasis on development of prose style. Frequent writing exercises both in and out of class. Prerequisite: ENGL 110 or the equivalent, and upper division standing. Fulfills the GWAR. Does not count toward the major or the minor.

ENGL 311 Writing Literary Analysis (5)

This course is designed to assist majors in developing their skills in writing in the discipline, specifically, writing literary analysis and criticism. The course also serves as a companion and supplement to ENGL 300; thus both courses serve as co-requisites. ENGL 311 can prepare students for English 300 by introducing them to the written practice of criticism, and can also serve as a follow-up by allowing students to apply the knowledge of theory and criticism acquired in ENGL 300 for the practice of written analysis. Prerequisite: ENGL 101; Co-requisite: ENGL 300.

ENGL 315 English Literature Survey I (5)

Analytical survey of major works and major writers from the Anglo-Saxon period to the Restoration. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 316 English Literature Survey II (5)

Analytical survey of major works and major writers from the Restoration through the modern era. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL/LING 319(a) Structure of English (3)

An introduction to fundamental concepts in phonology and morphology including phonemes, morphemes, and word classes. This course corresponds to only the phonology and morphology components of 319, but provides numerous drills and exercises for students. Prerequisite: ENGL 110 or the equivalent.

ENGL/LING 319(b) Structure of English (3)

An introduction to the fundamental concepts in syntax, including phrases and clauses and their functions in sentences. This course corresponds to only the syntax component of 319 but provides numerous drills and exercises for students. Prerequisite: English 110 or the equivalent.

ENGL/LING 319 Structure of English (5)

A systematic examination of Modern English phonology, morphology and syntax. Prerequisite: ENGL 110 or the equivalent.

ENGL 320 Medieval English Literature: 450-1500 (5)

English literature from the beginning to the close of the Middle Ages. Old English poetry in translation, including Beowulf and shorter poems; Middle English prose and poetry exclusive of Chaucer, such as works of the Gawain poet, anonymous lyrics, Malory; the beginnings of the English drama. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 325 Chaucer (5)

Selections from The Canterbury Tales and shorter poems and/or Troilus and Criseyde. Since the works are read in the original Middle English, some attention is given to the nature and development of the English language in the Middle Ages. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 330 Renaissance English Literature: 1500-1660 (5)

The Renaissance in England, the classical revival, Wyatt and Surrey, Sidney, Spenser, Milton—the exploratory age, classical, heroic, nationalistic. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 335 Shakespeare I (5)

Selected readings in the tragedies, comedies, histories, and poems. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 336 Shakespeare II (5)

Selected readings in the tragedies, comedies, histories, and poems. Selections different from those read in ENGL 335, which is not prerequisite. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 337 Milton (5)

A study of the artistic development and cultural contexts of John Milton, whose writing in poetry, politics, and religion span the late Renaissance, the Interregnum, and the Restoration periods. Emphasis is on his major poems, especially his epic verse. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 340 Restoration and Eighteenth-Century English Literature: 1660-1785 (5)

Literature of Neoclassicism and of sensibility in England. Satire, drama, poetry, the novel, the essay. Selected studies in Dryden, Behn, Congreve, Finch, Swift, Pope, Montagu, Addison and Steele, Richardson, Johnson, Gray, Cowper, and others. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 350 Romantic English Literature: 1785-1837 (5)

The literature of the "age of revolutions" in England. Selected studies in Wollstonecraft, Blake, Smith, Wordsworth, Coleridge, Keats, Shelley, Byron, and others. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 351 Victorian English Literature: 1837-1901 (5)

Studies in Tennyson, Browning, Arnold, Dickens, the Pre-Raphaelites, Wilde, and other major figures. Literature, criticism, and social history. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 360 Modern English Literature: 1901-1945 (3)

The literature of the Edwardian and Georgian period in post-Victorian England. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 361 Contemporary English Literature: 1945 to the Present (5)

The literature of the post-World War II era of social and political analysis and change. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 362 Literature as Mirror of Society: Studies in Contemporary Fiction (5)

An intensive critical examination of the major social themes and ideas explored in major contemporary fiction. Texts chosen will include examples from both western and non-western literatures. Application of selected critical techniques to broaden understanding of the themes integral to these great works of literature and enhance the appreciation of literature in a broad context. This is a writing intensive class.

ENGL 363 Literature and Technology (5)

A study of the interrelationships between literature and the post-modern American culture and technology. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 364 Studies in Fiction: The African-American Experience (5)

An intensive examination of the African-American experience as portrayed in fiction and critical essays. Such themes as slavery, alienation, religion, the triumph of the spirit will be explored. Texts chosen will include works by and about African-Americans, for example, W.E. DuBois, Richard Wright, William Faulkner, Harriet Beecher Stowe, Ralph Ellison, Alice Walker, and Martin Luther King, Jr. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295. This is a writing intensive class.

ENGL 365 Slave Literature (5)

Intensive critical examination of major themes and ideas explored in literature by and about African-American slaves, including slave narratives by Ouladah Equiano, Frederick Douglass, Harriet Jacobs, William Wells Brown, Harriet Wilson, and Harriet Tubman; anonymous sermons, songs, and spirituals, and selected writings of David Walker, Heny Highland Garnet, Phyllis Wheatley, Nat Turner, and Martin Delany, among others. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 366 Ethnic American Literature (5)

Comparative analysis of principal works of American literature by Native American, African-American, Hispanic-American and Asian-American authors, with emphasis on twentieth century writers. Examination of the cultural and rhetorical elements defining both the "ethnicity" and the "Americanness" of the works, with focus on their enduring value as literature. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 370 Literature by Women of Color (5)

An extensive examination of the experiences of women of color as portrayed in their fiction, nonfiction, and poetry and as interpreted in feminist and ethnic literary theory and criticism. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295. This is a writing intensive class.

ENGL 372 Studies in Chicano Literature (5)

Extensive examination of the experiences of Chicana and Chicano writers as portrayed in their fiction, drama, poetry, and film and as interpreted by current ethnic literary theory. Course also includes study of the sociocultural milieu from which the literature emerged. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 373 Women in Literature and Film (5)

The depiction of women in representative works of literature and film, focusing on the perceptions of women writers and film makers about roles, functions, and societal expectations that influence women's goals and self concepts. Students of both sexes are welcome to participate. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295. This is a writing intensive class.

ENGL 375 Studies in a Major Author or Group (5)

Intensive study of the works of a single major author or of a group of closely associated writers. Specific topic determined by instructor. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295. May be repeated for different course content.

ENGL 380 Major American Authors to the Civil War (5)

May include Taylor, Franklin, Thoreau, Melville, Poe, and others. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 381 Major American Authors from the Civil War to 1900 (5)

May include Twain, Dickinson, Crane, Norris, Chopin, and others. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 382 Major American Authors from 1901 to the Present (5)

May include Faulkner, Hemingway, Fitzgerald, Frost, Eliot, Pound, Pynchon, Malamud, Walker, and Morrison. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 383 American Literature Survey I (5)

Study of the development of American poetry, fiction, drama, and non-fiction prose from the Pre-Colonial period to the Civil War. The course may include traditional canonical writers such as Bradstreet, Taylor, Franklin, Edwards, Hawthorne, Melville, Poe, Thoreau, Whitman, Crane, Twain, and Dickinson. May also include pro- and anti-slave literature, slave narratives, and Southwestern cuentos. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 384 American Literature Survey II (5)

Study of the development of American poetry, fiction, drama, and non-fiction prose from the Civil War to the present. May cover traditional canonical writers such as Frost, Eliot, Cummings, W. C. Williams, Lowell, Plath, Rich, O'Neill, Albee, Anderson, Stein, Hemingway, Faulkner, Fitzgerald, Pynchon, and Updike, as well as selections from Booker T. Washington, W. E. B. Dubois, Martin Luther King, Jr., Alice Walker, Toni Morrison, Leslie Silko, Sandra Cisneros, David Henry Hwang, and Amy Tan. Prerequisite: ENGL 101 or the equivalent or one course from one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 391 Bible as Literature (5)

Extensive readings from both the Old and New Testaments designed to prepare the student to recognize and understand Biblical allusions in later European literature, to appreciate the texts as literature, and also to show the differences between ancient Hebrew rhetoric and our own. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 392 International Folk Narrative (5)

A survey of the various genres of oral narratives and an examination of their historical and social significance as well as their influence on literature. Emphasis on studying the universal motifs of folk narratives and contrasting the folk narratives of different cultures. Prerequisite: ENGL 101 or the equivalent.

ENGL 393 Classical Mythology (5)

Homer, Virgil, and Ovid are analyzed to show the development of various kinds of mythical discourse and the changing nature of "myth" itself. The recurrence of ancient myths in modern thought and literature stressed. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 396 Gothic Worlds (5)

Macabre, gloomy, and violent literature from different cultures and periods in prose and poetry. Passion and superstition challenge boundaries set by reason and moral laws. Death, decay, and eerie contact with worlds beyond the grave, ruined castles, imprisoned heroines, evil monks, uncontrollable science, and corpses. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 404 Creative Writing (5)

Experimental writing, investigation, and discussion of creative writing and the creative process, with individual and group analysis of student work. Course will focus on either poetry, fiction, or drama. May be repeated for credit.

ENGL 410 Writing for Teachers (5)

This course will teach the concepts of good writing, based on current research in the field, and then help the students discover effective strategies for teaching these concepts. It will focus primarily on expository writing, with some emphasis on adjusting different purposes for writing to specific audiences. This course is required for all students who plan to teach English in California secondary schools and does not satisfy the GWAR. The course is open only to students in the English single-subject program.

ENGL/LING 414 History of the Language (5)

The development of English phonology, morphology, syntax, spelling, and vocabulary from the Old English period to the present. Prerequisite: ENGL/LING 319 or ENGL/LING 319 (a) and (b).

ENGL/LING 415 General Linguistics (5)

Basic concepts, theories, and issues in the study of language, with emphasis on the sound system, principles of word formation, and the semantic and syntactic patterns of English; consideration is given to the relationship between language and culture. Prerequisite: ENGL/LING 414 or 319 or the equivalent or ENGL/LING 319 (a) and (b).

ENGL/LING 416 Phonology (5)

Theoretical analysis of phonetics and phonology including distinctive features, patterns, systems, and processes of language within the framework of current generative phonological approach. Examples will be drawn from English and other languages. Prerequisite: ENGL/LING 414 or 319 or ENGL/LING 319 (a) and (b) or 415 or the equivalent.

ENGL/LING 417 Syntax (5)

This course provides an introduction to generative syntactic theory. Students will learn to draw tree diagrams and write transformation rules for sentences according to Chomsky's Aspects model. Toward the end of the course, students will learn the basic principles of the Government-Binding model. There will be a heavy emphasis on analyzing syntactic data—some from languages other than English. Prerequisite: ENGL/LING 414 or 319 or ENGL/LING 319 (a) and (b) or 415 or the equivalent.

ENGL/LING 418 Second Language Acquisition (5)

This class discusses the conscious or unconscious process of learning a second language after the first language has already been acquired, and examines some of the major theories that have been advanced to support second language acquisition. These theories include cognitive style, interlanguage, linguistic universals, and acculturation. Prerequisite: ENGL/LING 414 or 319 or ENGL/LING 319 (a) and (b) or 415 or the equivalent.

ENG/LING 419 Interlanguage

An examination of the grammars of second language learners as independent, yet systematic, language systems. Stress on how interlanguages evolve over time and the roles of such factors as language transfer, universal grammar, and markedness. Prerequisite: ENGL/LING 319 or 319(a) and 319(b) or ENGL/LING 415 or its equivalent. ENGL/LING 418 is recommended.

ENGL/LING 420 Sociolinguistics: Language, Society, and Education (5)

Examination of the relationship between language and such social variables as sex, economic class, race, and ethnicity. Topics include social dialects, linguistic stereotypes, code-switching, and the educational problems of language minorities. A thorough linguistic comparison between one non-standard dialect and Standard American English will be included. Prerequisite: ENGL/LING 414 or 319 or ENGL/LING 319 (a) and (b) or 415 or permission of instructor.

ENGL 460 History of Film (5)

History of film from the Edison Kinetoscope through *Citizen Kane*. Industrial, social, stylistic, and theoretical aspects in a variety of national and cultural contexts. Emphasis on commercial and avant-garde forms and their connection to twentieth-century aesthetic, economic, and political currents. Cross-listed as COMM 460. Prerequisite: ENGL 110 or the equivalent. This is a writing intensive class.

ENGL 469 Modern African Literature (5)

An examination of the works of contemporary African writers. Selected literary works of such authors as Chinua Achebe, Wole Soyinka, and Yambo Ouologuem studied. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 470 Studies in 19th Century Children's Literature (5)

This course focuses on 19th century classics of children's literature. Works covered include texts by Lewis Carroll, Charles Kingsley, Frances Hodgson Burnett, and Robert Louis Stevenson. This course will use principles of literary criticism and analysis to examine literature written for children but also addressed to adults. It will focus on escapism versus realism, male versus female authors, and the social and cultural contexts out of which children's literature evolved. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 471 Studies in 20th Century Children's Literature (5)

This course focuses on 20th century classics of children's literature. Works covered include texts by L. Frank Baum, A. A. Milne, C. S. Lewis, and J. R. R. Tolkien. The course will use principles of literary criticism and analysis to explore realism and fantasy, social allegory, and the motif of the quest or journey. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 472 The Young Adult Novel (5)

This course will consider works published for and about teenagers, including Louisa M. Alcott's *Little Women*, Thomas Hughes' *Tom Brown's Schooldays*, and J. D. Salinger's *Catcher in the Rye.* The course will use principles of literary criticism and analysis to explore the *Bildungsroman* techniques and elements of social satire found in 19th and 20th century young adult fiction for girls, including Bronte's *Jane Eyre* and Warner's *The Wide, Wide World.* Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 473 Children's Literature and International Myth, Folk Tale, and Film

This course will use principles of literary criticism and analysis to examine myths, folk tales, nursery rhymes, and films from diverse countries and the ways in which they express and shape collective values. Works covered include fairy tales, the oral tradition, fables within and outside the main Western tradition, and international films. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295.

ENGL 475 Genre Studies (5)

Studies in fiction, drama, poetry, and criticism. Specific topic to be determined by instructor. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295. May be repeated for different course content.

ENGL 477 Studies in Literature and Society (5)

Selected topics in literature dealing with literary response to philosophical or sociological questions. Specific topic determined by instructor. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295. May be repeated for different course content.

HUM 479 Literature and the Other Arts (5)

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. Carries credit in either English, Art, or Performing Arts. Prerequisite for English credit: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 290, 294, or 295. Prior approval of the department needed for credit in Art and Performing Arts.

ENGL 480 Advanced Technical Communication (5)

Principles and practices of writing particular to science and technology. Includes expanded definitions, technical descriptions, process explanations, instruction pamphlets, manuals, laboratory reports, proposals, and presentations. Cross-listed as COMM 480. Prerequisite: COMM 304.

ENGL 481 Advanced Business Communication (5)

Principles and practices of writing particular to business administration, management, and marketing. Includes special purpose letters (request, inquiry, claim, adjustment, accommodation, sales, refusal, credit, collection, good will), promotional literature, news releases, policy statements, informal reports to stockholders, adaptation of the language of contracts, guarantees, and warranties for customers with no legal background. Cross-listed as COMM 481. Prerequisite: COMM 304.

ENGL 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

ENGL 490 Senior Seminar (5)

Consideration of the nature of the discipline. Integration of materials from other courses. Students will submit portfolios (counting no less than 25% and no more than 50% of the course grade) documenting how they have met the department's goals and objectives. Prerequisites: ENGL 300, ENGL 311, senior standing, and consent of instructor.

ENGL 496 Internship (variable units)

See department chair.

ENGL 497 Cooperative Education (variable units)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

ENGL 498 Directed Study in the Instruction of English (variable units)

A class in the theory and method of undergraduate instruction in English. Weekly meetings with faculty sponsor and supervised experience which may include developing, administering, and scoring examinations; leading small group discussions; tutoring; and directing students in researching term papers. Offered on a credit, no-credit basis only. Prerequisite: consent of instructor who will serve as the sponsor and approval by chair of the Department of English.

ENGL 499 Individual Study (variable units)

Special projects developed by the individual student in consultation with the designated instructor. Admission with consent of department chair.

GRADUATE COURSES

Graduate courses are listed in the "Graduate Studies" section of the catalog.

ENVIRONMENTAL RESOURCE MANAGEMENT

Modular Building III, 301
(661) 664-2460
(661) 664-2049 (fax)
email: erm@csub.edu
http://www.csub.edu/ERM/ermmajor.htm

Program Coordinator: Sriram Khé
Mark Evans (online)

Program Description

Environmental Resource Management is an interdisciplinary major administered by the Dean of the School of Humanities and Social Sciences. The major is a program of study that includes coursework in the following areas: (1) physical and life sciences relating to natural resource use; (2) the legal aspects of resource ownership and use; and (3) the economic and political aspects of resource allocation and environmental protection. The program also includes basic skills courses in areas such as communications, computers, statistics, and management.

The ERM major is of sufficient breadth to prepare graduates for entry into a wide range of careers relating to the use, management, and protection of environmental assets. These careers are in areas such as resource analysis and planning, environmental health, compliance, technical and environmental staff support, permitting, and real estate development.

The Hazardous Materials Management concentration articulates with Environmental Technology programs offered by community colleges throughout the United States. The concentration provides competencies relating to environmental compliance, hazardous materials handling and sampling, and safety planning and emergency response. Courses fulfilling requirements for this concentration must be completed at a community college. Distant students can complete the Bachelor's Degree on-line from anywhere in the United States through the Internet.

Required Courses

A. Core Requirements

1. **Computer and Statistical Skills**
   MATH 140 Elementary Statistics or
   MATH 191 Precalculus Mathematics I
   One of the following:
   CMPS 120 Computer Skills & Concepts I
   MIS 200 Software Productivity Tools
   GST 390 Microcomputers
   GST 393 Introduction to Microcomputers
   Or equivalency
2. **Communication and Management Skills**
   COMM 304 Technical & Report Writing
   INST 435 Negotiation & Conflict Management or
   SOC 442 Conflict Mediation & Dispute Resolution
   One of the following:
   MGMT 300 Organizational Behavior
   MGMT 460 Total Quality Management Environmental
3. **Life Science**
   Two approved life science courses. One of the following two-course sequences is recommended:
   BIOL 103 Principles of Ecology and
   SCI 370A Human Biology; or
   BIOL 210 Principles of Animal Biology or
   BIOL 211 Principles of Plants Biology and
   BIOL 306 General Ecology; or
   BIOL 250 Human Anatomy and
   BIOL 255 Human Physiology
4. **Physical Science**
   CHEM 150 Introduction to Chemical Principles or
   CHEM 211 Principles of General Chemistry I
   CHEM 203 General Organic Chemistry
   GEOL 201 Physical and Historical Geology or
   GEOL 205 Environmental Geology
   GEOL 320 Introduction to Hydrologic Systems
   SCI 360A Energy and Technology
5. **Environmental Policy Analysis**
   ECON 201 Essentials of Microeconomics
   ECON 370 Economics of Environmental and Safety Regulation
   INST 369 Environmental Politics
6. **Law and Compliance**
   ERM 411 Environmental Law I
   ERM 412 Environmental Law II
   INST 420 Electronic Legal Research Methods
   Two of the following:
   ERM 300 Health and Safety Compliance
   ERM 413 Environmental Compliance
   ECON 404 Law and Economics
7. **Senior Seminar**
   ERM 490 Senior Seminar

B. Concentration

One of the following concentrations or four (4) approved electives must be completed.

Hazardous Materials Management Concentration

ENVT B15 Hazardous Materials Management Applications
ENVT B20 Hazardous Waste Generation, Reduction, Treatment
ENVT B30 Health Effects of Hazardous Materials
ENVT B40 Hazardous Waste Management Applications

Note: Courses in this concentration are to be completed at Bakersfield College or another approved community college program.

Land Use Planning and Policy Concentration

SOC 351 Introduction to Geographic Information Systems or
ECON/GEOG 395 Economic Geography
One of the following:
ANTH 415 Cultural Resource Management
PSYC 332 Environmental Psychology
SOC 452 Techniques of Demographic Analysis
SOC 367 Urban Sociology
One of the following:
BEHS 321 Community Politics
PLSI 319 Comparative Politics of California
PLSI 379 Real Property Law
One of the following:
ECON 390 Regional Economic Analysis
FIN 475 Real Estate Appraisal
FIN 485 Land Use and Public Policy
PPA 479 Urban Planning and Public Policy

COURSE DESCRIPTIONS

Upper Division

ERM 300 Health and Safety Compliance (4)

Compliance requirements and practices for regulations governing the protection of people in and around the workplace. Topics selected from personnel monitoring and protection, hazard assessment, hazardous materials management, hazard communication, emergency planning and response, risk management, multimedia compliance audits, and the training function within organizations. Includes conceptual models of hazard analysis as well as exercises and simulations.

ERM 411 Environmental Law I (5)

Traditional and contemporary common law theories, liabilities and remedies, public law, and the structure and power of government entities as legal foundations of environmental law. Topics include: torts, contracts, and property law; criminal law; federal and state constitutional law; public trust doctrine; eminent domain condemnations; inverse condemnation; and the commerce clause. [F]

ERM 412 Environmental Law II (5)

Administrative law, the legislative process, and rulemaking as legal foundations of environmental law. Topics include specific statutory provisions pertaining to project permitting, habitat and endangered species protection, public resource management, pesticides and toxic substances, air and water pollution, remediation, hazardous wastes, and land use controls. Prerequisite: ERM 411 or permission of instructor. [W]

ERM 413 Environmental Compliance (4)

Compliance requirements and practices for statutes and regulations governing the protection of air, water, and land resources. Topics will include environmental impact assessment, emergency planning and response, and hazardous waste management. Case studies involving environmental compliance issues will be reviewed and evaluated.

INST 420 Electronic Legal Research Methods (2)

An introduction to research using electronic resources such as Lexis/Nexis and the Internet. Emphasis will be placed upon effective search strategy development, mastery of search tools, identification of potential resources, and retrieval of pertinent sources. Course will include legal research using Lexis/Nexis. Student will develop familiarity and skills related to search strategy development, search software, Internet navigation, research sites, and other related skills. [S00]

INST 435 Negotiation and Conflict Management (5)

Comprehensive survey of current trends in the theory and practice of negotiation as a means of resolving conflict and reaching agreement. Topics include: internal team management and pre-negotiation analysis; strategies and tactics; context and dynamics; impact of culture, gender, and personality types; follow-up and implementation; multilateral negotiation; and third party intervention. Case studies from the Program on Negotiation at Harvard Law School. [S]

ERM 477 Special Topics (1-5)

An in-depth study of an area of land resource management not included in current course offerings. May be repeated for different course content. Prerequisites as announced.

ERM 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

ERM 490 Senior Seminar (6)

Integration of previous casework utilizing case studies. Emphasis placed on ethics and strategies of negotiation and conflict resolution. Guest speakers on selected topics relating to careers in resource and environmental management. Prerequisite: Senior Standing. [W]

ERM 496 Internship in Environmental Resource Management (1-5)

Internships may be arranged with various businesses or agencies. Supervision of the internship is shared by the field supervisor and course instructor. The focus of the internship must be to develop and/or apply competencies pertinent to careers in environmental policy and compliance. Offered on a credit, no-credit basis. The instructor will determine units of credit and their application.

ERM 497 Cooperative Education (variable units)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation and grading are the responsibility of the department faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

ERM 499 Individual Study (1-5)

Consent of department required.

ERM 577 Special Topics (1-5)

An in-depth study of an area of environmental compliance and/or policy. May be repeated for different course content. Prerequisites as announced.

ERM 599 Individual Study (1-5)

Consent of program coordinator and instructor required.

HISTORY

Faculty Towers, 304F
(661) 664-3079
(661) 665-6906 (fax)
email: jstenehjem@csub.edu
http://www.csub.edu/history/

Chair: **Cliona Murphy**

Faculty: **R. H. Dolkart, J. H. George, J. Harrie, J. Maynard, J. Meriwether, C. Murphy, C. I. Orliski, O. A. Rink, A. Rodriquez, M. R. Vivian**

Program Description

History has been called the memory of human group experience, the collective repository of all that has happened in the past, and the emotions, ideals, and values that have given human experience its sense of continuity, causation, and meaning. As an academic discipline it is perhaps the broadest of the liberal arts, certainly the least restricted by subject and scope. It requires the development of analytical skills, the use of deductive and inductive reasoning, the mastery of knowledge from different cultures and epochs, and the ability to express ideas in clear, readable prose. The study of history has practical rewards as well. It provides students with a broad cultural background and inculcates skills of analysis and composition that are considered essential to the study of education, literature, law, government, communications, journalism, public service, and business.

The undergraduate curriculum in History consists of three interlocking but distinct parts. Lower division courses (HIST 102-299) are developmental courses designed for potential history majors, for students who wish to satisfy specific goals in CSUB's General Education Program, for students seeking courses to fulfill American History and Institutions requirements, and for those who simply want to explore an historical period, topic, or theme. History courses numbered 300-399 are courses designed for students with at least junior standing but are open to sophomores also. Courses numbered 400-499 are courses for juniors and seniors which may, with departmental approval, also be taken by graduate students for graduate credit. HIST 499 (Independent Study) may be taken only with the consent of the department chair. HIST 490 (Senior Seminar) may be taken only by senior majors.

American History and Institutions Requirements

Satisfaction of the American Institutions requirements (see page 78) shall be met by no less than one course in United States History and one other course in United States Government, or respective examinations administered by the History and Political Science Departments. For information about the United States competency examination, see below. For courses that satisfy the United States history portion of the American Institutions requirement, see page 78.

Examination Procedure Statement

While the Department of History strongly advises all students to meet the history portion of the American Institutions Requirement through classroom experience, an alternative method is offered to those who need to fulfill the requirement by challenge examination. A student who intends to challenge the requirement by examination must apply to the Department of History during the first three weeks of the quarter. A student who waits until the senior year to challenge the history requirement may jeopardize graduating on schedule.

Requirements for the Major in History

The minimum requirements for a Bachelor of Arts degree in History are:

A. Lower Division

1. Western civilization – at least two courses from HIST 202, 204, 206, or equivalent courses taken elsewhere
2. United States History survey – two courses, HIST 231, 232
3. Non-western civilization – at least one course from HIST 222, 250

B. Upper Division

1. HIST 300 – Historical Writing
2. Three courses in United States History, one of which must deal with the history of minorities or women
3. Two courses in Ancient or European history
4. One course in Latin American history
5. One course in Asian history
6. Senior Seminar, or a department-approved alternative

C. The satisfactory completion of one of the three options listed below:

1. A special minor consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline.

2. A minor consisting of at least 20 quarter units within a major program designed by another discipline.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentration and Minors").

Requirements for the Minor in History

The minimum requirements for a History minor are four courses totaling 20 quarter units; three of these courses must be upper division. A student minoring in History shall choose one of the following options:

A. General History Minor

The student shall choose one upper division History course from each of the following categories:

a. United States
b. Ancient World or Europe
c. Asia or Latin America

In addition, the student shall complete sufficient coursework in History to total 20 quarter units.

B. History Minor which Complements the Student's Major

In consultation with his/her major department, a student may select a minimum of four courses totaling 20 quarter units which complement the major. At least three of these courses must be upper division. The minor must be approved by the chair or designated representative of each department no later than the beginning of the student's senior year.

Teaching Credential – Single Subject, Social Science

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject teacher preparation program in Social Science. The generic Social Science Teacher Preparation Program is listed under Teacher Preparation/Subject Matter Programs. History majors should complete the following program:

Requirements for the Social Studies Preparation Program

A. Basic Core Requirements
(13 courses, 65 quarter units)

1. Early US History (1 course)
   HIST 231
2. Modern US History (1 course)
   HIST 232
3. Foundations of Western Civilization (1 course)
   HIST 202, 204
4. Making of the Modern World (1 course)
   HIST 102, 206
5. World Civilization: Asia, Africa (1 course)
   HIST 423, 424, 425, 426
6. Cultural Geography (1 course)
   GEOG 302; ECON/GEOG 395; HIST 330; PLSI 332
7. American Government/US Constitution (1 course)
   PLSI 314, 315, 316, 317
8. International Relations/Comparative Government (1 course)
   HIST 436; PLSI 304, 305, 306, 309, 404
9. Microeconomics (1 course)
   ECON 201
10. Macroeconomics (1 course)
    ECON 202
11. Cultural/Ethnic Perspectives (1 course)
    HIST 465, 466, 468
*12. Gender Perspectives (1 course)
    ANTH 438; PSYC 421; SOC 365
13. California Perspectives (1 course)
    HIST 370, 371; PLSI 319

* Must select one course in #12 from Anthropology, Psychology, or Sociology.

B. Breadth and Perspective
(5 courses, 22 units)

14. US History (1 course)
    HIST 351, 352, 355, 356, 357, 358
15. World Civilization: Europe, Latin America (1 course)
    HIST 306, 307, 308, 309, 325, 340, 442, 443; PLSI 309
16. International Comparative Economics (1 course)
    ECON 311, 410, 440; PLSI 404
17. Ethical/Religious Perspectives (1 course)
    RS 110, 111, 313, 331, 345, 348
18. Integrative Course (1 course)
    INST 390

Students should consult the sections above for additional requirements for a BA in History. Taken alone, the Social Science Preparation Program is neither a degree program nor a major.

COURSE DESCRIPTIONS

Lower Division

HIST 102 The Making of the Modern Western World, 1750 to the Present (5)

An introduction to the major historical events in Western culture which contributed to the shaping of the modern world. Emphasis on the process of modernization in the transformation of Europe, the United States, and the Third World. Prerequisite: English 100 or its equivalent.

HIST 110 Honors Seminar: The Western Tradition, the Renaissance to the French Revolution (5)

The Western tradition from the Renaissance to the French Revolution. Emphasis will be on key themes in the development of Western civilization and on significant figures whose lives exemplify those themes. Using readings from the period under investigation, e.g., More's *Utopia*, and modern literary works, e.g., Bolt's *A Man for All Seasons*, the relevance of Early Modern history to contemporary concerns will be highlighted.

HIST 202 Western Civilization I (5)

The cultural, political, social, economic, and intellectual development of Western civilization from its origins in the ancient Mediterranean world to the end of the European Middle Ages. Readings in the literature and audiovisual explorations of the arts of Western civilization supplement the lectures. (HIST 202 + 204 + 206 = CAN HIST SEQ A)

HIST 204 Western Civilization II (5)

The cultural, political, social, economic, and intellectual development of Western civilization from the Renaissance to the end of the Napoleonic era. Readings in the literature and audiovisual explorations of the arts of Western civilization supplement the lectures. (HIST 202 + 204 + 206 = CAN HIST SEQ A)

HIST 206 Western Civilization III (5)

The cultural, political, social, economic, and intellectual development of Western civilization from 1815 to the present. Readings in the literature and audiovisual explorations of the arts of Western civilization supplement the lectures. (HIST 202 + 204 + 206 = CAN HIST SEQ A)

HIST 222 Modern Pacific Asia (5)

An introduction to the histories of the Asian countries on the Pacific rim. The course provides a chronological survey of the modern political and economic history of each country but emphasizes the history of international relations and trade, especially with the United States.

HIST 231 Survey of US History to 1865 (5)

The colonial foundations; political, economic, social and cultural developments in the emerging United States; the early agrarian republic; the Civil War. (CAN HIST 8)

HIST 232 Survey of US History Since 1865 (5)

Reconstruction; problems of an increasingly urban and industrialized society; the United States in World Affairs. (CAN HIST 10)

HIST 240 Survey of Latin American History (5)

The evolution of Ibero-American societies from ancient Ameridian cultures through Spanish and Portuguese colonization to nineteenth and twentieth century nation states.

HIST 250 History of Africa (5)

A survey of African history from the Paleolithic era through classical and neoclassical Egypt; the Bantu dispersion and the Iron Age; the Islamic hegemony and the Sudanic empires of Ghana, Mali, and Songhay; European exploitation and the slave trade; colonization and partition; and the modern liberation and independence movements.

HIST 277 Special Topics in History (1-5)

Group investigation of a specific era or topic with individual research work, papers, and/or examinations as the instructor may require. May be repeated for different course content.

HIST 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning, which has occurred as a result of prior off-campus, experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

Upper Division

HIST 300 Historical Writing (5)

Advanced expository writing focusing on historical subjects; techniques of narrative writing; practical exercises in style, form, and argumentation; improvement of critical skills and powers of synthesis and analysis; historiography and historical research methods. Prerequisite: Grade of "C" or better in English 110 or its equivalent and upper division standing.

HIST 301 Greece (5)

A survey of the Greeks from the Bronze Age up through the conquests of Alexander the Great. Emphasis is placed on the reading of primary documents as a means of understanding the Greeks and their history. The Golden Age of Greece, the developments of democracy, Greek philosophy, religion, literature and drama are explored, as are visual and archaeological evidence.

HIST 302 The Hellenistic Age and the Coming of Rome (5)

From the conquests of Alexander the Great through the last days of the Roman Republic. A survey of Hellenistic philosophy, religion, literature, the arts, and politics is followed by an examination of Rome's conquest of the Mediterranean and the gradual disintegration of its cherished Republic, culminating in the death of Julius Caesar. Slides and primary works involve the student more closely in the study of Greco-Roman civilization.

HIST 303 The Roman Empire (5)

From the last days of Rome's Republic and the establishment of the Empire under Augustus to the "Fall" of Rome in the West in the 5th c. A.D. The nature of Augustus' settlement, problems of political stability, the crisis of the 3rd c., recovery and collapse are explored, along with such topics as art, literature and religion, where special attention is given to the role of Christianity in the empire. Readings by contemporary writers, documents illustrating social history, and slides enhance the course.

HIST 304 Early Medieval Europe: AD 500-1100 (5)

A survey of Europe from the "Fall" of Rome up to the twelfth century. The course begins by focusing on the transformation of the ancient world and the question of the beginnings of medieval Europe, and concludes with a survey of the political and social climate at the dawn of the High Middle Ages. Primary documents cover such topics as feudalism, the spread of Christianity, struggles between church and government, and the Carolingian renaissance. Contemporary documents and visual evidence are incorporated throughout the course.

HIST 305 Medieval Europe, 1100 to the Renaissance (5)

European social, intellectual, economic, and political development from the dawn of the High Middle Ages ca 1100 to the beginnings of the Italian renaissance. Use of primary readings and audiovisual materials to explore such themes as economic recovery, the church and popular religiosity, the medieval synthesis, the arts, and the role of women.

HIST 306 Europe 1350-1648 (5)

Political, social, economic, and cultural development of Europe from the Renaissance to the Peace of Westphalia. Primary readings and audiovisual materials are used to explore the Renaissance, the Reformation, the religious wars, commercial development, the scientific revolution, and the arts.

HIST 307 Europe 1648-1815 (5)

Political, social, economic, and cultural development of Europe from the Peace of Westphalia to the Congress of Vienna. Primary readings and audiovisual materials are used to explore the Enlightenment, state-building, the French revolution, the beginnings of industrialization, and the arts.

HIST 308 Europe 1815-1914 (5)

Political, social, economic, and cultural development of Continental Europe from the Congress of Vienna to the outbreak of World War I.

HIST 309 Europe Since 1914 (5)

The European nations in two World Wars, use and character of totalitarian movements, social and economic development, new intellectual currents, and the revolt of Asia and Africa against European dominance.

HIST 310 Modern France (5)

Political, social, and cultural development of France from the Revolutionary era to the present.

HIST 311 Modern Germany (5)

An examination of the social, cultural, and political background of Germany from the failure of democracy to the rise of Fascism in the nineteenth and twentieth century.

HIST 312 Modern Spain (5)

Spanish history from the Spanish American War through the Civil War and Franco dictatorship to the contemporary period of constitutional monarchy.

INST 312 Plagues and People: A Biohistorical Examination of Humans and Disease (5)

(For course description, see listing under "Interdisciplinary Courses".)

HIST 313 Ireland Since 1800 (5)

Irish political, economic, social, and cultural history since the Act of Union with Great Britain. Ireland's transition from colonial status to independent republic will be the underlying theme of the course.

HIST 315 England, 1485-1783 (5)

Political, economic, social, and constitutional development of the British Isles from the Tudor era to the end of the American Revolution.

HIST 316 England, 1783 to the Present (5)

Political, economic, social and constitutional development of modern Britain; the role of Britain in modern European history.

HIST 325 The History of European Colonialism 1500-1970 (5)

The development of European colonialism in modern history in terms of four major empires: the Dutch, English, French, and Spanish. One of the imperial powers will be used as a focus to be compared with the others. The course will examine voyages of discovery, conquest and settlement, imperial institutions, colonial reform, economic and cultural dependency, and de-colonization.

HIST 330 Historical Geography (5)

An introduction to cultural geography, the adaptation of human societies to their environments, across time. Using the framework of world history, major periods from early civilizations to contemporary societies are examined in relation to the significant regions of the world, emphasizing global connections.

HIST 340 Latin America (5)

Latin American history from ancient origins through European colonial settlement to independent national societies. Emphasis on twentieth-century political, economic, social and cultural conflicts.

HIST 351 Colonial North America, 1600-1750 (5)

The age of discovery, the beginnings of English colonization, Puritanism, and the southern slave system. Political, social, and economic development of the Colonies to the eve of the French and Indian War.

HIST 352 Revolutionary America, 1750-1789 (5)

Background and theory of the American Revolution. Politics under the Confederation and origins of the Federal Constitution.

HIST 355 United States Early National Period, 1789-1828 (5)

Origins of political parties and a national political life. Economic, social, and foreign policy problems in the first four decades of the new Republic.

HIST 356 The Civil War Era, 1828-1877 (5)

A political, social, and economic history of the United States from the Age of Jackson to the end of Reconstruction. Emphasis is placed on the development of the North and South since 1828, the causes of the Civil War, the impact of the war itself on the nation, and the major consequences of Reconstruction.

HIST 357 Emergence of Industrial America, 1877-1920 (5)

A social, economic, and political history of the United States from the end of Reconstruction to the end of World War I. Examines the responses of the American people and their institutions to rapid industrialization and social change in the late-nineteenth and early twentieth centuries.

HIST 358 Modern America, 1920 to Present (5)

American society during depression, prosperity, and world responsibility.

HIST 370 Early California (5)

An analytical investigation of major problems in California history: the Digger Indian and the Noble Savage; "civilization" and the mission system; secularization; the Bear Flag revolt; race, politics, and the Civil War; the anti-Chinese movement; railroad rule in government; Populism and the politics of discontent.

HIST 371 Modern California (5)

An analytical investigation of major problems in California history: Progressives, reformers, and reactionaries; the status of agricultural labor; the depression and migration; the rise of Richard Nixon; the hippie movement; contemporary student rebellion; the organization of agricultural labor.

HIST 373 Kern County History (5)

Study of Kern County history for its own sake and as a microcosm of Western United States history. Historical analysis and field work activities required.

HIST 401 The Renaissance (5)

Seminar examining the major figures and developments of the Renaissance. Use of primary sources and audiovisual materials to explore such themes as humanism, changes in the arts, political ideas and developments, the family and society. Emphasis on the Italian renaissance. Prerequisite: HIST 300 or satisfaction of upper division writing requirement.

HIST 402 The Reformation (5)

Seminar examining the origins, course, and consequences of the religious reformation of the sixteenth century. Use of primary sources to explore the ideas and actions of the major figures of the age within the broader context of European societies. Prerequisite: HIST 300 or satisfaction of upper division writing requirement.

HIST 404 Pagans and Christians in the Roman World (5)

A seminar-style course for both undergraduate and graduate students, the course examines imperial Rome as a religious state, from its classical roots to the rise and success of Christianity. The emphasis of the course is on understanding religious life in Roman society, the principles and expressions of paganism, the early character and struggle of Christianity, its challenge to the Roman social order, and particularly its experience and development within the context of Roman society. The effect of Christianity on Rome, as well as classical Rome's role in shaping Christianity, will be explored. Primary documents and visual evidence are used extensively to explore these topics.

HIST 415 The Vietnam War (5)

Explores the Vietnamese context of the war as well as the reasons for U.S. involvement; the relationship of the war to the domestic and foreign policy of the Kennedy, Johnson, and Nixon administrations; the anti-war movement; the causes of defeat; the plight of the war's veterans.

HIST 421 Gender in East Asia (5)

The evolution of sex and gender as they have been influenced by traditional thought systems and by social and economic developments over time. Topics include ideas about masculinity and femininity, division of labor, economic and legal status of women, marriage and dowry, sexuality and the female body.

HIST 422 Medieval and Early Modern Japan (5)

The history of Japan from the earliest times to the beginning of the nineteenth century, focusing on the subjects of religion, politics, economic development, social trends and elements of the history of ideas. The course also examines Japan's mythic tradition, culture and social structure and its interaction with mainland civilizations.

HIST 423 Modern Japan (5)

All major aspects of Japanese history since 1800, including politics, economic trends, sociocultural and intellectual changes, and foreign relations. Important themes include the conflict between local and foreign ideologies, the socioeconomic roots of World War II from the Japanese perspective, the development of Japanese science and technology, and Japan's contemporary economic and political prominence.

HIST 424 China from Qin to Qing, 256 BCE to 1839 CE (5)

Investigation of the social and cultural factors leading to the creation of the world's longest enduring state by the Qin and Han dynasties; the economic revolution which made the Tang and Song empires the richest in the world; the reasons for the decline of China during the Ming and Qing periods.

HIST 425 China from the Opium War to the Founding of the People's Republic (5)

Focuses on social, cultural, and intellectual change in China following the intrusion of Western imperialism; contrasts will be drawn between the conservative response of the traditional leadership of the nineteenth century and the radical response of the nationalist and revolutionary leadership of the twentieth century.

HIST 426 China, 1949 – Present (5)

The political, social, and economic history of China from the establishment of the People's Republic to the present including the Great Leap Forward, the Sino-Soviet Split, the Cultural Revolution, the Rise and Fall of the "Gang of Four," and the Four Modernizations under Deng Xiaoping.

HIST 427 The Era of the French Revolution and Napoleon (5)

An analysis of the nature and significance of the Revolutionary and Napoleonic periods and of their impact on the history of France and modern Europe.

HIST 433 Hitler's Germany (5)

An analysis of German society and politics between the two world wars. Topics considered are the failure of democracy, the Nazi rise to power, Nazi social and cultural values, preparation for war, and the character of leadership.

HIST 435 The Latin-American Mind (5)

Intellectual and cultural evolution of the Americas. Special emphasis given to the analysis of the novel as a social document.

HIST 436 Inter-American Relations (5)

The evolution of the concept of an American Hemisphere and the role of the United States in Latin America.

HIST 437 The Afro-Creole Caribbean (5)

The development of Black culture in the West Indies and its relation to European colonization from 1500 to the present.

HIST 440 Twentieth-Century U.S. Diplomatic History (5)

An examination of the American world role from the 1890s to the 1970s.

HIST 441 Ancient Mexico (5)

The development of Pre-Hispanic civilizations in Mexico from the Olmec to the Aztec.

HIST 442 Colonial Mexico (5)

The historical evolution of Mexico from Pre-Columbian times through the coming of the Spaniards and the Colonial Period to the War of Independence.

HIST 443 Modern Mexico (5)

The political, economic, social, and cultural development of the peoples of Mexico in the nineteenth and twentieth centuries.

HIST 445 The American West (5)

This course focuses on the myth and reality of the American West from the Mayflower to the gunfight at the O.K. Corral. It covers expansion and development, politics, economics, geography, ethnic and social groups, and the effect of western expansion on foreign policy; and includes special topics, such as Native Americans, the image of the cowboy, and prostitution on the frontier.

HIST 450 The Economic History of the United States (5)

The history of the American economy from the colonial period to the present. An exploration of the changes that occurred in the evolution from an agrarian economy to an industrial superpower.

HIST 457 Radicals and Radicalisms of Twentieth Century America (5)

An examination of American radicalism of both the Left and Right. Topics covered range from the "Wobblies" of the World War I period to the Birchers and Weathermen of the 1960s.

HIST 462 Women in History (5)

A comparative approach to the history of women in the U.S. and Europe. The course investigates changes in the status, social roles, and behavior of women of different classes, races, and cultural backgrounds. Includes an examination of feminist movements and the impact upon society of Western attitudes toward women.

HIST 465 History of African-Americans to 1865 (5)

The history of Black America during the slavery era: African origins, the slave trade, slavery during the colonial and national periods, the Civil War, and emancipation.

HIST 466 History of African-Americans Since 1865 (5)

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.

HIST 468 Mexican-American History (5)

A history of Mexican Americans from Spanish colonization to the recent past. Examines Indian and Spanish roots, the Mexican-American War and its consequences, the struggle for civil rights, and contributions to the development of the United States.

HIST 477 Special Topics (1-5)

Group investigation of a specific era or topic, with individual research work, papers, and/or examinations as the instructor may require. May be repeated for different course content.

HIST 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning, which has occurred as a result of prior off-campus, experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

HIST 490 Senior Seminar (6)

The culminating course for the history degree, Senior Seminar explores the nature of the discipline considering such topics as objectivity, approaches to writing history, and historiography. Prerequisite: a "C" or better in History 300 or its equivalent and senior standing.

HIST 497 Cooperative Education (5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

HIST 499 Individual Study (1-5)

Admission with consent of department chair.

Graduate Courses

Graduate courses are listed in the "Graduate Studies" section of the catalog.

LIBERAL STUDIES

Dorothy Donahoe Hall, C102
(661) 664-3337
email: tsondrol@csubak.edu
http//www.csubak.edu/libstudies/

Program Chair: Dr. Vandana Kohli

Program Coordinator: Ms. Terri Sondrol

Program Description

In addition to degrees in individual disciplines, the University offers a Bachelor of Arts in Liberal Studies, designed to provide students with a broad liberal arts experience. Students take courses in virtually all areas of the liberal arts and develop in-depth understanding of a single discipline or area. The major has also been designed to provide the educational experience best suited for the prospective elementary teacher.

The Liberal Studies program has been approved by the California Commission on Teacher Credentialing (CCTC) as a program waiving the subject matter examination required for licensing for multiple subjects instruction in the public schools. To qualify for the waiver, students must complete the program described below. Students interested in this program should contact the Liberal Studies Office (DDH C102, 661-664-3337).

Requirements for the Major

Core Requirements
Students wishing to complete the approved multiple subjects waiver major must complete the requirements within each of the following areas. These requirements can be satisfied with CSUB courses, transfer courses or, as appropriate, waiver examinations. A course used to satisfy one requirement cannot be used to satisfy a second requirement in a different area or be counted as part of the Upper Division Concentration.

The credential-track major in Liberal Studies, approved by the California Commission on Teacher Credentialing (CCTC), satisfies all of the following University requirements:

- General Education
- Graduation Writing Assessment Requirement
- Women/Ethnic Studies
- American Institutions
- Liberal Studies courses for CLAD and BCLAD
- Multiple Subjects Credential Program prerequisites

As directed by CCTC, all multiple subjects credential programs must now prepare students for teaching in classrooms that are cross-cultural (CLAD stands for Cross-Cultural, Language and Academic Development) or bilingual (BCLAD stands for Bilingual, Cross-Cultural, Language and Academic Development).

To give students a broad Liberal Arts foundation for a multiple subjects credential program, the credential-track major in Liberal Studies includes appropriate courses in culture, minority culture, foreign language and cross-cultural and bilingual education. Where CLAD and BCLAD requirements differ, courses for BCLAD are listed separately.

Area One: Language

1. **Composition**
   Completion of the following two courses:
   a. ENGL 110 Writing and Research
   b. ENGL 305 Modes of Writing or ENGL 310 Advanced Writing with a grade of "C" or better or 8 on the Graduation Writing Assessment Requirement

2. **Literature**
   Completion of the following two courses:
   a. ENGL 101 Introduction to Literature: Text and Contexts
   b. ENGL 316 English Literature Survey II or ENGL 335 Shakespeare I or ENGL 336 Shakespeare II or ENGL 351 Victorian English Literature: 1837-1901 or ENGL 360 Modern English Literature: 1901-1945 or ENGL 361 Contemporary English Literature: 1945 to the Present or ENGL 364 Studies in Fiction: The African-American Experience or ENGL 366 Ethnic American Literature or ENGL 370 Literature by Women of Color or ENGL 384 American Literature Survey II or ENGL 475 Genre Studies; FREN 380 The Human Condition: French Literature Through the Ages; PHIL/RS 363 Philosophy and Religion in Literature; THTR 307 Dramatic Literature for Children or THTR 379 The American Theatre or THTR 385 Modern Drama
   or
   BCLAD: SPAN 301 Spanish Literature I or SPAN 302 Spanish Literature II or SPAN 303 Hispanic-American Literature or SPAN 416 Contemporary Hispanic-American Poetry or SPAN 419 Contemporary Hispanic-American Novel

3. **Oral Communication**
Completion of one of the following courses:
a. COMM 108 Strategies of Public Communication or THTR 232 Acting I

4. **Linguistics**
Completion of the following courses or upper division equivalent:
a. ENGL 319 Structure of English
b. Completion of one of the following courses or upper division equivalent:
CLAD: ENGL 414 History of the Language or ENGL 415 General Linguistics or ENGL 416 Phonology or ENGL 417 Syntax or ENGL 420 Sociolinguistics: Language, Society, and Education
or
BCLAD: SPAN 311 Advanced Spanish Grammar or SPAN 409 Advanced Spanish Syntax or SPAN 412 Spanish Linguistics or SPAN 415 Workshop Translation or SPAN 420 Southwest Spanish

Area Two: Mathematics

1. **Mathematical concepts**
Completion of the following three courses or upper division equivalent:
a. MATH 320 An Introduction to Number Systems. Prerequisite; MATH 220 Introduction to Problem Solving or passing score on 220 waiver exam
b. MATH 321 Introduction to Modern Geometry
c. MATH 322 Mathematical Exploration for Preservice Elementary Teachers

Area Three: Sciences

1. **Life Science**
Completion of the following course:
a. BIOL 100 Perspectives in Biology

Note: For science concentration, take BIOL 103 Principles of Ecology instead of BIOL 100.

2. **Physical Science**
Completion of the following course:
a. SCI 101 Principles of Physical Science

Note: For science concentration, take CHEM 150 Introduction to Chemical Principles instead of SCI 101.

3. **Integrated Science Principles**
Completion of the following courses or their upper division equivalent:
a. SCI 315 Earth/Physical Science Perspective
b. SCI 316 Life Science Perspective
c. SCI 317 Investigative Approaches to Science Learning

Area Four: Humanities and Social Sciences

1. **U.S. History and Government**
Completion of the following two courses:
a. HIST 231 Survey of US History to 1865
b. PLSI 101 American Government and Politics

2. **Religious Studies and Philosophical/Ethical Perspectives**
Completion of one of the following courses:
a. HIST 202 Western Civilization I or HIST 204 Western Civilization II or RS 110 Religion in Western Civilization or RS 401 Religion and Ancient Western Civilization or PHIL 100 Introduction to Philosophy or PHIL 201 Contemporary Moral Problems or PHIL/PLSI 333 Political Philosophy and Thought.

3. **Cultural Geography and Economic Perspectives**
Completion of the following courses:
a. GEOG 302 Cultural Geography of World's Regions or ECON 395 Economic Geography or HIST 330 Historical Geography or PLSI 332 Political Geography or ECON 309 Economy and Society

4. **Critical Thinking**
Completion of one of the following courses:
a. PHIL 102 Logical Reasoning or HUM 102 Critical Thinking and Writing or SOC 120 Critical Thinking and Contemporary Social Problems

Area Five: Visual and Performing Arts

Appreciation and understanding of visual and performing arts.

1. **Visual or Performing Art for the Elementary Classroom**
Completion of one of the following courses or an upper division equivalent:
a. ART 401 Principles of Art Education, MUS 310 Music in the Elementary Classroom, or
b. THTR 305 Creative Dramatics

2. **Visual or Performing Art**
Completion of a course in a discipline different from the discipline of the course used to satisfy requirement 1a.

Note: One of the above courses must be in music.

Area Six: Health and Physical Education

1. **Health Issues Affecting Elementary School Age Children**
Completion of the following course:
a. BIOL 320 Current Health Problems

2. **Principles of Physical Education Affecting Elementary School Age Children.**
Completion of the following course or upper division equivalent:
a. PEAK 345 Teaching Physical Education in the Elementary School

Area Seven: Human Development

1. **Understanding the Development of the Child**
Completion of one of the following courses:
a. CDEV 312 Child Development in the School Years or CDEV 313 Adolescent Development, PSYC 310 Child Psychology or SOC 366 Childhood and Society

Area Eight: Ethnic, Gender, Cultural and Handicapped Perspectives

Understanding and appreciating the perspectives of gender, racial and ethnic minorities, and non-majority cultures.

1. **Hispanic or African-American**
Completion of one of the following courses:
a. CRJU 345 Gangs in America; ENGL 364 Studies in Fiction: The African-American Experience or ENGL 370 Literature by Women of Color or ENGL 420 Sociolinguistics: Language, Society, and Education; HIST 466 History of African-Americans Since 1865 or HIST 468 Mexican-American History; SOC 327 Race and Ethnic Relations or SOC 335 Latino Experience in the United States or SOC 337 The African Experience in the United States; SPAN 427 Hispanic-American Culture and Civilization or SPAN 428 Hispanic-American Culture and Civilization or SPAN 424 Culture and Civilization of Mexico and the Chicano/Mexican-American or SPAN 425 Chicano Literature or SPAN 426 Southwest Hispanic Folklore
or
BCLAD: SOC 335 or SPAN 320 or 321

2. Another course selected from the list of courses satisfying the Women or Ethnic/Racial Minority Culture Requirement (WES). The WES course must not focus primarily on the same ethnic, racial, or cultural minority group as the course chosen in Nine (a) above.
or
BCLAD: SPAN 202 Intermediate Spanish Grammar II or an upper division course in Spanish language or literature (taught in Spanish; grade of C or better).

Area Nine: Technology

Note: Students concentrating in computer science do not need to take this class if they can demonstrate competency.

1. **Computer Competency**
Completion of one of the following courses:
a. CMPS 120 Computer Skills and Concepts I, GST 390 Computer Literacy or GST 393 Introduction to Microcomputers-IBM PC

Area Ten: Multicultural Studies

1. **Theories of Multicultural and Bilingual Education**
Completion of the following two courses or upper division equivalents:
a. EDBI 475 Introduction to Multicultural Education
b. EDBI 476 Introduction to Language Acquisition and Development

Area Eleven: Field Experience

1. **Experience in an Elementary School Setting**
Completion of the following course:
a. EDEL 240 Early Field Experience in the Elementary School

Area Twelve: Subject Matter Competency

Subject matter competency is determined upon completion of the Liberal Studies Waiver Program and submission of Portfolio.

1. **Portfolio**

Upper Division Concentration

Area Thirteen: Concentration

The concentration requires the completion of four related courses, one of which is senior seminar. The minimum number of units required in a concentration is 19 quarter units. No course used to meet one of the requirements above may be double counted in a concentration. Courses selected for the concentration may be used to meet requirements for a Supplementary Authorization (please consult the School of Education Credential Office for details). Students are encouraged to contact the Liberal Studies Office regarding substitution of upper division courses taken at other institutions. Approved concentrations and the courses that meet the concentration requirements are found below.

1. **Double Major**

2. **American History, Government, and Society**
   a. Three upper division courses to be selected from: HIST 351 Colonial North America 1600-1750, HIST 352 Revolutionary America 1750-1789, HIST 355 United States Early National Period 1789-1828, HIST 356 The Civil War Era 1828-1877, HIST 357 Emergence of Industrial America 1877-1920, HIST 358 Modern America 1920 to Present, HIST 370 Early California, HIST 371 Modern California, HIST 445 The American West, HIST 450 The Economic History of the United States, HIST 465 History of African-Americans to 1865, HIST 466 History of African-Americans Since 1865, and HIST 468 Mexican-American History; PLSI 314 Judicial Power and the Constitution, PLSI 315 Civil Liberties, PLSI 316 Congress, PLSI 317 The Presidency, and PLSI 320 Social Groups and Political Power in America; RS 381 New Religious Movements; SOC 323 Sociology of Power, SOC 327 Race and Ethnic Relations, and SOC 440 Social Stratification.
   b. LBST 492 Behavioral Science

3. **Art**
   a. Three upper division courses in Art, including at least one art history and one art studio course.
   b. LBST 491 Humanities

   For students who wish to complete a Supplementary Authorization enabling them to teach art in grades 7-9, the following courses or their equivalents are recommended:
   (1) ART 213 Beginning Drawing or ART 303 Drawing and ART 214 Beginning Painting or ART 304 Painting (one of these courses must be taken at the upper division level).
   (2) ART 310 Ceramics
   (3) An upper division art history course.
   (4) ART 401 Principles of Art Education
   (5) An additional art course.

4. **Child Development**
   a. Any three of the following courses. BIOL 370 Principles of Nutrition; PSYC 320 Adult-Child Relationships, PSYC 341 Psychological Aspects of Human Sexuality, PSYC 411 Cognitive and Perceptual Development, PSYC 412 Personality and Social Development, PSYC 415 Developmental Psychopathology; CDEV 312 Child Development in the School Years or CDEV 313 Adolescent Development; BEHS 435 Family and Kin: Comparative Perspectives or CDEV 320 Individual and Family Development in Diverse Cultures.
   b. LBST 492 Behavioral Science

5. **Children's Theater**
   a. THTR 305 Creative Dramatics
   b. THTR 307 Dramatic Literature for Children
   c. THTR 405 Children's Theatre
   d. LBST 491 Humanities

6. **Communications**
   a. Three upper division courses in Communications offered by the Communications Department.
   b. LBST 491 Humanities or LBST 492 Behavioral Science

7. **Computer Science**
   a. CMPS 211 Internet and Web Design
   b. CMPS 212 Computer Science 1 or CMPS 215 Intro to UNIX or CMPS 280 X-Windows
   c. MATH 191 Precalculus Mathematics I College Algebra
   d. SCI 350B Computers and Society

8. **Criminal Justice**
   a. CRJU 380 Juvenile Justice Processes and Systems, 340 Drugs and Crime and 345 Gangs in America
   b. LBST 492 Behavioral Science

9. **Deaf Studies**
   a. EDSP 305 , 306, 405, 406 and 408 (offered through Extended University)
   b. LBST 492 Behavioral Science

10. Environmental Studies

a. BIOL 103 Principles of Ecology.
b. Two of the following, one of which must be upper division: GEOL 201 Physical and Historical Geology; GEOL 205 Environmental Geology, GEOL 330 Geology of the National Parks; INST 369 Environmental Politics, and ECON 370 Economics of Environmental and Safety Regulation.
c. LBST 492 Behavioral Science or LBST 493 Natural or Physical Science

11. Health and Wellness

a. Three upper division courses to be selected from the following: BIOL 371 Problems in Nutrition/BIOL 372 The Fundamentals of Nutrition for Adults and Children; INST 312 Plagues and People: A Biohistorical Examination of Mankind and Disease; PSYC 315 Abnormal Psychology, PSYC 316 Personality, PSYC 403 Health Psychology; SOC 324 Sociology of Deviance, SOC 326 Juvenile Delinquency, and SOC 464 Family and Stress.
b. LBST 492 Behavioral Science

12. Humanities

a. Three upper division courses to be selected from ENGL 391 Bible as Literature and ENGL 393 Classical Mythology; HUM 395 Comparative Literature: Mirror of Western Civilization; PHIL/PLSI 333 Political Philosophy and Thought, PHIL 302 History of Western Philosophy I, PHIL 303 History of Western Philosophy II, PHIL 304 History of Western Philosophy III, PHIL 332 Theories of Ethics, PHIL 334 Law and Morality, PHIL 343 Asian Philosophy and PHIL 478 Special Topics in Applied Ethics; RS 301 Hebrew Bible (Old Testament), RS 302 New Testament, and RS 361 Mythology and Symbolism in Religion.
b. LBST 491 Humanities

13. Language

a. Three upper division courses to be selected from ENGL 319 Structure of English, 415 General Linguistics, 416 Phonology, 417 Syntax, 418 Second Language Acquisition, 420 Sociolinguistics: Language, Society and Education; SPAN 412 Spanish Linguistics, 413 Contrastive Structures of Spanish and English; PSYC 413 Language Development.
b. LBST 491 Humanities

14. Literature

a. Three upper division literature courses to be selected from those courses offered by the English Department.
b. LBST 491 Humanities

15. Mathematics

a. MATH 191 Precalculus Mathematics I: College Algebra and 192 Precalculus Mathematics II: Elementary Functions.
b. One other math course (excluding General Education math courses and MATH 120 Introduction to Quantitative Methods in Business, MATH 220 Introduction to Problem Solving, MATH 320 Introduction to Number Systems, and MATH 321 Introduction to Modern Geometry).
c. LBST 494 Math

16. Music

a. MUS 310 Music in the Elementary Classroom
b. MUS 330 Music Teaching Techniques for Elementary Classroom I
c. MUS 350 Music Teaching Techniques for Elementary Classroom II
d. MUS 495 Senior Seminar in Music Education

17. Physical Education

a. Minimum of 13 units from the following courses: PEAK 300 Motor Learning, PEAK 305 Motor Development, PEAK 310 Measurement and Evaluation in Physical Education and Kinesiology, PEAK 325 Psychological and Sociological Aspects of Fitness and Sport, PEAK 351 – 362 Theory of Coaching, PEAK 401* Applied Kinesiology, PEAK 404* Physiology of Exercise, and PEAK 430 Women in Sport.
b. LBST 492 Behavioral Science or LBST 493 Natural or Physical Science

* These courses have prerequisites outside of the PEAK Department.

18. Race, Ethnic and Gender Minorities

a. Three upper division courses selected from the list of approved courses satisfying the women and American ethnic and racial cultures requirement. The three courses must provide the study of at least two different minority cultures.
b. LBST 491 Humanities or LBST 492 Behavioral Science

19. Religious Studies

a. Three courses in Religious Studies, two of which must be upper division.
b. RS 490 Senior Seminar or LBST 491 Humanities

20. Science

a. BIOL 103 Principles of Ecology and BIOL 210 Principles of Animal Biology or BIOL 211 Principles of Plant Biology
b. CHEM 150 Introduction to Chemical Principles and CHEM 203 General Organic Chemistry
c. PHYS 150 Introduction to the Principles of Physics or PHYS 201 Basic Principles of Newtonian Physics
d. GEOL 201 Physical and Historical Geology or GEOL 305 Paleobiology
e. LBST 493 Natural or Physical Science

21. Spanish

a. Three upper division Spanish courses selected from those offered by the Modern Language and Literatures Department. The courses selected must be taught in Spanish.
b. LBST 491 Humanities

22. Theatre Arts

a. Three upper division Theatre courses.
b. LBST 491 Humanities

23. World Civilization and Culture

a. Three upper division courses to be selected from ANTH 340 Cultural Ecology, ANTH 350 Peoples of Mexico, ANTH 370 Third World Communities; BEHS 435 Family and Kin: Comparative Perspectives; HIST 301 Greece, HIST 302 The Hellenistic Age and the Coming of Rome, HIST 303 The Roman Empire, HIST 304 Early Medieval Europe: AD 500-1100, HIST 305 Medieval Europe, 1100 to the Renaissance, HIST 306 Europe 1350-1648, HIST 307 Europe 1648-1815, HIST 308 Europe 1815-1914, HIST 309 Europe Since 1914, HIST 325 The History of European Colonialism, 1500-1970, HIST 340 Latin America, HIST 424 China from Qin to Qing, 256 BCE to 1839 CE, HIST 425 China from the Opium War to the Founding of the People's Republic, HIST 426 China, 1949 – Present, HIST 435 The Latin-American Mind; PHIL/RS 343 Asian Philosophy, PLSI 305 Governments and Politics in Europe, PLSI 306 European Political Cultures, PLSI 308 Government and Politics of China, PLSI 309 Government and Politics of Latin America; and SPAN 427; or any upper division course, not previously counted, from the list of approved courses for General Education Goals VIII or IX.
b. LBST 491 Humanities or LBST 492 Behavioral Science

Bilingual Emphasis

Requirements for a bilingual emphasis have been incorporated into the major as BCLAD (Bilingual, Multicultural, Language and Academic Development).

General Major

A general Liberal Studies track is also offered for students interested in the broad liberal arts experience but not in obtaining a teaching credential. Information is available in the Liberal Studies Office, (DDH C102, 661-664-3337).

Blended Baccalaureate for Excellence in Studies and Teaching – BBEST (Four-Year BA in Liberal Studies with Multiple Subjects Credential)

CSUB's Blended Baccalaureate for Excellence in Studies and Teaching (BBEST) combines undergraduate subject matter courses in Liberal Studies with pedagogy courses in education, offering an integrated program of study over four years. Students will have the opportunity to begin their study of the classroom in their first year. Students will continue to develop their expertise as a teacher through multiple field experiences while completing a BA degree. Students will graduate with both a BA in Liberal Studies and a Level I Multiple Subject Credential.

The following program of study may be used as a guide for students interested in simultaneously completing the Liberal Studies Major and Multiple Subjects Credential within four years:

FRESHMAN (First Year)

Units Fall
5 PHIL 102 or SOC 120
5 HIST 231
5 ART or MUS or THTR
1 GST 106

Units Winter
5 PLSI 101
5 ENGL 110
3 EDEL 240
3 GST 390 or CIS 120
1 GST 106

Units Spring
5 BIOL 100
5 COMM 108 or THTR 232
5 ENGL 101
3 BIOL 320
1 GST 106

SOPHOMORE (Second Year)

Units Fall
5 HIST 202 or PHIL 100 or RS 110
5 GEOG 302 or ECON 395 or HIST 330 or PLSI 332
5 PHSI 101
1 GST 206

Units Winter
5 Concentration
5 Upper Division Lit (ENG or SPAN) with
3 EDEL 411
5 GRE course
1 GST 206

Units Spring
5 PSYC 310 or SOC 366 with
4 EDEL 413
5 ENGL 319 (or 319a and 319b) with
3 EDEL 423 and
1 EDEL 308

JUNIOR (Third Year)

Units Fall
5 Second Linguistic (ENGL or SPAN) with
4 EDEL 427 or 428
5 MATH 320
5 ENGL 305 or 310

Units Winter
5 MATH 321 with
5 ECON 309 with
3 EDEL 431
3 PEAK 345

Units Spring
5 Concentration
2 MATH 322 with
5 SCI 315 with
1 EDEL 322
3 EDBI 475

SENIOR (Fourth Year)

Units Fall
5 SCI 316 with
2 SCI 317
5 Concentration
6 LBST Senior Seminar

Units Winter
5 MUS 310 or THTR 305 or ART 401
3 EDBI 476
7 EDEL 440 (student teaching) with
1 EDEL 441

Units Spring
13 EDEL 442 (student teaching) with
1 EDEL 443
3 EDEL 432

Note: Students who have taken at least two years of high school Spanish will challenge Spanish 101 before taking 102. Those who have taken three years of high school foreign language (with grades of B or higher) have met the foreign language requirements and will take a second course in Race/Ethnic relations.

Summer Institute for Teacher Education (SITE Program)

Inaugurated in June 1998, the SITE Program offers a summer schedule of courses required for subject matter competency in Liberal Studies and for the Multiple Subjects Credential. The SITE Program thus offers students an additional means of accelerating completion of degree and credential program requirements.

COURSE DESCRIPTIONS

LBST 490 Senior Seminar (6)

Consideration of the nature of the Liberal Studies major. Integration of the course work taken as part of the major.

LBST 491 Humanities

LBST 492 Behavioral Science

LBST 493 Natural or Physical Science

LBST 494 Math

LBST 497 Cooperative Education

MODERN LANGUAGES & LITERATURES

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Chair: **Joanne Schmidt**

Faculty: **T. Blommers, H. M. Corral, C. Lozano (Emeritus), J. Reyna, S. Ramondino (Emeritus), J. Yviricu**

Program Description

The Department of Modern Languages and Literatures has the following objectives:

1. To teach students the four basic skills of understanding, speaking, reading, and writing the languages offered;
2. To foster an interest in and an understanding of other cultures and civilizations; and
3. To enhance a student's understanding and control of English through a comparison with the structures of other languages.

According to the area of concentration selected by the student, the Department of Modern Languages and Literatures:

1. Prepares teachers of modern languages;
2. Equips teachers with the necessary basic knowledge and skills for teaching modern languages;
3. Provides those modern language skills that are necessary or highly desirable in academic career fields, and other fields such as medicine, law enforcement, social work, international trade, business, government service, diplomatic and military service, sports, translating, interpreting, journalism, and broadcasting.

The Department of Modern Languages and Literatures offers a major in Spanish and a minor in French. A Special Major in French is available to interested students (see Special Major, page 67).

SPANISH

Requirements for the Major in Spanish

The minimum requirements for a Bachelor of Arts degree in Spanish are:

1. SPAN 301 Spanish Literature I
2. SPAN 302 Spanish Literature II
3. SPAN 303 Hispanic-American Literature
4. SPAN 311 Advanced Spanish Grammar
   or
   SPAN 409 Advanced Spanish Syntax
5. SPAN 424 Culture and Civilization of Mexico and the Chicano/Mexican-American
   or
   SPAN 426 Southwest Hispanic Folklore
   or
   SPAN 428 Hispanic-American Culture and Civilization
6. SPAN 412 Spanish Linguistics
   or
   SPAN 420 Southwest Spanish
7. Ten units selected from the department's upper division courses taught in Spanish (all courses except SPAN 425 and SPAN 427).
8. SPAN 490 Senior Seminar in Spanish
9. The satisfactory completion of one of the three options listed below:
   a. A special minor.
   b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
   c. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").

Students planning to teach are urged to select courses from the following (in consultation with their advisor): SPAN 427 or 428, Hispanic-American Culture and Civilization; SPAN 311, Advanced Spanish Grammar; SPAN 415, Translation Workshop; SPAN 409, Advanced Spanish Syntax; SPAN 413, Contrastive Structures of Spanish and English.

Teaching Credential – Spanish Teacher Preparation Program

The California Commission on Teacher Credentialing has authorized CSUB to offer a single subject matter preparation program in Spanish leading to a Bachelor of Arts degree.

All of the following courses are required (9 courses, 46

units): SPAN 301, 302, 303, 311 or 409, 424 or 426 or 428, 412 or 420 and 490, plus two additional upper division courses taught in Spanish.

Requirements for the Minor in Spanish

A minimum of 20 quarter units of which no more than 5 may be chosen from courses at the 200 level, with the remainder to be selected from courses at the upper division levels except SPAN 425 and 427.

COURSE DESCRIPTIONS
(Special Course Descriptions)

MODL 179 Standard American Pronunciation of English (2)

The purpose to this course is to enable individuals to improve their English pronunciation. This course in not designed to teach grammar or vocabulary. It has been created for people who want to be more clearly understood in their professional and personal conversations

FL 280 Independent Study (1-5)

Designed to meet the needs of students wishing to do work in classical and other languages not normally offered by CSUB. Study on an individual basis under the guidance of an instructor. May be taken on successive levels.

COURSE DESCRIPTIONS
(Spanish)

Lower Division

SPAN 101 Introductory Spanish I (5)

An introduction to the nature of the discipline and the fundamentals of Spanish language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week. [F, W, S]

SPAN 102 Introductory Spanish II (5)

A continuation of SPAN 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: SPAN 101, or two years of high school Spanish or the equivalent. [F, W, S]

SPAN 103 Introductory Spanish III (5)

A review of fundamentals. Reading of selected texts, translation and conversation. Two hours of independent laboratory practice per week. Prerequisite: SPAN 102, or three years of high school Spanish or the equivalent. [F, W, S]

SPAN 105 Beginning Spanish for Fluent Speakers (5)

Accelerated study of formal Spanish at the beginning level, with attention to rules of grammar, and basic reading and writing skills. Designed to prepare students for Intermediate Spanish Grammar. To be taken in place of SPAN 101-102-103 sequence. Prerequisite: knowledge of spoken Spanish, or permission of the instructor.

SPAN 201 Intermediate Spanish Grammar I (5)

Composition and conversation. An intensive review of Spanish grammar with extensive practice in oral and written expression. Independent laboratory work, poetry and prose selections. Prerequisite: SPAN 103 or four years of high school Spanish or the equivalent, or permission of the instructor. [F, W]

SPAN 202 Intermediate Spanish Grammar II (5)

A continuation of SPAN 201, designed especially to prepare students for upper division work in language and literature. Prerequisite: SPAN 201 or the equivalent, or permission of the instructor. [W, S]

SPAN 210 Conversational Spanish (5)

A course designed to develop fluency in oral communication and vocabulary building. Conversations in small groups and discussion of a wide range of topics from contemporary issues, literature, and cultural concerns. Prerequisite: SPAN 103 or the equivalent.

SPAN 220 Spanish for Health Professionals I (5)
(Equivalent to SPAN 101)

The course is designed expressly to meet the communication needs of persons engaged in the health professions: doctors, dentists, nurses, technicians, and aides. The course introduces basic grammatical structures of Spanish and focuses on the vocabulary associated with these professions.

SPAN 221 Spanish for Health Professionals II (5)
(Equivalent to SPAN 102)

A continuation of basic grammatical structures of Spanish, focusing on vocabulary associated with the health professions. Prerequisite: SPAN 101 or 220.

SPAN 222 Spanish for Health Professionals III (5)
(Equivalent to SPAN 103)

A continuation of basic grammatical structures of Spanish. Reading of selected texts, translation, and conversation. Prerequisite: SPAN 102 or 221.

SPAN 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

Note: Upper division courses are taught in Spanish unless otherwise indicated.

SPAN 300 Explication of Texts (5)

An introduction to the methodology of the analysis of texts in prose and poetry. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

SPAN 301 Spanish Literature I (5)

An overview of Spanish literature from the *Cantar de Mio Cid* to Calderón. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor. [F]

SPAN 302 Spanish Literature II (5)

An overview of Spanish literature from the ideological renewal of the 18th century to the present. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor. [W]

SPAN 303 Hispanic-American Literature (5)

An overview of Hispanic-American literature from the Pre-Columbian literatures through the struggle for independence to modern times. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor. [S]

SPAN 311 Advanced Spanish Grammar (5)

An intensive review of Spanish grammar. Designed especially for those planning to teach. Drills, vocabulary building, proficiency in the written and spoken language. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor. [F, W, S]

HUM 395 Comparative Literature: Mirror of Western Civilization (5)

(For course description, see listing under "Interdisciplinary Courses.")

SPAN 409 Advanced Spanish Syntax (5)

A course in written and verbal stylistics, with emphasis on Spanish syntax. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

SPAN 412 Spanish Linguistics (5)

Introduction to phonology, morphology and syntax, as well as historical and sociolinguistic aspects of the Spanish language. Prerequisite: competency in Spanish at the 202 level or permission of instructor.

SPAN 413 Contrastive Structures of Spanish and English (5)

An analysis of the phonology, morphology, and syntax of Spanish leading to a contrastive examination of Spanish and English. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

SPAN 415 Translation Workshop (5)

A study of the components of Spanish grammar in view of practical translation exercises consisting of both Spanish and English texts, to be rendered fluently into the opposite language. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

SPAN 416 Contemporary Hispanic-American Poetry (5)

Aesthetic pronouncements and movements. Reading of representative poets: Vallejo, Mistral, Agustini, Storni, Ibarbourou, Neruda and the New Generation. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

SPAN 419 Contemporary Hispanic-American Novel (5)

The works of Güiraldes, Asturias, Cortázar, García Márquez, Sábato, Vargas Llosa. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

SPAN 420 Southwest Spanish (5)

An in-depth view of the linguistic, cultural, and psychological aspects of the Spanish dialect(s) spoken in the Southwestern U.S. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

SPAN 422 Children's Literature in Spanish (5)

An examination of children's literature written or available in Spanish. Objective of course is to emphasize predictable difficulties encountered in the use of such materials in a bilingual teaching situation. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

SPAN 424 Culture and Civilization of Mexico and the Chicano/Mexican-American (5)

A survey and examination of the music, arts, literature, folklore, customs, institutions, and technology, past and present of Mexico and the Chicano/Mexican-American. Course given in English and/or Spanish. Students taking the course for major or minor requirement must do the course work in Spanish.

SPAN 425 Chicano Literature (5)

Textual reading and examination of Chicano literature, to include poetry, short story, novel, and theatre. Course given in English. Does not count toward the major or minor. [F, W, S]

SPAN 426 Southwest Hispanic Folklore (5)

An introduction to the study of folklore, and a survey of the major Southwest Hispanic folklore genres, including folk literature, folk speech, folk belief, folk art, folk music, and custom. Prerequisite: competency in Spanish at the 202 level or approval of the instructor.

SPAN 427 Hispanic-American Culture and Civilization (5)

An overview of arts, literature, customs, institutions and technology, past and present, as they affect the development of Hispanic-American culture and civilization from its beginning to the present day. Course given in English. Does not count toward the major or minor. [F, S]

SPAN 428 Hispanic-American Culture and Civilization (5)

Same as SPAN 427. Taught in Spanish. [W]

SPAN 477 Special Topics in Spanish (1-5)

Studies in Spanish language or literature. Examples of topics dealt with are: History of the Spanish Language; Cervantes: *Don Quijote*; and, Spanish Literature of the Golden Age. May be repeated for different course content. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor. [W]

SPAN 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

SPAN 490 Senior Seminar in Spanish (6)

Consideration of the nature of the discipline. Integration of knowledge and experience acquired within the student's major area. Prerequisite: senior standing and consent of the instructor. [S]

SPAN 495 Workshop in Mexican-American Literature (5)

A workshop designed to make Spanish speakers aware of their language, history, and cultural heritage. Analysis, discussion, and laboratory work dealing with the problems associated with writing about and by the Mexican-American in the United States. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

SPAN 497 Cooperative Education (5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

SPAN 499 Individual Study (1-5)

Admission with consent of department chair.

FRENCH

Requirements for the Minor in French

A minimum of 20 quarter units of which no more than 10 may be chosen from courses at the 200-level, with the remainder to be selected from courses at the upper division levels.

COURSE DESCRIPTIONS
(French)

Lower Division

FREN 101 Introductory French I (5)

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week. [F]

FREN 102 Introductory French II (5)

A continuation of FREN 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: FREN 101, or two years of high school French or the equivalent. [W]

FREN 103 Introductory French III (5)

A continuation of FREN 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: FREN 102, or 3 years of high school French or the equivalent. [S]

FREN 201 Intermediate French Grammar I (5)

Composition and conversation. An intensive review of French grammar with extensive practice in oral and written expression. Independent laboratory work and cultural readings. Prerequisite: FREN 103 or equivalent coursework or the consent of the instructor. [F]

FREN 202 Intermediate French Grammar II (5)

A continuation of FREN 201, designed especially to prepare students for upper division work in language and literature. [W]

FREN 210 Conversational French (5)

A course designed to develop fluency in oral communication and to enhance command of vocabulary and grammatical structures. Prerequisite: FREN 103 or the equivalent, or permission of the instructor.

FREN 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

Note: Upper division courses are taught in French unless otherwise indicated.

FREN 301 French Literature I (5)

An overview of French literature from the Middle Ages to 1800. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

FREN 302 French Literature II (5)

An overview of French literature from 1800 to the present. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

FREN 311 Advanced French Grammar (5)

An intensive review of French grammar. Designed especially for those planning to teach. Drills, vocabulary building, proficiency in the written and spoken language. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor. [F]

FREN 380 The Human Condition: French Literature Through the Ages (5)

A study of the human condition through selected readings of French literature in translation including the epic, poetry, prose, the novel and theatre, from the Middle Ages to the 20th Century. The appreciation of French literature will include the study of French culture and its development, with some comparison to the literature of other cultures as well as rigorous explications of texts, according to varied schools of literary criticism. Prerequisite: completion of ENGL 110. [S]

HUM 395 Comparative Literature: Mirror of Western Civilization (5)

(For course description, see listing under "Interdisciplinary Courses.")

FREN 409 Advanced French Syntax (5)

A course in written and verbal stylistics with emphasis on French syntax. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

FREN 410 French Linguistics (5)

An introduction to conventional and theoretical linguistics, with a contrastive approach to French and English structure. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

FREN 414 French Phonetics (5)

An analysis of the French sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and French languages. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

FREN 415 Translation Workshop (5)

A study of the components of French grammar in view of practical translation exercises consisting of both French and English texts, to be rendered fluently into the opposite language. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

FREN 425 The Novels of Colette in Translation (5)

A study of a selection of Colette's novels with emphasis on her career as a major French novelist. Attention will be given to the history of the novel in France and to Colette's contribution to the twentieth century French novel. All readings will be taught in English translation. Does not count toward the minor.

FREN 426 French Women Writers in Translation (5)

A study of twentieth century French women novelists with a special emphasis on the history and role of the female novelist in France. Attention is given to methods of female and male characterization as well as to the exploration of common themes found in these novels. All readings will be taught in English translation. Does not count toward the minor.

FREN 427 French Culture and Civilization (5)

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. Does not count toward the minor.

FREN 477 Selected Topics in French (1-5)

Studies in French language or literature, with varying subjects such as Explication of Texts. May be repeated for different course content. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

FREN 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

FREN 497 Cooperative Education (5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

FREN 499 Individual Study (1-5)

Admission with consent of instructor and department chair.

OTHER LANGUAGE COURSES

COURSE DESCRIPTIONS (Chinese)

Lower Division

CHIN 101 Introductory Chinese I (5)

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

CHIN 102 Introductory Chinese II (5)

A continuation of CHIN 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: CHIN 101.

CHIN 103 Introductory Chinese III (5)

A continuation of CHIN 101 and 102. Continued development of the four language skills within two hours of independent laboratory practice per week. Prerequisite: CHIN 102.

COURSE DESCRIPTIONS (German)

Lower Division

GERM 101 Introductory German I (5)

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

GERM 102 Introductory German II (5)

A continuation of GERM 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: GERM 101 or two years of high school German.

GERM 103 Introductory German III (5)

A continuation of GERM 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: GERM 102 or three years of high school German.

COURSE DESCRIPTIONS (Japanse)

Lower Division

JPNS 101 Introductory Japanese I (5)

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

JPNS 102 Introductory Japanese II (5)

A continuation of JPNS 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: JPNS 101.

JPNS 103 Introductory Japanese III (5)

A continuation of JPNS 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: JPNS 102.

COURSE DESCRIPTIONS (Russian)

Lower Division

RUSS 101 Introductory Russian I (5)

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

RUSS 102 Introductory Russian II (5)

A continuation of RUSS 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: RUSS 101.

RUSS 103 Introductory Russian III (5)

A continuation of RUSS 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: RUSS 102.

PERFORMING ARTS

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Chair: **Anita DuPratt**

Faculty: **C. Badami, J. D. Davis, A. DuPratt, R. Ferrell, J. Kleinsasser, J. D. Mason, G. R. Mehling, R. Provencio, M. Rees, A. Schaumburg, P. Sears, J. F. Swanson**

Program Description

The Performing Arts Department serves the campus as the diversified center for the performance and study of music and theatre arts. Faculty and students present concerts, recitals and theatrical productions in the Doré Theatre as well as in other venues on and off campus. Coursework covers practical, historical and theoretical topics. Most opportunities are open to all CSUB students regardless of their declared major. In addition to courses that will satisfy General Education or Liberal Studies requirements, the department offers the following curricula:

- BA in Music with emphasis in General Music or Music Education.
- BA in Theatre Arts
- Minor in Music
- Minor in Theatre
- Minor in Theatre Technology
- Interdisciplinary minor in Speech and Theatre

Students seeking to prepare for teaching careers in Music or Theatre Arts should consult with the department chair or an appropriate advisor.

MUSIC

The Bachelor of Arts with a major in Music offers comprehensive training in performance, theory and history, all intended to prepare students for careers in professional music, teaching, or related fields. There are many opportunities for students to perform as soloists or in ensembles. The requirements are flexible enough to allow each student to specialize or generalize as appropriate, and there are two emphases, one in General Music and one in Music Education.

Any undergraduate accepted into the University may undertake this major. Continuance is contingent upon satisfactory progress in all coursework, both in and out of the major.

Requirements for the Bachelor of Arts Degree in Music

1. Lower Division Theory and History
   a. MUS 122 and 124
   b. MUS 152 and 154
   c. MUS 201 and 202
   d. MUS 222 and 224
2. MUS 370 and 371
3. One course from the 481-485 series. Certain offerings of MUS 477 Special Studies in Music, may at times apply toward this requirement. Students should consult their advisors for appropriate substitutions.
4. Courses fulfilling the requirements for an Emphasis in either General Music or Music Education.
5. Participation and credit in one of the following performing organizations during every term of residence after formal registration as a Music major. Music majors are required to complete six units of upper division ensemble work that is counted towards the degree:
   a. MUS 251 or 451 CSUB University Singers
   b. MUS 253 or 453 CSUB Community Concert Band
   c. MUS 254 or 454 Chamber Orchestra
   d. MUS 256 or 456 CSUB Jazz Ensemble

   Note: MUS 220/420 Chamber Music, may be substituted for MUS 254/454 Chamber Orchestra with permission of the Music faculty.
6. One of the following options (six units):
   a. MUS 490 Senior Recital
   b. MUS 491 Senior Performance and Paper
   c. MUS 492 Senior Thesis I

   Before completing this requirement, the student must pass a permission examination before the music faculty.

7. Piano proficiency examination performed before the faculty.
8. Performing proficiency acceptable to the department in voice, and/or another instrument approved by the department. Students must demonstrate this proficiency during each quarter in residence at a jury examination performed before the music faculty.
9. One of the following options:
   a. A special minor.
   b. A minor consisting of at least 20 quarter units designated by another discipline.
   c. An interdisciplinary concentration or minor.

Emphasis I: General Music

Three courses (in addition to the one used to fulfill requirement 9c above) selected from the following: MUS 322, 324, 325, 375, 380, 381, 477* and 481-485.

*Only certain offerings are appropriate; students should consult their advisors for appropriate substitutions.

Emphasis II: Music Education

This emphasis assists individuals to become music educators.

1. MUS 325
2. Two courses selected from the following: MUS 405, 406, 410 and 411. (Students may replace one of these courses with two different versions of MUS 357.)

Requirements for the Minor in Music

A total of 24 quarter units comprised of the following: four five-unit music courses (at least two of which must be upper division) including at least one theory course such as MUS 120 or 122 or 152 or 222; two units of applied music, and two units of work in a performing organization.

Teaching Credential – Single Subject

Students wishing to complete the requirements for the California Single Subject Credential in Music should consult with the department chair or an appropriate Music faculty advisor.

COURSES DESCRIPTIONS

Lower Division

MUS 101 Understanding and Appreciation of Music (5)

Introduction to the elements and nature of music and musical expression in Western and non-Western traditions, including examples from ethnic minorities and women composers; assessment of artistic content and the role of music in society. [F, W, S]

MUS 120 Materials and Structure of Music (5)

Examination of basic concepts of Western and non-Western musical practices: keys, scales, intervals, chords, notation, rhythm, and meter. Practice in melodic, rhythmic, and basic harmonic dictation, sight singing and keyboard. Introduction to MIDI sequencing, computer-assisted music notation, and digital synthesis. Open to all students. May not be used to satisfy the requirements for the music major. [S]

MUS 122 Theory I (5)

Investigation of the musical materials and principles of traditional tonal practice including figured bass, four-part harmony through dominant seventh chords, and lead-sheet chord symbols; group performance of individual projects and introduction to computer notation. Prerequisite: MUS 120 or satisfactory score on theory placement examination. Required: concurrent enrollment in MUS 124. [F]

MUS 123 Studio Instruction (1)

Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to music majors or minors, on a proficiency placement basis. [F, W, S]

MUS 124 Basic Theory Skills (1)

Practice in melodic, harmonic and rhythmic dictation in the classroom and at the computer lab, sight singing, and keyboard harmony. Prerequisite: MUS 120 or satisfactory score on theory placement examination. Required: concurrent enrollment in MUS 122. [F]

MUS 132 Piano Class I (1)

Introduction to piano keyboard; piano technique: hand, arm and wrist position; five-finger patterns; music reading skills: melodic, harmonic, and rhythmic notation; scales; triads; introduction to repertoire; practice skills. Lecture, discussion and laboratory. Prerequisite: placement examination; departmental permission. [F]

MUS 133 Piano Class II (1)

Piano technique: legato and staccato touch; scales, chord inversions, arpeggios; music reading skills, sight reading; melodic improvisation, harmonization; repertoire; ensemble playing; practice skills. Lecture, discussion and laboratory. Prerequisite: MUS 132 or placement examination; departmental permission. [W]

MUS 134 Piano Class III (1)

Piano technique: introduction of exercises for velocity, facility; music reading, transposition; improvisation, harmonization; repertoire from Baroque to 20th Century; practice skills. Lecture, discussion and laboratory. Prerequisite: MUS 133 or placement examination; departmental permission. [S]

MUS 152 Theory II (5)

Continued examination of traditional tonal practice including diatonic and chromatic seventh chords, modulation, and modal mixture; individual creative projects with group performance. Prerequisite: MUS 122 or satisfactory score on theory placement examination. Required: concurrent enrollment in MUS 154. [W]

MUS 154 Intermediate Theory Skills (1)

Intermediate-level melodic, harmonic and rhythmic dictation in the classroom and at the computer lab; sight singing; and keyboard harmony. Prerequisite: MUS 124 or departmental consent. Required: concurrent enrollment in MUS 152. [W]

MUS 201 Survey of Music History I (5)

Examination of the important figures and periods in the history of music, from Gregorian Chant to the end of the Baroque. For the Music major or the general student with basic (treble and bass clef) music reading skills. Prerequisite: MUS 101 or consent of instructor. [W]

MUS 202 Survey of Music History II (5)

Continuation of MUS 201, covering the history of music from the Classical period to the present. For the Music major or the general student with basic (treble and bass clef) music reading skills. [S]

MUS 220 Chamber Music (1)

Study and performance of various instrumental chamber combinations. Groups formed according to instrumentation registering for the class. Performance majors should consult with the applied faculty. A minimum of three class hours per week. [F, W, S]

MUS 221 Music Workshop (1)

Courses devoted to the study and performance of representative literature for varied types of ensemble. Two activity hours per week. Admission with the consent of instructor. Anticipated sections include the following:

- Brass Choir
- "New Music"
- Keyboard
- Recorder/Early Music
- Clarinet Choir
- String
- Woodwind
- Small Jazz Ensemble
- Early Music
- Vocal
- Jazz Improvisation

MUS 222 Theory III (5)

Chromatic modulation and twentieth-century techniques; jazz harmony, polytonality, atonality, serialism, pandiatonicism, aleatory and stochastic processes; music technologies such as MIDI, computer notation and sequencing, and non-Western musical systems. Prerequisite: MUS 152 or satisfactory score on theory placement examination. Required: concurrent enrollment in MUS 224. [S]

MUS 223 Studio Instruction (1)

Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to music majors or minors, on a proficiency placement basis. [F, W, S]

MUS 224 Advanced Theory Skills (1)

Advanced-level melodic, harmonic and rhythmic dictation in the classroom and at the computer lab; sight singing; and keyboard harmony. Prerequisite: MUS 154 or departmental consent. Required: concurrent enrollment in MUS 222. [S]

MUS 227 Basic Singing Techniques (2)

Class instruction in the fundamental techniques of singing. Problems of breath control, tone production, diction, song repertoire, and interpretation. Historical theories of vocal production. No previous background required. [F, W, S]

MUS 228 Intermediate Singing Techniques (2)

Intermediate-level class instruction in fundamental techniques of singing. Problems of breath control, tone production, diction, song repertoire, and interpretation. [F, W, S]

MUS 229 Advanced Singing Techniques (2)

Advanced-level class instruction in techniques of singing. Repertoire building, songs in foreign languages, operatic arias. [F, W, S]

MUS 231 Vocal Workshop (1)

Enrichment activities for students in University Singers. Activities include solmization clinics, sectional rehearsals, small ensemble performance, touring, and special coaching. Students must be concurrently enrolled in MUS 251 or MUS 451. [F, W, S]

MUS 232 Piano Class IV (1)

Piano technique: exercises for increased facility; sight reading, introduction of lead sheet, score reading and transposition; ensemble playing, introduction of accompanying; improvisation, harmonization; repertoire extension; practice skills. Lecture, discussion and laboratory. Prerequisite: MUS 134 or placement examination; departmental permission. [F]

MUS 233 Piano Class V (1)

Piano technique exercises; sight reading, introduction of figured bass, choral score reading; modulations; analysis; continued solo and ensemble playing; repertoire extension; introduction of musical style periods; practice skills. Lecture, discussion and laboratory. Prerequisite: MUS 232 or placement examination; departmental permission. [W]

MUS 234 Piano Class VI (1)

Piano technique exercises; sight reading, introduction of jazz chart, instrumental score reading; continued solo and ensemble playing; repertoire extension; practice skills; pedagogical issues. Lecture, discussion and laboratory. Prerequisite: MUS 233 or placement examination; departmental permission. [S]

MUS 236 Small Jazz Ensemble (1)

Small group performance of traditional and contemporary jazz, Latin jazz, and world music by groups ranging in size from trios to septets. Individual creative projects are encouraged, performed, and digitally recorded. Each group will rehearse a minimum of three hours per week. Admission with the consent of the instructor. [F, W, S]

MUS 241 Diction for Singers I (1)

Classical singing pronunciation skills in Italian and Ecclesiastical Latin, using International Phonetic Alphabet. Application to examples drawn from the standard vocal literature. Prerequisite: concurrent enrollment in studio voice sequence. [Alternate F]

MUS 242 Diction for Singers II (1)

Classical singing pronunciation skills in English and German, using International Phonetic Alphabet. Application to examples drawn from the standard vocal literature. Prerequisite: concurrent enrollment in studio voice sequence. [Alternate W]

MUS 243 Diction for Singers III (1)

Classical singing pronunciation skills in French and Spanish, using International Phonetic Alphabet. Application to examples drawn from the standard vocal literature. Prerequisite: concurrent enrollment in studio voice sequence. [Alternate S]

MUS 250 Jazz Vocal Ensemble (1)

Performance of jazz choral music including traditional, Latin, and world music with an emphasis on vocal improvisation. A minimum of three class hours per week. Admission with the consent of the instructor. [F, W, S]

MUS 251 CSUB University Singers (1)

Group performance of choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor. [F, W, S]

MUS 253 CSUB Community Concert Band (1)

Group performance of music from various periods of the repertoire. A minimum of three class hours per week. Admission with the consent of the instructor. [F, W, S]

MUS 254 Chamber Orchestra (1)

Group performance of music from various periods of the repertoire. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis. Admission with the consent of the instructor. [F, W, S]

MUS 256 CSUB Jazz Ensemble (1)

Performance of representative big band repertoire, Latin Jazz, and world music. Individual creative projects are encouraged, performed, and digitally recorded. Admission with the consent of the instructor. A minimum of three class hours per week. [F, W, S]

MUS 257 Early Field Experience in Music Education (2)

Designed to provide students with guided observations and directed field experiences in school music classrooms. The course establishes the relationship between theory and practice, and provides students with preliminary information to assist them in making informed judgments on whether to pursue a career in music education. Students will observe classes in general music, vocal and instrumental performance, at both the elementary and secondary levels. Offered on a credit, no-credit basis.

MUS 258 Opera Theatre (1)

Preparing, staging, and performing full and partial works from the operatic repertoire. Admission with consent of the instructor. May be repeated for credit.

MUS 272 Jazz Improvisation (5)

Performance of basic major, dorian, mixolydian, and bebop dominant patterns, basic voicing of major and minor ii-V-I as well as associated melodic patterns, blues progressions, rhythmic changes, chord substitutions, basic chromatic embellishments, turnarounds, drum and bass patterns for traditional, Latin, and world beat grooves. Prerequisite: MUS 122 or permission of instructor.

MUS 277 Special Topics in Music (1-5)

Classes, individual research, and/or group investigation of selected topics in music. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

MUS 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

MUS 299 Individual Study (1-5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair. [By petition only]

Upper Division

MUS 301 Masterpieces of Music (1)

The appreciation of selected musical works through attendance at three approved concerts during the quarter. Students are required to attend an orientation session and the approved concerts. After attending each concert a typed two-page critique of the concert must be presented to the instructor. This critique should express impressions and reactions to the music performed. Does not count for credit towards the Music major. May be taken three times for credit. [F, W, S]

MUS 310 Music in the Elementary Classroom (5)
(Formerly MUS 401)

Study and development of musical skills necessary for musical independence. Participation in activities designed to improve all areas of music, including: listening, singing, playing (performing), moving, creating, and reading. The student, through class participation, is made familiar with various methodologies used in elementary music education. Specific curricula introduced include: the Orff approach, the Kodaly method, the Manhattanville Curriculum, and Suzuki Talent Education. Not applicable toward requirements for the music major. [F, W, S]

MUS 322 Theory IV (5)

Exploration of practices of modal and non-Western music: modes, Medieval notations, instrumental and pitch resources of selected Third World cultures. Prerequisite: MUS 152 or departmental consent. [Alternate Years]

MUS 323 Studio Instruction (1)

Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to music majors or minors, on a proficiency placement basis. [F, W, S]

MUS 324 Orchestration (5)

Study of the individual characteristics of all instruments of the orchestra, terminology in multiple languages, scoring for strings, woodwinds, brass, and percussion instruments both alone and in combination. Creative projects are notated and realized with the help of music technologies such as MIDI, computer notation, and sequencing. Prerequisite: MUS 222 or departmental consent. [Alternate years]

MUS 325 Beginning Conducting (5)

Study of baton techniques and development of essential skills common to instrumental and choral conducting such as listening, gesture, error detection, score study and preparation, interpretation, rehearsal procedures, and performance. Technological advances of importance to conductors such as MIDI, recording technologies (audio & video) and computers will be examined and used. Repertoire studied includes Western and non-Western music in a variety of genres both vocal and instrumental. [Alternate Years]

MUS 330 Music Teaching Techniques for Elementary Classroom I (5)

Continued study and development of music skills and teaching techniques begun in Music 310. Participation in activities designed to prepare the student to teach music in the context of the academic elementary classroom. Topics will include Kodaly and Orff techniques, world music, soprano recorder, lesson planning, music reading, and children's songs, games and dances. Prerequisite: MUS 310 or consent of instructor. (W)

MUS 350 Music Teaching Techniques for Elementary Classroom II (5)

Continued study and development of music skills and teaching techniques begun in Music 310 and 330. Topics will include advanced Kodaly and Orff techniques, music forms and styles, alto recorder, learning theories, and music education technology. Prerequisite: MUS 330 or consent of instructor. (Sp)

MUS 357 Pedagogy: Principles and Practice (3)

Principles involved in the playing and teaching of the regular orchestral instruments and maintenance of the regular band. Students are required to play each instrument studied in the class and demonstrate a working acquaintance with the pedagogical knowledge necessary to adequately instruct another person in the following areas:

.001	*Strings:*	Violin, Viola, Cello, String Bass
.002	*Woodwinds:*	Flute, Oboe, B^b^ Clarinet, Bassoon, Saxophone
.003	*Brass:*	B^b^Trumpet, French Horn, Trombone, Euphonium, Tuba
.004	*Percussion:*	Appropriate definite-and indefinite-pitched instruments, as determined by the instructor

MUS 370 Form and Analysis I (5)

Analysis of selected compositions of various historical periods, styles, and cultures. Development of criteria for both evaluation and understanding of principles of formal construction and musical continuity gained through the study of phrase structure and formal design, all part forms to sonata. Prerequisite: MUS 222 and 224, or consent of instructor. [F]

MUS 371 Form and Analysis II (5)

Continued examination of the principles of formal construction and musical continuity as revealed by analysis of selected compositions with an emphasis on contrapuntal forms, concerto, and twentieth century compositions including analysis of upper tertian harmony using jazz symbols, techniques of impressionism, neoclassicism, and serialism using set theory. Prerequisite: MUS 370. [W]

MUS 372 Jazz Improvisation II (5)

Performance of patterns derived from ascending melodic minor modes and pentatonic groupings, performance of transcribed blues solos, chromatically embellished ii-V-I patterns in both major and minor, transcription of solos for your instrument, and concepts of solo construction. Prerequisite: MUS 272 or satisfactory score on placement exam.

MUS 375 Counterpoint (5)

Study of 18th-Century counterpoint starting with "species" counterpoint and leading to the composition of a two-part invention, three-voiced fugue, canons, and a chorale prelude. Prerequisite: MUS 222. [Alternate Years]

MUS 380 Opera (5)

The synthesis of drama and music analyzed in selected operas; applications of literary sources and examination of operatic customs. For the general student. Music reading skill not required. May not be applied to the Music major. Prerequisites: upper division standing and completion of general education basic skills goals. [Alternate Years]

MUS 381 Music of Black Americans (5)

Historical and analytical study of the music of Black Americans from colonial times to the present, including the influence of black music on traditional music, art, popular, and other musical styles. [Alternate Years]

MUS 385 Music Drama (5)

Analysis of selected operas with special emphasis on the musical development of drama, and the application of music devices to underscore dramatic effect and characterization. Prerequisites: MUS 222 and 224, or consent of instructor; also score reading skills, upper division standing, and completion of general education basic skills goals. [Alternate Years]

MUS 390 Film Music (5)

The exploration of the role music plays in enhancing the experience of viewing dramatic film. Emphasis is on the interaction of music, drama, and visual aspects. Analysis of selected examples drawn from film music of the past, and also currently running commercial films. Prerequisite: ENGL 110 or equivalent. Upper division status. Music reading skills not required.

MUS 403 Elementary Music Methods (5)

Study of pedagogical techniques and activities designed for teaching music for elementary children in the context of the elementary music class. Emphasis will be placed on the Kodaly and Orff approaches. Development of skills in teaching music literacy, musicianship, soprano and alto recorders, multicultural music, and lesson planning. Prerequisite: MUS 257. (Alternate Years)

MUS 405 Secondary Instrumental Music Methods I (5)

Designed for students who intend to become instrumental music teachers in the secondary schools. The place and function of instrumental music in the high school curriculum. Provides opportunity for students to develop skills in rehearsal techniques, program development and organization, philosophies of music education. Prerequisites: MUS 370 or consent of instructor. [Alternate Years]

MUS 406 Secondary Instrumental Music Methods II (5)

Advanced level study of issues confronted in MUS 405. Field trips may be required. Prerequisites: MUS 370, 405 or consent of instructor. [Alternate Years]

MUS 410 Secondary Vocal Music Methods I (5)

Designed for students who intend to become vocal music teachers in the secondary schools. The place and function of vocal music in the high school curriculum. Rehearsal techniques, program development and organization, philosophies of music education. Prerequisites: MUS 370 or consent of instructor. [W]

MUS 411 Secondary Vocal Music Methods II (5)

Advanced study of issues confronted in MUS 410. Field trips may be required. Prerequisites: MUS 370, 410 or consent of instructor. [S]

MUS 420 Chamber Music (1)

Study and performance of various instrumental chamber combinations. Groups drawn from instrumentation provided by make up of the class. Performance majors should consult with the applied faculty. A minimum of three class hours per week. [F, W, S]

MUS 421 Music Workshop (1)

Courses devoted to the study and performance of representative literature for varied types of ensemble. Two activity hours per week. Admission with the consent of instructor. Anticipated sections include the following:

- Brass Choir
- "New Music"
- Keyboard
- Recorder/Early Music
- Clarinet Choir
- String
- Woodwind
- Small Jazz Ensemble
- Early Music
- Vocal
- Jazz Improvisation

MUS 423 Studio Instruction (1)

Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to music majors or minors, on a proficiency placement basis. [F, W, S]

MUS 425 Advanced Conducting (5)

Advanced study of conducting elements common to both vocal and instrumental conducting with continued work in listening skills, conducting technique, error detection, score study and preparation, interpretation, rehearsal procedures, and performance. The course requires guided outside observations of rehearsals and performances by conductors at various levels. Technological tools of importance to conductors such as MIDI, recording techniques (audio and video) and computers will be used extensively. Repertoire studied includes Western and non-Western music in a variety of genres both vocal and instrumental. (Alternate Years)

MUS 431 Vocal Workshop (1)

Enrichment activities for students in Chamber Singers. Activities include solmization clinics, sectional rehearsals, small ensemble performance, touring, and special coaching. Students must be concurrently enrolled in MUS 452. [F, W, S]

MUS 436 Small Jazz Ensemble (1)

Small group performance of traditional and contemporary jazz, Latin jazz, and world music by groups ranging in size from trios to septets. Individual creative projects are encouraged, performed, and digitally recorded. Each group will rehearse a minimum of three hours per week. Admission with the consent of the instructor [F, W, S]

MUS 450 Jazz Vocal Ensemble (1)

Performance of jazz choral music including traditional, Latin, and world music with an emphasis on vocal improvisation. A minimum of three class hours per week. Admission with the consent of the instructor. [F, W, S]

MUS 451 CSUB University Singers (1)

Group performance of choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor. [F, W, S]

MUS 452 Chamber Singers (1)

Group performance of choral literature, from various periods of the choral repertoire, designed for select voices. Admission with the consent of the instructor. A minimum of three class hours per week. [F, W, S]

MUS 453 CSUB Community Concert Band (1)

Group performance of music from various periods of the repertoire. A minimum of three class hours per week. Admission with the consent of the instructor. [F, W, S]

MUS 454 Chamber Orchestra (1)

Group performance of music from various periods of the repertoire. A minimum of three class hours per week. One unit of credit per quarter. Admission with the consent of the instructor. [F, W, S]

MUS 456 CSUB Jazz Ensemble (1)

Performance of representative big band repertoire, Latin Jazz, and world music. Individual creative projects are encouraged, performed, and digitally recorded. Admission with the consent of the instructor. A minimum of three class hours per week. [F, W, S]

MUS 458 Opera Theatre (1)

Preparing, staging, and performing full and partial works from the operatic repertoire. Admission with consent of the instructor. May be repeated for credit.

MUS 472 Jazz Improvisation III (5)

Performance of patterns derived from Coltrane substitutions, abstract intervallic patterns, concepts of free improvisation, performance of transcribed blues and other solos, harmonic embellishment and substitution, quartal voicing of ii-V-I progressions, advance pentatonic concepts, blues heads and standards in all 12 keys, transcription of solos for your instrument. Prerequisite: MUS 372.

MUS 477 Special Studies in Music (1-5)

Classes, individual research, and/or group investigation of selected topics in music. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content. Possible fields of study are: 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.

MUS 481 Baroque and Classical (5)

An in-depth historical and analytical study of music from the Baroque and Classical periods (c 1600-1830). Prerequisite: MUS 122 or permission of the instructor. [Alternate Years]

MUS 482 The Romantic Period and Impressionism (5)

An in-depth historical and analytical study of music of the Romantic and the Impressionistic periods (c 1830-1910). Prerequisite: MUS 122 or permission of instructor. [Alternate Years]

MUS 483 Music of the Early Twentieth Century (5)

An in-depth historical survey and analytical overview of twentieth century music until the end of World War II, including impressionism, expressionism, neo-classism, ethnomusicology, and jazz. Prerequisite: MUS 122 or permission of instructor. [Alternate Years]

MUS 484 Music Since 1945 (5)

An in-depth historical survey and analytical overview of music composed since World War II, including total serialism, neo-romanticism, aleatoric procedures, minimalist, jazz, new wave, and electronic media. Prerequisite: permission of instructor. [Alternate Years]

MUS 485 Polyphonic Period Through the Renaissance (5)

An in-depth historical and analytical study of music from the origins of polyphony through the Renaissance (c 800-1600). Prerequisite: MUS 122 or permission of instructor. [Alternate Years]

MUS 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

MUS 490 Senior Recital (6)

Reserved for those students especially proficient on an instrument or in voice. Admission with consent of the music faculty, which must be obtained no later than the preregistration period of the student's proposed final quarter. Consists of a 45-70-minute recital, which must be undertaken in residence. Corequisite: concurrent enrollment in MUS 423. [By petition only]

MUS 491 Senior Performance and Paper (6)

Exhibition of proficiency in a major medium of musical performance, plus a substantial paper pertaining to the performance. Must be undertaken in residence. Permission for the performance must be obtained from the department faculty and the paper must be submitted to the faculty for evaluation. [By petition only]

MUS 492 Senior Thesis I (2)

Introduction to research techniques and sources. How to formulate a thesis, locate and evaluate sources. How to write about music. How to use computer assisted research tools. By the end of this section the student will have refined the thesis, identified the sources for research, and devised a preliminary outline for the paper (the thesis topic must have the approval of the music faculty by the seventh week of the quarter). [F]

MUS 493 Senior Thesis II (2)

Continuation of MUS 492. By the end of this quarter the student will have incorporated the suggestions of faculty and completed a preliminary draft of the paper which will be submitted to the music faculty for comments. Class meetings will include progress updates and shared experiences in problem solving. [W]

MUS 494 Senior Thesis III (2)

Completion of Senior Thesis. Students will fashion the final draft of the thesis which will be completed during this quarter. The draft will be submitted to the faculty for approval by the seventh week of the quarter. The final draft of the paper, incorporating faculty suggestions, will be completed before the tenth week of the quarter. The paper will be retained in the departmental office files, and copies made available upon request of students or faculty. [S]

MUS 495 Senior Seminar in Music Education (5)

An examination of the social and intellectual foundations of contemporary music education including historical foundations, pivotal events since 1957, philosophical and psychological trends, public policy and national goals. Brief overview of methods in music education including Dalcroze, Orff, Kodaly, Suzuki, Comprehensive Musicianship, and Edwin Gordon's Music Learning Theory. Special emphasis will be given to the use of popular music, multicultural and technology in music education. Prerequisite: MUS 350

MUS 499 Individual Study (1-5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair. [By petition only]

THEATRE ARTS

The Bachelor of Arts with a major in Theatre Arts offers comprehensive training in performance, technical theatre and design, and theatre studies, all intended to prepare students for careers in professional theatre, teaching, or related fields. The requirements are flexible enough to allow each student to specialize or generalize as appropriate, and the production program offers each student virtually limitless opportunities to participate as actor or crew member in a variety of situations.

Any undergraduate accepted into the University may undertake this major. Continuance is contingent upon satisfactory progress in all coursework, both in and out of the major.

Requirements for the Bachelor of Arts Degree in Theatre Arts

1. The following core curriculum: THTR 232, 241, 271, 272 and 385.
2. Six additional five-quarter-unit courses in Theatre, at least four of which must be upper division, selected with the approval of the faculty advisor. 100 level courses may not be used to satisfy this requirement.
3. Each student must complete eight production courses; those that satisfy this requirement are THTR 201, 202, 203, 206, 207, 401, 402, 403, 406, 407.

   Of the eight, four must be taken for upper-division credit.

   Of the eight, two must be selected from THTR 202 and 402, and two must be selected from THTR 203 and 403.

   Each student must complete at least two production courses during each year in residence.

4. Complete THTR 195, 295, 395 or 495, as appropriate, during each quarter in full-time residence as a Theatre Arts major. Complete the course at least six times.
5. THTR 491 and 492.
6. One of the following options:
   a. A special minor.
   b. A minor consisting of at least 20 quarter units designated by another discipline.
   c. One of the interdisciplinary concentrations or minors.

Speech and Theatre Minor

For requirements, see listing under "Interdisciplinary Minors."

Requirements for the Minor in Theatre

Four five-unit courses in Theatre at the 200-level or above, at least two of which must be upper division.

Requirements for the Minor in Theatre Technology

A total of 24 units, including the following: THTR 241 and 251; two courses chosen from THTR 351, 352 and 353; and four units chosen from THTR 202, 402, 203, or 403.

Teaching Credential – Single Subject

Students wishing to teach drama at the high school level must complete a course of study that will lead to the Single Subject Credential in English; in most cases, this involves earning the BA degree with a major in English. However, such students are strongly urged to complete, in addition, the BA degree with a major in Theatre Arts.

COURSE DESCRIPTIONS

Lower Division

THTR 101 Introduction to the Study of Theatre (5)

Study of the aesthetic process by which plays of various types, styles, and periods are translated into theatrical terms and are projected from a stage to an audience and the relevance of that process to the world of which it is a part. [F, W, S]

THTR 132 Introduction to Acting (5)

General training and experience in acting for the non-professionally oriented acting student.

THTR 195 Theatre Company (1)

Practicum in auditioning, portfolio presentation, technical production and management. Activities and workshops. Offered on a credit, no-credit basis only. [F,W,S]

THTR 201 Rehearsal and Performance (2)

Acting in major departmental stage, television or film productions. Open to all students; entrance by audition. Assignments made according to needs of productions. A minimum of six class hours per week. Limited to two units of credit per quarter. [F, W, S]

THTR 202 Technical Theatre Production Laboratory (1)

Practical work in the various areas of technical theatre production (stage management, scenery, properties, costumes, makeup, lighting, sound, marketing) during the pre-production period. Assignments made according to needs of productions. [F, W, S]

THTR 203 Run of Show (1)

Practical work in the various areas of technical theatre production (stage management, scenery, properties, costumes, makeup, lighting, sound, marketing) during the run of the show from technical rehearsals through strike. Assignments made according to needs of productions. [F, W, S]

THTR 206 Children's Theatre Practicum (2)

Rehearsal, preparation and performance of a play for young audiences. May include performances on campus and touring to local elementary schools. Assignments made according to needs of productions. [F]

THTR 207 Touring Show (2)

Rehearsal, preparation and performance of a one-act play to be taken on tour to schools in Kern County. Open to all students; entrance by audition during the previous academic term. Assignments made according to needs of productions. [S]

THTR 208 Improvisation (2)

Study and practice of techniques in comedy improvisation, with an emphasis on the development of performance skills. May be repeated for credit. Prerequisite: THTR 232 or consent of instructor. [F, S]

THTR 209 Theatre Festival (1)

Students will assist in designing and managing a theatre festival for high school or college theatre students from other campuses. Offered on a credit, no-credit basis only. [W]

THTR 232 Acting I (5)

Introduction and development of the actor as the physical, vocal, and creative tool of his work. Introduction of improvisation techniques, text analysis, and psychophysical techniques in scene study. [F, W, S]

THTR 233 Acting II (5)

Development of material introduced in Acting I with an emphasis on movement in stage performance. Improvisation, concentration, development of basic skills. Prerequisite: THTR 232 or consent of instructor. [W]

THTR 234 Acting III (5)

Development of material introduced in Acting I and II with an emphasis on vocal technique in stage performance. Prerequisite: THTR 233 or consent of instructor. [S]

THTR 241 Stagecraft (5)

Techniques in construction of stage scenery and properties, including use of hand and power tools, working with wood, metal, plastic and paint, and reading blue prints. Use of theatrical sound and lighting equipment. Combination of lecture and laboratory. [W]

THTR 242 Stage Makeup (2)

Practical work in all types of theatrical makeup. One lecture and two activity hours per week. [W]

THTR 251 Introduction to Technical Theatre and Design (5)

Survey of technical theatre production with emphasis on fundamentals of theatrical design, including projects in scenery, costumes and lighting. [Alternate years]

THTR 271 Survey of Theatre History I: the Greeks to Shakespeare (5)

A survey of the structures and production practices of theatres and of the ideas behind them, from the Classical Age of Greece to Shakespeare, with references to the significant periods, plays, and playwrights. Plays from the various periods studied will be read. Prerequisite: satisfactory completion of or concurrent enrollment in ENGL 100, or the equivalent. (Alternate Years)

THTR 272 Theatre History II: The Golden Age of Spain to the 20th Century (5)

A survey of the structures and production practices of theatres and of the ideas behind them, from the Golden Age of Spain to the early 20th century, with references to the significant periods, plays and playwrights. Plays from the various periods studied will be read. Prerequisite: satisfactory completion of or concurrent enrollment in ENGL 100, or the equivalent. (Alternate Years)

THTR 277 Special Studies in Theatre (1-5)

Classes, individual research, and/or group investigation of selected topics in theatre. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

THTR 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

THTR 295 Theatre Company (1)

Practicum in auditioning, portfolio presentation, technical production and management. Activities and workshops. Offered on a credit, no-credit basis only. [F, W, S]

THTR 299 Individual Study (1-5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair. [By petition only]

Upper Division

THTR 305 Creative Dramatics (5)

Introduction to the use of drama and creative play in the classroom and other social situations, including study of materials and methods. Emphasis on development of ideas rather than performance. Combination of lecture, discussion, and projects.

THTR 307 Dramatic Literature for Children (5)

Introduction to plays and other literature suitable to be performed both by and for children; history and methods of interpretation, analysis and evaluation of material, and production practice. Prerequisite: THTR 305

THTR 311 Movement I (5)

Intensive study of techniques in movement and use of space in terms of characterization and interaction in performance. Prerequisite: THTR 234 or consent of instructor. (Alternate Years)

THTR 312 Movement II (5)

Advanced work in stage movement and physical characterization to include movement for period plays. Prerequisite: THTR 311 or consent of instructor. [Alternate Years]

THTR 321 Voice and Diction I (5)

Intensive study of techniques in vocal production and diction as well as the interpretation of dramatic dialogue. Emphasis is placed on the use of vocal technique in speaking Shakespeare's plays. Prerequisite: THTR 234 or consent of instructor. (Alternate Years)

THTR 322 Voice and Diction II (5)

Advanced work in vocal production and diction. Emphasis is placed on the use of vocal technique in period plays. Prerequisite: THTR 321 or consent of instructor. [Alternate Years]

THTR 331 Script Analysis (5)

The analysis of playscripts or other written dramatic material with performance or production as the eventual goal. Course work will include the rehearsal and presentation of selected scenes. Prerequisite: THTR 234 or consent of instructor.

THTR 351 Lighting Design (5)

Fundamentals of stage lighting, including history, theory of design and electricity, drafting, and practical application. Combination of discussion and analysis, studio and production experience. Prerequisite: THTR 251 or permission of instructor. [Alternate Years]

THTR 352 Scenic Design (5)

Fundamentals of scenic design, including history, theory of design, drafting, rendering, modeling, and practical application. Combination of discussion and analysis, and studio. Prerequisite: THTR 251 or permission of instructor. [Alternate Years]

THTR 353 Costume Design (5)

Fundamentals of theatrical costume design, including history of costume and fashion, theory of design, research methods, rendering, and practical application. Techniques in drawing the basic human form. Combination of discussion and analysis, and studio. Prerequisites: THTR 251 and either THTR 351 or 352, or permission of instructor. [Alternate Years]

THTR 361 Directing I (5)

The fundamentals of play direction. Elements of interpretation and the techniques used to transfer the directorial idea into practical terms of picturization, composition, movement and stage business. Prerequisite: THTR 331 or consent of instructor. (Alternate Years)

THTR 379 The American Theatre (5)

The development of the American theatre as an artistic, literary, cultural, historical, political and social phenomenon, including the study of plays, playwrights, actors, directors, designers and theatre companies in the United States from the Colonial era to the present day. Prerequisite: ENGL 110 or equivalent. [F]

THTR 381 20th Century Women Playwrights (5)

An examination of the contributions made by 20th-Century women playwrights. Representative scripts by universally recognized playwrights will be read and discussed. Playwrights may include Lillian Hellman, Lorraine Hansberry, Caryl Churchill, Pam Gems, Ntozake Shange, Marie Irene Fornes, Megan Terry, and Wendy Wasserstein. Plays will be analyzed for their social point of view, as well as stylistic innovations. Prerequisite: ENGL 110.

THTR 385 Modern Drama (5)

Development of the theatre in the modern period, from the advent of naturalism to the contemporary mixture of realistic and nonrealistic styles. Prerequisite: ENGL 110.

THTR 395 Theatre Company (1)

Practicum in auditioning, portfolio presentation, technical production and management. Activities and workshops. Offered on a credit, no-credit basis only. [F, W, S]

THTR 401 Rehearsal and Performance (2)

Acting in major departmental stage, television or film productions. Open to all students; entrance by audition. Assignments made according to needs of productions. A minimum of six class hours per week. Limited to two units of credit per quarter. [F, W, S]

THTR 402 Technical Theatre Production Laboratory (1)

Practical work in the various areas of technical theatre production (stage management, scenery, properties, costumes, makeup, lighting, sound, marketing) during the pre-production period. Assignments made according to needs of productions. [F, W, S]

THTR 403 Run of Show (1)

Practical work in the various areas of technical theatre production (stage management, scenery, properties, costumes, makeup, lighting, sound, marketing) during the run of the show from technical rehearsals through strike. Assignments made according to needs of productions. [F, W, S]

THTR 404 Playwriting (5)

Experimental writing, investigation, and discussion of plays and the creative process, with individual and group analysis of student work. May be repeated for credit. [Alternate Years]

THTR 405 Children's Theatre (5)

Theory and practice of producing theatre for children–both performing for young audiences and working with young performers in schools, churches and youth organizations. Includes selection and adaptation of material, auditioning, rehearsing, directing, technical support and promotion. Combination of lecture, discussion, and production.

THTR 406 Children's Theatre Practicum (2)

Rehearsal, preparation and performance of a play for young audiences. May include performances on campus and touring to local elementary schools. Assignments made according to needs of productions. [F]

THTR 407 Touring Show (2)

Rehearsal, preparation and performance of a one-act play to be taken on tour to schools in Kern County. Open to all students; entrance by audition during the previous academic term. Assignments made according to needs of productions. [S]

THTR 408 Improvisation (2)

Study and practice of techniques in comedy improvisation, with an emphasis on the development of performance skills. May be repeated for credit. Prerequisite: THTR 232 or consent of instructor. [F, S]

THTR 409 Theatre Festival (1)

Students will assist in designing and managing a theatre festival for high school or college theatre students from other campuses. Offered on a credit, no-credit basis only. [W]

THTR 421 Scene Study (5)

Advanced work in the preparation, rehearsal, and performance of scenes from modern and contemporary dramatic texts. Emphasis is placed on strengthening the actor's process of role development. Prerequisite: THTR 311, 321, 331, or consent of the instructor. (Alternate Years)

THTR 461 Directing II (5)

Advanced study of the principles and techniques in directing plays of different types; directing and criticism of one-act plays. Production planning, technical rehearsals and working with actors. Prerequisite: THTR 361. [Alternate Years]

THTR 477 Special Studies (1-5)

Classes, individual research and/or group investigation of selected topics in theatre. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

THTR 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

THTR 491 Senior Project: Research (3)

In consultation with the instructor, research for and creation of a theatre piece to be produced under THTR 492. Prerequisite: Senior Theatre Arts major, or consent of theatre faculty. [W; or by petition]

THTR 492 Senior Project: Production (3)

Under the supervision of the instructor, rehearsal and production of a short theatre piece (approximately the length of a one-act play) that shows to best advantage the theatrical skills of the individual. THTR 492 must be completed during the quarter immediately following the completion of THTR 491. Prerequisite: THTR 491. [S; or by petition]

THTR 495 Theatre Company (1)

Practicum in auditioning, portfolio presentation, technical production and management. Activities and workshops. Offered on a credit, no-credit basis only. [F, W, S]

THTR 496 Internship (1-5)

Internships may be arranged by the department with various theatres. Placement, hours in the field and academic requirements (e.g., conferences, readings, reports) will be arranged in consultation with the work supervisor and the faculty liaison. Offered on a credit, no-credit basis only. [By petition only]

THTR 499 Individual Study (1-5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair. [By petition only]

PHILOSOPHY/ RELIGIOUS STUDIES

Faculty Towers, 104D
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http://www.csub.edu/Philosophy/

Chair: **Gary E. Kessler**

Faculty: **S. Bacharach, L. S. Betty, D. Eng, J. A. Kegley, G. E. Kessler, C. F. Meyers, P. A. Newberry, J. Paris, J. R. Stone**

The Department offers two major tracks in Philosophy, a Pre-Law Concentration, two major tracks in Religious Studies, and minors in both Philosophy and Religious Studies.

The unexamined life is not worth living.
—Socrates

PHILOSOPHY

Program Description

The program in Philosophy enables students to explore critically various systems of beliefs and values, to grapple with the foundations of their own beliefs and values, and to develop habits of critical thinking, writing, and reading. Students in the philosophy program will gain the ability (1) to explore critically and understand the major areas of philosophy, namely, those concerned with values, theories of knowledge, and theories about the nature of reality, and (2) to think logically and analyze critically. A carefully designed set of courses in the upper division affords students the opportunity to master the major areas of philosophy, namely, those concerned with values, theories of knowledge, metaphysics, and social and political philosophy.

"Students do best* [on the LSAT, GMAT and GRE exams] *who major in a field characterized by formal thought, structural relationships, abstract models, symbolic languages, and deductive reasoning.* [This is why] *the most consistent performers are philosophy students."

—Based on the findings of a 1985 study conducted by the U. S. Department of Education

Requirements for the Major in Philosophy

Graduate School Track

1. Twelve upper division courses in philosophy, including:
   a. PHIL 302 History of Western Philosophy I
      PHIL 303 History of Western Philosophy II
      PHIL 304 History of Western Philosophy III
      PHIL 305 History of Western Philosophy IV
   b. PHIL 350 Symbolic Logic
   c. PHIL 306 Contemporary Issues in Philosophy
   d. One course from each of the following groups:
      (1) **Group A:** Theories of Knowledge
      PHIL 351 Theories of Knowledge
      PHIL 352 Philosophy of Science
      (2) **Group B:** Metaphysics
      PHIL 340 Metaphysics
      PHIL 341 Self and Mind
      (3) **Group C:** Value Theory
      PHIL 331 Aesthetics
      PHIL 332 Theories of Ethics
      PHIL 478 Special Topics in Applied Ethics
      (4) **Group D:** Social and Political Philosophy
      PHIL 333 Political Philosophy and Thought
      PHIL 334 Law and Morality
      PHIL 335 Philosophy of Law
   e. One additional upper division course in philosophy
   f. PHIL 490 Senior Seminar

2. Completion of an approved minor.

General Track

1. Ten upper division courses in philosophy, including:
   a. Three of the following four courses:
      PHIL 302 History of Western Philosophy I
      PHIL 303 History of Western Philosophy II
      PHIL 304 History of Western Philosophy III
      PHIL 305 History of Western Philosophy IV
   b. One course from each of the following groups:
      (1) **Group A:** Theories of Knowledge
      PHIL 351 Theories of Knowledge
      PHIL 352 Philosophy of Science
      (2) **Group B:** Metaphysics
      PHIL 340 Metaphysics
      PHIL 341 Self and Mind
      PHIL/RS 342 Philosophy of Religion
      (3) **Group C:** Value Theory
      PHIL/COMM 317 Ethical Issues in the Media
      PHIL 331 Aesthetics

PHIL 332 Theories of Ethics
PHIL 380 Philosophy of Ecology
PHIL 478 Special Topics in Applied Ethics

(4) **Group D:** Social and Political Philosophy
PHIL 333 Political Philosophy and Thought
PHIL 334 Law and Morality
PHIL 335 Philosophy of Law

(5) **Group E:** Breadth Requirement
PHIL 306 Contemporary Issues in Philosophy
PHIL 343 Asian Philosophy
PHIL 381 Feminist Philosophy

c. One additional upper division course in philosophy.
d. PHIL 490 Senior Seminar

2. Completion of an approved minor.

Pre-Law Concentration

1. Ten upper division courses, including:
   a. Three courses selected from the following:
      PHIL 302 History of Western Philosophy I
      PHIL 303 History of Western Philosophy II
      PHIL 304 History of Western Philosophy III
      PHIL 305 History of Western Philosophy IV
   b. One course selected from the following:
      PHIL 332 Theories of Ethics
      PHIL 333 Political Philosophy and Thought
   c. One course selected from the following:
      PLSI 370 Legal Reasoning
      PHIL 350 Symbolic Logic
   d. One course selected from the following:
      PHIL 351 Theories of Knowledge
      PHIL 352 Philosophy of Science
      PHIL 430 News as Ideology
   e. One course selected from the following:
      PHIL 340 Metaphysics
      PHIL 341 Self and Mind
      INST 363 Personhood
      PHIL 306 Contemporary Issues in Philosophy
   f. One course selected from the following:
      PHIL 334 Law and Morality
      PHIL 335 Philosophy of Law
   g. One additional upper division course in Philosophy or a course listed above.
   h. PHIL 490 Senior Seminar

2. Completion of a Special Minor for Pre-Law: four courses selected from the following (two courses must be selected from Economics and two from Political Science). Only one of the four courses may be lower division.

ECON 201 Essentials of Microeconomics
ECON 404 Law and Economics
PLSI 314 Judicial Power and the Constitution
PLSI 315 Civil Liberties
PLSI 333 Political Philosophy and Thought (same as PHIL 333 Political Philosophy and Thought)
PLSI 370 Legal Reasoning

Requirements for the Minor in Philosophy

Four courses, totaling twenty units, at least fifteen of which must be upper division.

COURSE DESCRIPTIONS

Note: All upper division courses in Philosophy carry as prerequisites PHIL 102 and ENGL 110 or equivalents, with PHIL 100 strongly recommended. Some courses also carry additional prerequisites. Any prerequisite may be waived with the consent of the instructor.

Lower Division

PHIL 100 Introduction to Philosophy (5)

A study of philosophical methods and some of the major philosophical ideas which have resulted from the application of that method. These ideas are taken from the past as well as the present, from the East as well as the West. They concern the kinds, sources, and tests of knowledge; the nature of reality, of self and God; and the various kinds of value that ought to inform our lives. (CAN PHIL 2) [F, W, S]

PHIL 102 Logical Reasoning (5)

This course is designed to develop critical thinking skills related to the analysis and evaluation of arguments. It involves an analysis and criticism of deductive and inductive reasoning; an understanding of justification and evidence; and analysis of fallacious argument in various areas of inquiry. (CAN PHIL 6) [F, W, S]

PHIL 201 Contemporary Moral Problems (5)

An overview of historical and recent ethics theory and concepts, and an examination of contemporary moral issues and dilemmas, such as abortion, euthanasia, capital punishment, affirmative action, animal rights and gender relationships. Emphasis is given to the relationship between theory and practice. (CAN PHIL 4) [F, W, S]

PHIL 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.

PHIL 296/396 Human Corps Community Service I (variable units)

This course provides students a volunteer community service experience working with nonprofit, governmental, educational or community-based service organizations. Offered on a credit, no-credit basis only.

Upper Division

PHIL 302 History of Western Philosophy I (5)

A study of the development of Western philosophy from its Greek origins through the Hellenistic period, with emphasis on Plato and Aristotle. [F]

PHIL 303 History of Western Philosophy II (5)

A study of the development of Western philosophy from Medieval philosophy through the Modern Rationalists, Descartes, Leibniz and Spinoza. [Alternate Years]

PHIL 304 History of Western Philosophy III (5)

A study of the modern Empiricists, Locke, Berkeley and Hume, and the Critical Philosophy of Kant. [Alternate Years]

PHIL 305 History of Western Philosophy IV (5)

A study of Western philosophy from post-Kantian idealism through phenomenology and positivism. [Alternate years]

PHIL 306 Contemporary Issues in Philosophy (5)

This course will address those issues at the forefront of current research in philosophy. Topics may include issues in contemporary analytical philosophy such as mind and consciousness, philosophy of language and issues in value theory. (Formerly PHIL 301.) [Alternate Years]

PHIL 310 Existentialism (5)

Various types of existential philosophies are examined in the writings of nineteenth-century philosophers of existence such as Kierkegaard and Nietzsche, and of twentieth century exponents such as Heidegger, Sartre, Beauvoir, Camus, Buber, Fanon, and others. Concepts explored may include the meaning of freedom, the choice of values after the "death of God," relations between individual and society, embodiment and existential psychoanalysis. [Alternative years]

PHIL 311 Marx, Marxism and Post-Marxism (5)

An examination of the central ideas of Marxist philosophy, economics and social theory, both through the writings of Marx and others who contributed to the development of this tradition such as Engels, Lenin, Mao, Horkheimer, Althusser and others. Study will include the question of the relevance of Marxism in a post-communist world, through the writings of contemporary social theorists. [Offered Irregularly]

PHIL 315 Philosophy, Technology and Our Future (5)

The nature of technology, its recent history, and probable future are explored, and questions of human goals, and the quality of life are raised. An examination of the ethical/legal/social questions raised by modern technologies will be emphasized. [F]

PHIL 317 Ethical Issues in the Media (5)

An analysis of ethical dilemmas in the media, with emphasis on ethical issues as they influence news gathering, reporting, advertising, and entertainment. An evaluation of the ethical "culture" of newsrooms and their codes of ethics. And an analysis of case studies as the basis for learning how to recognize and resolve ethical conflicts. Prerequisite: COMM 315 for Communications majors. This course carries credit in either Philosophy or Communications. [W]

PHIL 331 Aesthetics (5)

This course is devoted to a variety of philosophical issues that arise when thinking about the arts. Such issues include: the problem of defining art, the nature of our experience of art, philosophical problems relating to art criticism, special problems surrounding the popular arts, and the social, ethical and political dimensions of art. [Offered irregularly]

PHIL 332 Theories of Ethics (5)

A review of ethical systems and theories with analysis of the meaning and function of crucial ethical concepts such as good and evil, right and wrong, freedom, choice, responsibility, intention, and consequence. Consideration will also be given to the justification of ethical judgments. [Alternate Years]

PHIL 333 Political Philosophy and Thought (5)

An examination of various theories of the nature of social and political life. Significant contributions to Western political philosophy, such as those of Plato, Hobbes, Locke, Mill, Marx, and Rawls, will be examined along with the concepts of rights, equality, justice, obligation, liberty and utility. Additional readings may contribute to analysis of the development of political institutions and civil society in the West and their effects on non-European nations and cultures. Carries credit in either Philosophy or Political Science. [F, W, S]

PHIL 334 Law and Morality (5)

An exploration of the philosophical and moral foundations of legal systems and of contemporary legal practice. Topics discussed include advocacy, the professional/client relationship, confidentiality, and pro bono work. [Alternate Years]

PHIL 335 Philosophy of Law (5)

This course addresses issues common to both philosophy and law through the study of legal theories from Natural Law, Positivism and Legal Realism, to Law and Economics and Critical Legal Studies. Attention will be paid to the nature, origin and scope of rights, the specifics of legal reasoning and constitutional law, and the roles played by the legal system in the contemporary world. Additional issues may include capital punishment, sex and gender discrimination, changes in tort law, and the growth of the prison industry or other selected topics. [Offered Irregularly]

PHIL 340 Metaphysics (5)

The course investigates various theories of the nature of reality, such as materialism, dualism and idealism, realism. Additionally, the course will explore debates regarding issues such as God, consciousness, free will, identity, necessity, properties and causality. [Alternate Years]

PHIL 341 Self and Mind (5)

A critical exploration of various theories of self and mind and their relationships to the brain, body, consciousness, beliefs, knowledge and personhood. The course will also explore the possibility of nonhuman minds such as those of animals and machines, and the implications for their relationships to humans. [Alternate Years]

PHIL 342 Philosophy of Religion (5)

An examination of the following issues: the nature of religion and religious experience, various conceptions of God, evidence for the existence of God including the classical arguments, faith and its relationship to knowledge, the problem of evil, meaning and the logical status of religious language, the possibility and nature of personal immortality. Carries credit in Philosophy or Religious Studies. [Alternate Years]

PHIL 343 Asian Philosophy (5)

A study of the major Confucian philosophers: Confucius, Mencius, and Hsun Tzu; of the Taoist masters Lao Tzu and Chuang Tzu; of the chief sources of Hindu philosophy – the Upanishads, the Bhagavadgita – and the three major Vedanta philosophies which grew out of them; and of Buddhist thought, in both the Theravada and Mahayana (including Zen) traditions. Carries credit in Philosophy or Religious Studies. [Alternate Years]

PHIL 350 Symbolic Logic (5)

The course is designed to develop our understanding of different logical notions, such as validity, consistency, logical truth and the formal structures that underlie good reasoning. There will be a focus on developing an ability to translate from a natural language to formal languages such as the propositional and predicate calculus, and a focus on developing an ability to use formal proof systems. [Alternate Years]

PHIL 351 Theories of Knowledge (5)

A critical examination of the nature, possibility and limits of human knowledge. Focus will be placed upon historical and contemporary theories and may consider such topics as the distinction between justified belief and knowledge, the nature of justification, skepticism, perception, meaning, experiential and non-experiential knowledge, self-knowledge, logical and mathematical knowledge and feminist epistemology. [Alternate Years]

HIL 352 Philosophy of Science (5)

critical examination of the underpinnings of scienic knowledge. The course will critically evaluate theoes, methods, presuppositions and biases of scienic knowledge claims. Questions concerning the naire and influence of testimony, evidence, culture, staistical reasoning and verification will be explored. [Alernate Years]

NST 363 Personhood (10)

sychological, philosophical and biological perspecves on the person as mind, body and brain will inform xploration of public policy issues such as those reated to models of illness and wellness, health care, ender and sexuality, intelligence, and legal issues uch as insanity plea, commitment, eyewitness testiony and spousal and child abuse. Satisfies Themes and 3 of the upper division General Education requirements. Prerequisite PHIL 100 or 201 and PSYC 00 or BIOL 100. [Alternate years].

HIL 363 Philosophy and Religion in iterature (5)

n examination of such concepts as freedom, love, orality, God, death, afterlife, faith, and meaninglessess in novels, short stories, and poetry. Authors include Rumi, Kabir, Tagore, Pope, Dickenson, Millay, lopkins, Hesse, Maugham, Greene, Camus, and Betty. arries credit in Religious Studies or Philosophy. [S]

HIL 377 Special Studies in Philosophy (1-5)

opics to be offered will be announced prior to registraon. May be repeated for different course content. Offered irregularly]

HIL 380 Philosophy of Ecology (5)

his course will cover major debates in environmental thics, including the rights of animals and ecosystems, ossible debts to future generations and differing coneptions of human relationships with the earth, such s biocentrism vs. anthropocentrism. Additional topcs may include global warming, the use of nuclear echnologies, the environmental justice movement, cofeminism, rural-urban resource conflicts and social cology. [Offered irregularly]

PHIL 381 Feminist Philosophy (5)

An exploration of the diversity of feminist theory and practice through the writings of historical and contemporary philosophers. Topics may include feminist revisions of the philosophical canon, critiques of patriarchy, feminist approaches to reason and rationality, the ethics of care, the intersecting critiques of sexism, racism and homophobia, and feminist approaches to social change. Recommended prerequisite: PHIL 100 or INST 205. [Offered irregularly]

PHIL 396 Human Corps (5)

PHIL 430 News as Ideology (5)

Investigation of cultural world-views and professional values that structure news coverage in the United States. Emphasis is on socioeconomic relations and theories of knowledge from which these world-views and values emerge. Analysis is of news coverage of contemporary and historical events, including representations of non-western cultures and of non-dominant social groups in the United States. Additional prerequisite: COMM 274. Carries credit in Philosophy or Communications. [Offered irregularly]

PHIL 450 Advanced Symbolic Logic (5)

A study of set theory, number, meta-logic, and various modal logics. Additional prerequisite: PHIL 350 or its equivalent; or consent of the instructor. [Offered Irregularly]

PHIL 477 Special Studies in Philosophy (1-5)

Topics to be offered will be announced prior to registration. May be repeated for different course content. [Offered irregularly]

PHIL 478 Special Topics in Applied Ethics (5)

Topics to be offered will be announced prior to registration. Such topics as medical ethics, business ethics, legal ethics and others will be covered on a periodic basis. May be repeated for different course content. [Offered irregularly]

PHIL 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.

PHIL 490 Senior Seminar (6)

Consideration of the nature of philosophy and of various related subjects. Additional prerequisite: senior standing. [S]

PHIL 496 Internship in Applied Philosophy (1-5)

Supervised field experience in the community in applying specific philosophical skills in dealing with individuals and in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement, and academic requirements such as conferences, readings, and reports are arranged in consultation with the work supervisor and faculty supervisor. Prerequisites vary depending on the specific internship, but enrollment is limited to students with good academic records who are committed to developing an understanding of the philosophical foundations of professional life. [Offered irregularly]

PHIL 497 Cooperative Education (5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The Cooperative Education office contracts the field experience on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

PHIL 499 Individual Study (1-5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of department chair.

PHIL 577 Special Studies in Philosophy (1-5)

Topics to be offered will be announced prior to registration. May be repeated for different course content. Requires graduate level standing.

PHIL 580 Advanced Research Participation (1-5)

Individual investigation under the supervision of an identified instructor. (Experience as a research or teaching assistant does not count for credit.) Prerequisite: 3.0 GPA and consent of department chair.

PHIL 599 Advanced Individual Study (1-5)

Special projects developed by the individual in consultation with an identified instructor. Prerequisite: 3. GPA and consent of department chair.

PHIL 677 Special Studies in Philosophy (1-5)

Topics to be offered will be announced prior to registration. May be repeated for different course content. Requires graduate level standing.

RELIGIOUS STUDIES

rogram Description

he program in Religious Studies is intended (1) to nable students to become acquainted with current cholarship in the study of religion, (2) to help them to nprove their skills in writing and critical thinking, par- cularly with reference to religion, and (3) to increase tudent multicultural understanding of the role religion lays in the lives of individuals, societies, and cultures.

he program is not intended as a professional or pre- rofessional degree, but as part of the liberal arts tradi- on, seeks to make students better, more thoughtful, ıore tolerant world citizens. It explores the subject of eligion with a variety of methodologies common to the umanities, while respecting reasonable differences in oints of view and avoiding any attempt to proselytize.

he program includes courses of three general types: ıose which examine religious issues from a philosophi- al point of view; those which explore the history and terature of particular religions; and those which ex- mine religion from a social-scientific point of view. The ourses of all three types are analytical, critical, and ympathetic, but in no case dogmatic or sectarian.

lequirements for the Major in Religious Studies

tandard Major

. A minimum of 7 courses, including:
   a. RS 110 Religion in Western Civilization
   b. RS 111 Religion in Asian Cultures
   c. RS 490 Senior Seminar

. Completion of an approved minor.

dvanced Major

. A minimum of nine courses, including:
   a. RS 110 Religion in Western Civilization
      RS 111 Religion in Asian Cultures
   b. One course from each of the following groups:
      (1) **Group A:** History and Literature of Religion
      RS 301 Hebrew Bible (Old Testament)
      RS 302 New Testament
      RS 332 Judaism
      RS 335 Christianity
      RS 338 Islam
      RS 345 India
      RS 348 China and Japan
      (2) **Group B:** Social-Scientific Study of Religion
      RS 311 Psychology of Religion
      RS 313 Sociology of Religion
      RS 361 Mythology and Symbolism in Religion
      RS 381 New Religious Movements
      (3) **Group C:** Philosophical and Religious Thought
      PHIL 302 History of Western Philosophy I
      PHIL 332 Ethical Theory
      RS 342 Philosophy of Religion
      RS 343 Asian Philosophy
   c. Three upper division courses in Religious Studies, with the approval of the advisor.
   d. RS 490 Senior Seminar

2. Completion of an approved minor.

Requirements for the Minor in Religious Studies

Four courses, totaling twenty units, at least fifteen of which must be upper division.

COURSE DESCRIPTIONS

Note: All upper division courses in Religious Studies carry as a prerequisite ENGL 110 or its equivalent. Some courses also carry additional prerequisites. Any prerequisite may be waived with the consent of the instructor.

Lower Division

RS 100 Introduction to Religion (5)

A comparative study of the way people express themselves religiously. Topics might include religious experience, beliefs about God, salvation and liberation, the expression of religion in scripture, myth, ritual, ethics, community, art, faith, life after death, immortality, reincarnation, worship, prayer and meditation, the near-death experience and the effect of religion on individuals and societies. Specific religious traditions, Eastern and Western, provide examples for the study of these topics. [F, W, S]

RS 110 Religion in Western Civilization (5)

A comparative study of the religions and cultures which have shaped Western civilization. This course traces the development and interaction of religions and various aspects of Western civilization. Judaism, Christianity, and Islam and the role they have played in shaping the values and world views of Western civilization receive special attention. Some religions and cultures of the ancient Near East, Greece, Rome, and ancient Europe may also be studied. [F, W, S]

RS 111 Religion in Asian Cultures (5)

A comparative study of the religions and cultures of India, China, and Japan. The origins and development of selected religious traditions such as Hinduism, Buddhism, Sikhism, Taoism, Confucianism, and Shintoism are examined. The interaction between religion and various aspects of culture such as art, literature, politics, and economics is included. [Usually S]

RS 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.

RS 296/396 Human Corps Community Service I (variable units)

This course provides students a volunteer community service experience working with nonprofit, governmental, educational or community-based service organizations. Offered on a credit, no-credit basis only.

Upper Division

RS 301 Hebrew Bible (Old Testament) (5)

A study of the Hebrew Bible with special attention given to the historical development of the religion and literature of ancient Israel. Several Hebrew literary forms are examined, including historical narrative, poetry, law, prophecy and apocalypse, as well as the Hebrew wisdom tradition. [Alternate years]

RS 302 New Testament (5)

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 are analyzed and discussed. [Alternate years]

RS 311 Psychology of Religion (5)

A study of the psychological dimension of religior Western and Eastern. Attention is given to variou psychological theories of religion, including those c Freud, Jung, and James. Such topics as religiou experience, meditation, psychic phenomena, and th role of religion in personality development are includec Carries credit in Religious Studies or Psychology [Alternate years]

RS 313 Sociology of Religion (5)

A study of the sociological dimension of religion, West ern and Eastern. The various sociological theories c religion, including those of Durkheim and Weber, ar examined. Such topics as religion and social change the social aspects of religious experience, and reli gious institutionalization are studied, with particula attention to the function of religion in contemporar secular societies. Carries credit in Religious Studies or Sociology. [Alternate years]

RS 332 Judaism (5)

A study of the history and literature of post-biblica Judaism from the Maccabean Revolt to the founding o the Jewish State. Attention will be given to major events and major movements during this period, such as Messianism, Rabbinic Judaism, Hasidic Judaism, the Jewish Enlightenment, Zionism, and the Nazi Holo caust. [Alternate years]

RS 335 Christianity (5)

A study of the history and literature of the Christian tradition from its beginnings as a Jewish sect in Judea to its transformation into Orthodox, Catholic, and Prot estant branches. Some attention will be given to the development of sectarian and heretical movements. [Al ternate years]

RS 338 Islam (5)

A study of the history, literature, religion, governments and culture of Islamic civilization from its beginnings in the Arabian desert to its spread throughout Asia, Af rica, and the Western world. Attention will be given to tensions between traditional Islamic culture and mod ern Western society. [S]

RS 342 Philosophy of Religion (5)

An examination of the following issues: the nature of religion and religious experience, various conceptions of God, evidence for the existence of God including the classical arguments, faith and its relationship to knowledge, the problem of evil, the meaning and the logical status of religious language, the possibility and nature of personal immortality. Carries credit in Philosophy or Religious Studies. [Alternate years]

RS 343 Asian Philosophy (5)

A study of the major Confucian philosophers: Confucius, Mencius, and Hsun Tzu; of the Taoist masters Lao Tzu and Chuang Tzu; of the chief sources of Hindu philosophy – the Upanishads, the Bhagavadgita – and the three major Vedanta philosophies which grew out of them; and of Buddhist thought, in both the Theravada and Mahayana (including Zen) traditions. Carries credit in Philosophy or Religious Studies. [Alternate years]

RS 345 India (5)

A study of India's culture, especially her religious, mythical, and artistic expressions; the values and living patterns of her citizens; the historical events leading up to her independence from Great Britain; and the social, economic and spiritual effect of independence on her people. [W]

RS 348 China and Japan (5)

A study of the cultures of China and Japan. Emphasis will be placed on their philosophical, religious, and artistic expressions, as well as on typical oriental attitudes towards family, community, and state. The overall objective of the course is to understand something of the Chinese and Japanese people as they perceive themselves today, both religiously and socially. [Alternate years]

RS 361 Mythology and Symbolism in Religion (5)

An exploration of the nature, function, and types of mythology and symbolism in religion. Such topics as mythology and truth, symbol and reality, and literalism versus symbolic modes of comprehension and expression are studied. Source readings are drawn from the world religions. [Alternate years]

RS 362 Spirituality and Mysticism (5)

A study of spirituality and mysticism, including classical expressions of mystical experience. Meditation and prayer, spiritual art and music, nature mysticism, and what it means to live spiritually are topics typically covered. Different traditions, both Eastern and Western, will be compared. [Alternate years]

RS 363 Philosophy and Religion in Literature (5)

An examination of such concepts as freedom, love, morality, God, death, afterlife, faith, and meaninglessness in novels, short stories, and poetry. Authors include Rumi, Kabir, Tagore, Pope, Dickinson, Millay, Hopkins, Hesse, Maugham, Greene, Camus, and Betty. Carries credit in Philosophy or Religious Studies. [S]

RS 365 Native American Religion (5)

Religious life among Native Americans is rich and diverse. This course will sample some of this diversity from the remote past to the present with primary focus on North American cultures. Issues relevant to gender, ritual practice, moral values, sacred stories and world views will be examined. Native and non-native sources will be studied, including the experiences of individual women and men. Native American guest speakers and video interviews will be utilized where appropriate. [Alternate years]

RS 377 Special Studies in Religion (1-5)

Topics to be offered will be announced prior to registration. May be repeated for different course content. [Offered irregularly]

RS 381 New Religious Movements (5)

An historical and sociological examination of popular cults and sectarian movements in contemporary America. Among the groups this course may highlight include the Shakers, Adventists, Jehovah's Witnesses, Mormons, Unification Church, Hare Krishna, the Nation of Islam, and the so-called religions of the New Age. [Offered irregularly]

RS 396 Human Corps (5)

RS 401 Religion in Ancient Western Civilization (5)

An examination of Egyptian, Mesopotamian and Canaanite cultures. This course will consider their influence upon western civilization, using such examples as religious beliefs and practices, literature, law, government and the development of writing. [F]

RS 444 Buddhism and Christianity in Dialogue (5)

A comparative historical, systematic and critical investigation of such topics as the nature of ultimate reality, the meaning of life in the world, salvation and enlightenment as presented in various Buddhist and Christian traditions. Along with traditional materials, students will read contemporary academic and non-academic texts that address various aspects of this ongoing interreligious dialogue. [Alternate years]

RS 465 The Meaning of Death (5)

A study of various attitudes toward death and dying in world cultures. Problems of aging, disease, euthanasia, the impact of technology on the dying, grief, suicide and the impact of life after death are topics typically covered. [F]

RS 477 Special Studies in Religion (1-5)

Topics to be offered will be announced prior to registration. May be repeated for different course content. [Offered irregularly]

RS 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.

RS 490 Senior Seminar (6)

Consideration of the nature of religion and of religious studies and of various related subjects. Prerequisite: Senior Standing. [S]

RS 496 Internship in Applied Religious Studies (1-5)

Supervised field experience in applying religious studies skills in dealing with individuals and in community organizations and institutions. Career-oriented experience in community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, reports, and readings are arranged in consultation with the work supervisor and faculty supervisor. Prerequisites vary depending on the specific internship, but enrollment is limited to students with good academic records who are committed to understanding the religious elements present in professional life.

RS 497 Cooperative Education (5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The Cooperative Education office contracts the field experience on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

RS 499 Individual Study (1-5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of department chair.

RS 577 Special Studies in Religion (1-5)

Topics to be offered will be announced. May be repeated for different course content. Requires graduate level standing.

RS 580 Advanced Research Participation (1-5)

Individual investigation under the supervision of an identified instructor. (Experience as a research or teaching assistant does not count for credit.) Prerequisite: 3.0 GPA and consent of department chair.

RS 599 Advanced Individual Study (1-5)

Special projects developed by the individual in consultation with an identified instructor. Prerequisite: 3.0 GPA and consent of department chair.

RS 677 Special Studies in Religion (1-5)

Topics to be offered will be announced. May be repeated for different course content. Requires graduate level standing.

'OLITICAL SCIENCE

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ogram Description

ıe Political Science Department has two principal ɔals. The first is to provide students, whatever their ıreer aims, with the kinds of information they will need function as effective citizens. The role of citizen in a ɛmocratic system is one which demands that people ɛ able to make rational choices. To make such ıoices, a person needs to know his or her own val-ɛs, to know which issues need attention, to identify e available alternatives, and to know the probable ɔnsequences of these alternatives. The Political Sci-ıce Department helps students become aware of their vn values and helps them identify critical issues. This ɛpartment and others in the behavioral sciences bear e major responsibility for helping students gain the ıd of understanding of their political and social envi-ınment, which enables them to identify possible al-rnatives and to predict their probable consequences. ur objective is not to produce mere consumers of formation but to educate creative participants in our ɔlitical life.

ıe second goal is to help those for whom the study of ɔlitics may be useful career preparation. Those who ajor or minor in Political Science can expect to de-ɛlop an understanding of contemporary political sys-ms and institutions, to become acquainted with the ɜsic tools of political science, and to become aware the relationships between this field of study and the her social sciences. Many of our courses involve udents in direct, original research. Such experiences ɜve been shown to be valuable as preparation for lives ɛvoted to government service, journalism, politics, law, ɔmmunity leadership, teaching, and business.

Requirements for the Major in Political Science

A student must demonstrate a familiarity with basic tools underlying modern social sciences including competency in statistics. Familiarity with data processing and electronic data retrieval and communication is also required. All majors should develop at least one applied skill in foreign language, field research, data analysis, film production, or other state-of-the-art methodology.

To facilitate this, the Department both teaches itself and accepts transfer credits from other programs of five units of internship, cooperative education, and certificate courses in addition to the political science laboratory required of all majors. Further, the Department assumes a responsibility for assessment of student outcomes apart from grades students earn in specific courses. Assessment is a collaborative process in which students and graduates provide portfolios, job histories and other information on the value of their major or minor in Political Science.

All majors must satisfactorily complete at least ten full courses in Political Science, of which at least eight must be at the upper division level. Course programs for majors in Political Science are developed in close consultation with a faculty advisor interested in the student's intellectual growth and development and in his/her eventual career plans.

Required Courses

1. One introductory course in Political Science (Students meeting this requirement at CSUB should choose PLSI 101.)
2. MATH 140 Elementary Statistics or PSYC 200 Introduction to Statistical Methods in Psychological Research, or other college math course, such as Mathematical Reasoning or Business Statistics.
3. PLSI 300 Political Inquiry and PLSI 380 Political Science Laboratory
4. PLSI 333 Political Philosophy
5. At least one course in international or comparative politics, chosen from among:
   a. PLSI 302 American Foreign Policy
   b. PLSI 304 International Politics
   c. PLSI 305 Government and Politics in Europe
   d. PLSI 306 European Political Cultures
   e. BEHS 307 Developing Political Systems
   f. PLSI 308 Government and Politics of China
   g. PLSI 309 Government and Politics of Latin America
   h. PLSI 322 Government and Politics of Japan

i. PLSI 323 Government and Politics of the Middle East
j. PLSI 324 Politics of Mexico

6. At least one course in American politics, chosen from among:
   a. PLSI 312 Political Parties and Elections
   b. PLSI 314 Judicial Politics
   c. PLSI 316 Congress
   d. PLSI 317 The Presidency
   e. PLSI 319 California Politics and Public Policy
   f. PLSI 320 Social Groups and Political Power in America
   g. BEHS 321 Community Politics
   h. PLSI 329 Chicano Politics
7. Four additional courses in Political Science, one of which may be lower division. However, activities courses and lower division internships, do not satisfy this requirement. Consult your advisor.
8. Completion of an empirical research paper in one of the upper division courses taken at this University for credit in the major other than PLSI 300, PLSI 380, or PLSI 490; student must obtain primary data for analysis, or reformulate existing data in acceptable mode of secondary data analysis. Requires a grade of "B" for honors in the major.
9. PLSI 490 Senior Seminar in Political Science
10. The satisfactory completion of one of the three options listed below:
    a. A special minor.
    b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
    c. An interdisciplinary concentration or minor in one of the especially developed areas (see "Interdisciplinary Concentrations and Minors").

Requirements for the Major in Political Science with a Concentration in International Relations

Political Science majors who wish to focus their studies on international relations should satisfy the requirements listed below. This course of study is designed to facilitate learning the basic concepts, theories, and methods of international relations and to train students in research, analytical, and communication skills that focus on the uses of international relations training. The program is designed to satisfy the needs of both students who wish to pursue graduate and vocational objectives in the field, and for those whose goals are the advancement of their understanding of this aspect of human activity.

Employment opportunities for international relation graduates exist in both national and international gov ernment, business, electronic and print journalism teaching, and international service. Computer, ana lytical, and statistical skills developed in the concen tration are particularly important in the vocational ap plications of international relations study.

Required Courses

1. One introductory course in Political Science. (Students meeting this requirement at CSU should choose PLSI 101.)
2. MATH 140 Elementary Statistics or PSYC 20 Introduction to Statistical Methods in Psycholog cal Research, or other college math course, suc as Mathematical Reasoning or Business Statis tics.
3. PLSI 300 Political Inquiry and PLSI 380 Politica Science Laboratory
4. PLSI 333 Political Philosophy

Five additional courses from areas 5 through 8 are re quired. Select at least *one* in each of these area listed below. Five units of Model United Nations ma be used as one of the five courses required.

5. At least one course in political economy, chose from the following:
   a. ECON 311 The Pacific Rim Economics
   b. ECON 312 Economies of the Middle Eas and North Africa
   c. ECON 370 Economics of Environmental an Safety Regulation
   d. ECON 410 International Economic Development
   e. ECON 440 International Economics
   f. PLSI 304 International Politics
   g. BEHS 307 Developing Political Systems
   h. PLSI 404 Politics of International Commerce
6. At least one course in European-Atlantic politics chosen from the following:
   a. PLSI 102 World Politics
   b. PLSI 305 Governments and Politics in Europe
   c. PLSI 306 European Political Cultures
   d. PLSI 404 Politics of International Commerce
   e. HIST 440 Twentieth-Century U.S. Diplomatic History
7. At least one course in non-western politics, cho sen from the following:
   a. BEHS 307 Developing Political Systems
   b. PLSI 308 Government and Politics of Chin
   c. PLSI 309 Government and Politics of Lati America

   d. PLSI 322 Government and Politics of Japan
   e. PLSI 323 Government and Politics of the Middle East
   f. PLSI 324 Politics of Mexico
8. At least one course in American Policy, chosen from the following:
   a. PLSI 302 American Foreign Policy
   b. PLSI 303 American Defense Policy
   c. PLSI 309 Government and Politics of Latin America
   d. HIST 440 Twentieth-Century U.S. Diplomatic History
9. An upper division course in U.S. institutions, chosen from the following:
   a. PLSI 314 Judicial Power and the Constitution
   b. PLSI 316 Congress
   c. PLSI 317 The Presidency
   d. PLSI 319 California Politics and Public Policy
10. BEHS 321 Community Politics
11. Completion of an empirical research paper in one of the upper division courses taken at this University for credit in the major other than PLSI 300, PLSI 380, or PLSI 490; student must obtain primary data for analysis, or reformulate existing data in acceptable mode of secondary data analysis. Requires a grade of "B" for honors in the major.
12. PLSI 490 Senior Seminar in Political Science
13. The satisfactory completion of one of the three options listed below:
   a. A special minor.
   b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
   c. An interdisciplinary concentration or minor in one of the especially developed areas (see "Interdisciplinary Concentrations and Minors").

Requirements for the Major in Political Science with a Concentration in Pre-Law

Political Science majors who wish to focus their studies on pre-law should satisfy the requirements listed below. This course of study is designed to facilitate learning basic concepts, theories, and methods of research that are important to attorneys and to others whose work requires understanding of common and statutory law. Although it is a major that is taken by many undergraduates who intend to apply to law school, each student should realize that law schools admit the graduates of all majors so long as they have the requisite reasoning, analytical, and writing skills. Political Science majors are often preferred not only because they may have such skills, but also because they are familiar with the institutional environment of our legal system. This concentration within Political Science attempts to provide the student not only with the analytical skills, but also with substantive knowledge of our political and legal institutions.

Other careers pursued by pre-law graduates include law enforcement, political management, business, and teaching.

Required Courses

1. One introductory course in Political Science (Students meeting this requirement at CSUB should choose PLSI 101.)
2. MATH 140 Elementary Statistics or PSYC 200 Introduction to Statistical Methods in Psychological Research, or other college math course, such as Mathematical Reasoning or Business Statistics.
3. PLSI 300 Political Inquiry and PLSI 380 Political Science Laboratory
4. PLSI 333 Political Philosophy
5. At least one course in international or comparative politics, chosen from the following:
   a. PLSI 302 American Foreign Policy
   b. PLSI 304 International Politics
   c. PLSI 305 Government and Politics in Europe
   d. PLSI 306 European Political Cultures
   e. BEHS 307 Developing Political Systems
   f. PLSI 308 Government and Politics of China
   g. PLSI 309 Government and Politics of Latin America
   h. PLSI 322 Government and Politics of Japan
   i. PLSI 323 Government and Politics of the Middle East
   j. PLSI 324 Politics of Mexico
6. Two courses in public law or legal reasoning chosen from the following:
   a. PLSI 314 Judicial Power and the Constitution
   b. PLSI 315 Civil Liberties
   c. PLSI 370 Legal Reasoning
7. Three additional courses in Political Science, one of which may be lower division. However, *activities courses and lower division internships, do not satisfy this requirement.* Consult your advisor.
8. Completion of an empirical research paper in one of the upper division courses taken at this University for credit in the major other than PLSI 300, PLSI 380, or PLSI 490; student must obtain primary data for analysis, or reformulate existing

data in acceptable mode of secondary data analysis. Requires a grade of "B" for honors in the major.

9. PLSI 490 Senior Seminar in Political Science
10. The satisfactory completion of a minor or augmented major designed to improve skills needed in the practice of law or to introduce the student to a substantive area of law in one of the three options listed below:
    a. A special minor.
    b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
    c. An interdisciplinary concentration or minor in one of the especially developed areas (see "Interdisciplinary Concentrations and minors").

Special Minor in Pre-Law

Four courses selected from the following. *Two courses must be taken from Economics and two from Philosophy.*

1. ECON 201 Essentials of Microeconomics
2. ECON 404 Law and Economics
3. PHIL 311 Marx and Marxism
4. PHIL 332 Ethics Theory
5. PHIL 333 Political Philosophy **or** PLSI 333 Political Philosophy and Thought
6. PHIL 334 Law and Morality
7. PHIL 335 Philosophy of Law
8. PHIL 350 Symbolic Logic
9. PHIL 498 Special Topics

American Institutions Requirement

Satisfaction of the American Institutions requirement (see page 78) shall be met by no less than one course in United States History and one other course in United States and California government or by examinations administered respectively by the History and Political Science Departments. For courses in the Political Science Department which satisfy the United States and California Government portions of the American Institutions Requirement, see page 78.

Requirements for the Minor in Political Science

Four courses totaling 20 quarter units in Political Science (at least three of which must be upper division) with an average of "C" or better. No more than five units in the minor may be internship, cooperative education, or applied course work.

Courses which will be of special interest to student without substantial quantitative skills include PLSI 302 PLSI 306, PLSI 308, PLSI 312, PLSI 315, PLSI 317 PLSI 319, BEHS 321, PLSI 322, PLSI 323, PLSI 328 PLSI 333, and PLSI 334. Other courses may be suitable depending on the instructor's announced objectives and approach.

Teaching Credential – Single Subject in Social Science

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject matter preparation program in Social Science. The following course pattern satisfies all requirements for this preparation program within the BA in Political Science. (Courses satisfying requirements for the Political Science major are in **bold type.**)

Requirements for the Social Science Preparation Program

A. Basic Core Requirements
(13 courses, 65 quarter units)

1. Early United States History (HIST 231)
2. Modern United States History (HIST 232)
3. Foundations of Western Civilization (One course selected from HIST 202, 204 or RS 401)
4. Making of the Modern World (One course selected from HIST 102 HIST or 206)
5. World Civilization: Asia, Africa (One course selected from ECON 311, 312 HIST 424, 425, 426, **PLSI 308, 322,** or **323**
6. Cultural Geography (One course selected from GEOG 302 ECON/GEOG 395, HIST 330, or **PLSI 332**
7. American Government/United States Constitution (One course selected from **PLSI 314, 315 316,** or **317**)
8. International Relations/ Comparative Government (One course selected from HIST 436, **PLS 304, 305, 306, 309,** or **404**)
9. Microeconomics (ECON 201)
10. Macroeconomics (ECON 202)

*11. Cultural/Ethnic Perspectives (One course selected from HIST 465, 466 468, SOC 327, 335, 336, 337, or 338)

*12. Gender Perspectives
(One course selected from ANTH 338, HIST 462, PSYC 421, SOC 365, or ECON 380)
13. California Perspectives
(One course selected from HIST 370, 371, or **PLSI 319**)

* Must select one course in #11 or #12 from Anthropology, Psychology, or Sociology.

B. Breadth and Perspectives (5 courses, 22 quarter units)
1. United States History
(One course selected from HIST 351, 352, 355, 356, 357, or 358)
2. World Civilization: Europe, Latin America
(One course selected from ANTH 350, HIST 306, 307, 308, 309, 325 340, 442, 443, or **PLSI 309**)
3. International Comparative Economics
(One course selected from ECON 410 or ECON 440)
4. Ethical/Religious Perspectives
(One course selected from RS 110, 111, 313 331, 345, or 348)
5. Integrative Course
(INST 390)

Students should consult the sections above for additional requirements for a BA in Political Science with a *General Concentration*, *International Relations Concentration,* or *Pre-Law Concentration*. Taken alone, the Social Science Preparation Program is neither a degree program nor a major.

COURSE DESCRIPTIONS

Lower Division

PLSI 101 American Government and Politics (5)

An examination of the ways in which those who practice political science view the American political system. Students can expect to gain a basis for systematic, informed thinking about the processes by which Americans govern each other and govern themselves, the manner in which those processes affect the policies we adopt in response to issues, and the way in which issues influence changes in the decision-making processes. (CAN GOVT 2) [F, W, S]

PLSI 102 World Politics (5)

An examination of western political, economic, religious, social, and cultural traditions from the seventeenth century to the present. Students will study the emergence of the modern nation state system, the origins of international law and organization, the origins of socialist revolution, and the impact of technology on society in the 20th century. The course concludes by focusing on world problems such as the threat of nuclear war, environmental pollution, global inequality, and the international debt crisis. [W]

PLSI 208 The Politics of Change in Asian Societies (5)

An examination of the economic, social, and geographical factors of political culture in the Asian nations of Japan and India. The focus of the course is on a comparative study of change in the two societies, particularly on the interaction of cultures and politics in the processes of modernization.

PLSI 218 Politics in the Novel and Film (5)

An analyses of the form, content, and effect of various sorts of political novels and films, paying special attention to the emergence and success of various sorts of political expression at different points in American political experience. Students can expect to gain an acquaintance with the conventions of novels and films, a basis for systematic, informed criticism of such works, and some understanding of the nature of political life.

PLSI 240 Honors Seminar: The Nature of Politics (5) (Formerly PLSI 240.800)

An examination of some of the central concepts of political science and some of the continuing issues of politics. Students can expect to gain exposure to and practice in each of the major kinds of activity in which political scientists engage. Emphasis will be on the preparation, presentation, and critical evaluation of a series of brief papers. Prerequisite: Freshman standing and invitation by the department.

INST 275 Administrative Processes in Government (5)

(For course description, see listing under "Interdisciplinary Courses.")

PLSI 277 Special Topics (1-5)

An examination of selected contemporary political problems. Subjects vary from term to term but might include such topics as the politics of Black America, the politics of student protest, the politics of ecology, etc. Prerequisite: one course in Political Science or consent of instructor. May be repeated once for credit. [F, W, S]

PLSI 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

Upper Division

PLSI 300 Political Inquiry (5)

An analysis of political science methods and the design of political research. Includes an examination of social problems, formulation of research hypotheses, and introduction to social science statistics. For continuation, see PLSI 380. Prerequisite: one course in Political Science and sophomore standing. [F, W]

PLSI 302 American Foreign Policy (5)

An analysis of the major schools and approaches in the study of U.S. Foreign policy. Particular attention is paid to historical, ideological, and economic influences on the decision-making process. Includes a survey and evaluation of the major developments in U.S. foreign policy from the Cold War to the current Post-Cold War system.

PLSI 303 American Defense Policy (5)

An examination of the theoretical and pragmatic factors relevant to the formulation and execution of U.S. national defense policy. The course will focus on the role of various factors (executive, legislative, public opinion, military, etc.) in the defense policy-making process.

PLSI 304 International Politics (5)

An examination of theories and logic behind nation-state strategies with regard to power, defense, stability, and economic development, among others. This course examines the theories that explain how states prioritize goals by analyzing state actions via individual, state, and international levels of analysis.

PLSI 305 Governments and Politics in Europe (5)

A study of governments, politics, and international organization on the European continent. Focus on elections in and policy making by national and supranational organizations including the traditional nation-states, the Commonwealth of Independent States, and the Common Market.

PLSI 306 European Political Cultures (5)

A study of socialization and society in European nations and regions with an emphasis on cultural nationalism, socialism, postmaterialism, and other value orientations that affect political outcomes. Studies of generational change, migration, alienation, and other phenomena in both large and small European national communities.

BEHS 307 Developing Political Systems (5)

(For course description, see listing under "Interdisciplinary Courses.")

PLSI 308 Government and Politics of China (5)

An examination of institutions, participants, and processes of government in China. This course examines the impact of ideology and leadership in the processes of modernization and liberalization in contemporary China.

PLSI 309 Government and Politics of Latin America (5)

A comparative analysis of selected nations in Latin America, with a primary focus on the Southern Cone region (especially Argentina, Brazil, and Chile) and Central America. Emphasis is on social and economic structures as determinants of contemporary politics and policy change in Latin American society. Challenges to development are also examined within the contemporary "neoliberal" policies currently practiced throughout the region.

BEHS 311 Small Group Dynamics (5)

For course description, see listing under "Interdisciplinary Courses.")

PLSI 312 Political Parties and Elections (5)

An examination of the organization and activities of American political parties and of our electoral system. Students can expect to gain acquaintance with several critical perspectives toward these processes as they relate to the popular control of government as well as an opportunity to systematically develop their own perspective regarding that topic. Prerequisite: upper division standing or permission of the instructor.

PLSI 313 Electoral Behavior (5)

An analysis of the political, social, and psychological factors which promote or inhibit individual participation in electoral activity. This course emphasizes the dynamics involved in individual voter choice, campaigning, party identification, and actively seeking elective office Prerequisites: upper division standing or consent of instructor.

PLSI 314 Judicial Power and the Constitution (5)

An examination of the judicial role in American constitutional adjudication, both historical and contemporary. Investigating constitutional provisions, political party philosophies, legal career patterns, and other factors that shape judicial responses. Prerequisite: one course in Political Science or consent of instructor.

PLSI 315 Civil Liberties (5)

An examination of the principles, reasoning, and politics of private and individual rights in the U.S. Emphasis on Equal Protection, Criminal Justice Due Process, Freedom of Expression, and Right to Privacy. Prerequisite: one course in Political Science or consent of instructor.

PLSI 316 Congress (5)

An examination of Congressional decision making and the factors that shape legislative processes. Students will analyze the history of the institution, the electoral process that leads to service in the national legislature, and the rules and norms that govern its internal processes. Prerequisite: one course in Political Science or consent of instructor.

PLSI 317 The Presidency (5)

An examination of the constitutional design and practical operation of the American Presidency. The course includes investigations into the nature of executive leadership, the constitutional and administrative powers of the president, legislative-executive relations, and role of public opinion, and the role of personality as expressed in presidential character.

PLSI 319 California Politics and Public Policy (5)

An examination of the issues, institutions, and processes that affect public policy in California. Topics include the constitution, the history and political culture, and the variance of influence among such issues as taxes, education, criminal justice, and home rule for local governments.

PLSI 320 Social Groups and Political Power in America (5)

An examination of the ways in which nongovernmental groups influence the formation, direction, execution and change in public policy in America. Emphasis is on factors that contribute to such influences. Students can expect to pursue a research project on a selected topic. Prerequisite: PLSI 300.

BEHS 321 Community Politics (5)

(For course description, see listing under "Interdisciplinary Courses.")

PLSI 322 Government and Politics of Japan (5)

An examination of the institutions and processes of government in Japan. The period covered will include the final years of the Tokugawa Government, the Meiji Restoration, the war years, and contemporary democracy. Special attention will be given to the government role in the economy, changing party politics and public protests as determinants of Japanese interests in the 21st century.

PLSI 323 Government and Politics of the Middle East (5)

An examination of contemporary conflicts and policies among nations in the Middle East. Emphasis is on religion, nationalism, political sovereignty, and economic modernization affecting regional relations. The role of the United States will also be discussed.

PLSI 324 Politics of Mexico (5)

An analysis of the historical and social roots of Mexican politics and contemporary policy issues in Mexico. Particular emphasis is given to U.S.-Mexican relations, challenges of development and peasant economies, the history of one party rule in the 20th century, NAFTA, and the key issues surrounding "post-PRI" Mexico.

PLSI 328 Public Opinion, Propaganda, and Media Politics (5)

An examination of the psychological processes involved in the formation and change of public opinion. Attention focused on the role of propaganda in attitude acquisition and change. Several examples of political propaganda and mass appeals will be examined. Prerequisite: upper division standing.

PLSI 329 Chicano Politics (5)

An overview of Chicano political experience in the U.S. that is of people of Mexican descent. Particular emphasis on cultural background, social history, politics, education, and the law. Other issues deal with political impacts of Chicano family structure and social anthropology.

BEHS 330 Political Psychology (5)

(For course description, see listing under "Interdisciplinary Courses.")

BEHS 331 Political Sociology (5)

(For course description, see listing under "Interdisciplinary Courses.")

PLSI 332 Political Geography (5)

Lectures, analysis and field work on the relationships between physical and cultural geography and the power in nations, states, and communities. Case studies in both U.S. and other nations and GIS exercises. Satisfies the Geography requirement for Liberal Studies. Cross-listed as GEOG 332.

PLSI 333 Political Philosophy and Thought (5)

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. Lecture and discussion. Carries credit in either Philosophy or Political Science. Cross-listed as PHIL 333.

PLSI 334 Democratic Theory (5)

An analysis of fundamental assumptions about demo cratic government and practices. Students can ex pect to develop tests for evaluating performance of po litical institutions and practices based on the result of that examination. Special attention will be given t American experience as a whetstone for shaping thos tests. Prerequisite: upper division standing or con sent of instructor.

PLSI 339 Women in Politics (5)

The course presents a general understanding of fem nist concepts and gender cultural differences that a fect American and International politics. For Amer can politics, the emphasis is on how gender ideas a fect public opinion, voting patterns, campaigning an women as leaders. The course applies a gender len to basic questions of international relations, such a national security questions, economic developmen and foreign policy.

INST 369 Environmental Politics (5)

(For course description, see listing under "Interdisc plinary Courses.")

PLSI 370 Legal Reasoning (5)

Consideration of and practice in the logic, analysis data interpretation, and writing that characterize Anglo-Saxon jurisprudence. Special topics taken fror contemporary issues such as freedom of speech, abor tion, sports law, entertainment law, and antitrust policy

PLSI 371 Model United Nations (2-5)

Study of the United Nations (U.N.), its operations, an its affiliated organizations. Study and analysis of on or more countries' positions and policies at the U.N Participation in regional or national Model United Na tions simulations. Enrollment is typically for two quar ters: one of U.N. and country study and one for th simulation. Credit varies; may count five units for cred in the International Relations concentration of the ma jor or the minor.

PLSI 377 Special Topics (1-5)

An intensive examination of issues of current political concern with attention to the development of the problem and alternate ways of responding to it. The issues examined vary from term to term but include such topics as political corruption, the political implications of multinational corporations, terrorism and political subversion, etc. Prerequisite: upper division standing, or permission of instructor. May be repeated for different course content.

PLSI 379 Real Property Law (5)

Analysis of the law governing real property entitlements with some attention given to historical development. Title; landlord-tenant relationships possessory estates; estates in land; concurrent ownership; future interest; conveyances; deeds; restrictions on property rights. Does not satisfy requirements for the major or minor in Political Science. Prerequisite: BA 372.

PLSI 380 Political Science Laboratory (2)

Continuation of PLSI 300, with emphasis on inferential statistics, data management including SPSS and Excel, and other computer-based analytical techniques. Prerequisite: PLSI 300. [W, S]

BEHS 400 Data Processing in the Behavioral Sciences (5)

(For course description, see listing under "Interdisciplinary Courses.")

PLSI 404 Politics of International Commerce (5)

An examination of the international political economy focusing on the structures and patterns of trade and trade agreements. Particular emphasis is given to international banking, currency exchange, problems of international lending, debt management in developing countries and the former Soviet bloc, and multinational corporate approaches to economic development. Agreements and protocols of the post-WWII period and the World Trade Organization are emphasized throughout.

PLSI 418 Politics and Culture (5)

Study of the relationship between culture and politics, with emphasis on how culture and subculture shape political processes and values; how politics is represented in popular culture; and how regimes utilize popular culture to achieve their goals in domestic and foreign policy. Among the forms of popular culture in these analyses will be music, film, literature, and sports. Emphasis is on the U.S., but with attention also to other nations and cultures. Prerequisite: upper division standing.

BEHS 471 Colonialism and Culture Change (5)

(For course description, see listing under "Interdisciplinary Courses.")

PLSI 477 Selected Topics in Political Science (1-5)

Current concerns challenging the discipline's theories and methods. Topics include governmental regulation of innovation in medical treatment, ethics in the intelligence community, the impact of development on ideology, politics and mass media, etc. Offered periodically to respond to student and faculty interests. Prerequisite: upper division standing. May be repeated for different course content.

PLSI 480 Directed Research Seminar in Political Science (5)

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

PLSI 481 Directed Research in Political Science (1-5)

Student conducts and writes up a research project under faculty supervision. Prerequisite: PLSI 490 and consent of instructor. Offered on a credit, no-credit basis only.

PLSI 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

PLSI 490 Senior Seminar (6)

This course reflects on the nature of the discipline of Political Science. A central question the students resolve in this course is: What is a political scientist? The seminar format of the course facilitates formal discussions of theories, formulation of research questions, and integration of student major with his/her minor. Students will each design a portfolio that demonstrates a set of competencies for a political scientist. [S]

PLSI 496 Internship in the Political Process (1-5)

Students are assigned to either public or private agencies involved in the public choice process. Supervision of internship is shared by agency director and the course instructor. Assigned readings and projects where appropriate. Prerequisite: permission of instructor. Up to five units may be applied to elective requirements in the major. With departmental approval, additional units (up to a total of ten) may be used if the internship experience generating the additional units is in a different institutional setting or involves a significantly greater responsibility on the intern's part.

PLSI 497 Cooperative Education (5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. (See statement on credit under PLSI 496, above.)

PLSI 499 Individual Study (1-5)

Consent of department.

GRADUATE COURSES

BEHS 500 Quantitative Methods in the Behavioral Sciences (5)

(For course description, see listing under "Interdisciplinary Courses.")

BEHS 501 Philosophy and Methodology of the Behavioral Sciences (5)

(For course description, see listing under "Interdisciplinary Courses.")

BEHS 695 Master's Thesis in Behavioral Science (5-9)

PLSI 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 interests; regular meetings to be arranged with professor.

PSYCHOLOGY

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http://www.csub.edu/psychology/

Chair: **Jess F. Deegan II**

Faculty: **M. J. Allen, S. F. Bacon, D. C. Cohen, J. F. Deegan II, K. L. Hartlep, T. K. Ishida, R. C. Noel, C. D. Raupp, B. M. Rienzi, E. H. Sasaki, S. E. Suter, L. A. Vega**

Program Description

Psychology can be considered from a variety of perspectives, such as (1) a natural or biological science, (2) a behavioral or social science, (3) an applied or professional field, or (4) a set of experiential or humanistic concerns. This multi-perspective approach is best illustrated in the Mission and Goals statement of the department.* Students will demonstrate the extent to which they have satisfied the mission of the department by assembling portfolios that provide evidence for attainment of each of the goals* and their corresponding objectives.

The requirements for the major expose the student to the broad range of perspectives, problems, methodologies, and bodies of knowledge found in contemporary psychology. We believe that this foundation provides for the development of relevant skills, behaviors, and attitudes necessary for diverse professional fields, especially those related to the human services.

All declared majors are expected to confer regularly with their faculty advisors to ensure that the selection of courses will be most appropriate for the student's career goals.

* Contact the department office for the latest version of this document.

Requirements for the Major in Psychology

A. Prerequisites (14 units):
1. PSYC 100 Explorations in Psychology
2. PSYC 200 Introduction to Statistical Methods in Psychological Research
3. PSYC 290 Psychology as a Profession (2)
4. PSYC 291 Interpersonal and Group Process Skills (2)

B. Major Requirements (47 units):
1. Core Courses (10 units):
   a. PSYC 300 Understanding Psychological Research
   b. PSYC 490 Senior Seminar or PSYC 491 Senior Thesis
   c. Completion of a portfolio demonstrating satisfaction of the goals and objectives of the department. (Students will present the portfolio during the quarter in which the capstone experience, PSYC 490 or 491, is completed—0 units.)
      * Contact the department office for the latest requirements for the portfolio.
2. Three foundation courses. At least one course must be from Area "A" and one from Area "B". The third course may be from either Area "A" or "B" (15 units):
   a. Area A
      PSYC 301 Principles of Learning
      PSYC 302 Sensation and Perception
      PSYC 303 Biological Psychology
      PSYC 304 Cognitive Psychology
   b. Area B
      PSYC 310 Child Psychology
      PSYC 312 Social Psychology
      PSYC 315 Abnormal Psychology
      PSYC 316 Personality
3. One laboratory experience from Area "A" above, chosen from: PSYC 301L, 302L, 303L, or 304L (2 units).
4. One laboratory experience from Area "B" above, chosen from: PSYC 310L, 312L, 315L, or 316L (2 units).
5. Applications of psychology (3 units):*
   a. PSYC 395, Seminar in Applications of Psychology (1)
   b. One or more of the following (2 units total):
      PSYC 396 Human Corps (1)
      PSYC 398 Peer Advising (1)
      PSYC 481 Directed Research in Psychology (1-5)
      PSYC 496 Fieldwork in Human Services Psychology (1-5)
      PSYC 497 Cooperative Education (1-5)
      PSYC 498 Directed Study in the Instruction of Psychology (1-5)
      * Excess units in this category may be applied to the elective category, subject to the restrictions of Area "6."

6. A minimum of three elective courses in Psychology (15 units – up to 5 units may be any combination of lower division courses, credit, no-credit courses, courses requiring an individual study petition, and Human Corps).
7. A minor is required selected from one of the following three options:
   a. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
   b. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").
   c. A special minor.

Requirements for a Minor in Psychology

The minor in Psychology allows for an individually designed study of the discipline of Psychology. The minor consists of four or more courses (20 quarter units) in Psychology, of which at least 15 quarter units must be upper division. Courses proposed to fulfill the minor in Psychology are to be approved by the Chair of the Department of Psychology.

Teaching Credential –Single Subject

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject matter preparation program in Social Science. To secure information on specific requirements, contact the Social Science Program Coordinator at (661) 664-2247, Faculty Towers, Room 301F.

COURSE DESCRIPTIONS

Lower Division

PSYC 100 Explorations in Psychology (5)

While exploring the person as a conscious, behaving, social organism, students examine the theories, evidence, and scientific methods of psychology and the implications of this science of psychology for understanding the individual within society. (CAN PSYC 2) [F, W, S]

PSYC 200 Introduction to Statistical Methods in Psychological Research (5)

The use of basic statistical methods in designing and analyzing psychological experiments. Topics covered include basic descriptive statistics, the normal curve, correlation, regression, and commonly used parametric and nonparametric inferential statistical techniques. Prerequisite: MATH 90 or three years of college preparatory Math and satisfaction of ELM requirement. (Credit cannot be earned for both PSYC 200 and MATH 140.)

PSYC 210 Life-Span Development (5)

Survey of development in prenatal, childhood, adolescent, adult, and old age periods. Coverage of methods used in studying development and findings about physiological, cognitive, perceptual, social, and personality development. Prerequisite: one course in Psychology or permission of instructor. [F, SS]

PSYC 277 Special Topics (1-5)

Examination of selected topics in contemporary psychology. Opportunity to work closely with a faculty member in a seminar early in the student's career. May be repeated for different course content. Prerequisites will vary depending on course content. [Variable Quarters]

PSYC 280 Seminar in Psychological Research (1)

Presentations of faculty/student research in the Department of Psychology and related areas. Questions will be encouraged from students in an informal atmosphere. Prior knowledge of the material is not necessary, but an understanding of research methodology would be useful. May be repeated for different course content. Offered on a credit, no-credit basis only. [S]

PSYC 281 Directed Research Participation in Psychology (1-5)

Student participates in a scientific investigation under faculty supervision. Student may assist in planning the project, conducting the literature review, obtaining IRB approval, collecting and analyzing data, and preparing the final report. Research participation may be as a junior member of an ongoing research team or research project. May be repeated for credit. Offered on a credit, no-credit basis only. Prerequisite: consent of faculty sponsor and approval by Chair of the Department of Psychology. [By Petition]

SYC 289 Experiential Prior Learning (variable nits)

valuation and assessment of learning which has oc-urred as a result of prior off-campus experience rel-vant to the curriculum of the department. Requires ɔmplementary academic study and/or documentation. vailable by petition only, on a credit, no-credit basis. lot open to post-baccalaureate students. Interested tudents should contact the department office. [By etition]

SYC 290 Psychology as a Profession (2)

ıtroduction to the profession of psychology, including areers related to psychology. Exposure to prerequi-te computer, Internet, library, and report writing skills nportant for success in the Psychology major. In-ɜnded for majors. Offered on a credit, no-credit basis nly. [F, W, S]

SYC 291 Interpersonal and Group Process kills (2)

eadings and practice in skills for effective functioning ı interpersonal and group settings, including active stening, interviewing, group interaction, and decision-ıaking. [F, W, S]

SYC 299 Individual Study (1-5)

xploration of a specific topic, primarily through di-ɛcted reading and discussion meetings with the fac-lty sponsor. Prerequisite: consent of instructor, who ill serve as sponsor, and approval by Chair of the de-artment. Offered on a credit, no-credit basis only. 3y Petition]

pper Division

SYC 300 Understanding Psychological esearch (5)

ritical thinking about research strategies, evidence, ynthesis of research findings, theory, causality, and ɜsearch ethics. Collection, analysis, interpretation, nd presentation of data. Use of research to guide ecision-making. Ethical responsibilities in the re-ɜarch process. Lecture/discussion, and laboratory. rerequisites: PSYC 100, PSYC 200, and PSYC 290 ɔr equivalents). [F, W, S]

PSYC 301 Principles of Learning (5)

Examination of theory and research emphasizing behavioral principles. Lecture/discussion. Prerequisite: one course in Psychology or permission of instructor. Concurrent enrollment in PSYC 301L is encouraged for majors in Psychology. [W]

PSYC 301L Principles of Learning Laboratory (2)

Laboratory in Principles of Learning. Prerequisites: PSYC 300 and PSYC 301 (or concurrent enrollment in PSYC 301) [W, S]

Note: PSYC 301L may involve the use of live animals or animal tissue.

PSYC 302 Sensation and Perception (5)

Examination of theory and research concerning the processes by which humans obtain information about the world, including disorders in these processes. Emphasis on the biological basis of perceptual phenomena, including sense organs and brain mechanisms. Lecture/discussion. Prerequisite: one course in Psychology or permission of instructor. Concurrent enrollment in PSYC 302L is encouraged for majors in Psychology. [S]

PSYC 302L Sensation and Perception Laboratory (2)

Laboratory in sensation and perception. Prerequisites: PSYC 300 and PSYC 302 (or concurrent enrollment in PSYC 302) [S]

Note: PSYC 302L may involve the use of live animals or animal tissue.

PSYC 303 Biological Psychology (5)

Examination of theory and research emphasizing the biological basis of human emotions, motivation, learning, memory, and perception, including some coverage of disorders. Lecture/discussion. Prerequisite: one course in Psychology or permission of instructor. Concurrent enrollment in PSYC 303L is encouraged for majors in Psychology. [F]

PSYC 303L Biological Psychology Laboratory (2)

Laboratory in Biological Psychology. Prerequisites: PSYC 300 and PSYC 303 (or concurrent enrollment in PSYC 303). [F]

Note: PSYC 303L may involve the use of live animals or animal tissue.

PSYC 304 Cognitive Psychology (5)

Examination of theory and research concerning memory, language, reasoning, problem solving, and higher mental processes. Normal cognition, cognitive disorders, biological bases of cognition, cognitive development, and artificial intelligence. Lecture/discussion. Prerequisite: one course in Psychology or permission of instructor. Concurrent enrollment in PSYC 304L is encouraged for majors in Psychology. [W]

PSYC 304L Cognitive Psychology Laboratory (2)

Laboratory in Cognitive Psychology. Prerequisites: PSYC 300 and PSYC 304 (or concurrent enrollment in PSYC 304). [W]

PSYC 310 Child Psychology (5)

Examination of theory and research in the study of the psychological development of the individual from birth to adolescence, with major focus on the period of early childhood. Lectures/discussions, and special investigations. Prerequisite: one course in Psychology or permission of instructor. [F, W, S, SS]

PSYC 310L Child Psychology Laboratory (2)

Laboratory in Child Psychology. Prerequisites: PSYC 300 and PSYC 310 (or concurrent enrollment in PSYC 310). [Variable Quarters]

BEHS 311 Small Group Dynamics (5)

(For course description, see listing under "Interdisciplinary Courses.") [F, W, S]

RS 311 Psychology of Religion (5)

(For course description, see listing under "Religious Studies Courses.")

PSYC 312 Social Psychology (5)

Examination of theory and research concerning group affiliation, group standards, social perception, reference groups, and other social influences on the behavior of individuals. Topics include: the self and society, attitudes and an attitude change, social perception, attraction and love, aggression and violence, and group dynamics. Lecture/discussion. Prerequisite: a course from Area D of the General Education Requirements [F, W, S, SS]

PSYC 312L Social Psychology Laboratory (2)

Laboratory in Social Psychology. Prerequisites: PSYC 300 and PSYC 312 (or concurrent enrollment in PSYC 312). [Variable Quarters]

PSYC 315 Abnormal Psychology (5)

Examination of theory and research concerning abnormal behavior, from psychiatry, psychology, sociology and other disciplines. Implications for treatment and prevention. Lectures/discussion. Prerequisite: one course in Psychology or permission of instructor. [F W, S]

PSYC 315L Abnormal Psychology Laboratory (2)

Laboratory in Abnormal Psychology. Prerequisites PSYC 300 and PSYC 315 (or concurrent enrollment in PSYC 315). [Variable Quarters]

PSYC 316 Personality (5)

Examination of theory and research concerning approaches for understanding the person. Development of structures and dynamics in relation to adult functioning, psychopathology, and behavior change. Lecture/discussion. Prerequisite: one course in Psychology or permission of instructor. [F, W]

PSYC 316L Personality Psychology Laboratory (2

Laboratory in Personality Psychology. Prerequisites PSYC 300 and PSYC 316 (or concurrent enrollment in PSYC 316). [Variable Quarters]

BEHS 318 Psychological Anthropology (5)

(For course description, see listing under "Interdisciplinary Courses.")

PSYC 320 Adult-Child Relationships (5)

Contemporary discoveries about childhood personality, self-concept, and social cognition will be evaluated to determine implications for real-life adult-child relationships. A variety of child development information, including research and theory on adult's and children's views of each other, will be examined and applied to the understanding of optimal adult-child relationships. Course requirements include interaction with a child. Prerequisite: one course in Psychology or permission of instructor. Recommended: PSYC 310. [W]

PSYC 321 Introduction to Clinical Skills (5)

Theory and practice of basic clinical skills used in the helping professions. Including skills in interpersonal communication, problem solving, and crisis prevention. Prerequisites: one course in Psychology and permission of instructor. [Variable Quarters]

PSYC 325 Theories of Psychotherapy and Behavior Change (5)

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: one course in Psychology or permission of instructor. [Variable Quarters]

BEHS 330 Political Psychology (5)

(For course description, see listing under "Interdisciplinary Courses.")

PSYC 332 Environmental Psychology (5)

Description and explanation of how people are affected by places (built and non-built, living and nonliving) and how people in turn affect the places around them. Topics include, for example, effects of noise or temperature upon behavior, preferences for landscape and design features, mental mapping of locations, and attitudes and behaviors related to recycling or community environmental action. Emphasis is upon solving problems through understanding the contexts in which we live. Assignments include applied activities or service learning. Prerequisite: a course from Area D of the General Education Requirements. [S]

PSYC 340 Psychology of Diversity (5)

An overview of theories and research on human diversity with a focus on populations of California and the United States. Diversity will be defined in a broad sense to cover culture, ethnicity, race, religion, gender, age, sexual orientation, and physical challenges such as deafness. Lecture/discussion and student project. [Variable Quarters]

PSYC 341 Psychological Aspects of Human Sexuality (5)

Consideration of the psychological, developmental, psychosocial, and psychopathological aspects of human sexuality. Discussion of the theories and research of Kinsey, Masters and Johnson, Money, Freud and others. Prerequisite: one course in Psychology or permission of instructor. [W]

PSYC 348 People and Other Animals (2)

Examination of people's attitudes toward and interactions with other animal species in a variety of contexts, for example, relationships with companion animals, animals used for food, or the psychology of animal rights activism. Introduces students to this growing area of research and to current issues in psychology about using nonhuman animals as therapy assistants or in research. Assignments include academic readings, personal reactions, and use of relevant sites on the World Wide Web. [Variable Quarters]

PSYC 358 Psychopharmacology: A Brief Review (2)

An introduction to psychopharmacology appropriate for students with little background in chemistry or biology. Topic will include classification of drugs, mechanisms of drug action, question of tolerance/dependence/safety/efficacy, and a survey of commonly used therapeutic and abused drugs. [F]

INST 363 Personhood: Contemporary Policies and Practices (10)

(For course description, see listing under "Interdisciplinary Courses.") [Variable Quarters]

Note: With INST 363, only 5 units of credit will be earned towards the requirements for the major in Psychology.

PSYC 377 Special Topics (1-5)

An intensive examination of contemporary psychological issues. Lecture/discussion. May be repeated for different course content. Prerequisites will vary depending on course content. [Variable Quarters]

BEHS 382 The Aged (5)

(For course description, see listing under "Interdisciplinary Courses.")

PSYC 395 Seminar in Applications of Psychology (1)

Online discussion of problems and insights concerning the application of psychology; readings, discussions, and a paper summarizing the student's application experience. Consult departmental homepage for current course information. Offered on a credit, no-credit basis only. Requires concurrent enrollment in PSYC 396, PSYC 398, PSYC 481, PSYC 496, PSYC 497, or PSYC 498. Prerequisite: PSYC 291. [F, W, S]

PSYC 396 Human Corps (1)

One unit of credit for 30 or more hours of volunteer community service experience in a psychology related nonprofit, governmental, or community-based organization, including educational institutions. Open to students with appropriate psychology background for the particular placement. The student may suggest a suitable placement or request an assignment from the Psychology Faculty Coordinator. A journal, a brief reflective paper, and occasional meetings with a faculty sponsor are required. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Requires concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first applied experience course (see listing accompanying PSYC 395). Prerequisite: PSYC 291. Offered on a credit, no-credit basis only. [F, W, S]

PSYC 398 Peer Advising (1)

Supervised experience in academic or peer counseling. Offered on a credit, no-credit basis only. Requires concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first applied experience course (see listing accompanying PSYC 395). Prerequisite: PSYC 291, consent of faculty sponsor and approval by the Application Coordinator of the Department of Psychology. [By Petition]

BEHS 400 Data Processing in the Behavioral Sciences (5)

(For course description, see listing under "Interdisciplinary Courses.")

BEHS 401 Evaluation Research (5)

(For course description, see listing under "Interdisciplinary Courses.")

PSYC 403 Health Psychology (5)

Integration of mind and body in the acquisition of good health and in the development and treatment of illness. Topics include stress, relaxation and self-regulation techniques, optimum performance, psychosomatic disorders, pain and the role of positive mind-body interactions in personal growth. Prerequisite: one course in Psychology or permission of instructor. [W]

PSYC 404 Human Neuropsychology (5)

Basic principles of brain function as a means for understanding the neurological basis of complex cognitive processes, including memory, language, emotion, and orientation. Implications of the organization of the nervous system on the development and recovery of functions. Special emphasis on the major disorders of the nervous system, the manifestation of these disorders in behavior, and issues for assessment and treatment. Prerequisite: PSYC 303. [Variable Quarters]

PSYC 411 Cognitive and Perceptual Development (5)

Intensive exploration of the development of perception, memory, logical reasoning, and problem solving, from infancy through adolescence. Prerequisite: PSYC 310 or permission of instructor. [Variable Quarters]

PSYC 412 Personality and Social Development (5)

Investigation of the development of emotion, motivation, social reasoning and interpersonal relationships from birth through adolescence. Emphasis on normal personality development, including topics such as attachment, relationships with parents and peers, sex roles, pro-social and aggressive behaviors, and characteristics such as achievement, dependency, obedience, conformity, and creativity. May include psychodynamic, psychosocial, behavioral, cognitive, and biological perspectives. Prerequisite: PSYC 310 or permission of instructor. [Variable Quarters]

PSYC 413 Language Development (5)

Examination of the child's acquisition, development and use of language, including production and comprehension. Prerequisite: PSYC 310 or permission of instructor. [Variable Quarters]

PSYC 415 Developmental Psychopathology (5)

Examination of types of psychological disorders which are related to the process of psychological development. Focus on those disorders typically occurring in childhood and adolescence. Includes descriptions of disordered behavior syndromes, major theories about causation, and implications for early detection, prevention, and treatment. May include disorders related to the aging process. Prerequisite: PSYC 310 or 315 or permission of instructor. [Variable Quarters]

PSYC 417 Descriptive Psychopathology (5)

Examination of how people experience psychological disorders and some of the nontraditional theories and explanations that account for mental illness. Consideration of the role social, cultural, and political forces play in causing and shaping the nature of disordered behavior from the perspectives of the person experiencing it and of family and society. Special attention to first-person accounts, Internet newsgroup discussions, case studies, and images of mental disorder in the mass media. May include opportunities for direct experience with persons identified as mentally ill. Prerequisite: PSYC 315 or permission of instructor. [Variable Quarters]

PSYC 418 Mental Health and Aging (5)

This course draws upon multidisciplinary information regarding psychological well-being in later life. Topics include definitions of mental health and psychosocial well-being among the elderly, emotional and behavioral challenges in the later life-span, family relations, health and economic considerations, and diagnostic and intervention principles. Recommended: PSYC 315 and BEHS 382. Prerequisite: PSYC 100. [S–odd years]

PSYC 421 Psychology of Women (5)

Theory and research on the development of sex roles and sex differences, with an emphasis on the roles of women. Students of both sexes are welcome to participate. Prerequisite: one course in Psychology or permission of instructor. [Variable Quarters]

PSYC 429 Psychological Tests and Measurement (5)

Principles of psychological measurement, including reliability, validity, and test construction. Survey of major measures of ability, performance, and personality. Ethical issues in the use of psychological tests. Prerequisite: PSYC 200 (or equivalent). [Variable Quarters]

PSYC 432 Industrial and Organizational Psychology (5)

Examination of theories and research related to performance in contemporary work organizations. Topics include personnel selection and placement, training program development and evaluation, supervisor/manager development, and human factors. Emphasis will be upon the personal and interpersonal processes that affect the various behavioral and motivational aspects of performance in the work organization. Lectures/discussion, case studies, and simulation exercises. Prerequisite: at least one upper division course in Psychology or MGMT 300, or permission of instructor. [Variable Quarters]

PSYC 442 Psychology of Intergroup Relations (5)

An in-depth analysis of theories and principles about intergroup relations, with special attention given to the social psychology of minorities. Topics include a historical perspective and comparative review of research and theory in intergroup relations; current theory and research on social identity, stereotypes, attitudes; and applications of the literature to contemporary societal problems. [Variable Quarters].

PSYC 460 Community Psychology (5)

Objectives, principles, and methods underlying the development, implementation, and evaluation of community-based psychological interventions. Special attention given to the impact of culture, age, gender, and socioeconomic factors on the need for and character of such interventions. Emphasis will be on how the community mental health approach differs from the more traditional models. Discussion, presentations, and projects. Prerequisite: one course in Psychology or permission of instructor. [Variable Quarters]

PSYC 477 Special Topics in Psychology (1-5)

Offered periodically as announced. Examples of courses include: Evolution Psychology, Mating Behavior, etc. May be repeated for different course content. Prerequisites will vary depending on course content. [Variable Quarters]

PSYC 480 Directed Research Seminar in Psychology (5)

Elaboration of principles of research design. Student conducts and writes up an individual or group study under faculty supervision. Prerequisite: PSYC 300 and consent of instructor. [Variable Quarters]

PSYC 481 Directed Research in Psychology (1-5)

Student conducts a scientific investigation under faculty supervision. Student will be involved in planning the project, conducting the literature review, obtaining IRB approval, collecting and analyzing data, and preparing the final report. Strongly suggested for majors considering graduate study in Psychology. May be repeated for credit. Offered on a credit, no-credit basis only. Requires concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first applied experience course (see listing accompanying PSYC 395). Prerequisite: PSYC 291, PSYC 300, consent of faculty sponsor, and approval by Application Coordinator of the Department of Psychology. [By Petition]

PSYC 488 Teaching of Psychology (2)

An exploration of strategies and ethical issues associated with teaching psychology. This course is appropriate for students planning to serve as teaching assistants in the Department of Psychology or who are planning a teaching career in higher education. Prerequisite: completion of at least 20 upper division units of Psychology coursework or permission of instructor. [F]

PSYC 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-baccalaureate students. Interested students should contact the department office. [By Petition]

PSYC 490 Senior Seminar (5)

Consideration of enduring issues facing the discipline. Critical examination and evaluation of evidence and of the inferences drawn from such evidence. Integration of information from other courses, including the completion and presentation of a portfolio representing the student's accomplishments regarding the goals and objectives of the department. Prerequisites: Senior standing, PSYC 300, and three other upper division Psychology courses, and one lab course . [F, W, S]

PSYC 491 Senior Thesis (5)

Student prepares a formal research report and makes an oral presentation summarizing an empirical investigation conducted under faculty supervision. Completion and presentation of a portfolio representing the student's accomplishments regarding the goals and objectives of the department is required concurrently. Offered on a credit, no-credit basis only. Prerequisites: Senior standing, PSYC 300, PSYC 481, three other upper division Psychology courses, one lab course, consent of faculty sponsor, and approval by the Chair of Department of Psychology. [By Petition]

PSYC 496 Fieldwork in Human Services Psychology (1-5)

Supervised field experiences in community agencies concerned with the promotion of human well-being through the application of psychological knowledge in the treatment and prevention of psychological and physical disorders. Academic and placement requirements, such as hours, conferences, reading, and reports are arranged in consultation with the placement supervisor and the faculty sponsor. Offered on a credit, no-credit basis only. Prerequisite: PSYC 291. Requires concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first applied experience course (see listing accompanying PSYC 395). Specific prerequisites will vary depending on placement sites, but all students must have consent of the faculty sponsor and the placement supervisor and have approval by the Application Coordinator of the Department of Psychology. [By Petition]

PSYC 497 Cooperative Education (5)

Sponsored learning in a work setting, integrated with academic learning. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Prerequisite: PSYC 291. Requires concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first applied experience course (see listing accompanying PSYC 395). Department will determine application of credit. [By Petition]

PSYC 498 Directed Study in the Instruction of Psychology (1-5)

Theory and method in undergraduate instruction in psychology. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, proctoring self-paced instructional units, course development, discussion group leadership, and in-depth directed readings of relevant topics. Offered on a credit, no-credit basis only. Requires concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first applied experience course (see listing accompanying PSYC 395). Prerequisite: PSYC 291, consent of instructor who will serve as sponsor and approval by Application Coordinator of Department of Psychology. [By Petition]

PSYC 499 Individual Study (1-5)

Exploration of a specific topic, primarily through directed reading and discussion meetings with the faculty sponsor. Prerequisite: consent of instructor who will serve as sponsor and approval by Chair of Department of Psychology. Offered on a credit, no-credit basis only. [By Petition]

GRADUATE COURSES

Graduate courses are listed in the "Graduate Studies" section of the catalog.

SOCIOLOGY AND ANTHROPOLOGY

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Chair: **J. Daniel McMillin**

Faculty: **K. Geurts, J. Granskog, L. Hecht, B. Hemphill, P. Jennings, A. Kebede, V. Kohli, K. Nyberg, J. Ross, G. Santos, P. Silverman, M. Q. Sutton, R. Travis, R. Yohe**

Program Description

The Department of Sociology and Anthropology administers two Bachelor of Arts degree programs:

- Bachelor of Arts in Sociology
- Bachelor of Arts in Anthropology

Bachelor of Arts in Sociology

The Bachelor of Arts in Sociology emphasizes the systematic study of human behavior in social groups. It focuses on how people coordinate their activities to achieve both individual and collective goals. Sociology is different from the other social and behavioral sciences in two important ways. First, it places primary importance on the social group within the larger society. Second, it seeks to explain the broad range of human behavior as it is influenced by the social context. Thus, sociology studies the major issues of our times, and seeks to understand their complexity and predict their future. It investigates how patterns of social activity originate, what sustains them, why they take one form rather than another, and how they change.

Depending on the particular interest of the student, an appropriate Minor area of study is selected in consultation with the student's advisor. In lieu of the traditional Minor, the Department offers a concentration in either Ethnic Studies or in Urban Studies and Planning. Qualified undergraduates are encouraged to seek opportunities as a teaching assistant, and as research assistants with the Applied Research Center.

Career opportunities for sociology majors include a variety of agencies at the federal, state, and municipal levels, as well as with both private nonprofit, and private for-profit organizations.

Bachelor of Arts in Anthropology

The Bachelor of Arts in Anthropology brings a uniquely bio-cultural approach to the study of the human condition, viewing people as both biological and cultural organisms. Anthropology's comparative, cross-cultural perspective and focus on non-Western and traditional cultures are directly relevant to students planning futures in the multicultural modern world.

The emphasis in the Anthropology program at CSUB is on studies in cultural and biological anthropology and archaeology. Depending on which of these subfields is of primary interest to the student, an appropriate Minor is selected in consultation with the student's faculty advisor.

Undergraduates are encouraged to gain experience as teaching assistants as well as to seek opportunities to work as research assistants in the Center for Archaeological Research and the Southern San Joaquin Valley Historic Research Information Center and as interns in various community organizations.

Career opportunities include applied anthropology within federal, state, and local government agencies, historic preservation, cultural resource management, museum programs, and forensic anthropology.

The Department of Sociology and Anthropology stresses a close working relationship with students, and strongly encourages students to take full advantage of the many opportunities the Department provides for collaborative research with faculty, student internships, and other direct collaboration of professional skills.

SOCIOLOGY

Requirements for the Undergraduate Major in Sociology

To fulfill the requirements for the major in sociology the student must complete ten courses in Sociology acceptable to the Department, including at least nine at the upper division level.

A. Prerequisites

1. SOC 100 Introduction of Sociology (or equivalent course)
2. One of the following (or equivalent elementary statistics course):
   MATH 140 Elementary Statistics
   PSYC 200 Introduction to Statistical Methods in Psychological Research
3. GST 390 Computer Literacy

B. Major Requirements

1. SOC 300 Introduction to Research Methods
   Prerequisites:
   a. One of the following (or equivalent elementary statistics course):
      MATH 140 Elementary Statistics
      PSYC 200 Introduction to Statistical Methods in Psychological Research
   b. GST 390 Computer Literacy
2. One of the following, with approval of faculty advisor (each requires satisfactory completion of SOC 300 Introduction to Research Methods):
   a. SOC 400 Quantitative Analysis
   b. SOC 434 Participant Observation Research
   c. SOC 452 Techniques of Demographic Analysis
   d. SOC 453 Vision and Method of Historical Sociology
3. SOC 301 Theoretical Perspectives in Sociology
4. SOC 440 Social Stratification
5. SOC 444 Social Change
6. Four additional courses in Sociology (with approval of faculty advisor), at least three of which must be upper division
7. SOC 490 Senior Seminar in Sociology

Minor or Concentration

A Minor or Concentration is required of all students majoring in Sociology. The student must satisfactorily complete one of four options:

1. A Minor consisting of at least 20-quarter units within a major program designed by another discipline
2. A Concentration in either:
   a. Ethnic Studies
   b. Urban Studies and Planning
3. A Special Minor.
4. An Interdisciplinary Concentration.

Requirements for the Minor in Sociology

Four courses in Sociology, totaling 20 quarter units, at least three of which must be upper division, approved by Chair of the Sociology and Anthropology Department.

Teacher Credential – Single Subject

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject matter preparation program in Social Science. To secure information on specific requirements, please contact the Social Science Program Coordinator at (661) 664-3079, Faculty Towers, Room 304F.

Requirements for the Major with a Concentration in Ethnic Studies

A. Prerequisites

1. SOC 100 Introduction to Sociology (or equivalent course)
2. One of the following (or equivalent elementary statistics course):
   a. MATH 140 Elementary Statistics
   b. PSYC 200 Introduction to Statistical Methods Psychological Research
3. GST 390 Computer Literacy

B. Major Requirements

1. SOC 300 Introduction to Research Methods
   Prerequisites:
   a. One of the following (or equivalent elementary statistics course):
      MATH 140 Elementary Statistics
      PSYC 200 Introduction to Statistical Methods in Psychological Research
   b. GST 390 Computer Literacy
2. One of the following, with approval of student's faculty advisor (each require satisfactory completion of SOC 300):
   a. SOC 400 Quantitative Analysis
   b. SOC 434 Participant Observation Research

c. SOC 452 Techniques of Demographic Analysis
d. SOC 453 Vision and Method of Historical Sociology

3. SOC 327 Race and Ethnic Relations
4. SOC 301 Theoretical Perspectives in Sociology
5. SOC 440 Social Stratification
6. SOC 444 Social Change
7. SOC 490 Senior Seminar in Sociology
8. Any three courses chosen from the following:
   a. SOC 335 The Latino Experience in the United States
   b. SOC 336 The Asian Experience in the United States
   c. SOC 337 The African Experience in the United States
   d. SOC 338 The Indigenous Experience in the Modern Americas
9. Any four courses (20 units) from the following; fifteen (15) units of which must be upper division; and no more than ten (10) units may come from any one department:
   a. ANTH 250 Peoples of Africa
   b. ANTH 350 Peoples of Mexico
   c. ANTH 451 Native Peoples of California
   d. BEHS 321 Community Politics
   e. ENGL 207 Ethnic-Minority American Literature
   f. ENGL 364 Studies in Fiction: The African-American Experience
   g. ENGL 370 Literature by Women of Color
   h. HIST 466 History of African-Americans Since 1865
   i. HIST 468 Mexican American History
   j. PLSI 315 Civil Liberties
   k. PLSI 329 Chicano Politics
   l. SOC 352 Population Dynamics and Demography
   m. SOC 439 The Latin American Experience
   n. SPAN 320 Hispanic-American Culture and Civilization
   o. SPAN 321 Hispanic-American Culture and Civilization*
   p. SPAN 424 Culture and Civilization of Mexico and the Chicano/Mexican American*
   q. SPAN 426 Southwest Hispanic Folklore*

*Requires competency in Spanish.

Requirements for the Major with a Concentration in Urban Studies and Planning

A. Prerequisites

1. SOC 100 Introduction to Sociology (or equivalent)
2. One of the following (or equivalent elementary statistics course):
   MATH 140 Elementary Statistics
   PSYC 200 Introduction to Statistical Methods in Psychological Research
3. GST 390 Computer Literacy

B. Major Requirements

1. SOC 300 Introduction to Research Methods
   Prerequisites:
   a. One of the following (or equivalent elementary statistics course):
      MATH 140 Elementary Statistics
      PSYC 200 Introduction to Statistical Methods in Psychological Research
   b. GST 390 Computer Literacy
2. One of the following, with approval of faculty advisor (each require satisfactory completion of SOC 300):
   a. SOC 400 Quantitative Analysis
   b. SOC 434 Participant Observation Research
   c. SOC 452 Techniques of Demographic Analysis
   d. SOC 453 Vision and Method of Historical Sociology
3. SOC 301 Theoretical Perspectives in Sociology
4. Choose two of the following:
   a. SOC 351 Introduction to Geographical Information Systems and Spatial Analysis
   b. SOC 352 Population Dynamics and Demography
   c. SOC 442 Conflict Mediation and Dispute Resolution
5. SOC 367 Urban Sociology
6. SOC 440 Social Stratification
7. SOC 444 Social Change
8. SOC 490 Senior Seminar in Sociology
9. SOC 496 Internship in Applied Sociology
10. Any two classes from each of the following two groups:
    Group 1
    a. ANTH 415 Cultural Resource Management
    b. ECON 495 Urban and Regional Economics
    c. GEOL 205 Environmental Geology

d. PPA 479 Urban Planning and Public Policy

Group 2

a. BEHS 321 Community Politics
b. ECON 435 Public Finance
c. GEOG 302 Cultural Geography of World's Regions
d. PLSI 319 Comparative Politics of California
e. SOC 323 Sociology of Power

COURSE DESCRIPTIONS

Lower Division

SOC 100 Introduction to Sociology (5)

An examination of the concepts and methodology used by sociologists in the study of social relationships, social institutions, and social processes. Emphasis is on the practical understanding of perspectives used in the study of social behavior and on conceptual relations to other disciplines. (CAN SOC 2) [F, W, S]

SOC 120 Critical Thinking and Contemporary Social Problems (5)

An introduction to logical reasoning and social scientific methodology as it can be applied to selected contemporary American social problems. Focus is on elements of critical thinking, including deductive and inductive reasoning, proofs, probabilities, the role of values, and the status of evidence. [Variable Quarters]

SOC 240 Sociology Through Film (3)

This course will examine sociological concepts through the use of film. Films will be viewed and discussed weekly. Films will focus on such areas as family relations, alcohol and drug addiction, aging, crime and delinquency, gender issues, race and ethnic relations, the workplace, and urban development. [W]

SOC 289 Experiential Prior Learning (1-5)

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the Department. Requires complementary academic study and/or documentation. Offered on a credit, no-credit basis only. Not open to postgraduate students. Interested students should contact the Department office. [By Petition]

SOC 298 Directed Study in Teaching Sociology (1-5)

Theory and method in lower division instruction. Weekly meetings with faculty instructor which may include administering and developing examinations, individual tutoring and discussion group leadership, and directed readings of relevant topics. Prerequisites: permission of instructor who will serve as sponsor, approval by Chair of Department of Sociology and Anthropology. May be repeated for different course content. [By Petition].

Upper Division

SOC 300 Introduction to Research Methods (5)

An introduction to major concepts, skills, and techniques of research methods in the social sciences. This will include the assumptions of the scientific method, basic principles of research methods in the social sciences, descriptive statistics, and data collection and analysis. Prerequisites: GST 390 (may be taken concurrently), MATH 140 or PSYC 200 (or equivalent). [F, W]

SOC 301 Theoretical Perspectives in Sociology (5)

An analysis of the major theoretical perspectives that provide the conceptual basis for sociological research and analysis. Emphasis on the terminology, assumptions, and implications of the dominant theoretical frameworks in contemporary sociology, such as conflict theory, structural-functionalism, and symbolic interaction. [F, W]

SOC 305 Popular Culture and Life-styles (5)

How art, literature, music, and such popular culture forms as movies and television reflect and shape experience. Includes sociological approaches to the study of mass media, commercialization, culture-producing organizations, and distinctive life-styles. Theories and methods for analyzing cultural expressions in popular music, street art, film, television, and advertising. [Variable Quarters]

BEHS 311 Small Group Dynamics (5)

(For course description, see listing under "Interdisciplinary Courses.")

SOC 312 Social Psychology (5)

Group affiliation, group standards, social perception, reference groups, and other social influences on the behavior of individuals. Topics include: the self and society, attitudes and an attitude change, social perception, attraction and love, aggression and violence, and group dynamics. [F, W, S]

SOC 313 Sociology of Religion (5)

A study of the social dimension of religion, Eastern and Western. The various sociological theories of religion, including those of Durkheim and Weber, are examined. Such topics as religion and social change, the social aspects of religious experience, and religious institutionalization are studied, with particular attention to the function of religion in contemporary secular societies. [Variable Quarters]

BEHS 318 Psychological Anthropology (5)

(For course description, see listing under "Interdisciplinary Courses.") [S]

SOC 322 Social Services and Social Problems (5)

A sociological analysis of the social problems and issues currently addressed by human services agencies. Includes examination of the social philosophy upon which the emergence of the field of human services is based, as well as the role of community resources and values in the development of "helping services" agencies. Alternative models for organizing human services in the future are explored. [S]

SOC 323 Sociology of Power (5)

An examination of the nature, sources and consequences of power, with emphasis placed on contemporary American society. Attention is given to the exercise of power on various levels of analysis, from face-to-face interaction to total societies. The relation of power to problems of social order and change is also considered. [S]

SOC 324 Sociology of Deviance (5)

An analysis of sociological approaches to the study of deviance. Emphasis is on how deviant behavior is explained. [Variable Quarters]

SOC 325 Sociology of Crime (5)

Conceptual and theoretical perspectives used to explain crime and criminal behavior are discussed. The viability of these perspectives, in relation to specific types of crimes, is examined. Social policy implications are considered. [W, S]

SOC 326 Juvenile Delinquency (5)

An analysis of the major theoretical approaches to the study of delinquency. Emphasis is on the social factors involved in the emergence of delinquent behavior and the nature of the social responses to delinquency. Attention is given to delinquency as it relates to social order and social control. [W, S]

SOC 327 Race and Ethnic Relations (5)

A broad introduction to the field of race and ethnic relations in the United States and around the world. Theories of race and ethnicity are compared. The historical experiences of various groups in the United States—European Americans, Native Americans, African Americans, Latinos, and Asian Americans—are discussed. Ethnic and racial relations in other countries are explored. The relationship between the social construction of gender, class, nation, race and ethnicity is analyzed. Other issues discussed include assimilation versus pluralism; ethnicity and migration; the nature of racism, prejudice, and discrimination; the changing structures of ethnic stratification. [F, W, S]

BEHS 331 Political Sociology (5)

(For course description, see listing under "Interdisciplinary Courses.")

SOC 335 The Latino Experience in the United States (5)

An examination of the historical, social, political, economic, and cultural experiences and conditions of Latinos in the United States. The groups studied include the Chicanos, the Puerto Ricans, the Cubans, the Dominicans, and the Central Americans. Their historic modes of incorporation, their continuing migration patterns, their experiences of racialization, their current demographic and socioeconomic condition, and the emerging Latino pan-ethnicity will be analyzed and discussed in the broader context of American nation-stateness, world-system's analysis, and diaspora studies. [W, S]

SOC 336 The Asian Experience in the United States (5)

An examination of the historical, social, political, economic, and cultural experiences and conditions of Asians and their descendants in the United States. The groups studied include the Chinese, Japanese, Filipinos, Koreans, Vietnamese, and Asian Indians. Their historic modes of incorporation and continuing migration patterns, as well as experiences of racialization will be discussed. The emerging Asian-American pan-ethnicity will be analyzed and discussed in the broader context of United States society, world-system's analysis, and diaspora studies. [Variable Quarters]

SOC 337 The African Experience in the United States (5)

An examination of the historical, social, political, economic, and cultural experiences and conditions of Africans and their descendants in the United States. Their historic mode of incorporation in a global diaspora; experiences of racialization; the social construction of African-American racial identity and culture; and acts of survival will be analyzed and discussed in the broader context of American nation-stateness, world-system's analysis, and diaspora studies. [Variable Quarters]

SOC 338 The Indigenous Experience in the Modern Americas (5)

An examination of the historical, social, political, economic, and cultural experiences and conditions of Native Americans and their descendants in the United States and other parts of the Western Hemisphere, such as Canada, Mexico, Guatemala, the Andean region, and the Amazon River Basin. Their historic mode of incorporation as conquered, exterminated, or marginalized peoples, their survival strategies, their settlement and migration patterns, their experiences of racialization, their current demographic and socio-economic condition, and the social construction of Indian racial identity and culture will be analyzed and discussed in the broader context of New World nation-stateness, world-system's analysis, and diaspora studies. [W]

SOC 343 Social Movements and Collective Behavior (5)

Analysis of extra-institutional, group problem-solving behavior. Special attention is focused on theoretical issues, focal questions, and empirical research that enliven the study of crowds, social movements and revolutions. Also included is discussion of the political, economic, and cultural impact of spontaneous collective actions and organized protest movements on society. [Variable Quarters]

SOC 350 Sociology of Knowledge (5)

Critical analysis of the forms and structures of knowledge, their historical evaluation and philosophical foundation through consideration of contemporary exemplars and examples, such as scientific knowledge, spiritual and transcendent knowledge, everyday knowledge, and ideology. Special attention is focused on the behavioral and organizational consequences of different knowledges throughout history, and how those differences today constitute cultural and institutional differentiation. [W]

SOC 351 Introduction to Geographical Information Systems and Spatial Analysis (5)

This course familiarizes students with geographic information system applications. It is designed for majors from any field who wish to use modern mapping techniques for illustrating a variety of social, economic, and political phenomena. The course is geared toward training students in GIS techniques through the process of "hands on" research. [Variable Quarters]

SOC 352 Population Dynamics and Demography (5)

The scientific study of population structure and dynamics and their social determinants and consequences. Population structure refers to population size, composition, and distribution; population dynamics refers to change in the population structure, with special attention to fertility, mortality, migration, and social mobility. Special emphasis will be placed on the applied nature of demographic analysis. [Variable Quarters]

SOC 364 Family and Society (5)

An analysis of the study of the family from a developmental perspective. Specific attention is given to mate selection, marriage, parenthood and parent-child relations, and family relations during the middle and later years of life. Emphasis is on the contemporary American family. [F]

SOC 365 Gender and Society (5)

Analysis of the cultural and social institutional maintenance of gender differences. Emphasis is on how gender differences are maintained by the family, the economy, the political system, religion, and education. Also included is discussion of the ways that gender differences are maintained through art and literature, games, and sports, and advertising. [F, W, S]

SOC 366 Childhood and Society (5)

A chronological account of social and individual development during infancy, childhood, and adolescence with an emphasis on age-related changes in children's cognitive, social, physical, and personal characteristics. An analysis of how children interact with their social world at different ages, and how these interactions play a role in the developmental changes that lead to new forms of social interactions at later ages. [F, W, S,]

SOC 367 Urban Sociology (5)

This class will address theories of urban sociology that have local, regional and national applications. We will compare and contrast various urban development issues and theories including urban ecology, the world capitalist system, multinational corporations and the production system, among others. These theoretical perspectives will then be connected with specific patterns of urban development, including dependent cities, world cities, industrial and post-industrial cities, technopolicies, and related forms of community, urban renewal, and development strategies. [F, W, S]

BEHS 382 The Aged (5)

(For course description, see listing under "Interdisciplinary Courses.") [W]

SOC 396 Human Corps (1)

One unit of credit for 30 or more hours of volunteer community service experience. Open to students with appropriate sociology background. The student may suggest a suitable placement or request an assignment from the Sociology Faculty Coordinator. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only. Permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

SOC 400 Quantitative Analysis (5)

This course will build on the concepts, skills, and techniques learned in SOC 300. This will include refinement of concepts and a more extensive treatment of exploratory data analysis, descriptive statistics, and inferential statistics. Labs will make extensive use of computers in developing analytical and data presentation skills. Each student will be required to complete a research project. Prerequisite: SOC 300. [W, S]

SOC 405 Technology and Society (5)

This course examines the reciprocal relationship between technology and society, emphasizing the manner in which technological changes alter basic social institutions, including the family, religion, the military, and even science itself. Special attention is given to the positive and negative impacts of technology on the individual and the dilemmas posed by the creation of a technology dependent economy. [F, W]

SOC 434 Participant Observation Research (5)

Collecting, analyzing, and reporting qualitative data from everyday life, natural social settings. Coverage includes the techniques of participant observation, including establishing rapport, note-taking, ethics of ethnographic fieldwork, and interviewing techniques. Emphasis is on the formulation of a research problem and the use of conceptual and theoretical materials in the analysis of field data. Each student completes a fieldwork project based on data collected in public places, organizations, or other community settings. Prerequisite: SOC 300 or permission of instructor. [W]

BEHS 435 Family and Kin: Comparative Perspectives (5)

(For course description, see listing under "Interdisciplinary Courses.") [F, W]

SOC 439 The Latin American Experience (5)

The nations of Latin America and the Caribbean may be diverse, but they have also shared a common historical experience and many face common challenges. This course explores the historical construction of the Americas, from the ancient indigenous civilizations to the present, and takes a closer look at some of the countries and some of the issues Latin Americans face today. [S]

SOC 440 Social Stratification (5)

Analysis of theories and concepts explaining patterns of social stratification. Focus on race, class, sex, age, and power, privilege and prestige in contemporary American society and other nations. The study of mobility, including trends in occupational mobility, is also considered. [F, W]

SOC 442 Conflict Mediation and Dispute Resolution (5)

A systematic evaluation of the causes and contexts of human conflicts and disputes, and the elaboration of strategies designed to mediate and resolve them. Focus and examples come from inter-organizational and intra-organizational conflicts, and may include environmental disputes, issues of gender harassment or racial discrimination, and scarce resource allocation, as well as more typical labor management and political interest conflicts. [W]

SOC 444 Social Change (5)

Analysis of changes in our social worlds. Topics include directionality and patterns of change in history; modern sources of change; spheres and domains of change; agents of change and social reaction to change; and costs and impacts of change. The overall goal of the course will be to provide a theoretical understanding of the transformations constantly occurring in all aspects of social life. [W, S]

SOC 445 Sexual Practices in America (5)

A comprehensive examination of the social organization of sexual practices in America, and their implications for public health, marital and gender relations, and other issues. Detailed examination of quantitative findings, and candid discussion of sexually explicit behaviors. Prerequisite: MATH 140 or PSYC 200 or permission of instructor. [W, S]

SOC 450 Contemporary Global Issues (5)

Examines the world's major issues today, their historical roots, present conditions, and future trends. The emphasis will be on the last few decades of political, economic, social, cultural and environmental processes of the modern world-system. [S]

SOC 452 Techniques of Demographic Analysis (5)

A systematic and comprehensive analysis of the methods used by social scientists in dealing with demographic data. The course is concerned with how data on population are gathered, classified, and treated to produce tabulations and various summarizing measures that reveal the significant aspects of the composition and dynamics of populations. Some attention is directed to the data and measurement problems of the less developed countries and the special methods that have been developed for handling incomplete and defective data but most of the course is relatively "culture free." This course allows students to make extensive use of computer technology. [S]

SOC 453 Vision and Method of Historical Sociology (5)

Course explores the questions posed by a variety of twentieth-century scholars working at the intersections of social theory and history viewed on a grand scale. We examine the research agendas that they followed, their basic assumptions about society, history, and the purposes of scholarship; and how these assumptions informed the questions that they asked, and the kinds of answers that they offered. Specifically, we seek to understand how these scholars used various sources of evidence about the past to pursue case studies or comparisons among groups, periods, nations, or civilizations. Prerequisite: SOC 300 or permission of instructor. [S]

SOC 455 Sociology of Education (5)

The sociological examination of education as a social institution and as a force and measure of social change. Formal attention focuses on educational systems, schools, educational attainment, and student performance. Prerequisite: SOC 100 or permission of instructor. [S]

SOC 464 Family and Stress (5)

Analysis of family ability to withstand external and internal stress; community structure and family location in the community as factors in the development of and response to stress; and the relationship of individual adjustment to family reaction to stress. Discussion focuses on, for example, the following kinds of stress situations: divorce, death of a spouse or child, physical disaster, long-term physical or mental illness, chronic unemployment, and imprisonment. [W]

SOC 477 Selected Topics in Sociology (1-5)

Offered periodically as announced. Extensive analysis of selected contemporary topics in sociology. May be repeated for different course content. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

SOC 481 Directed Research in Sociology (1-5)

Students design and carry out a research project under the supervision of a faculty sponsor. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

SOC 489 Experiential Prior Learning (1-5)

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the Department. Requires complementary academic study and/or documentation. Offered on a credit, no-credit basis only. Not open to post-baccalaureate students. Interested students should contact the Community Service office. Permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

SOC 490 Senior Seminar in Sociology (6)

Consideration of the nature of the discipline. Integration of material from other courses. The relationship of sociology to other fields of study. Prerequisites: two-course Methods sequence and SOC 301, or permission of instructor [W, S]

SOC 496 Internship in Applied Sociology (1-5)

Supervised field experience in community organizations and institutions. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area. Offered on a credit, no-credit basis only. Permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

SOC 497 Cooperative Education (5)

The Community Services program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Community Services office on an individual basis, subject to approval by the Department. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading is the responsibility of the Departmental faculty. Offered on a credit, no-credit basis only. Permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

SOC 498 Directed Study in Teaching Sociology (1-5)

Theory and method in upper division instruction. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. May be repeated for different course content. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

SOC 499 Individual Study (1-5)

Individual study under the direction of a faculty member. Prerequisite: permission of instructor and approval of Chair of Department of Sociology and Anthropology. [By Petition]

GRADUATE COURSES

Graduate courses are listed in the "Graduate Studies" section of the catalog.

ANTHROPOLOGY

Requirements for the Undergraduate Major in Anthropology

To fulfill the requirements for the major in anthropology, a student must complete nine courses acceptable to the Department, including at least eight at the upper division level.

A. Prerequisites

1. ANTH 100 Introduction to Cultural Anthropology (or equivalent course).
2. ANTH 102 Introduction to Biological Anthropology (or equivalent course). Majors who have not completed the course with a lab component must complete ANTH 298 Directed Study in Teaching Anthropology as a teaching assistant for ANTH 102.
3. ANTH 104 Introduction to Archaeology (or equivalent course)

B. Required Courses

1. ANTH 300 Introduction to Research Methods.
   Prerequisites:
   a. One of the following (or equivalent elementary statistics course):
      MATH 140 Elementary Statistics
      PSYC 200 Introduction to Statistical Methods in Psychological Research
   b. GST 390 Computer Literacy
2. One of the following, with approval of faculty advisor (each requires satisfactory completion of ANTH 30 Introduction to Research Methods):
   a. ANTH 400 Quantitative Analysis
   b. ANTH 434 Participant Observation Research
   c. ANTH 492 Advanced Laboratory Methods in Archaeology
3. ANTH 301 Theoretical Perspectives in Anthropology
4. One course focusing on the ethnography of a region. Courses that fulfill this requirement include:
   a. ANTH 250 Peoples of Africa
   b. ANTH 251 Peoples of South America
   c. ANTH 252 Native Peoples of North America
   d. ANTH 253 Peoples and Cultures of South Asia
   e. ANTH 350 Peoples of Mexico
5. Four additional upper division courses: a minimum of one each from cultural anthropology, biological anthropology, and archaeology (must be approved by faculty advisor).
6. ANTH 490 Senior Seminar in Anthropology

A Minor is required of all students majoring in anthropology. The student must satisfactorily complete one of the three options listed below:

1. A Special Minor.
2. A Minor consisting of at least 20 quarter units within a major program designed by another discipline.
3. An Interdisciplinary Concentration or Minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors".

Requirements for the Minor in Anthropology

Four courses totaling 20-quarter units in anthropology, at least three of which must be upper division, and approved by Chair of the Department of Sociology and Anthropology.

Teaching Credential—Single Subject

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject matter preparation program in Social Science. To secure information on specific requirements, contact the Social Science Program Coordinator at (661) 664-2247, Faculty Towers, 301F.

COURSE DESCRIPTIONS

Lower Division

ANTH 100 Introduction to Cultural Anthropology (5)

Survey of the field and the major concepts, theories, and methodologies employed in cultural anthropology and linguistics. The relationship between anthropology and other social sciences is examined. The emphasis is on the comparative analysis of major social institutions, how they function, and their response to changing circumstances in various cultural contexts. (CAN ANTH 4) [F, W, S]

ANTH 102 Introduction to Biological Anthropology (5)

Introduction and application of the basic principles of the life sciences to consideration of humanity as biological beings. Fundamentals and application of evolutionary biology, molecular genetics, population genetics, and physiology to human evolution and diversity. Investigative laboratory projects are required. Lab fee may be required. (CAN ANTH 2) [W]

ANTH 104 Introduction to Archaeology (5)

An introduction to archaeological method and theory, including methods of site discovery, excavation, and laboratory methods. Basic concepts of artifact and ecofact analysis are also covered. Many examples of archaeological sites from around the world will be used for illustrative purposes and class discussion. Carries credit in both Anthropology and Art History. [F, W]

ANTH 120 Critical Thinking in Anthropology (5)

This course introduces logical reasoning and scientific methodology as it can be applied to the current divisive debate between evolutionary biology and scientific creationism. The focus of this course is on elements of critical thinking, including deductive and inductive reasoning, proofs, probabilities, the influence of values, the status of evidence, and legal reasoning. In the context of examining the evidence and arguments offered for and against evolution and scientific creationism, students will demonstrate skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgement or opinion. [F, S]

ANTH 191 Understanding Field Archaeology (3)

Basic introduction to field archaeology, intended to give the student an overview of, rather than intense training in, field archaeology. Trips to various archaeological sites and facilities in the Kern County area are the main focus of the course. A field trip fee may be required. [F]

INST 205 Perspectives on Women in Society (5)

(For course description, see listing under "Interdisciplinary Courses.") [S]

ANTH 240 Anthropology Through Film (3)

Students will view one or more films each week on selected anthropological topics. These will include primate studies, archaeology, and ethnographic studies. The series will include both documentary and commercial films. Following each weekly showing, there will be a discussion session. [S]

ANTH 250 Peoples of Africa (5)

An overview of the diverse cultures of Africa, with a focus on sub-Saharan Africa. Several major themes are explored: ecological adaptation, marriage and family life, religion and ritual expression, and problems of modernization. Several contemporary issues will be chosen for classroom discussion. [W]

ANTH 251 Peoples of South America (5)

Examination of contemporary indigenous societies in South America from a socio-historical and ethnographic perspective. Several major themes are explored: ecological adaptation, marriage and family life, ideology and ritual expression and problems of modernization. [F]

ANTH 252 Native Peoples of North America (5)

An introduction to the Indian and Eskimo peoples of North America from their arrival on the continent through contact with peoples from Europe, Africa, and Asia. The course will examine the social, economic, political, and religious aspects of the various groups and will include a discussion of the impacts of Euroamerican culture on Native peoples. [F, W]

ANTH 253 Peoples and Cultures of South Asia (5)

Overview of the diverse peoples and cultures of South Asia. Exploration of the influence of geography on subsistence patterns, and how nomadic pastoralism, village communities, and cities form a unique social ecology that profoundly influences contemporary political and religious interactions. Examinations of the family, the caste system, and religion, and the impact upon each from modernization. [S]

ANTH 277 Selected Topics in Anthropology (1-5)

Specialized topics in anthropology offered periodically as announced. May be repeated on a different topic. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

ANTH 289 Experiential Prior Learning (1-5)

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the Department. Requires complementary academic study and/or documentation. Offered on a credit, no-credit basis only. Not open to postgraduate students. Interested students should contact the Community Service office. Permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

ANTH 291 Introductory Field Archaeology (5)

The purpose of this course is to introduce students to the basic concepts of field archaeology. Students will be trained in the use of maps, field equipment, how to recognize and record archaeological sites, and survey techniques. Toward the end of the quarter, excavation at an archaeological site will be undertaken in conjunction with the more advanced field courses. Prerequisite: ANTH 104 or permission of instructor. [S]

ANTH 292 Introduction to Laboratory Methods in Archaeology (5)

An introduction to the basic methods in laboratory analysis of archaeological data, including cataloging, typology, metric tabulation and analysis, and curation. Students will participate in special archaeological studies such as faunal analysis, paleobotanical analysis, and dating. The writing of archaeological reports will also be covered. [F]

ANTH 298 Directed Study in Teaching Anthropology (1-5)

Theory and method in lower division instruction. Weekly meetings with faculty instructor which may include administering and developing examinations, individual tutoring and discussion group leadership, and directed readings of relevant topics. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. May be repeated for different course content. [By Petition]

Upper Division

ANTH 300 Introduction to Research Methods (5)

An introduction to major concepts, skills and techniques of research methods in the social sciences. This will include the assumptions of the scientific method, basic principles of research methods in the social sciences, descriptive statistics, and data collection and analysis. Prerequisites: GST 390 (may be taken concurrently), MATH 140 or PSYC 200 (or equivalent). [F, W]

ANTH 301 Theoretical Perspectives in Anthropology (5)

The history, development, and application of the major theoretical orientations in anthropology. Prerequisite: ANTH 100 or permission of instructor. [F, W, S]

BEHS 318 Psychological Anthropology (5)

(For course description, see listing under "Interdisciplinary Courses.") [S]

ANTH 319 Anthropology of Religion (5)

Theoretical and substantive analysis of religious ideology and ritual emphasizing comparative study from selected non-Western societies. Particular emphasis will be given to exploring the application of various theoretical approaches to the study of ritual and shamanism. Carries credit in either Anthropology or Religious Studies. [S]

ANTH 325 Anthropology of Sport (5)

An examination of sport behavior in selected societies around the world with particular attention being given to the contrasts between Western and non-Western cultures. The focus of this course is on the analysis of the cultural dimensions of sport in terms of its interaction with other key economic, social, political, and religious institutions. [W]

ANTH 339 Sexual Behavior in Cross-Cultural Perspective (5)

Analysis of the patterns of sexual behavior particularly in non-Western cultures from an evolutionary, sociocultural and historical perspective. Focuses on the ways and means by which concepts of sexuality are integrated within the larger sociocultural system with particular attention being given to the impact of gender, race, ethnicity, class, and sexually transmitted diseases (especially the significant effect of AIDS) upon sexual expression. [W, S]

ANTH 340 Cultural Ecology (5)

An examination of the basic adaptations of humans to their environment. The basic concepts of ecology, a history of cultural ecological thought, and ecological theory as related to humans are covered. The adaptive strategies of hunter-gatherer, pastoral, agricultural, and industrialized cultures are discussed in detail. Consideration also is given to the changing adaptations of cultures undergoing modernization and to the impact of human cultures on the modern environment. [W]

ANTH 350 Peoples of Mexico (5)

An analysis of social, economic, political and religious institutions in various contemporary rural Indian and Mestizo communities from a socio-historical and ecological perspective. Particular attention will be given to the examination and analysis of current socioeconomic issues impacting indigenous populations in Mexico and their strategies to cope with ongoing processes of modernization. [F]

ANTH 370 Third World Communities (5)

Most of the people in underdeveloping countries are found in rural communities – communities that are presently caught up in the processes of modernization. The focus of this course is on an examination of the life-ways of such communities from representative societies of the Third World (including Africa, Asia, and Latin America), and how they cope with the stresses and problems produced by modernization. [W]

BEHS 382 The Aged (5)

(For course description, see listing under "Interdisciplinary Courses.") [W]

ANTH 390 Method and Theory in Archaeology (5)

The theory, method, and techniques of field work, data analysis, reconstruction of prehistoric cultures, and the interpretation of culture history. Problem formulation and research design in archaeology. The history and contemporary developments of archaeological research. Prerequisite: ANTH 104 or permission of instructor. [S]

ANTH 391 Intermediate Field Archaeology (5)

Archaeological excavation and survey in the Kern County Area. All aspects of field techniques are covered: field reconnaissance and survey, site recording, mapping, excavation, and evaluation of data. Students conduct survey, mapping, and excavation at selected archaeological sites. A field trip fee may be required. Consult the class schedule for specific details. Prerequisite: ANTH 291 or permission of instructor. [S]

ANTH 396 Human Corps (1)

One unit of credit for 30 or more hours of volunteer community service experience. Open to students with appropriate anthropology background. The student may suggest a suitable placement or request an assignment from the Anthropology Faculty Coordinator. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only. Permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

ANTH 400 Quantitative Analysis (5)

This course will build on the concepts, skills, and techniques learned in ANTH 300. This will include refinement of concepts and a more extensive treatment of exploratory data analysis, descriptive statistics and inferential statistics. Labs will make extensive use of computers in developing analytical and data presentation skills. Each student will be required to complete a research project. Prerequisite: ANTH 300. [W, S]

ANTH 402 Current Trends in Biological Anthropology (5)

Biological Anthropology is a dynamic field in which new discoveries of human ancestors, advances in geological dating methods, progress in human genetic research, and other innovations are continually modifying our understanding of human evolution, human variation, and other aspects of human biology. This course reviews recent discoveries, current trends, and other developments within the field of Biological Anthropology. Topics covered include new developments in Molecular Anthropology, Forensic Anthropology, Primatology, Paleoanthropology, and other subdisciplines. Prerequisites: ANTH 102 or equivalent, including a lab component, or permission of instructor. [W]

ANTH 403 Forensic Anthropology (5)

This course is a survey of methods used by forensic anthropologists to recover and identify human remains for legal purposes. Topics covered include forensic archaeology; differentiation between human and non-human remains; age, sex, stature, race, and health-statue determination based on human skeletal materials. Prerequisites: ANTH 102 or permission of instructor. (CAN ANTH 6) [W]

ANTH 404 Human Evolution (5)

Examination of the history and current status of scientific inquiry into human origins and evolutionary development of humanity from our primate foundation to the appearance of anatomically modern humans. Prerequisite: ANTH 102 or BIO 100 or permission of instructor. [S]

ANTH 415 Cultural Resource Management (5)

This course is designed to provide students interested in archaeology and/or environmental studies with a background in the legislation and rules that govern the consideration of cultural resources in the context of environmental impact studies. Requirements regarding the disposition of human remains and coordination and consultation with Native Americans will be discussed. [S]

ANTH 434 Participant Observation Research (5)

Collecting, analyzing, and reporting qualitative data from everyday life, and natural social settings. Coverage includes the techniques of participant observation, including establishing rapport, note taking, ethics of ethnographic fieldwork, and interviewing techniques. Emphasis is on the formulation of a research problem and the use of conceptual and theoretical materials in the analysis of field data. Each student completes a fieldwork project based on data collected in public places, organizations or other community settings. Prerequisite: ANTH 300 or permission of instructor. [W]

BEHS 435 Family and Kin: Comparative Perspectives (5)

(For course description, see listing under "Interdisciplinary Courses.") [F, W]

ANTH 438 Anthropology of Women (5)

A cross-cultural examination of the variable roles of women in societies ranging from hunters and gatherers to post-industrial society. Particular attention given to analyzing the cultural forces that determine how women's roles are defined and how they change. [F, W]

ANTH 451 Native Peoples of California (5)

This course is designed to provide an overview of California Indian groups, including a brief discussion of the origin and prehistory of native peoples and a detailed treatment of the diversity of aboriginal cultures prior to European contact. Using this background, an analysis of the impact of Europeans, problems of intercultural relations, and the current status of California Indians, will be undertaken. Prerequisite: ANTH 100 or permission of instructor. [S – odd years]

ANTH 460 Seminar in Aging: Culture and Ethnicity (5)

The seminar is concerned with the process and experience of aging in selected cultures throughout the world and ethnic groups within the United States. Cross-cultural studies are examined for generalizations regarding the role and treatment of the aged in a variety of cultural settings. With respect to the ethnic groups within the United States, major emphasis is given to Black and Hispanic elderly. [W]

ANTH 465 Medical Anthropology (5)

This course examines diverse concepts of health, illness, and disease. Explores cultural variation in approaches to managing the body and the person in ritual as well as everyday contexts. Focusing on the intersection of medicine and culture, the course will provide students with a framework for understanding the historical and social construction of healing practices and beliefs. [W]

ANTH 471 Culture Change (5)

The impact of European economic and political expansion on non-Western cultures. The material covers the pre-colonial setting and initial contacts, the nature of the colonial context and economic dependency, organized responses to colonial and Western domination, and problems of development in the post-colonial period. [W]

ANTH 473 Historical Archaeology (5)

The study of the archaeological remains of cultures for which there is a written historical record. Topics to be covered include the definition and history of historical archaeology as a unique discipline, its analytical methods, theoretical issues, and contemporary approaches and practical applications. Prerequisite: ANTH 104 or permission of instructor. [F]

ANTH 474 Archaeology of California (5)

This course provides a general overview of California archaeology. Topics to be covered include a review of the development of archaeological method and theory in California, a region by region synthesis of prehistory, and the status and direction of current research. Prerequisite: ANTH 104 or permission of instructor. [W]

ANTH 475 Prehistory of North America (5)

The prehistory of North America, north of Mexico, is examined in detail from the first entry of people to the continent up to the time of contact with Euroamericans. Emphasis is given to cultural development over time and to ecological aspects and implications of the human occupation of North America. [S]

ANTH 477 Selected Topics in Anthropology (1-5)

Specialized topics in anthropology offered periodically as announced. One course in anthropology recommended. May be repeated for different course content. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

ANTH 480 Introduction to Lithic Technology (5)

The aim of this course is to provide the student with a more complete understanding of flaked and ground stone artifacts recovered from archaeological contexts. Students will learn to identify lithic tool material types, how to analyze faked stone tools and lithic debris, and become familiar with the theoretical issues related to stone tool raw material acquisition and production. An emphasis is placed on experimental tool production studies and students will be required to engage in flaked stone replication. Prerequisite: ANTH 104 or permission of instructor. [W – even years]

ANTH 481 Directed Research in Anthropology (1-5)

Students design and carry out a research project under the supervision of a faculty sponsor. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

ANTH 482 Archaeological Faunal Analysis

This course will teach students basic skills for the identification of both invertebrate and vertebrate faunal remains recovered from archaeological sites. Students will learn the essential morphological attributes of both invertebrate and vertebrate fauna most frequently found in archaeological contexts; learn how to prepare comparative shell and skeletal collections; and become acquainted with taphonomic processes and other agents of bone and shell modification. Prerequisite: BIOL 100 and ANTH 104 or permission of instructor. [W – odd years]

ANTH 489 Experiential Prior Learning (1-5)

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the Department. Requires complementary academic study and/or documentation. Offered on a credit, no-credit basis only. Not open to postgraduate students. Interested students should contact the Community Service office. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

ANTH 490 Senior Seminar in Anthropology (6)

Consideration of the major theoretical approaches and methodologies characteristic of contemporary anthropology and closely related fields including discussion of current issues, debates within the field regarding ethnographic research strategies to be employed, and the interrelation between the major subdisciplines. Prerequisites: required method sequence of courses and ANTH 301. [S]

ANTH 492 Advanced Laboratory Methods in Archaeology (5)

Advanced techniques of dating, soils analysis, faunal analysis, botanical analysis, lithic analysis, chemical analyses, typology, and materials analyses. Laboratory fee may be required. Prerequisites: ANTH 292 and ANTH 300 or permission of instructor. [S – even years]

ANTH 496 Internship in Community Anthropology (1-5)

Supervised field experience in community organizations and institutions. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area. Offered on a credit, no-credit basis only. Permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

ANTH 497 Cooperative Education (5)

The Community Services program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by Community Services office on an individual basis, subject to approval by the Department. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading is the responsibility of the Departmental faculty. Offered on a credit, no-credit basis only. Permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

ANTH 498 Directed Study in Teaching Anthropology (1-5)

Theory and method in upper division instruction. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. May be repeated for different course content. [By Petition]

ANTH 499 Individual Study (1-5)

Individual study under the direction of a faculty member. Prerequisite: permission of instructor and approval of by the Chair of Department of Sociology and Anthropology. [By Petition]

Graduate Courses

Graduate courses are listed in the "Graduate Studies" section of the catalog.

SCHOOL OF
Natural Sciences, Mathematics & Engineering

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BIOLOGY

Science Building I, 227
661-664-3089
661-665-6956 (fax)
email: thansen@csub.edu
http://www.csub.edu/Biology/

Chair: **S. K. Roberts**

Faculty: **D. Germano, K. Gobalet, E. A. Halpern, K. Kolb, T. McBride, L. M. Moe, E. A. Weinheimer, L. Wells**

Program Description

Throughout its curriculum, the Department of Biology emphasizes evolution and the relationship between organisms and the environment. Classes include extensive field and laboratory investigations allowing students to observe and measure biological systems. Students are encouraged to select the courses best suited to their interests.

Major in Biology

The Bachelor of Science in Biology curriculum includes a wide range of courses which allows for diverse student interests. Two degree programs are listed on the official transcript and diploma: BS in Biology and BS in Biology with a Concentration in Environmental Studies. The courses required for these two degrees are listed below.

Requirements for the Bachelor of Science Degree in Biology

1. A minimum of 55 units in Biology*:
   a. Three courses selected from BIOL 210, 211, 212, and 255/257 (both)
   b. BIOL 301 and 490
   c. Two courses selected from BIOL 304, 305, and 306
   d. One five-unit 400-level course with lab. Courses that may **not** satisfy this requirement include BIOL 480, 496, and 497 . BIOL 477 may count with advisor's approval.
   e. At least 15 units of additional upper division course work in Biology. Up to 10 units of upper division work from outside the department may be substituted with approval.

   * Minimum grade point average of 2.0 required for these 55 units of Biology courses.

2. A minimum of 25 units in Cognates:*
   a. SCI 294. Five units in the use of computers with emphasis on scientific word processing and spread sheets.
   b. CHEM 211 or equivalent
   c. MATH 191 or equivalent
   d. At least 10 units in appropriate cognate areas subject to the approval of the advisor.

   * Minimum grade point average of 2.0 required for these 25 units of Cognate courses.

Requirements for the Bachelor of Science in Biology with a Concentration in Environmental Studies

The Environmental Studies concentration integrates classroom studies and practical problem-solving with major emphasis on responsible decision-making on environmental issues. Emphasis is placed on developing a deliberate and systematic study of environmental problems as they relate to humans. This coordinated approach enhances job entry into environmental planning, protection and regulation.

1. A minimum of 55 units in Biology
   a. BIOL 210, 211, and 212
   b. BIOL 301, 490
   c. BIOL 306 and 304 or 305
   d. BIOL 321, 322, 404, and 406

2. A minimum of 45 units in Cognates
   a. SCI 294. Five units in the use of computers with emphasis on scientific word processing and spread sheets.
   b. CHEM 211 or equivalent
   c. MATH 191 or equivalent
   d. GEOL 201 and 205
   e. ECON 201 and 370 or 371
   f. Two courses from INST 369, ERM 411, ERM 412, ECON 370, ECON 371, BEHS 321, GEOL 308, and GEOL 309

Biology Tracks

Students obtaining the BS in Biology are encouraged to take course sequences (tracks) with specific emphases. An official track presently offered is the Concentration in Environmental Studies (see above). Other tracks include Ecology, Physiology, Zoology, Pre-professional Biology, Clinical Laboratory Sciences, and Physical Therapy. These unofficial tracks are not listed on the diploma or transcript. Courses suggested for the Pre-professional track are listed below as an example. Courses recommended for other tracks can be obtained from Biology Department advisors or the departmental office.

Pre-professional Biology Track

This track provides basic course requirements to prepare students for entrance into post-baccalaureate study in medicine, optometry, dentistry, veterinary medicine, and pharmacology. Only those courses listed under "Requirements for the Major" (above) must be taken; the others are recommended based upon knowledge of the relevant post-baccalaureate program.

1. A minimum of 55 units in Biology
   a. BIOL 210, 212, 255/257 (both)
   b. BIOL 301, 304, 305, and 490
   c. Four courses from the following list (one must be 400 level): BIOL 312, 342, 351 or 451, 355, 414, 430, 433, 453

2. A minimum of 25 units in Cognates
   a. SCI 294. Five units in the use of computers with emphasis on scientific word processing and spread sheets.
   b. CHEM 211, 212, 213, 331, 332, and 333 or 340
   c. MATH 191, 192, 211, 212
   d. PHYS: non-calculus base 201, 202, 203 or calculus-based 221, 222, 223

Requirements for the Minor in Biology

A minor in Biology consists of four courses of five units each (20 units) of which two courses (10 units) must be upper division. Only courses applicable to the major will be accepted for the minor. Requests for approval are to be submitted to the Department Chair.

Teaching Credential – Science Teacher Preparation Program Leading to a Degree in Natural Sciences, Primary Concentration in Biology

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This course work satisfies the course requirements for a "Secondary Teaching Credential in Science." The program consists of three components: I. Primary Concentration (major); II. Secondary Concentration (minor); and III. Breadth (cognates). Program completion leads to a BA degree in the Natural Sciences with a major in the area of primary concentration and a minor in the secondary concentration. Following is the course work recommended for a primary concentration in Biology. Additional information may be obtained from the Biology Department office (661-664-3089).

Note: Except for Senior Seminar (490) all courses must be completed with their respective laboratory components.

I. Primary Concentration in Biology
BIOL 210, 211, 212, 304, 305, 306, 490 plus one additional 300- or 400-level Biology course acceptable for the major

II. Secondary Concentration including III. Breadth
Select one of the following Secondary Concentrations - a, b, or c:

   a. Secondary Concentration in Chemistry
   CHEM 211, 212, 213 plus two upper division Chemistry courses acceptable for the major; GEOL 201, 205; PHYS 110, 201 or 221, 202 or 222, and 203 or 223
   b. Secondary Concentration in Geology
   GEOL 201, 205, 303, 307 and 320; CHEM 211, 212; PHYS 110, 201 or 221, 202 or 222, and 203 or 223
   c. Secondary Concentration in Physics
   PHYS 110, 221, 222, 223, 307 and 324; CHEM 211 and 212; GEOL 201 and 205

COURSE DESCRIPTIONS

Lower Division

BIOL 100 Perspectives in Biology (5)

Topics and issues in modern biology and their relevance to society. Four lectures, one three-hour laboratory. Not acceptable for the major. [F, W]

BIOL 103 Principles of Ecology (5)

Basic relationships of plant and animal populations to each other and to their physical environment. Topics include limiting factors, population dynamics, evolutionary processes, and emphasis is placed on applications to the human condition. Four lectures, one three-hour laboratory. Not acceptable for the major. [S]

Note: Students are encouraged to take a 100-level science course before the 200 series if they lack a firm background in high school or college science courses.

BIOL 210 Principles of Animal Biology (5)

Function, form, and diversity of animals. Emphasis placed on the solutions to problems of survival and reproduction and the evolutionary relationships among various animal groups. Three lecture/discussions and two three-hour laboratories. Acceptable for the major. Prerequisites: ENGL 110 and an ELM score of 550 or equivalent [F, W, S]

BIOL 211 Principles of Plant Biology (5)

Fundamentals of plant structure, function, and diversity. Emphasis placed on ecological and evolutionary aspects of seed plants. Three lecture/discussions and two three-hour laboratories. Acceptable for the major. Prerequisites: ENGL 110 and an ELM score of 550 or equivalent. [F, W or S]

BIOL 212 Principles of Cellular Biology (5)

Cell structure and function with emphasis on molecular aspects. Three lecture/discussions and two three-hour laboratories. Acceptable for the major. Prerequisites: ENGL 110, an ELM score of 550 or equivalent and CHEM 211. [F, W, S]

BIOL 250 Human Anatomy (5)

Major structures of the human body with an emphasis on the integration of histology and gross anatomy of the skeletal, muscular, nervous, circulatory, respiratory, digestive, excretory, reproductive and endocrine systems. Not acceptable for the major. Three lecture/discussions and two three-hour laboratories. Lab fee required. [F, W]

BIOL 255 Human Physiology (5)

Functions of major body systems with emphasis on mechanics, control, and integration. Discussion of the nervous, muscle, circulatory, respiratory, urinary, reproductive, gastrointestinal and endocrine systems. Five hours of lecture. Acceptable for the major with BIOL 257. Prerequisites: BIOL 250 or 212 and CHEM 150 or equivalent. [S]

BIOL 256 Laboratory in Human Physiology (1)

Laboratory investigations into the functions of major systems of the human body. Experiments dealing with the physiology of muscles, the circulatory and respiratory systems, metabolism and body fluids are included. Not acceptable for the major. One three-hour laboratory. Co-requisite: BIOL 255. [S]

BIOL 257 Laboratory in Human Physiology (2)

Laboratory investigations into the functions of major systems of the human body. Expanded version of BIOL 256 designed for Biology majors. Two three-hour laboratories. Acceptable for the major. Prerequisites: ENGL 110 and an ELM score of 550 or equivalent. Co-requisite: BIOL 255. [S]

BIOL 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office. [F, W, S]

SCI 294 Computer Skills for Natural Sciences (5)

Instruction and tutoring in computer skills necessary in the sciences. Includes extensive hands-on experience with Macintosh applications available to students on campus using assignments taken from the natural sciences. Applications covered include the system, word processing (Word 6), spreadsheet and graphing (Excel 5), accessing the world wide web, and using email. Special emphasis will be placed on transporting information from one application to another and interfacing with the main frame on campus. Five lecture/discussions. Acceptable for the major. Prerequisite: declaration of a major in the natural sciences. Required for major in Biology and Chemistry. [F, W]

Upper Division

BIOL 301 Design of Biologic Investigations (5)

Construction of basic experimental designs based upon literature and data analyses. Students' development of and participation in experimental designs of selected research projects including measurements, statistical analyses, and interpretation of data. Special emphasis placed upon the written presentation of the investigation. Two lecture/discussions and three three-hour laboratories. Required for the major. Prerequisites: two of the required 200-level courses in Biology; SCI 294. Recommended: MATH 140, 191. [F]

BIOL 304 General Genetics (5)

Physical and chemical basis of inheritance in cells, individuals, and populations, including molecular mechanisms of heredity. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisites: BIOL 210 or 211, and 212. [S]

BIOL 305 General Physiology (5)

General aspects of cellular and organismic function in animals and plants with special emphasis on physical and chemical properties that regulate physiological processes. Topics include biological solutions, membrane characteristics, fluid dynamics, gas flow, material exchange, energy acquisition and utilization, and heat exchange. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisite: BIOL 212 or BIOL 255/257. [W]

BIOL 306 General Ecology (5)

Relationships between organisms and their environment with emphasis placed on evolutionary mechanisms and terrestrial ecosystems. Laboratory work illustrating ecological principles and methods. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisite: BIOL 210 or 211. [F]

BIOL 311 Microbiology (5)

Physiochemical organization and function of microorganisms including bacteria, viruses and fungi. Concepts of environmental, applied and pathogenic microbiology are considered. Three lecture/discussions and two laboratories. Lab fee required. Not acceptable for the major. Prerequisites: CHEM 203 or 211 and BIOL 255. [F]

BIOL 312 General Microbiology (5)

Functional relationships between chemistry, ecology, genetics and physiology of microorganisms. Topics include the role of bacteria in biogeochemical cycling and applied biotechnology. Laboratory emphasizes methods in bacteriology. Two lecture/discussions and three laboratories. Lab fee required. Acceptable for the major. Prerequisite: BIOL 212. [W]

BIOL 316 Parasitology (3) (formerly BIOL 416)

Biology of animal parasites of humans and their transmission and control; epidemiology of parasitic diseases and zoonosis and their impact on human welfare; laboratory methods in the collection, examination, preparation, and identification of parasites. Two one-hour lectures and one three-hour laboratory. Acceptable for the major. Prerequisite: BIOL 212. [W'02]

SCI 316 Integrated Science - Life Science Perspective (5) (formerly SCI 314)

The application of fundamental principles in physical science to living organisms and systems through an integrated approach. Activities focus on science as inquiry. Materials from multiple curriculum sources are used. This course may not be used for science major and cognate requirements. Three lectures and two laboratory periods. Prerequisites: BIOL 100 , SCI 101 , SCI 315, MATH 331. **Note:** this is neither a methods of teaching nor curriculum-development course; the focus is on science content and process for science literacy. [F, W, S]

BIOL 317 Medical Mycology (3) (formerly BIOL 417)

Elementary principles of mycology. Isolation and identification techniques of the more common medically important fungi of humans and animals. One one-hour lecture and one three-hour laboratory. Acceptable for the major. Prerequisite: BIOL 212. [S'03]

BIOL 320 Current Health Problems (3)

A study of select factors pertaining to current public health problems with emphasis on the physiological and sociological effects of the use of tobacco, alcohol, and drugs; developing self-awareness for health by appropriate utilization of the health system, wellness as a lifelong concept through health information services; fostering physical fitness and knowledge of nutrition, especially for children and young adults; and thorough stress management. Three hours of lecture. Fulfills requirement for teaching credential; not acceptable for the major. [W, S]

BIOL 321 Plant Diversity (5)

Phylogeny and classification of vascular plants with emphasis on field recognition and identification of important plant families and genera characterizing the major floristic regions of California. Lectures review taxonomic diversity, evolutionary relationships, and eco-geographic patterns of western floras. Laboratory includes weekend field trips for which a fee is required (consult the class schedule). Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisite: BIOL 211. [S'03]

BIOL 322 Animal Diversity (5)

Relationship of animal diversity and environmental conditions, the ecology of major phyla, and identification of local species. Laboratory includes weekend field trips for which a fee is required (consult the class schedule). Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisite: BIOL 210. [S'02]

BIOL 323 Practicum in Animal Rehabilitation (5)

Practicum in the repair, care and release of injured animals; studies of life histories and ecology of protected species; presentation of conservation programs. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisite: BIOL 210 or consent of instructor. [F, W, S]

BIOL 342 Cell Physiology (5)

A molecular approach to cell physiology covering bioenergetics, regulation of cell activity and cell specialization. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisite: BIOL 212. [S'02]

BIOL 351 Comparative Anatomy of the Vertebrates (5)

Classical anatomy and the analysis of form in terms of the phylogenetic history of the major vertebrate groups: fishes, amphibians, turtles, lizards and snakes, birds and mammals. A survey of the vertebrate groups is followed by the study of the skeletal, muscular, digestive, respiratory, circulatory, urogenital, nervous, and sensory systems. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Lab fee required. Prerequisite: BIOL 210. [W'03]

BIOL 355 Human Pathophysiology (5)

Human physiology with emphasis on the mechanisms of disease. Topics include physical responses to injury, disturbances of homeostasis in major body systems, and both physical and chemical stressors. Five lectures. Acceptable for the major. Prerequisite: BIOL 255. [F]

BIOL 370 Principles of Nutrition (3)

Development of an understanding of normal adult nutrition based on learning the chemical and physiological processes of nutrient selection, digestion, absorption, and metabolism. Selected coverage of diseases, especially, but not limited to, cardiovascular, cancer and diabetes, that are nutritionally influenced either with respect to cause or management. Three lectures. Acceptable for the major if taken with BIOL 371. Prerequisite: BIOL 212 or CHEM 203 and BIOL 255. [S]

SCI 370A Human Biology (5)

Biophysical aspects of human growth and development, form and function, fitness and health, and their interaction with the environment. Not acceptable for major or minor. Prerequisites: successful completion of General Education Areas A and B. Satisfies new general education upper division theme 1 requirement. [F, W]

BIOL 371 Problems in Nutrition (2)

Current models for dietary and nutritional assessment. Preparation of own dietary and activity analysis to compare and evaluate various methods. Two discussions. Acceptable for the major. Pre- or co-requisite: BIOL 370 or 372. [S]

BIOL 372 The Fundamentals of Nutrition for Adults and Children (3)

An overview of nutrition for the healthy person based on understanding the principles of nutrient action and interaction, as well as the principles used to assess nutrition information encountered in the public domain. In addition, the course will explore the special nutritional needs of infants, children and the pregnant woman. Highlights reflecting current issues of nutrition presented. Three lectures. Not acceptable for the major. Prerequisite: BIOL 300 or SCI 370A. [F]

BIOL 377 Special Topics in Biology (1-5)

Topics of current interest in biology. Although repeatable, a maximum of five units may be applied toward the major or minor. Not necessarily restricted to Biology majors. A field trip fee may be required when applicable (consult the class schedule for specific costs). (**Note:** Field trips are for Biology majors only). Acceptable for the major. [F, W, S]

BIOL 404 Environmental Assessment and Impact (5)

Study of problems related to biological conservation, including endangered species issues, environmental laws, and mitigation solutions required by regulations. Includes site visits to conservation areas, collection of biological data, preparation of assessment reports, and study of elements of environmental impact reports. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisites: BIOL 210, 211, 301 and SCI 294. [S'03]

BIOL 406 Advanced Ecology (5)

Advanced study of ecology. Emphasis includes evolutionary perspectives of physical and biological environments, population dynamics, and ecosystem stability. Laboratory emphasis will be placed on analytical methods used in the field. Laboratory includes weekend field trips for which a fee may be required (consult the class schedule). Two lecture/discussions and three three-hour laboratories. Field trip fee required. Acceptable for the major. Prerequisites: BIOL 210 or 211, 301, 306, and SCI 294. [S'02]

BIOL 414 Medical Microbiology (5)

Isolation and identification procedures, and the clinical significance of medically important microorganisms (mainly bacteria). Key points of these organisms' epidemiology, and pathogenic mechanisms will be discussed. Skills concerning the isolation and identification of medically important bacteria is emphasized in laboratory. Three lecture/discussions and two three-hour laboratories. Acceptable for the major. Prerequisites: BIOL 301 and 311 or 312. [S'03]

BIOL 415 Integrated Pest Management (5)

Plant pest control strategies including relationships between biological and chemical practices. Emphasis is placed on evaluation of economic and ecologic aspects of an integrated approach. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisites: BIOL 301, 306 and CHEM 211. [F'03]

BIOL 430 Molecular Biology (5)

Evolution and molecular organization of the cell, macromolecules of organisms, and gene expression. Emphasis placed on recombinant DNA techniques, genetic engineering and biotechnology. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisites: BIOL 212 and either BIOL 304. [F'02]

BIOL 433 Developmental Biology (5)

Development and growth of plants and animals at the cellular and organismic level. Embryogenesis of organisms from fertilization to the establishment of organ systems. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisites: BIOL 210 or 211, 212, and 301. [S'03]

BIOL 440 Honors Practicum in the Teaching of Biology (3)

Theory and practice in teaching biology at the undergraduate level. Regular meetings with the faculty sponsor and supervised experience in course design, lecturing, tutoring, laboratory preparation and delivery, administering and scoring examinations, and leading classroom discussions. Open to biology majors by faculty invitation only. One lecture/discussion and one three-hour laboratory. Acceptable for the major. Prerequisites: completion of a minimum of 40 units in biology courses and a GPA above 3.2. [W]

BIOL 451 Functional Analysis of Vertebrate Structure (5)

Anatomy of vertebrates interpreted in terms of function including support, running, jumping, digging, climbing, swimming, flying and feeding. These functions are studied in their environmental context and as evolutionary adaptations. Independent student project will focus on one of these adaptations. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisites: BIOL 351. [W'02]

BIOL 462 Plant Physiology (5)

Structure, function, and physiological mechanisms of vascular plants. Topics include water relations, photosynthesis, respiration, and growth regulators. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisites: BIOL 211, 212, and 301. [F'02]

BIOL 477 Special Topics in Biology (1-5)

Contemporary or interdisciplinary problems of current interest. Typical topical areas might include pollution, population or integrative biological phenomena. Although repeatable for different topics, a maximum of five units may be applied toward the major or minor. Not necessarily restricted to Biology majors.

BIOL 480 Research (1-5)

Independent research. The student formulates a problem and research design in consultation with the faculty, conducts the investigation, compiles and analyzes the data, and presents the findings in written form. Although repeatable, a maximum of five units may be applied towards the major or minor. Open to Biology majors and minors with consent of instructor. [F, W, S]

BIOL 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Although repeatable, a maximum of five units may be applied toward the major or minor. Not open to postgraduate students. Interested students should contact the department office. [F, W, S]

BIOL 490 Senior Seminar (5)

Integration of principles and concepts of biology, with emphasis on evolutionary mechanisms. Five discussions. Open only to senior Biology majors who have completed 40 units of Biology courses. [W, S]

BIOL 496 Internship in Biology (1-5)

Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit. Although repeatable, a maximum of five units may be applied toward the major or minor. [F, W, S]

BIOL 497 Cooperative Education (variable units)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit. [F, W, S]

GRADUATE COURSES

BIOL 512 Modeling of Biologic Systems (5)

Formulation, development, use, and testing of models describing biologic phenomena. Simulation and prediction models are designed and tested using computer and non-computer techniques to obtain realistic explanations of biological problems. Two lecture/discussions and three three-hour laboratories. Acceptable for the major. Prerequisites: SCI 294, BIOL 301, senior or graduate standing.

BIOL 518 Immunology (3) (formerly BIOL 418)

Study of organs, cells, and molecules responsible for the recognition and disposal of foreign materials that enter the body. Practical considerations and applications. Three lecture/discussions. Acceptable for the major. Prerequisite: BIOL 212 and 304. [S'02]

BIOL 519 Hematology and Urinalysis (5)
(formerly BIOL 419)

Study of formed elements of blood: hematopoiesis, maturation, and cell function. Introduction to blood dyscrasias. Theory of detecting red cell antigens and antibodies. Genetics of red cell antigens. Study of compatibility testing, hemolytic disease of the newborn, causes and investigation of transfusion reaction, and transfusion therapy. Physiology of urine and other body fluids. Discussion of physical characteristics, chemical tests, and microscopic examination. Five lecture/discussions. Acceptable for the major. Prerequisites: BIOL 212, 304, and 518.

BIOL 577 Advanced Topics in Biology (1-5)

Contemporary or interdisciplinary problems of current interest. Typical topical areas might include pollution, population or integrative biological phenomena. Although repeatable for different topics, a maximum of five units may be applied toward the major or minor. Not necessarily restricted to Biology majors. Prerequisites: major or minor in Biology; specific courses dependent upon topic. Acceptable for the major.

BIOL 580 Advanced Research Participation (1-5)

Individual scientific investigation. The student formulates a problem and research design in consultation with the faculty, conducts the investigation, compiles and analyzes the data, and presents the findings in written form (experience as a research assistant does not count for credit). May be repeated. Prerequisite: major or minor in Biology and consent of instructor. [F, W, S]

CHEMISTRY

Science Building II, Room 273
(661) 664-3027
(661) 664-2040 (fax)
email: aparks@csub.edu

Chair: K. Cohn

Faculty: M. L. Dutton, F. T. Fang, S. Hudson, C. Kemnitz, R. LaFever

Program Description

Modern chemistry occupies a central position among the sciences. The goal of chemical science is to discover the fundamental regularities by which matter in its multitude of aggregations interacts with energy in its many forms. Mathematical models and physical principles are utilized in the interpretation of chemical concepts. The organization of chemical knowledge leads to an understanding of natural phenomena in the real world of earth and life sciences.

The departmental academic program is designed to provide essential preparation for students to pursue professional careers and/or advanced studies in chemistry or related disciplines, such as Agricultural Chemistry, Biochemistry, Clinical Chemistry, Environmental Chemistry, and Forensics Chemistry. The department offers course work for chemistry majors to meet the requirements of medical and other professional schools in the health sciences, including dentistry, pharmacy, and veterinary medicine. It also cooperates with other departments and the School of Education in developing a balanced program of academic and professional preparation for chemistry majors who seek teaching credentials.

The Department of Chemistry is on the approved list of the American Chemical Society. A program leading to a chemistry major can be designed to meet the standards prescribed for the certificate of the American Chemical Society by its Committee on Professional Training.

Requirements for the Major in Chemistry

The Bachelor of Science degree in Chemistry requires twelve courses in chemistry, including the following (or the equivalent):

1. CHEM 211, 212 and 213.
2. Three 300-level courses in chemistry.
3. CHEM 390 and 490.
4. Four additional upper division courses in chemistry (one upper division courses in related disciplines may be substituted, with approval of academic advisor)
5. Cognate areas:
   a. MATH 211, 212, 213
   b. SCI 294 or equivalent approved course
   c. PHYS 201, 202, 203 or PHYS 221, 222, 223

Requirements for the Major in Chemistry with a Concentration in Biochemistry

1. The following twelve courses in chemistry (or the equivalent): CHEM 211, 212, 213, 331, 332, 340, 351, 352, 353, 390, 440, and 490.
2. Four of the following courses in Biology: Two courses selected from BIOL 210, 211 or 212 and two courses selected from BIOL 304, 311, 355, 430, 453 or 462
3. Cognate areas:
   a. MATH 211, 212, 213
   b. SCI 294 or equivalent approved course
   c. PHYS 201, 202, 203 or PHYS 221, 222, 223

Requirements for the Major in Chemistry Certified by the American Chemical Society

1. The following courses in chemistry (or the equivalent): CHEM 211, 212, 213, 331, 332, 333, 351, 352, 353, 390, 400, 450 and 490.
2. Two other upper division chemistry course selected in consultation with academic advisor from CHEM 310, 340, 430, 440, 477 or 480.
3. Cognate areas:
   a. MATH 211, 212, 213
   b. SCI 294 or equivalent approved course
   c. PHYS 201, 202, 203 or PHYS 221, 222, 223

Requirements for the Minor in Chemistry

Although no minor is required for the BS degree, a minor in chemistry is available, consisting of 20 units, 10 of which must be in upper division courses.

Teaching Credential – Science Teacher Preparation Program Leading to a Degree in Natural Sciences, Primary Concentration in Chemistry

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This course work satisfies the course requirements for a "Secondary

Teaching Credential in Science." The program consists of three components: I. Primary Concentration (major); II. Secondary Concentration (minor); and III. Breadth (cognates).

Program completion leads to a BA degree in Natural Sciences with a major in the area of primary concentration and a minor in the secondary concentration.

Following is the course work required for a Natural Science Teacher Preparation Program with a Primary Concentration in Chemistry. Additional information may be obtained from the Chemistry Department office (805-664-3027)

Note: Except for Senior Seminar (490) all courses must be completed with their respective laboratory components.

I. Primary Concentration in Chemistry
CHEM 211, 212, 213, 331, 332, 400, and 490; one additional 300- or 400-level chemistry course acceptable for the major

II. Secondary Concentration including III. Breadth
Select one of the following sets of courses:

1. Secondary Concentration in Biology
   BIOL 210, 211, 212 plus two additional 300- or 400 level biology courses acceptable for the major; GEOL 201 and 205; PHYS 110, 201 or 221, 202 or 222 and 203 or 223
2. Secondary Concentration in Geology
   GEOL 201, 205, 303, 307 and 310 or 320; BIOL 210, 211 and 212; PHYS 110, 201 or 221, 202 or 222 and 203 or 223
3. Secondary Concentration in Physics
   PHYS 110, 221, 222, 223, 307, and 324; BIOL 210, 211 and 212; GEOL 201 and 205

Academic Regulations

A grade of "C-" in chemistry as well as cognate courses is the minimal grade acceptable for progression into subsequent chemistry courses. Students who fail to achieve at least a "C-" or above may repeat the course. If a course is satisfactorily completed, the prior unsatisfactory grade will no longer bar a student from continuing in the Chemistry program although it will still be counted in computing the overall grade point average.

COURSE DESCRIPTIONS

Lower Division

CHEM 100 Chemistry in Your Life (5)

A general education course introducing basic concepts of chemistry to the non-science major. The course focuses on the impact of chemistry on daily activities including environmental and other societal concerns. Two lectures, one discussion and one laboratory. Not acceptable for the major. [F, S]

CHEM 150 Introduction to Chemical Principles (5)

Basic principles of chemistry including the composition of matter, periodic properties, chemical bonding and solution equilibria. Two lectures, one discussion and two laboratories. [F, W]

CHEM 203 General Organic Chemistry (5)

Descriptive chemistry of carbon compounds including structure, reactivity and mechanism. Major focus is on organic compounds of biological and physiological importance. Does not count toward chemistry degree. Prerequisite: CHEM 150 or equivalent within the past five years. Two lectures, one discussion and two laboratories. [W, S]

CHEM 211 Principles of General Chemistry I (5)

Introduction to chemical stoichiometry, atomic theory, molecular structure, states of matter, chemical bonding and properties of solutions. Periodic properties of the elements, elementary thermodynamics, kinetics and solution equilibria. Prerequisite: high school chemistry or CHEM 150 and MATH 90 or equivalent. Two lectures, one discussion and two laboratories. (CHEM 211 + 212 + 213 = CAN CHEM SEQ A) [F, W]

CHEM 212 Principles of General Chemistry II (5)

A continuation of CHEM 211. Prerequisite: CHEM 211 or equivalent. Two lectures, one discussion and two laboratories. (CHEM 211 + 212 + 213 = CAN CHEM SEQ A) [W, S]

CHEM 213 Principles of Chemical Analysis (5)

Descriptive chemistry of some representative elements and introduction to modern chemical instrumentation, quantitative chemical analysis and statistical treatment of data. Prerequisite: CHEM 212 or equivalent. Two lectures, one discussion and two laboratories. (CHEM 211 + 212 + 213 = CAN CHEM SEQ A) [F, S]

Upper Division

CHEM 310 Concepts of Geochemistry (5)

Distribution of elements within the earth, their mobilities and interactions during crustal processes. Methods of investigation, application to geologic and environmental studies and petroleum and minerals exploration. Field and laboratory investigations and presentations. Same as GEOL 310. Prerequisites: CHEM 212, GEOL 303 or CHEM 351 and some geology course work. (Recommended: MATH 212) A field trip may be required. Consult the Course Schedule for specific details.

CHEM 320 Environmental Chemistry (5)

An analysis of the chemical processes occurring in the atmosphere, earth, and water and the effects of foreign substances on these processes. Prerequisite: CHEM 213 or equivalent.

CHEM 331 Concepts of Organic Chemistry I (5)

A detailed study of the structure and reactivity of organic compounds. Prerequisite: CHEM 212 or equivalent. Two lectures, one discussion and two laboratories. [F]

CHEM 332 Concepts of Organic Chemistry II (5)

A continuation of CHEM 331. Prerequisite: CHEM 331 or equivalent. Two lectures, one discussion and two laboratories. [W]

CHEM 333 Concepts of Organic Chemistry III (5)

A continuation of CHEM 332. Prerequisite: CHEM 332 or equivalent. Two lectures, one discussion and two laboratories. [S]

CHEM 340 Concepts of Biochemistry (5)

Biochemical equilibria and thermodynamics, biologically important chemical compounds, metabolism of carbohydrates, fats and proteins. Prerequisite: CHEM 332 or equivalent. Two lectures, one discussion and two laboratories. [S]

CHEM 351 Concepts of Physical Chemistry I (5)

Introduction to chemical thermodynamics, properties of solutions, phase equilibria and electrochemistry. Prerequisites: MATH 211, PHYS 201 and CHEM 212. Two lectures, one discussion and two laboratories. [F]

CHEM 352 Concepts of Physical Chemistry II (5)

Introduction to quantum chemistry, atomic and molecular spectroscopy. Prerequisites: MATH 212, PHYS 202 and CHEM 212. Two lectures, one discussion and two laboratories. [W]

CHEM 353 Concepts of Physical Chemistry III (5)

Introduction to elementary statistical thermodynamics, chemical kinetics and transport properties. Prerequisite: MATH 213, PHYS 203 and CHEM 212. Two lectures, one discussion and two laboratories. [S]

CHEM 390 Seminar in Chemical Literature (1)

Seminar in the use of modern chemical literature and literature data bases. Must be completed before enrolling in CHEM 490. [W]

CHEM 400 Advanced Inorganic Chemistry (5)

An analysis of the major theories of chemical bonding with particular emphasis on transition metal complexes. Structure, physiochemical properties and reactivity of classical metal complexes and organometallic compounds; mechanisms of inorganic reactions in aqueous and nonaqueous media. Prerequisite: CHEM 352 or consent of the instructor. Two lectures, one discussion and two laboratories. [W]

CHEM 420 Environmental Geochemistry (5)

Global geochemical cycles and their perturbation by man. Topics will include metal-organic complexation in natural waters, essential and toxic effects on metals, radioactive wastes, sorption, soil organic matter and its effect on aquifer properties, organic contaminant and analytical methods. Same as GEOL 420. Prerequisites: GEOL 205, CHEM 212 or consent of instructor.

CHEM 430 Macromolecular Chemistry (5)

Structure, properties, syntheses and analyses of synthetic and natural macromolecules; includes an introduction to supramolecules and assemblies. Prerequisite: CHEM 333 or consent of the instructor. Three lectures, one discussion and one laboratory.

CHEM 440 Advanced Biochemistry (5)

Principles underlying interactions of biological systems on the cellular, subcellular and molecular levels; membrane transport models, protein structure, function and kinetics. Prerequisites: CHEM 340 and CHEM 353 or consent of instructor. Two lectures, one discussion and two laboratories. [F]

CHEM 450 Instrumental Analysis (5)

Principles and techniques of modern instrumental analysis including spectrophotometry, chromatography, nuclear magnetic resonance, and potentiometry. Prerequisite: CHEM 353 or consent of instructor. Two lecture, one discussion and two laboratories. [S]

CHEM 477 Special Topics in Chemistry (1-5)

Topics and prerequisites to be announced. May be repeated for different topics.

CHEM 480 Honors Research (5)

Individual study on a current research problem with faculty supervision. Course may be repeated twice with permission of the instructor. Normally a maximum of five units may be used for major department credit. Units in excess of five may be used for upper-division elective credit. Prerequisite: Invitation by faculty.

CHEM 489 Experiential Prior Learning (1-5)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Course may be repeated twice with permission of the instructor. Normally a maximum of five units may be used for major department credit. Units in excess of five may be used for upper-division elective credit. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

CHEM 490 Senior Seminar (5)

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interests. Five discussions. Prerequisite: Major or minor in chemistry and CHEM 390. [S]

CHEM 496 Internship in Chemistry (1-5)

Students are assigned to various industries, institutions, or agencies and work under joint supervision of 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 with the department.) Course may be repeated twice with permission of instructor and department chair. Normally a maximum of six units may be used for major department credit. Units in excess of five may be used for upper division elective credit. Offered on a credit, no-credit basis only.

CHEM 497 Cooperative Education (1-5)

The Cooperative Education Program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor) working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

COMPUTER SCIENCE

Science Building I, 417
(661) 664-3082
(661) 665-6960 (fax)
email: plampkins@csubak.edu
http://www.cs.csubak.edu

Chair: **Thomas Meyer**

Faculty: **J. Guo, K. Lee, T. Meyer, D. Meyers, L. Taylor, M. Thomas, H. Wang**

Program Description

Computer Science is a new and rapidly evolving discipline. To quote the Association for Computing Machinery, "Computer Science is not simply concerned with the design of computing devices–nor is it just the art of numerical calculation . . . Computer Science is concerned with information in much the same sense that Physics is concerned with energy; it is devoted to the representation, storage, manipulation, and presentation of information in an environment permitting automatic information systems."

The Computer Science major at CSUB has two tracks. The Hardware and Systems Software track follows the guidelines recommended by the Association for Computing Machinery and the Computer Science Accreditation Board. This track covers both the theoretical and technical aspects of the discipline. It is also designed to prepare students for graduate study in Computer Science. The Application Software track is less theoretical and more application oriented and is primarily designed for those students who will either work as application programmers or who wish to apply Computer Science in another discipline. A Computer Science minor is also offered.

The Computer Science Department administers its own local area network which includes one Alpha Server 4100 (Tru64 Unix Operating System) and one Sun/Fujitsu GP7000F (Solaris Operating System). It also includes a lab of Unix workstations (Alphastations, SGI, Sun Ultra, and other), and a lab of PC's running Windows NT and/or Linux. Both servers are accessible through departmental dialup lines, campus dialup lines, or through any Internet provider. The Computer Science Department also has a hardware laboratory for work with digital circuits, prototyping, and interface design. An important goal of the Department is to enable students to work more closely with faculty than they would be able to at larger universities.

Requirements for Degrees in Computer Science

A. Hardware and Systems Software Track

This track follows the guidelines of the Association for Computing Machinery (ACM). Students will normally differentiate between hardware and systems software in their electives.

Core Courses (43 units)

1. CMPS 212 Computer Science I
2. CMPS 213 Computer Science II
3. CMPS 215 (formerly CMPS 291) Introduction to UNIX
4. CMPS 220 Assembly Language Programming
5. CMPS 290 Advanced Object Oriented Programming
6. CMPS 300 Discrete Structures
7. CMPS 311 Data and File Structures
8. CMPS 350 Programming Languages
9. CMPS 360 Operating Systems and Systems Software

Required Courses (15 units)

1. CMPS 320 Logic Design
2. CMPS 321 Computer Architecture
3. CMPS 490 Senior Seminar/Project

Elective Courses (15 units)

Allowable electives are any CMPS courses listed 200 or above, with at least 10 units of upper division courses, except CMPS 211, CMPS 430 and CMPS 431. Math 305 is allowed as a CMPS elective.

Other Courses (35 units)

1. MATH 211 Calculus I
2. MATH 212/222 Calculus II
3. MATH 213 Calculus III
4. MATH 330 Linear Algebra
5. MATH 338 Analysis of Variance
   or
6. MATH 339 Regression Analysis
   or
7. MATH 340 Probability Theory
8. PHYS 221 Classical Physics I
9. PHYS 222 Classical Physics II

TOTAL (108 units)

B. Application Software Track

This track is intended for training application programmers or for those who wish to apply computer science in another discipline.

Core Courses (43 units)

1. CMPS 212 Computer Science I
2. CMPS 213 Computer Science II
3. CMPS 215 Introduction to Unix
4. CMPS 220 Assembly Language Programming
5. CMPS 290 Advanced Object Oriented Programming
6. CMPS 300 Discrete Structures
7. CMPS 311 Data and File Structures
8. CMPS 350 Programming Languages
9. CMPS 360 Operating Systems and System Software

Required Courses (13 units)

1. CMPS 370 System Analysis/Design
2. CMPS 440 Database Systems
3. CMPS 490 Senior Project/Seminar

Electives Courses (20 units)

Allowable electives are any CMPS course listed 200 or above, with at least 10 units of upper division courses, except CMPS 211, 430 and 431. MATH 305 is allowed as a CMPS elective.

Other Courses (10 units)

1. MATH 120 Quantitative Methods
2. MATH 140 Introduction to Statistics

Minor

A minor consisting of at least 20 quarter units within a major program designed by another discipline.

TOTAL (86 units and a minor in application area)

Requirements for a Minor in Computer Science

Required Courses (15 units)

1. CMPS 212 Computer Science I
2. CMPS 213 Computer Science II
3. CMPS 290 Advanced Object Oriented Programming

Electives Courses (15 units)

At least two upper division Computer Science courses and one Computer Science course listed 200 or above, except CMPS 211, CMPS 430 and CMPS 431. MATH 305 is allowed as a Computer Science elective.

TOTAL (30 units)

COURSE DESCRIPTIONS

Lower Division

The Department of Computer Science offers courses on topics of current interest to the community from time to time. Call the Computer Science office, (661) 664-3082, to express interest or inquire concerning offerings.

CMPS 120 Computer Skills and Concepts I (5)

Instruction and tutoring in basic computer skills, designed for students with little or no background in Computer Science. An overview of computer applications including word processors, spreadsheets and databases. This course includes hands-on experience with microcomputers. Prerequisite: none. [F, W, S]

CMPS 121 Computer Skills and Concepts II (5)

A continuation of CMPS 120 going into more depth concerning the operating system and utilities for the IBM PC and compatibles. Extensive use of software packages covered in CMPS 120 will be made. Prerequisite: CMPS 120 or experience with microcomputers.

CMPS 122 The Internet (3)

This course will describe how the Internet works, its uses, and its future. Topics will include communicating via email and listservers, obtaining information using FTP, Gopher, Usenet news, and the World Wide Web, and creating your own home pages. Issues of security, hacking, and privacy will also be discussed. Prerequisites: CMPS 120, GST 393, or experience with Microsoft Windows. [F]

CMPS 130 BASIC Programming (3)

An introduction to structured problem solving on microcomputers using the BASIC programming language. Prerequisite: none. (CAN CMPS 6)

CMPS 140 FORTRAN Programming (5)

An introduction to structured problem solving and scientific programming using the FORTRAN language. Prerequisite: None. (CAN CSCI 4)

CMPS 211 Internet Programming and Web Design (5)

Introduction to Internet programming using HTML and JavaScript (or other scripting language). The course is intended for students with no programming experience. Students will learn the concepts of structured programming and control structures. They will become familiar with HTML interfaces by designing interactive web sites. This course may not be used to satisfy major or minor requirements. Prerequisite: CMPS 120, GST 393, or experience with microcomputers. [F, W, S]

CMPS 212 Computer Science I (5)

The primary goal of this course is to introduce students to structured problem solving and programming. Prerequisite: MATH 120 or 191. [F, W, S]

CMPS 213 Computer Science II (5)

Continuation of CMPS 212 with emphasis on data representations and processing techniques including linked lists, trees, and the use of recursion. Prerequisite: CMPS 212. [F, W, S]

CMPS 215 Introduction to UNIX (3)

The systems interface and C. Use of the run-time library. Shell programming. Prerequisite: CMPS 212. [W]

CMPS 220 Assembly Language Programming (5)

Introduction to machine architecture and an assembly language. Prerequisite: CMPS 212. [F, S]

CMPS 277 Topics in Programming Languages (1-3)

A study of programming languages not offered regularly in other programming courses. Prerequisite: knowledge of a high-level programming language or consent of the instructor.

CMPS 280 X-Windows (3)

This course is an introduction to the use of an X-Windowing environment. It is designed more for the end user than for X11 programmers. Its goal is to familiarize the applications user with the standard X11 productivity tools as well as explain the underlying principles, configuration questions, and security considerations involved in working or administering an X-Workstation with Internet access.

CMPS 290 Advanced Object Oriented Programming (5)

This course will explore the concepts of the object-oriented programming (OOP) methodology using an appropriate language such as C++ or Java. Prerequisite: CMPS 213. [F. W, S]

CMPS 294 Advanced Java Programming (5)

This course will deal with object-oriented programming (OOP) and the various class libraries in Java in the form of both applications and applets. The Graphic User Interface (GUI) applications will be discussed using the AWT component library and event handling methods in Java. The following advanced Java topics will be addressed: File I/O, networking, multimedia, and database connectivity. Prerequisite: CMPS 290.

Upper Division

CMPS 300 Discrete Structures (5)

Elementary logic and set theory, functions and relations, induction and recursion, elementary algorithm analysis, counting techniques, graphs and introduction to computability. Prerequisite: CMPS 213. [F]

CMPS 305 Numerical Analysis (5)

Number representation and basic concepts of error; numerical solutions of nonlinear equations and systems of equations; interpolation and extrapolation; numerical differentiation and integration; numerical solution of ordinary differential equations; approximation by spline functions. Prerequisites: CMPS 140 or CMPS 212 and MATH 213 or permission of instructor. Cross-listed as MATH 305 Numerical Analysis.

CMPS 311 Data and File Structures (5)

Secondary storage devices and memory hierarchy, blocking, data structure topics relevant to file organization, sequential, hashed, and tree organized files, external sorting, compaction techniques. Prerequisite: CMPS 213. [F]

CMPS 315 Systems Programming (5)

Introduction to various system software including assemblers, linkers and loaders, text editors, and compilers. Prerequisite: CMPS 220. A knowledge of C is recommended.

CMPS 320 Logic Design (5)

An introduction to the logical design of digital computers including the analysis and synthesis of combinatorial and sequential circuits, and the use of such circuits in building processors and memory. This course includes a 2-1/2 hours per week laboratory devoted to the implementation and testing of combinatorial and sequential circuits. Prerequisites: CMPS 220 or consent of instructor. [W]

CMPS 321 Computer Architecture (5)

Discussion of the principles of processor organization, machine instructions, addressing modes, memory management, and input/output operations. Prerequisite: CMPS 290 and 320. [S]

CMPS 350 Programming Languages: Design and Implementation (5)

An examination of underlying concepts in high level programming languages and techniques for the implementation of a representative sample of such languages with regard to considerations such as typing, block structure, scope, recursion, procedures invocation, context, binding, and modularity. Prerequisites: CMPS 220 and 290. [S]

SCI 350B Computers and Society (5)

This course will provide a framework for examining the social context and consequences of information technology. Society, social change, and effects on the individual related to the use of computers will be the major concentrations. Emphases will include values, ethics, patterns, future directions, and relevant theories related to this phenomenon. Prerequisite: Upper division status. Satisfies Theme 1 of the upper division General Education requirement. [W, S]

CMPS 360 Operating Systems and Systems Software (5)

A study of the introductory concepts in operating systems including file management, memory management, device management, process management, and concurrency problems. Prerequisite: CMPS 290. [W]

CMPS 370 Structured System Design (3)

Consideration of the analysis and design of computer information systems to include a systems development life cycle and the use of analysis design tools. The major goal of the course is the physical design of a computer information system. Prerequisite: CMPS 290. [W]

CMPS 410 Theory of Language Translation (5)

A study of techniques relevant to the theory of language translation including finite state machines, formal languages, grammars, lexical and syntactic analysis. Prerequisite: CMPS 290.

CMPS 411 Algorithm Analysis (5)

A study of algorithms as it relates to nonlinear data structures and external files. Time and space analysis of several popular algorithms, and a discussion of NP-hard and NP-complete problems. Prerequisite: CMPS 290. [F]

CMPS 420 Advanced Logic Design (5)

A continuation of CMPS 320 which discusses the design trade-offs involved in building a complete computer system. Topics include processor architectures, bus protocols, memory hierarchy, disk input/output, communications subsystems and protocols. This course includes a 2-1/2 hours per week laboratory devoted to implementation of bus and I/O protocols. Prerequisite: CMPS 290 and 320.

CMPS 421 Advanced Computer Architecture (5)

Continuation of CMPS 321 including speedup arithmetic algorithms, vector and parallel processing, organization of memory for high performance processors, and a comparative study of supercomputer architectures. Prerequisite: CMPS 321.

CMPS 430 Computer Science for Educators (5)

Issues, methods and materials typically encountered in the instruction of elementary and secondary school Computer Science. This course is designed for students planning to become Computer Science educators at the elementary and secondary levels. Prerequisite: knowledge of a programming language and consent of the instructor.

CMPS 431 Issues and Trends in Computer Science Education (3)

Issues and trends in Computer Science education including course-authoring languages, hardware and software developments. Prerequisite: CMPS 430 or equivalent.

CMPS 440 Database Systems (5)

Basic issues in modeling and the development and implementation of database systems. Investigation and application of various data models: relational, hierarchical, and network. Query languages. Database integrity and security problems. Case studies of important database management systems. Prerequisite: CMPS 290, 300, and 311. [W]

CMPS 441 Software Engineering (5)

This course covers the basic concepts, techniques, and tools in structured software design and development including software security, generality, mobility, reliability, modularity, and feasibility. Prerequisite: CMPS 290 or CMPS 370. [S]

CMPS 450 Compiler Construction (5)

An introduction to the construction of compilers, including lexical and syntactic analysis, code generation, and error detection. This course includes a 2-1/2 hours per week laboratory in which students will implement a compiler for a given programming language. Prerequisite: CMPS 290 or CMPS 350.

CMPS 455 Introduction to Artificial Intelligence (5)

This course is intended to teach the fundamentals of artificial intelligence, including special AI problem solving techniques, searching, heuristic methods and knowledge representation. Prerequisite: CMPS 290.

CMPS 460 Advanced Operating Systems (5)

A continuation of CMPS 360. Implementation techniques of the UNIX system on a machine; implementation of inter-process communication, device drivers, file systems, and memory management. Some topics related to real-time and distributed operating systems. Summary of popular systems such as MS-DOS, OS/2, etc. This course includes a 2-1/2 hours per week laboratory in which students will study and improve ports of a sample UNIX-like operating system. Prerequisites: CMPS 215 and 360.

CMPS 470 Interactive Computer Graphics (5)

Consideration of graphic display devices, graphics input devices, related mathematical theory of affine transformations, graphics software libraries such as OpenGL, GKS, metafile storage of frames, introduction to projective transformations and 3-dimensional graphics. This course includes a 2-1/2 hours per week laboratory in which students implement a small graphics library and write certain applications programs using the library as the course progresses. Prerequisite: CMPS 220 or 290. [W]

CMPS 475 Computer Networks (5)

A study of computer networks with regard to the internet TCP/IP protocol suite, concentrating on the four layers: physical, data link, network, and transport. This course includes a 2-1/2 hours per week laboratory in which students work with various Unix workstations and network hardware residing on our local Ethernet. Prerequisites: CMPS 290 and 311. [F]

CMPS 477 Special Topics in Computer Science (1-5)

This course will often be used to supplement other courses with additional work at a more advanced level. Prerequisite: consent of instructor.

CMPS 489 Experiential Prior Learning (1-5)

Majors in Computer Science with significant prior experience in computers may have some of their experience count for academic credit toward their degree. In order to be considered for experiential learning credit, the student must have completed CMPS 212, CMPS 213, and CMPS 220 and have the approval of the department.

CMPS 490 Senior Project and Seminar (5)

After consultation with the instructor and investigation of relevant literature, the student shall prepare a substantial project with significance in Computer Science. During the latter part of the quarter, the student will present a project report to the entire class, explaining the nature of the work, the finished product, and its relationship to the field. Prerequisites: Major in Computer Science and completion of at least two 400-level courses in Computer Science. [S]

CMPS 496 Internship in Computer Science (1-5)

Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and reading, as well as course credits, evaluation, and grading are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. The department will determine credits and application of credit.

CMPS 497 Cooperative Education (5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. The department will determine application of credit.

MATHEMATICS

Science Building I, Room 114A
(661) 664-3151
(661) 664-2039 (fax)

Chair: **L. E. Taylor**

Faculty: **J. Berglund, J. Dirkse, M. El-Ansary, M. Feghali, J. Fiedler, D. Gove, K. Haddad, C. Lahorgue, R. Larson, M. Lutz, N. McCaffery, R. Peck, S. Raczkowski-Trigos, K. Rush, M. Rush, A. Singh, N. Shaw, V. Sheridan, C. Smith, K. Stark, L. Taylor, M. Thomas, J. Trigos-Arrieta, L. Webb, D. White**

Program Description

Mathematics is a unique and valuable science that can be exciting, enjoyable, and rewarding. The Department of Mathematics provides a collection of mathematics courses designed to challenge and stimulate all open-minded and thoughtful students regardless of individual backgrounds or major interest areas. This is done by combining flexibility, applicability, and historical perspective in the design of the mathematics curriculum. Furthermore, depth of understanding and appreciation are not sacrificed to quantity; the major emphasis is upon inquiry, creativity, methods, techniques, and thought processes rather than bulk of material.

The classroom goal is to discover both the importance and beauty of mathematics by combining lectures with discussions, problem solving laboratories, student presentations, writing assignments, and any other workable approaches to learning. A student is encouraged to interpret and communicate mathematically with others, to follow self-direction and in-depth study, and to investigate interrelatedness of mathematical concepts. A teacher acts as a resource person, stresses the spirit and point of view of mathematics, and provides for feedback of the relative value of classroom activities.

Upon completion of any mathematics course, students are better equipped to be participants in a highly technological, scientifically complex environment. From a subjective point of view, they should have an improved grasp of the art and beauty of rational reasoning and discourse both as an observer and a participant. From an objective point of view, they should have acquired new skills which, alone or in combination with others, will enhance both an understanding of and performance in the scientific world.

With the completion of a mathematics major, a student, depending upon the choice of upper division courses, either will be prepared to pursue: (1) a career in the mathematical sciences (Applied Track); (2) a career in teaching (Teaching Track); or (3) a course of graduate study leading to an advanced degree (Theoretical Track).

The Applied Track includes courses in differential equations, numerical analysis, complex analysis, statistics, and partial differential equations. The Teaching Track includes courses in geometry, algebra, probability and statistics; contacts with the teaching faculty; and experiences gained through student presentations in discussion and laboratory periods. The Theoretical Track for graduate school preparation includes advanced algebra, real analysis, probability, and statistics.

Requirements for the Major in Mathematics

Students seeking a Bachelor of Science degree in Mathematics must complete the following:

1. MATH 211, 212, 213, 214, 222, 223, 300, 330, 331, 340, 363
2. CMPS 212
3. One of the following tracks:
   a. Applied Mathematics Track
      (1) MATH 490
      (2) Four courses from MATH 302, 305, 312, 338, 339, 350, 402, 420, 430, 431, 440, 450, and 463. One of the four courses must be MATH 302 or 350, and a second must be one of MATH 338, 339, or 341.
      (3) Cognate area: One upper division course in a related discipline; must be approved by the department.
   b. Teaching Mathematics Track
      (1) MATH 420, 425, 430, 440, 450, 491
      (2) EDSE 241 (2 units)
      (3) At least two five unit courses in the Natural Sciences
   c. Theoretical Mathematics Track
      (1) MATH 490
      (2) Four courses from MATH 302, 305, 312, 338, 339, 350, 402, 420, 430, 431, 440, 450, and 463. One of the four courses must be MATH 431 or 463.

(3) Five courses from MATH 302, 305, 312, 338, 339, 350, 402, 420, 430, 431, 540, and 463. Two of these courses must be selected from MATH 402, 431, 440, and 463. Of these, at least one must be selected from 431 and 463.

Teaching Credential: Mathematics Teacher Preparation Program

The Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single subject matter preparation program in Mathematics leading to a Bachelor of Science degree. Additional information may be obtained from the Mathematics Program Coordinator.

All of the following courses are required (19 courses, 93 units):

1. **Lower Division**
   a. MATH 211, 212, 213, 214, 222, and 223
   b. CMPS 212
   c. EDSE 241 (2 units)

2. **Upper Division**
   a. MATH 300, 330, 331, 340, 363, 420, 425, 450 and 491
   b. One of MATH 338, 339, or 341
   c. One of MATH 302, 305, 312, 350, or 430

3. **Cognates**
   a. At least two five-unit courses in the Natural Sciences.

Honors Option

A student may, with the approval of the Chair of the Department of Mathematics, undertake the Honors Program in Mathematics by completing the following:

1. One of the tracks A, B, or C.
2. An additional ten hours of upper division courses to be chosen from the required and elective courses in A, B, and C.
3. Included in 1 and 2 above, at least one upper division sequence in Mathematics. (Currently the Upper Division sequences are MATH 331-431 Algebraic Structures I and II, MATH 363-463 Real Analysis I and II, and MATH 340 Probability Theory and MATH 440 Mathematical Statistics.)
4. MATH 492 Senior Honors Thesis and presentation of an Honors thesis to the Department of Mathematics.

Requirements for the Minor in Applied Statistics

Although no minor is required for the BS degree, a minor in Applied Statistics is available, consisting of 20 quarter units chosen from MATH 140 or equivalent, MATH 210, MATH 338, MATH 339, MATH 340, and MATH 440.

Requirements for the Minor in Mathematics

Although no minor is required for the BS degree, a minor in Mathematics is available. The requirements are 21 units, to include MATH 213, 214, 223, and 10 upper division units. These courses are to be chosen subject to the approval of a Department of Mathematics advisor.

Note: MATH 320 and 321 together may count as 5 of the upper division units.

COURSE DESCRIPTIONS

Developmental Mathematics

MATH 70 Introduction to Algebra and Functions (5)

Introductory course in functions. Concepts of input/output, horizontal/vertical coordinates. Interpreting information from tables and graphs. Linear functions and their behavior; extrapolating values from tables and graphs. Solving linear equations algebraically and graphically. Solving linear inequalities graphically. Order of algebraic operations. Integration of basic geometric concepts. Course makes extensive use of Computer Algebra Systems. Course does not count toward graduation. Prerequisite: an appropriate score on the ELM (see Class Schedule for details). [F, W, S]

MATH 80 Elementary Algebra and Functions (5)

Elementary course in functions. Solving linear inequalities and systems of linear equations both graphically and algebraically. Complete analysis of the quadratic function, predicting points from table, graph, or from the equation. Transformations of functions. Graphical interpretation of completing the square. Solutions to systems of nonlinear equations by graphing. Concept of Domain and Range. Use of set notation and interval notation. Integration of basic geometric concepts. Course makes extensive use of Computer Algebra Systems. Course does not count toward graduation. Prerequisite: satisfactory completion of MATH 70 or an appropriate score on the ELM (see Class Schedule for details). [F, W, S]

MATH 90 Intermediate Algebra and Functions (5)

Intermediate course in functions. Graphical and algebraic analysis of polynomial functions; hand sketches, roots and their multiplicity. Graphical and algebraic analysis of rational functions. Exponential and Logarithmic functions. Inverse functions. Course makes extensive use of Computer Algebra Systems. Course does not count toward graduation. Prerequisite: satisfactory completion of MATH 80 or an appropriate score on the ELM (see Class Schedule for details). [F, W, S]

Lower Division

Note: To enroll in any course numbered 100 or above, a student must have satisfied the ELM requirement.

MATH 101 Finite Mathematics (5)

Mathematical topics for business, social, and life sciences selected from logic, set theory, combinatorics, statistics, matrix algebra, linear programming, Markov chains, analytic geometry, graph theory, and mathematics of finance. Prerequisite: MATH 90 or satisfaction of the Entry Level Mathematics requirement. (CAN MATH 12) [S]

MATH 120 Introduction to Quantitative Methods in Business (5)

Matrix algebra and systems of equations, analytic geometry, basic concepts of differential calculus and introduction to integral calculus. Applications from the areas of business and economics. Students in this course are assumed to have retained mastery of their previous experiences in problem solving in the areas of algebra, geometry and probability. Course makes use of appropriate computing technology and graphing utilities. Prerequisite: MATH 90 or satisfaction of the Entry Level Mathematics requirement. [F, W, S, SS]

MATH 140 Elementary Statistics (5)

Descriptions of sample data; exploratory data analysis; elementary probability; binomial, normal, "t", chi-square, F, and other distributions; estimation and hypothesis testing techniques; nonparametric methods; linear regression and correlation; introduction to multiple regression and analysis of variance. Applications to fields including business, natural sciences, social sciences, and humanities. Course makes use of computer statistical packages. Prerequisite: MATH 90 or satisfaction of the Entry Level Mathematics requirement. (Credit toward graduation cannot be earned for both MATH 140 and PSYC 200.) (CAN STAT 2) [F, W, S, SS]

MATH 191 Precalculus Mathematics I: College Algebra (5)

The algebraic and geometric analysis of polynomial and rational equations, inequalities, and conic sections. The concept of function is used as the unifying theme. This course makes use of graphing utilities. Prerequisite: MATH 90 or satisfaction of the Entry Level Mathematics requirement. [F, W, S, SS]

MATH 192 Precalculus Mathematics II: Elementary Functions (5)

Introduction to trigonometry. The algebraic and geometric analysis of exponential, logarithmic, trigonometric, and inverse trigonometric equations and inequalities. The concept of function is used as the unifying theme. This course makes use of graphing utilities. Students having no prior experience with graphing utilities are encouraged to enroll concurrently in GST 222. Prerequisite: MATH 191.
[F, W, S, SS]

Note: Concurrent enrollment in MATH 191 and 192 is possible for students with unusually strong high school mathematics backgrounds. Approval by the Chair of the Department of Mathematics is required.

MATH 210 Sampling and Surveys (5)

Expected values and variances, properties of estimators, basic concepts of sampling theory; simple random sampling; stratified random sampling; systematic sampling; cluster sampling. Sources of errors in surveys. Ratio estimators. Prerequisite: MATH 140. [W]

MATH 211 Calculus I (5)

Introduction to the differential calculus of elementary functions (including logarithmic, exponential, and trigonometric functions). Emphasis on limits, continuity, and differentiation. Applications of differentiation (including curve sketching, optimization, and related rates). Light introduction to integration and the Fundamental Theorem of Calculus. This course makes use of graphing calculators, but not of computer algebra systems. Prerequisite: a mark of C- or better in MATH 192 or satisfaction of the ELM requirement and an appropriate score on the UC/CSU MDPT Calculus Readiness Test. [F, W, S]

Note: Students without recent credit in MATH 192 are advised to consult the Department of Mathematics and to take the UC/CSU Precalculus Diagnostic Test before enrolling in MATH 211.

MATH 212 Calculus II (3)

Introduction to the integral calculus of elementary functions. The Fundamental Theorem of Calculus; techniques of integration; applications of integration; improper integrals; introduction to differential equations. This course makes use of graphing calculators, but not of computer algebra systems. Co-requisite: MATH 222. Prerequisite: a mark of C- or better in MATH 211. [F, W, S]

MATH 213 Calculus III (4)

Three dimensional analytic geometry; parametric curves; functions of several variables; partial and directional derivatives; the chain rule; gradients; optimization; double integrals. This course may make use of computer algebra systems. Prerequisite: marks of C- or better in MATH 212 and MATH 222. [W, S]

MATH 214 Calculus IV (4)

Cylindrical and spherical coordinates; triple integrals; Vector Calculus (including line and surface integrals and the theorems of Gauss, Stokes and Green and the Fundamental Theorem of Line Integrals); sequences and series. This course may make use of computer algebra systems. Prerequisite: a mark of C- or better in MATH 213. [F, S]

MATH 220 Introduction to Problem Solving (5)

Introduction to problem solving in algebra and geometry. Requires substantial use of a scientific calculator. Recommended for Liberal Studies students who lack a previous college-level mathematics course that includes topics listed above and/or those having a weak or distant background in mathematics. Prerequisites: satisfaction of the ELM requirement and two years of high school algebra and one year of high school geometry, or equivalent. [F, W, S, SS]

MATH 222 Laboratory Experience I (3)

Newton's Method; derivative and integral estimation; applications of the integral; average value of a function; elementary differential equations; modeling with derivatives; polar coordinates; Taylor polynomials; additional topics as time permits. This course makes extensive use of computer algebra systems. Co-requisite: MATH 212. Prerequisite: a mark of C- or better in MATH 211. [F, W, S]

MATH 223 Laboratory Experience II (3)

Matrices and systems of ordinary differential equations; parametrizations; projectile motion; quadric surfaces; applications of Taylor and Maclaurin series; vector fields; Lagrange multipliers and linear programming; topics from the applied sciences. This course makes extensive use of computer algebra systems. Prerequisite: marks of C- or better in MATH 212 and MATH 222. [F, W, S]

MATH 251 Focus on Algebra for Middle School Teachers (5)

Patterns and formulas; verbal, tabular, graphical, and symbolic representations of numerical relations; multiple approaches to word problems; and geometric models in elementary algebra. Activities and use of technology and manipulative materials as they relate to the middle grades curriculum, the NCTM Standards, the California Mathematics Content Standards and the California Mathematics Framework. This course is designed for in-service middle grades teachers of mathematics and is not ordinarily available to pre-service teachers. Prerequisites: permission of the Instructor. [SP]

MATH 252 Geometry, Measurement, and Fractions for Middle School Teachers (5)

Similarity, equivalent fractions, factors and multiples, spatial visualization, perspective and other two dimensional representations of solids. Activities and use of technology and manipulative materials as they relate to the middle grades curriculum, the NCTM Standards, the California Mathematics Content Standards and the California Mathematics Framework. This course is designed for in-service middle grades teachers of mathematics and is not ordinarily available to pre-service teachers. Prerequisites: permission of the Instructor. [SU]

MATH 253 Probability, Statistics, and Number Sense for Middle School Teachers (5)

Elementary probability, area models, surveys, bar graphs, fair and unfair games, expected value, measures of central tendency and dispersion. Number sense and problem solving activities using patterns, formulas, tables, estimation and mental arithmetic, and other strategies. Activities and use of technology and manipulative materials as they relate to the middle grades curriculum, the NCTM Standards, the California Mathematics Content Standards and the California Mathematics Framework. This course is designed for in-service middle grades teachers of mathematics and is not ordinarily available to pre-service teachers. Prerequisites: permission of the Instructor. [SU]

MATH 254 Data Analysis and Modeling for Middle School Teachers (5)

Data collection: surveys, experiments and public databases. Randomness and probabilistic simulations of natural processes. Discrete, linear and exponential models for physical and social phenomena. Residual analysis, and measures of goodness of fit activities and use of technology and manipulative materials as they relate to the middle grades curriculum, the NCTM Standards, the California Mathematics Content Standards and the California Mathematics Framework. This course is designed for in-service middle grades teachers of mathematics and is not ordinarily available to pre-service teachers. Prerequisites: permission of the Instructor. [F]

MATH 277 Special Topics in Mathematics (1-5)

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced.

MATH 289 Experiential Prior Learning (5)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the Department of Mathematics.

Upper Division

MATH 300 Sets and Logic (5)

An investigation of the fundamental tools used in writing mathematical proofs, including sentential and predicate calculus, topics from naive set theory, Cartesian products, partitions, equivalence relations, functions, countability, and mathematical induction. This course relies heavily on problem solving and writing complete, logically consistent arguments in the context of an axiomatic system to illustrate the correct use of the logical tools and methods discussed. Prerequisite: MATH 213. [F, S]

MATH 302 Ordinary Differential Equations (5)

First-order differential equations; linear differential equations; linear systems; Laplace transforms and their application to solutions of linear differential equations and systems; series solutions of second-order linear equations and/or numerical solutions of differential equations; topics in nonlinear differential equations and systems; applications. Prerequisite: MATH 213. [S]

MATH 305 Numerical Analysis (5)

Number representation and basic concepts of error; numerical solutions of nonlinear equations and systems of equations; interpolation and extrapolation; numerical differentiation and integration; numerical solutions of ordinary differential equations; approximation by spline functions. Cross-listed as CMPS 305. Prerequisites: MATH 213 and CMPS 140 or CMPS 212. [F-odd yrs.]

MATH 312 Complex Variables (5)

Complex numbers; analytic functions; conformal mapping; integrals; Cauchy's Theorem and the calculus of residues; power series. Prerequisite: MATH 214 and MATH 223. [W-even yrs.]

MATH 320 Introduction to Number Systems (5)

Introduction to set theory, numeration systems, number theory, probability, computational algorithms, and applications involving calculators and/or computers in problem solving. This course involves substantial use of concrete materials in a laboratory setting. Students in this course are assumed to have retained mastery of their previous experiences in problem solving in the areas of algebra and geometry. Required for entry into the Multiple Subjects Credential Program. Prerequisite: MATH 220 (or a passing score on the MATH 220 Waiver Exam) or a score of 550 or higher on the ELM or a grade of B- or higher in Math 90 taken at CSUB. [F, W, S, SS]

MATH 321 Introduction to Modern Geometry (5)

Introduction to principles of measurement, the metric system, intuitive geometry of plane and solid shapes, constructions, networks, data collection and display (statistics), and applications involving calculators and computers in problem solving. This course involves substantial use of concrete materials in a laboratory setting. Students in this course are assumed to have retained mastery of their previous experiences in problem solving in the areas of algebra, geometry and probability. Requirement for entry into the Multiple Subjects Credential Program. Prerequisite: a mark of C- or better in MATH 320 (or permission of the Coordinator of Mathematics Education). [F, W, S, SS]

MATH 322 Mathematical Exploration for Preservice Elementary Teachers (2)

Introduction to computer software applications such as Geometer's Sketchpad and Integrative Algeblocks; additional algebra development; probability and data analysis; reinforcement of algebraic and geometric problem solving strategies. [F, W, S, SS]

MATH 330 Linear Algebra (5)

Matrices; systems of linear equations; vector spaces, dimensions, linear independence; spaces associated with matrices; bases, change of basis, orthogonal bases; linear transformations, matrix representation; eigenvalues and eigenvectors, diagonalization; quadratic forms. Prerequisite: MATH 213. Recommended: MATH 300 or CMPS 300. [W, S]

MATH 331 Algebraic Structures I (5)

Mappings, relations, binary operations; groups; rings; integral domains and fields. Prerequisite: MATH 300. [W]

MATH 338 Analysis of Variance and Experimental Design (5)

One-way ANOVA: completely randomized design, multiple comparisons and contrasts; Two-way ANOVA: randomized complete block design, fixed and random effects; multi-way factorial models, analysis of nonorthogonal factorial designs; analysis of covariance. Use of statistical packages. Prerequisite: MATH 140. [F]

MATH 339 Regression Analysis (5)

Least squares and simple linear regression; correlation analysis; multiple regression; residual analysis. Model selection techniques. Log-linear and Logit models. Time series analysis. Use of statistical packages. Prerequisite: MATH 140. [W]

MATH 340 Probability Theory (5)

Mathematical models; sample spaces and events; combinatorial and occupancy problems; axiomatic probability; conditional probability and Bayes' Theorem; random variables, expected value, and functions of random variables; probability mass and density functions and distribution functions for both discrete and continuous variables; waiting times and queues; joint distribution for discrete variables. Prerequisite: MATH 213. Recommended: MATH 300 or CMPS 300. [S]

MATH 350 Introduction to Mathematical Modeling (5)

Course to meet in two lectures and two laboratory sessions. The course is designed to give the student an early introduction to the construction and use of empirical and analytic mathematical models. Course evaluation will involve at least one extended project. Prerequisites: MATH 213 and MATH 302 or MATH 330. [F-even yrs.]

MATH 363 Real Analysis I (5)

Development of a rigorous foundation for analysis; open and closed sets; sequences and series; continuity; differentiability and an introduction to integration. Prerequisites: MATH 214 and MATH 223; and MATH 300. [F]

MATH 402 Partial Differential Equations (5)

Classical partial differential equations; orthogonal sets of functions; Fourier series and integrals; Bessell functions and applications, Legendre polynomials and applications. Prerequisites: MATH 214, MATH 223 and MATH 302. [F-even yrs.]

MATH 420 Foundations of Geometry (5)

Axiomatic approach to Euclidean geometry and topics selected from distance, congruence, similarity, separation, betweenness, inequalities, parallel postulate coordinate systems, constructions, area, length, and volume; introduction to non-Euclidean geometries. Prerequisite: MATH 300. [F]

MATH 425 Modern Mathematics for Teachers (5)

This course is designed for both preservice and inservice middle and high school mathematics teachers. It will involve investigations, problem solving, and laboratory activities in number theory, algebra, geometry, probability, and statistics. Prerequisite: successful completion of 30 quarter units of college mathematics. Credit cannot be earned for both MATH 425 and MATH 320/321. [W-even yrs.]

MATH 426 Mathematics Curriculum and Instruction for Secondary Teachers (3)

Instructional strategies, resources, and methods for prospective junior high and high school mathematics teachers. This course does not count toward a major or a minor in mathematics. Cross listed as EDSE 426.009. [F]

MATH 430 Number Theory (5)

Elementary theory of the natural numbers, including prime numbers and divisibility; congruences; number-theoretic functions, Diophantine equations, and selected topics. Prerequisite: MATH 300. [S-odd yrs.]

MATH 431 Algebraic Structures II (5)

A continuation of MATH 331. Group structure theorems, structure of finite fields, Galois Theory, and selected topics and applications. Prerequisite: MATH 331. [S-even yrs.]

MATH 440 Mathematical Statistics (5)

Derivation of sampling distributions and their properties: estimation of parameters; theory of confidence intervals and hypothesis testing; properties of estimators and tests; likelihood ratio tests; power and most powerful tests. Prerequisites: MATH 340, MATH 214 and MATH 223. [F-odd yrs.]

MATH 450 Introduction to the History of Mathematics (5)

Development of mathematics from its empirical origins to its present form. Emphasis may vary with the instructor. Evaluation will include at least one substantial student paper. Prerequisites: MATH 300; at least two other upper division mathematics courses; and completion of CSUB's Graduation Writing Assessment Requirement Exam (GWAR). [W]

MATH 463 Real Analysis II (5)

A continuation of MATH 363, Riemann integration; the fundamental theorem of calculus; Taylor's theorem with remainder; uniform convergence and Taylor series; spaces of functions and applications; e.g. Fourier series and existence theorems for differential equations. Prerequisite: MATH 363. [W-odd yrs.]

MATH 477 Special Topics in Mathematics (1-5)

Topics and prerequisites to be announced.

MATH 480 Research Participation (1-5)

Supervised mathematical investigation. May be repeated. Offered on a credit, no-credit basis only. Prerequisite: permission of instructor.

MATH 489 Experiential Prior Learning (1-5)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the Department of Mathematics.

MATH 490 Senior Seminar (5)

Preparation of papers and discussion by faculty and students. Prerequisites: at least four upper-division courses from either the Applied or Theoretical Tracks and completion of CSUB's Graduation Writing Assessment Requirement Exam (GWAR). [S]

MATH 491 Senior Seminar in Mathematics for Prospective Teachers (5)

Preparation of papers and discussion by faculty and students. Mathematics relevant to secondary education. Prerequisites: at least four upper division courses from the Teaching Track and completion of CSUB's Graduation Writing Assessment Requirement Exam (GWAR). [S]

MATH 492 Senior Honors Thesis (5)

Individual study with a faculty sponsor leading to a formal written report on a specific topic or problem. Prerequisites: Senior standing, consent of faculty sponsor, and approval of the Chair of the Department of Mathematics.

MATH 494 Senior Seminar for Elementary/Middle School Mathematics Teachers (6)

Preparation of papers and discussion by faculty and students. Mathematics relevant to elementary and middle school education. Prerequisites: MATH 321 (or the equivalent), MATH 192* or a course which has MATH 192 as a prerequisite (*may be taken concurrently), and completion of CSUB's Graduation Writing Assessment Requirement Exam (GWAR). [W]

MATH 496 Internship in Mathematics (1-5)

Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only.

MATH 497 Cooperative Education (1-5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

NURSING

Romberg Nursing Education Center, 100
(661) 664-3101
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http://www.csubak.edu/nursing

Chair: **Candace Meares, Ph.D., R.N., C.N.A.A.**

Faculty: **B. Fleming, R. Gerds, P. Leapley, B. Mikhail, S. Pfettscher, C. Rector, J. Robinson, D. Tullmann,**

Program Description

The Department of Nursing offers a baccalaureate program built upon a foundation of science and liberal education that prepares graduates as professional nurses for positions in hospitals and community agencies. All graduates from the program are recommended for certification as public health nurses in the State of California. This program also prepares students for entrance into graduate programs in Nursing.

The program is approved by the California Board of Registered Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC). The NLNAC can be reached at 61 Broadway - 33rd Floor, New York, NY, 10006, or phone at (800) 669-1656, extension 153.

In addition, this program has been granted preliminary approval by the Commission on Collegiate Nursing Education. For further information about the preliminary approval status of the program, please contact the Department of Nursing office or the Commission on Collegiate Nursing Education (CCNE) at the following address: One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, phone (202) 887-6791.

The nursing curriculum is organized according to the four universal concepts of nursing which include the client, the environment, health, and the nurse. The client is defined as the individual, the family, groups/aggregates, and the community. Students study health, health problems and human responses that occur as a result of life processes. Emphasis is placed on the nursing process as a systematic method of assisting clients to attain, regain and maintain maximum functional health status. Nursing intervention with clients is based on the use of the nursing process with a focus on the various roles of the nurse including educator, clinician, leader, and researcher.

Baccalaureate Program Objectives

The program objectives are to prepare students for graduation who:

1. Value the inherent dignity and worth of the person as a unique humanistic being.
2. Foster an environment in which clients across the life-span maximize their strengths, assets, and potentials in their quest for optimal wellness as indicated by maximal functional status.
3. Use the nursing process, which emphasizes critical thinking, independent judgment, and continual evaluation as a means to determine nursing activities.
4. Function within beginning nursing roles (clinician, educator, leader, researcher).
5. Utilize communication skills to achieve optimal outcomes with clients of nursing.
6. Use theory and knowledge from the discipline of nursing, the physical and behavioral sciences, and the humanities in providing and evaluating nursing care.
7. Accept individual responsibility and accountability for nursing interventions and their outcomes.
8. Evaluate research for the applicability of findings to nursing.
9. Modify professional roles and functions to meet the health care needs of a changing multicultural society.
10. Collaborate with colleagues and others on the interdisciplinary health team to promote the health and well-being of the clients of nursing.
11. Utilize leadership and management skills through involvement with others in meeting health needs and nursing goals.
12. Demonstrate commitment to continued learning by engaging in self-directed education.
13. Demonstrate the ability to successfully pass the RN license examination (NCLEX).

In summary, the professional baccalaureate program in nursing is based on the belief that the graduate is a liberally educated, self-directed person who has beginning competency in delivering nursing care and is a responsible citizen.

While there is a single baccalaureate degree program in Nursing, the university offers an Accelerated RN to BSN to MSN program for registered nurses who wish to earn a baccalaureate degree. Information about this program for registered nurses can be found following information on the generic baccalaureate degree.

Academic Regulations

CSUB's Nursing program is impacted. To manage the excess number of applicants, the program has established the following criteria.

1. CSUB and transfer students must meet the following conditions before they can be considered for admission to the Nursing program:
   a. A grade of "C" or better in all prerequisite and cognate courses.
   b. An overall Grade Point Average of 2.3.
   c. Completion of four of the nine prerequisites by April 15th. Two (2) of the four courses must be science courses. The nine prerequisite courses are English Composition, Inorganic Chemistry, Organic Chemistry, General Psychology, Introduction to Sociology or Anthropology, Anatomy, Physiology, Speech, and Statistics. Logical Reasoning (General Education Area A-3) is a University General Education requirement that should be met prior to application to the nursing program.
   d. Completion of all of the nine prerequisite courses by August 15th.
   e. Proficiency in both spoken and written English for any applicant graduating high school in a non-English speaking country.
2. Applicants will be selected on the basis of their academic performance, document deadline, and completion of prerequisites.
3. Additional points will be given to applicants who fall into specialized groups (veterans, economically and/or educationally disadvantaged students, and students signing the four-year contract at CSUB).
4. Critical dates:
   January 31 – University and program application deadline and deadline to receive transcripts for all course work completed to date.
   April 15 – Deadline for receipt of transcripts documenting completion of at least 4 of the 9 prerequisite courses.
   Third week of April – Students notified of conditional acceptance into the nursing program.
   August 15 – Deadline for receipt of all transcripts, including summer session courses, for all nine prerequisite courses.

Students who fail to achieve at least a "C" in a prerequisite course a second time are not eligible for the nursing program. A "C-" is not considered passing. Exception to this may be made by the Admission Committee if the courses were taken more than 5 years ago and there is evidence of successful academic ability in subsequent cognate/prerequisite courses.

The grade of "C" in nursing as well as cognate courses is the minimal grade acceptable for progression into subsequent nursing courses. Cognate courses can be repeated only once for the student to enter or remain in the Nursing program. Students who fail to achieve at least a "C" in a nursing course may repeat the course once. Students who fail to achieve at least a "C" in a nursing course a second time are ineligible to remain in the Nursing major. If a course is satisfactorily completed, the prior unsatisfactory grade will no longer bar a student from continuing in the Nursing program although it will still be counted in computing the overall grade point average. A student may only fail (achieve less than a "C") a maximum of two (2) different nursing courses and remain in the nursing program. A failure grade in a third nursing course will make the student ineligible to continue in the nursing program.

In addition to repeating any course which was not completed or was not passed at a level of "C" or above, an examination assessing current clinical competency may be required. Individual study refresher courses will be given on a credit, no-credit basis and students must receive credit in order to proceed into subsequent nursing courses. Students who drop out of the Nursing Program for academic reasons or for personal reasons must apply for readmission by writing a letter to the Admissions Committee of the Department of Nursing requesting readmission to the program two quarters prior to desired readmission date. A student who withdraws from the University has automatically withdrawn from the nursing program and must request a return by reapplying to the nursing program. If the student was not in good standing at the time of the University withdrawal, each course in which the student was not passing will be considered as a failure in application of the failure rules as described above.

Standardized assessment examinations may be required at any point in the program. A processing fee may be required.

Admission Policies

Applicants shall comply with the admission policies and procedures of the university. Entry into specific nursing courses is dependent upon successful completion of specified prerequisite courses, completing health requirements, and obtaining malpractice insurance. Students must provide evidence of completing a Health Care Provider CPR course prior to entry into the program. The Department of Nursing complies with the admission policies of the university.

Admission With Advanced Standing – Students wishing to transfer from another college or university may apply for admission with advanced standing. Applicants who are registered nurses must be graduates of an accredited college or hospital school of nursing. Students transferring from another nursing program must provide evidence of academic good standing at the prior program.

Registered nurse applicants for admission to advanced undergraduate standing should request that their college or school of nursing send two copies of all transcripts to the Office of Admissions as part of the admission procedure.

Students may petition to receive credit by challenge examination for courses in the Nursing major. (For details see the University catalog description of Credit by Examination procedure.) Interested students should contact the Nursing Department Office.

LVN 45-Unit Option – The Board of Registered Nursing specifies that the additional nursing courses required of licensed vocational nurses to qualify for the registered nurse licensure examination shall not exceed a maximum of forty-five (45) quarter units. Prerequisites: current LVN License, admission to the University, and completion of: BIOL 255 & 256 Human Physiology/Lab (5/1 units); BIOL 311 Microbiology (5 units). NURS 250 Preparation for the RN Program (3 units) is recommended. Required courses in the program:

1. NURS 251 Health Care of Adults Through Senescence, Part I (Theory) (5)
2. NURS 252 Health Care of Adults Through Senescence, Part I (Clinical) (5)
3. NURS 341 Health Care of Adults Through Senescence, Part II (Theory) (5)
4. NURS 342 Health Care of Adults Through Senescence, Part II (Clinical) (5)
5. NURS 351 Psychiatric-Mental Health Nursing (Theory) (5)
6. NURS 352 Psychiatric-Mental Health Nursing Care (Clinical) (3)
7. NURS 490 Senior Seminar: Leadership, Trends & Issues in Nursing (5)

Medical Corpsmen – Veterans who have had experience as United States medical corpsmen in military service and who wish to become registered nurses are encouraged to apply for admission. Credit may be given for previous experience, knowledge, and skills on the basis of challenge examinations. (For details see the University catalog description of Credit by Examination procedure.)

Handicapped Students – A physical handicap or chronic illness will not of itself bar a student from admission to the Nursing program if the student is capable of meeting the minimum physical and mental health qualifications applicable to all applicants and continuing students. Minor adjustments of schedule or assignments consistent with the needs of the individual student may be made by the Nursing faculty. The Admission, Progression and Graduation Committee of the Department of Nursing will evaluate a student's written request for specific accommodation. Students with disabilities who are applying to the nursing program should also contact the CSUB Disabilities Office.

Physical and Mental Health Requirements – All nursing applicants must be in satisfactory physical and mental health, and be able to carry out all duties in the clinical area. This means students shall be free of any physical disabilities or emotional problems which would interfere with normal progress in learning and accepting the usual duties and responsibilities of a nursing student which are required for meeting accreditation requirements. This includes freedom from substance dependency. A list of minimum standards is available in the Nursing Student Policy Handbooks.

All students will be asked to document annually that they meet the physical and mental health requirements. If the student experiences an illness or injury, which limits his/her ability to perform per the physical and mental health requirements, it is the student's responsibility to bring this information to the attention of the clinical faculty before they begin clinical courses. A student must keep the Chair of the Department of Nursing informed of all chronic or contagious conditions which limit the student's ability to give nursing care. Following a student's illness, the Department of Nursing may request health certification by a physician.

General Information

Nursing Program Information – The American Association of Colleges of Nursing is a resource for information regarding nursing programs: tuition, fees, and length of the program. This information can be obtained through the American Association of Colleges of Nursing, One Dupont Circle, NW, Suite 530, Washington, DC, 20036, phone 202-463-6930, or on the web at http://www.aacn.nche.edu.

Malpractice Insurance – Malpractice insurance must be obtained prior to registration for nursing courses. Insurance shall be obtained through the Foundation Accounting Office, Academic Administration Building. No other form of coverage will be accepted. Make

checks payable to CSUB Foundation, Malpractice Insurance.

Uniforms – Uniforms are required for clinical nursing courses. The Undergraduate Nursing Student Policy Handbook describes the uniform policy.

Transportation – Students are required to have a valid California Driver's License and to provide their own transportation to clinical and other field areas. Students in clinical courses involving community experiences must have access to a car.

Health Clearance Requirements

Health clearance requirements must be completed and reported to the Student Health Center prior to beginning nursing courses each year. The physical examination may be done at the Student Health Center, CSUB, prior to Fall classes, or it may be done by a physician of the student's choice, at the student's expense.

Initial Health Clearance for Newly-Admitted Sophomores

1. Completed Health History form.
2. Physical examination – within the last year.
3. Lab requirements – HGB/HCT, UA.
4. Tuberculin Skin Test – Performed not earlier than June 1st. Verification must include date, reading at 48 hours, and the name of the agency providing the service. Skin test should not be repeated if previous testing was positive.

   Those students with positive results will be evaluated by the Student Health Center. A chest x-ray will be required for those students who have a positive skin test for the first time. The chest x-ray will be repeated again the second year prior to Fall Quarter. Verification must include date, radiologist's reading, and name of the agency providing the service.

   All students with positive tuberculin tests will be evaluated for participation in the INH prophylaxis program according to Health Department guidelines.

   A chest x-ray will not be necessary for those students who can provide verification of two negative chest x-rays since their conversion to positive.
5. Immunizations – Written verification of date given is required.

   Required

   a. Hepatitis B Vaccine Series – The series consists of three injections given over a period of 6 months. The Hepatitis B Surface Antibody test will be drawn 1 month after the last injection.

      If the student refuses or has reason to believe that the vaccine is contraindicated for him or her, the student must sign a waiver which acknowledges the risk of Hepatitis B infection in a health care setting.

   b. Rubeola/Mumps/Rubella (MMR) Vaccine – must have been given after 1968 and after 15 months of age. Rubeola, mumps, and rubella titers, showing immunity to each disease, are acceptable in place of vaccination. The option of titers for measles, mumps and rubella is recommended for those over 35. Two doses of measles vaccine given before entry into college is recommended for those born after 1956.
   c. Tetanus and Diphtheria Vaccine – within the last 10 years. Vaccination must include diphtheria.
   d. Varicella (chickenpox) Vaccine – given in 2 doses one month apart. The student may waive varicella vaccination by: 1) signed statement declaring previous chickenpox, or 2) varicella titer, showing immunity to chickenpox.

   Highly Recommended Immunizations

   e. Influenza Vaccine – given yearly in October/November well ahead of the flu season.
   f. Hepatitis A Vaccine – two injections given 6 to 12 months apart.
   g. Meningitis Vaccine –one vaccination recommended.

Health Clearance for Returning Juniors & Seniors

In order to be eligible for classes in Fall quarter, students must present a Health Clearance from the Student Health Center attesting to the following:

1. Tuberculin Skin Test – see #4 for newly admitted sophomores.
2. Immunizations updated, if needed – Diphtheria/Tetanus, Rubella/Mumps/Rubeola (MMR), Hepatitis B Series, Varicella.

Financial Aid

Nursing Student Loan – The loan program provides up to $2,500 annually, based upon need, to sophomores and up to $4,000 to juniors and seniors who are full-time undergraduate students enrolling in Nursing curricula. Loans are repayable over a ten-year period which begins nine months after completion of the pro-

gram or when a student otherwise ceases to be at least a halftime student. The loan is interest-free while the student is enrolled in the program, and, under Federal law, certain cancellation procedures are available to students who participate in this program.

Special Scholarships – Various organizations make money available to student nurses who are in need of financial assistance. These scholarships help defray the expenses of books, uniforms, and student fees. For additional information, contact the Office of Financial Aid and Scholarships.

The Undergraduate Nursing Student Policy Handbook describes the procedures and criteria used by the Nursing Department Scholarship Committee.

Scholarships for Disadvantaged Students (SDS) – This program is available for bona fide nursing students from disadvantaged backgrounds who are enrolled as full-time students. If sufficient funds are available, undergraduate students who have demonstrated a commitment to pursuing a career in health professions may also be considered. Scholarship awards may cover tuition and required fees, books and supplies, and reasonable living expenses incurred while enrolled in school as a full-time student. Bona fide nursing candidates interested in being considered for the SDS Program should contact the Nursing Department at (661) 664-3102 or the Office of Financial Aid & Scholarships at (661) 664-3016 for additional information.

Absentee Policy

Clinical Attendance

1. Excused absence consists of time missed due to illness or extenuating circumstances. The student is responsible for notifying the instructor about the illness prior to the start of the assigned clinical day. In clinical courses students are permitted up to the equivalent of one week of excused absence per quarter. All excused absences in excess of the equivalent of one week must be made up during the quarter, by arrangement with instructor; otherwise, an "Incomplete" or failure for the course will be issued at the end of the quarter.
2. Unexcused absence is any absence not due to illness or extenuating circumstances, or without prior notification of the instructor. A clinical warning will be issued. All unexcused absences must be made up. An unexcused absence which is not made up will result in a failure of the course.
3. Provision for makeup labs may be offered, with priority given to those students with excused absences before students with unexcused absences.

Lecture Attendance

1. Class attendance is expected of all students enrolled at the university. The instructor in each course sets the standard expected in this regard. When students are absent from classes, it is their responsibility to inform instructors of the reason for the absence and to arrange to make up missed class work and assignments. Faculty reserve the right to subtract points from the total grade for each class absence. Guidelines will be listed in specific course syllabus.
2. Students' guests are allowed in lecture only with special permission from the instructor.
3. Students must obtain permission prior to using tape recorders in the classroom.
4. Children are not permitted in the classroom.

Illness Policy – Students whose condition limits their ability to give nursing care or who have an illness of a chronic or contagious nature must submit a doctor's release stating that it is safe for them to give nursing care before returning to the clinical area. See the Nursing Department Office for specific guidelines.

Licensure as a Registered Nurse – Students in the generic baccalaureate program are eligible to take the National Council of State Boards of Nursing Licensure Exam (NCLEX) after successful completion of California Board of Registered Nursing (BRN) requirements, which coincides with graduation.

The California Board of Registered Nursing has a policy for "denial of licensure for crimes or acts which are substantially related to nursing qualifications." For further information about this, please make an appointment with the Chair of the Department of Nursing prior to applying or no later than the first quarter of nursing course work.

Requirements for the Nursing Major

The Bachelor of Science degree in Nursing requires the completion of the following courses in Nursing arranged according to level. The levels are taken sequentially:

Level I – NURS 241, 242, 243, 244, 245
Level II – NURS 251, 252, 341, 342
Level III – NURS 351, 352, 353, 354, 355, 356, 357
Level IV – NURS 441, 442, 444, 490

Prerequisite and Cognate Courses

Required Courses

(Must be completed with a grade of "C" or better.) Prerequisite courses must be completed prior to entrance into NURS 241 and 242.

1. English*: 10-quarter units which include principles of verbal, written, and group communication. (CSUB courses: ENGL 110 and COMM 108). Prerequisites.
2. One course (5-quarter units or 3-semester units) in Sociology or Anthropology*. (CSUB courses: SOC 100, ANTH 100). Prerequisite.
3. One course in Anatomy* (5-quarter units or 3-semester units). (CSUB course: BIOL 250.) May be combined with Physiology as 10-quarter units or 6-semester units. Prerequisite.
4. One course in Physiology* including a laboratory (6-quarter units or 4-semester units) (CSUB courses: BIOL 255, BIOL 256). Prerequisite.
5. Inorganic Chemistry* and Organic Chemistry* (10-quarter units or 6-semester units). May be a combination inorganic/organic chemistry course (5 semester or 7.5 quarter units). (CSUB courses: CHEM 150 and CHEM 203). Prerequisite.
6. Introduction/General Psychology* course (5-quarter units or 3-semester units). (CSUB course: PSYC 100). Prerequisite.
7. One course in Statistics* (5-quarter units or 3-semester units). (CSUB course: MATH 140 or PSYC 200) Prerequisite.
8. One course in Microbiology* (5-quarter units or 3-semester units). (CSUB course: BIOL 311.) Cognate.
9. One course in Life-span Development* (5-quarter units). (CSUB courses: PSYC 210) or both Child Development (PSYC 310) and Aging (CSUB BEHS 382). Cognate.
10. Nursing Pharmacology* course (3-quarter units or 2-semester units). (CSUB course: NURS 245). Cognate.
11. One course in Nutrition* (3-quarter units or 2-semester units). (CSUB course: BIOL 370) Cognate.
12. One course in Pathophysiology* (5-quarter units or 3-semester units) or current CCRN certificate. (CSUB course: BIOL 355) Cognate.

* It is recommended that prerequisite and cognate courses be taken within the past ten years prior to graduation. See Department of Nursing for course currency policy.

Recommended Elective Courses

1. BEHS 331 Political Sociology
2. CMPS 121 Computer Skills and Concepts II
3. FIN 300 Financial Management
4. NURS 257 Healthy Aging
5. NURS 327 Women's Health
6. PHIL 201 Contemporary Moral Problems
7. PHYS 150 Introduction to Principles of Physics
8. PSYC 403 Health Psychology
9. SOC 327 Race and Ethnic Relations
10. SOC 464 Family and Stress

COURSE DESCRIPTIONS

Note: A credit hour is equivalent to one hour of classroom study or three hours of clinical/laboratory experience and appropriate outside preparation; or a combination of the foregoing, times the number of weeks in the quarter. A quarter credit hour is equivalent to 10 hours of classroom contact, 30 hours of clinical/laboratory experience plus appropriate outside preparation; or a combination of the foregoing. Each classroom/clinical laboratory hour is 50 minutes in length.

Lower Division

NURS 120 Introduction to Health Careers (1)

Overview of careers in healthcare with special emphasis on allied health, medicine, and nursing. Discussion of prerequisite skills and course work required or desired by education programs for entry into a health career. Examination of specialization in health careers and the required foundation for the specialty. Students demonstrate written and verbal communication through an in-depth report on a specific health career. The report is based on computer internet, library and interview skills. Development of a personal plan that documents that attainment or plans for attainment of the prerequisite skills and course work of a health career. Intended for pre-nursing, pre-medicine and pre-allied health students. Offered on a credit, no-credit basis only. One unit lecture. Prerequisites: none. [F]

NURS 140 Medical Terminology (3)

This course is an introduction to the study of medical terminology. Through word analysis and labeling exercises this course will help the student to learn the anatomic and clinical terms pertaining to each body system. This course is for nursing students and pre-nursing students interested in building a medical vocabulary. Prerequisites: none. [F]

NURS 240 First Steps Toward Nursing Practice (1)

Focuses on assisting beginning nursing students with test taking and math skills and word usage in health care settings. Includes instruction and practice in using math for medication administration and in appropriate word use for reporting and recording nursing assessments. Scenarios will be used to provide assessment data and to illustrate how variations in client characteristics such as culture and age may influence medication administration and nursing assessment. Students will take a national pre-nursing assessment test ($20 processing fee required). May be repeated one time. Offered on a credit, no-credit basis only. Co-requisites: concurrent enrollment in NURS 242 is recommended. [S, F, W]

NURS 241 Introduction to the Study of Professional Nursing (3)

Significant concepts, such as person, family, group, community, environment, cultural diversity, health, and interpersonal communication that form the theoretical framework essential for providing effective nursing care, are introduced. The evolution of the health care system, including role and accountability of health care providers, is examined. Historical events, current trends, legal, ethical, social, and political issues influencing nursing are examined within social-cultural contexts. A comparison is made between technical and professional nursing and nursing education with relevance to the professional nurse's roles (clinician, researcher, educator, and leader). Various philosophies, theories and conceptual models of nursing are examined. Components of the nursing process are introduced. The CSUB Department of Nursing philosophy and conceptual model of nursing, as the basis of the nursing process and as a means of maintaining physiological, psychological, and sociocultural integrity is studied. Prerequisites: (1) admission to the Nursing Program; (2) completion of the following courses or equivalent with a grade of "C" or better: ENGL 110, COMM 108, CHEM 150, CHEM 203, BIOL 250 (Human Anatomy with Lab), BIOL 255/256 (Human Physiology with Lab), SOC 100 or ANTH 100, MATH 140, PSYC 100; (3) a score of 50 or higher on the Test of Spoken English, and a score of 500 or higher on the TOEFL will be required for any student who did not attend schools at the secondary level or above for at least three years full time where English is the principal language of instruction. Co-requisites: NURS 242, BIOL 311, BIOL 355. [F]

NURS 242 Beginning Physical Examination and Health Assessment (3)

Provides theoretical foundation for health assessment, physical examination and clinical experiences for implementing knowledge in the practice setting. Assessment is stressed as a common foundation of knowledge and of many shared skills among health professionals and as the initial phase of the nursing process for collecting and analyzing data to identify potential and actual client problems both nursing focused and collaborative in nature. The CSUB Department of Nursing Conceptual Model as a basis for the approach to assessment is studied and applied. The basis for establishing a professional nurse-client relationship as a foundation for communication is examined. Clinical laboratory experiences in the methods and process of the assessment of adults are provided. Differentiation is made between various data bases—complete, episodic or problem-centered, follow-up, and emergency. Cultural and developmental considerations are included. Lecture/Discussion 2 units; Laboratory Practice 1 unit. Prerequisites: (1) admission to the Nursing Program; (2) completion of the following courses or equivalent with a grade of "C" or better: ENGL 110, COMM 108, CHEM 150, CHEM 203, BIOL 250 (Human Anatomy with Lab), BIOL 255/256 (Human Physiology with Lab), SOC 100 or ANTH 100, MATH 140, PSYC 100; (3) a score of 50 or higher on the Test of Spoken English, and a score of 500 or higher on the TOEFL will be required for any student who did not attend schools at the secondary level or above for at least three years full time where English is the principal language of instruction. Co-requisites: NURS 241, BIOL 311 and BIOL 355. [F]

NURS 243 Fundamental Concepts/Principles Basic to Professional Nursing (4)

Application of CSUB Department of Nursing Conceptual Model to the nursing process is continued. The nursing process as a method of providing nursing care and as related to the independent role of the nurse is studied. Major concepts such as pain, stress, loss and grief are studied. Principles of leadership and ethical decision-making are introduced. The theory and principles basic to the study of fundamental skills of nursing care are presented to correspond to the practical application of these in NURS 244. Prerequisites: BIOL 355, NURS 241, NURS 242. Co-requisites: NURS 244, NURS 245, PSYC 210. [W]

NURS 244 Skills Fundamental to the Practice of Nursing (4)

Basic skills related to the theory and principles taught in NURS 243 are demonstrated and practiced in laboratory simulations. Basic nursing skills, including communication and health assessment skills are applied in clinical practice situations in the process of providing care to adults. Utilizing the CSUB Department of Nursing philosophy and conceptual model of nursing, emphasis is placed on the beginning application of the nursing process. Laboratory practice. Prerequisites: NURS 241, NURS 242, BIOL 355. Co-requisites: NURS 243, NURS 245, PSYC 210. [W]

NURS 245 Pharmacology (3)

Principles and concepts of pharmacologic intervention. A lecture/demonstration course integrating pharmacology, physiology and disease processes. Emphasis on providing the student with the information necessary to assess a patient's reaction to pharmacologic agents, anticipate appropriate intervention, and recognize common problems associated with drug therapy. Lecture 2 units; Laboratory 1 unit. Prerequisite: for Nursing majors, CHEM 203, BIOL 311, BIOL 355; for others, permission of the instructor. [W]

NURS 250 Preparation for the RN Program (L.V.N. Bridge Course) (3)

Focus is on facilitating the transition from the role of a Licensed Vocational Nurse to that of a Registered Nurse. Concepts, theories and principles basic to advanced nursing are introduced. Opportunity will be provided to assess the student's nursing skills, to detect which skills the student needs to strengthen, and to identify the resources for strengthening those skills prior to taking the required courses in health problems and nursing care of adults. Prerequisites: current California LVN License, admission to the University, and completion of BIOL 255, 256, and 311. [F] [W]

NURS 251 Health Care of Adults Through Senescence, Part I (Theory) (5)

Focuses on the identification and treatment of common health problems of young, middle aged, and older adults and the promotion of wellness. Common illness conditions are studied in relation to altered physiological processes as a means to provide sound nursing interventions. The CSUB Department of Nursing Conceptual Model provides a basis for viewing problems as physiological, psychological, and sociocultural systems instabilities which influence functional health patterns. Critical thinking skills are applied to analysis of data for identifying nursing and collaborative problems. The nursing process is studied as an approach to re-establish systems stability/maximum functional status. Principles and concepts from the natural and behavioral sciences are used to discuss the application of the nursing process. Prerequisites: NURS 243, NURS 244, NURS 245, PSYC 210, BIOL 355. Co-requisites: NURS 252, BIOL 370. [S]

NURS 252 Health Care of Adults Through Senescence, Part I (Clinical) (5)

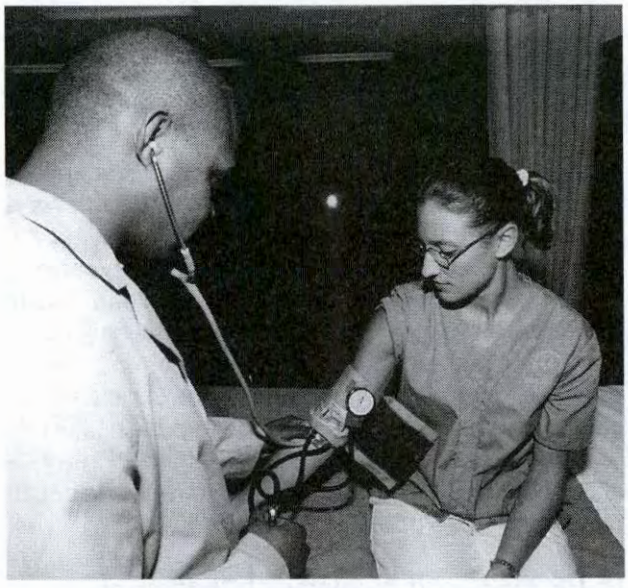
The CSUB Conceptual Model of Nursing, as the basis of the nursing process and as a means of maintaining physiological, psychological, and sociocultural integrity is applied. Biological and psychosocial theories are utilized in the development of the nursing process. Emphasis is placed on nursing interventions directed toward the promotion of system stability/maximum functional status and evaluation of the results of interventions. Clinical experiences for implementing the nursing process in the care of young, middle-aged, and older adults with common illness conditions are provided. Acute healthcare settings are utilized. Critical analysis of patient data and responses to nursing intervention are emphasized. Laboratory Practice. Prerequisites: NURS 243, NURS 244, NURS 245, BIOL 355, PSYC 210. Co-requisites: NURS 251, BIOL 370. [S]

NURS 253 Home Health Care Overview (1)

Theory related to the issues of home health care will be introduced. Information, in addition to material in the clinical nursing courses, that is needed to be certified as a home health aide will be presented. Prerequisites: NURS 243, NURS 244, BIOL 355. Co-requisites: NURS 251, NURS 252. Prerequisite or Co-requisite: BIOL 370. [S]

NURS 257 Healthy Aging (5)

This course is based upon human response patterns within a framework of human need and is organized from the basic to the most complex in terms of understanding the aged and their needs. It is the belief that healthy aging and wellness are within the grasp of every aging person, given reasonable relationships and environmental supports. Biological, psychological, sociological, cognitive, spiritual, and cultural factors are explored from a holistic perspective and include theories of aging, health and wellness, age-related changes, vulnerability, death and dying, and other issues related to family, community and health care delivery systems. Recommended: one course in anthropology, psychology, or sociology. [S]



Upper Division

NURS 327 Women's Health (5)

This course covers women's health care from a primary care and well-being perspective. Included are traditional reproductive content as well as selected common medical and psycho-social-developmental-political problems and issues as they relate to women's health. The importance of health responsibility being assumed by the individual is emphasized. Prerequisites: PSYC 100, SOC 100, and ENGL 110.

NURS 340 Preparation for the NCLEX (2)

Lecture/Seminar course designed to assist nursing students to prepare for the National Council Licensure Examination (NCLEX). Students will be provided the opportunity to assess their level of preparedness for the national examination for registered nurse licensure. The standardized test will be an additional cost for the student. Skills in computer test taking will be included. The current test plan for the NCLEX for Registered Nurses will guide the presentation of specific course content. Prerequisite: Nursing student or permission of instructor. Course can be repeated twice for credit.

NURS 341 Health Care of Adults Through Senescence, Part II (Theory) (5)

Focuses on the identification and treatment of common high acuity pathophysiological health problems of young, middle-aged, and older adults. High acuity pathophysiological disorders are studied in relation to nursing diagnoses common to those patients and in relation to altered physiological processes as a means to provide sound nursing interventions. The CSUB Department of Nursing Conceptual Model provides a basis for viewing problems as physiological, psychological, and sociocultural systems instabilities. Critical thinking skills are applied to analysis of data for identifying nursing and collaborative problems. The nursing process is studied as an approach to re-establish systems stability/maximum functional status. Principles and concepts from the natural and behavioral sciences are used to discuss the development of the nursing process. Prerequisites: NURS 251, NURS 252, BIOL 370. Co-requisite: NURS 342. [F]

NURS 342 Health Care of Adults Through Senescence, Part II (Clinical) (5)

A course of study to further advance the student's ability to apply theoretical knowledge to the care of young, middle-age and older adults. Acute/critical and alternative health care settings are utilized for implementing the nursing process. The CSUB Conceptual Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, and sociocultural integrity is applied. Biological and psychosocial theories are utilized in the development of the nursing process. Emphasis is placed on nursing interventions directed toward the promotion of system stability and evaluation of the results of interventions. Critical analysis of patient data and responses to nursing intervention are emphasized. Laboratory Practice. Prerequisites: BIOL 370, NURS 251, NURS 252. Co-requisite: NURS 341. [F]

NURS 345 Pathophysiologic Basis of Illness and Disease (5)

Focuses on disease processes in the human and encolpasses the study of disordered or altered functions. Defines relationships between human anatomy, physiology, biochemistry, and microbiology. Using a systems assessment approach, provides the basis for treatment of disease states. Acute and chronic alterations will be identified. A framework incorporating genetic, congenital, traumatic, and acquired risk factors across the life-span resulting in pathophysiologic alterations will be discussed. Prerequisites: BIOL 250, BIOL 255/256, CHEM 150, CHEM 203, or permission of the instructor. [S]

NURS 351 Psychiatric-Mental Health Nursing (5)

Focus of the course is on the identification, treatment, and nursing care of common psychopathological health problems of children, adolescents, adults, and the elderly. Psychobiological, psychosocial, and sociocultural variables influencing systems stability are explored. Theoretical content includes psychopathology, pharmacology and treatment modalities related to attributes of humanistic individuals, group-aggregates or communities. Communication and group process theory and its application to practice are included. Principles and concepts from mental health/psychiatric nursing are applied to the nursing process. Prerequisites: NURS 341 and NURS 342.

NURS 352 Psychiatric-Mental Health Nursing Care (3)

The course provides clinical experiences for implementing the nursing process in the care of individuals, families and groups with mental health problems. Students utilize physiological, psychosocial, cultural and behavioral concepts in application of the nursing process to individuals, families and groups. Emphasis is placed on nursing interventions directed toward promotion of system stability and evaluation of the results of mental health interventions. Laboratory Practice. Prerequisites: NURS 341 and NURS 342. Prerequisite or Co-requisite: NURS 351.

NURS 353 Health Promotion During the Period of Family Expansion (4)

This course focuses on theoretical concepts and principles for facilitating systems stability in families and individuals during the period of family expansion, the woman during the reproductive cycle, the newborn and the family. Methods of health assessment, promotion and maintenance, health education, and early family rearing practices based on individual differences will be discussed. Health problems of family members during this time will be addressed. Prerequisites: NURS 341 and NURS 342.

NURS 354 Nursing Care During the Period of Family Expansion (5)

This course provides clinical experience in the application of nursing care principles and concepts to the care of women, newborns and their families during the period of family expansion from preconception through early infancy. Included will be experiences in normal and high-risk situations, during the antepartum, intrapartum, postpartum and neonatal periods in hospitals, community agencies, and in the home. Emphasis is placed on use of the nursing process, including adequate assessment of the physiological, psychological and sociocultural systems, and functional health patterns to arrive at nursing diagnoses and subsequently plan and implement nursing care. Opportunity will be provided for further development of the clinician, education, and leadership roles and for introducing the role of nurse researcher. Laboratory Practice. Prerequisites: NURS 341 and NURS 342. Prerequisite or Co-requisite: NURS 353.

NURS 355 Health Problems of Children and Adolescents (4)

Major health problems interfering with growth and development from infancy through adolescence, and their effects on physical, psychological, and sociocultural systems stability and functional health patterns are studied in relation to the individual and family. Health assessment, health promotion, prevention of illness, and therapeutic interventions are studied with the family as the focus of care. Prerequisites: NURS 341 and NURS 342.

NURS 356 Nursing Care of Children and Adolescents (5)

Application of knowledge and skill through provision of nursing care in clinical situations involving multisystem instability in infants, children, adolescents and their families. The nursing process is used to identify dysfunctional health patterns, formulate nursing diagnoses, and develop comprehensive nursing plans of care. Emphasis is given to implement health assessment, promotion and education related to the developmental level of children and their families. Laboratory Practice. Prerequisites: NURS 341 and NURS 342. Prerequisite or Co-requisite: NURS 355.

NURS 357 Planning Nursing Research (3)

An introduction to planning a research project based upon a simple nursing problem. Includes: definitions of terms, methods for writing problem statements, sample collection procedures, choosing data collection instruments, data analysis, protection of human subjects rights, developing a nursing research proposal. Three hours per week. Prerequisites: MATH 140 or PSYC 200. Junior standing in Nursing Program or RN to BSN to MSN program. [F]

NURS 396 Community Service Learning (1-2)

Community service provides a learning experience through volunteering in a health setting. Designed to complement the learning of students entering or considering entering a health profession. Direct community experiences are arranged through a variety of health organizations. Basic topics of confidentiality and infection control (OSHA requirements) are introduced during the initial enrollment in the course and renewed on an annual basis. Depending on health setting placement, a student may need to meet additional requirements such as CPR, health clearance, and malpractice insurance. Particular placements may require completion of Level I of the CSUB nursing program. Individual academic learning objectives guide the experience. Health practice based reflection is used to evaluate the student's ability to connect the community service learning to academic course work. Offered on a credit, no-credit basis only. One unit of credit for 30 or more hours of volunteer community service experience in a health setting. Only one unit of Human Corps credit can be earned per term. No more than 12 units of Human Corps credit may be applied toward the baccalaureate degree. Prerequisites: none. [F, W, S]

NURS 410 Professional Nursing Concepts and Issues (5)

This course provides the students with opportunities to explore and critically analyze nursing theories and conceptual models. The relationship between nursing theories and nursing practices will be emphasized. Students will also examine the characteristics of nursing as a profession and the roles of the professional nurse. Current and evolving ethical, legal, political, and economic issues facing the profession of nursing will be discussed and analyzed. Prerequisite: admission to the RN to MSN option or RN to BSN to MSN option. Senior standing or higher in Nursing. [F]

NURS 440 Basic Dysrhythmia Course (3)

This course will focus on the interpretation of ECG rhythms and dysrhythmias. A systematic approach to dysrhythmia interpretation will be utilized. This course is for nursing students interested in working in medical/surgical units, critical care units, emergency departments, operating rooms, postanesthesia care units, outpatient clinics, and various community settings where nurses are responsible for interpreting the client's heart rhythm as a part of their job requirement. [S]

NURS 441 Community Health Nursing (5)

Principles, theories, and concepts of community health nurses are utilized to generate an understanding of the roles and functions of community health nurses. Special focus is given to the nursing process and nursing roles needed to promote system stability and maximum functional status of families, groups, aggregates, and community. This course is designed to encourage the critical thinking necessary to perform autonomously in community health nursing. Prerequisites: Level III Nursing courses or equivalent for RN students. [W]

NURS 442 Community Health Nursing Practicum (5)

Concepts and theories of community health nursing are utilized in the application of the systems model. Special emphasis is given to use of the nursing process with families, groups or aggregates. Laboratory Practice. Prerequisite: Level III Nursing courses or equivalent for RN students. Prerequisite or Co-requisite: NURS 441. [W, S]

NURS 444 Professional Nursing Practicum (5)

Integration of prior nursing and support course content into professional nursing practice. Faculty select, with student input, a clinical agency for an advanced clinical experience. Student will apply all nursing roles (clinician, educator, researcher, and leader), with emphasis on the leader and clinician roles. Students will take a national assessment test in preparation for the RN license examination (processing fee required). Seminar 1 unit/Laboratory Practice 4 units. Prerequisites: Level III Nursing courses or equivalent for RN students. Prerequisite or Co-requisite: NURS 357 and NURS 490. [W, S]

NURS 445 Multi-System Integration of Medical-Surgical Nursing (2)

This course focuses on the student's internalization of knowledge through contextual, syntactical and inquiry learning. Students will be assisted to utilize techniques that integrate multisystem factors of assessment, intervention and evaluation. Through case studies students will be presented meaningful ways to apply concepts to clinical, community and home situations. Prerequisite: Senior nursing status. [S]

NURS 490 Senior Seminar: Leadership, Trends & Issues in Nursing (5)

Consideration is given of current and evolving ethical, legal, political, and economic issues facing the profession of nursing. These issues are critically analyzed as they relate to nursing care and nursing leadership/management in the delivery of health care in contemporary society. Prerequisites: Level III Nursing courses or equivalent for RN students. [F]

NURS 497 Cooperative Education (1-5)

This work study course is offered through Cooperative Education by the Department of Nursing in cooperation with selected clinical agencies. Students apply previously learned nursing theory and clinical skills in assigned patient care settings under the supervision of selected RN nurse preceptors. The laboratory experience is supervised by a Department of Nursing faculty (course instructor), clinical agency coordinators, and the Cooperative Education Coordinator. The determination of course credits, evaluation, and grading is the responsibility of the nursing faculty. Laboratory Practice. Prerequisites: NURS 243, 244, and 245. Offered on a credit, no-credit basis only. [F, W, S]

NURS 499 Independent Study (1-5)

Individual projects, such as directed reading, for students qualified to carry on independent work. Prerequisite: Permission of instructor.

Program Description for RN to BSN and RN to BSN to MSN

The RN to BSN to MSN program is an accelerated study plan designed to facilitate advanced professional education for highly motivated and academically prepared nurses. Registered nurses with a diploma or associate degree in Nursing can join this special program to earn the Bachelor of Science in Nursing and Master of Science degree in Nursing. Many nurses stop with the baccalaureate degree.

The plan recognizes student prior educational achievements and professional experience. Registered nurses obtain advanced placement by challenge examinations for many of the undergraduate courses and are then admitted directly to the BSN program at senior status. The RN students are allowed to enroll in Master's-level core courses (a maximum of 15 credits: NURS 515, NURS 518, NURS 586, NURS 590, NURS 595 and NURS 584) as they complete required undergraduate courses.

The program may be completed in approximately three years on a full-time basis or up to 7 years on a part-time basis. The graduate level core courses and the role preparation courses will be identical to the requirements of the regular Master's program for each option.

Program Description for RN to MSN

The RN to MSN program is an accelerated study plan designed to facilitate advanced professional education for the highly motivated and academically prepared nurses. Registered nurses with a diploma or associate degree in Nursing and a non-nursing baccalaureate degree can join this special program to earn the Master of Science degree in Nursing.

The plan recognizes students prior educational achievement and professional experience. Registered nurses obtain advanced placement by challenge examinations for many of the undergraduate courses and are then admitted at conditionally classified status to the MSN program. The RN students are allowed to enroll in Master's-level core courses as they complete required bridge courses of the baccalaureate program.

The program may be completed in approximately three years on a full-time basis or up to 7 years on a part-time basis. The graduate level core courses and the role preparation courses will be identical to the requirements of the regular Master's program for each option.

Baccalaureate and Master's Program Objectives

The Baccalaureate of Science in Nursing program objectives are the same as for the baccalaureate program as presented earlier in the catalog. The Master of Science in Nursing program objectives are the same as for the master's program as presented later in the catalog.

Admission Policies

The admission policies, including those for medical corpsmen and handicapped students, are the same as presented earlier in the catalog. Malpractice insurance, uniforms, transportation, and health requirements are the same as for students in the baccalaureate and masters programs. Applications are due to the Nursing Department by May 30. A University application for either undergraduate or post-baccalaureate is necessary for University admission. Transcripts of all college work are due by June 30.

Admission Requirements for RN to BSN to MSN or RN to MSN

To be considered for admission at a senior or graduate conditional status, students must meet the following criteria:

1. Associate degree or diploma in nursing.
2. Baccalaureate (non-nursing) required for admission to the RN to MSN option.
3. Current, clear, and active California RN License.
4. A minimum of one year of nursing experience in the last five years. The Master's Family Nurse Practitioner option requires one year of nursing practice in the past three years.
5. A grade point average (GPA) of 3.0 or better (on a scale of A=4.0) in the last 90 quarter units or 60 semester units of academic credits.
6. A personal goal statement and program plan developed with the graduate program coordinator or faculty designee is required prior to progression to Classified status in the Master's Program.
7. Successful completion (with a passing score) of the Nursing Challenge Examinations, for advanced placement credit.
8. Letters of recommendation from a minimum of three persons who know the applicant's academic and professional abilities.
9. Submission of a completed application including official transcripts to the University and to the Department of Nursing.
10. Completion of all prerequisite course work. These are the same prerequisites as the BSN program for generic students.

Prerequisite Courses

Required Courses: (Must be completed with a grade of "C" or better. Prerequisite courses must be completed prior to enrollment into NURS 410.)

1. English*: Ten quarter units which include principles of verbal, written, and group communication. (CSUB courses: ENG 110 and COMM 108.) Prerequisites.
2. One course (5 quarter units or 3 semester units) in Sociology* or Anthropology*. (CSUB courses: SOC 100, ANTH 100.) Prerequisite.
3. One course in Anatomy* (5 quarter units or 3 semester units). (CSUB course: BIOL 250.) May be combined with Physiology as 10 quarter units or 6 semester units. Prerequisite.
4. One course in Physiology* including a laboratory (6 quarter units or 4 semester units). (CSUB courses: BIOL 255, BIOL 256.) Prerequisite.
5. Inorganic Chemistry* and Organic Chemistry* (7.5 or greater quarter units). May be a combination inorganic/organic chemistry course. (CSUB courses: CHEM 150 and CHEM 203.) Prerequisite.
6. Introduction/General Psychology* course (5 quarter units or 3 semester units). (CSUB course: PSYC 100.) Prerequisite.
7. One course in Statistics* (5 quarter units or 3 semester units). (CSUB course: MATH 140 or PSYC 200.) Prerequisite.
8. One course in Microbiology* (5 quarter units or 3 semester units). (CSUB course: BIOL 311.) Prerequisite.
9. One course in Life-span Development* (5 quarter units). (CSUB courses: PSYC 210 or PSYC 310.) Prerequisite.
10. Nursing Pharmacology* course (3 quarter units or 2 semester units). (CSUB course: NURS 337 or NURS 245.) Prerequisite.
11. One course in Nutrition* (3 quarter units or 2 semester units). (CSUB course: BIOL 370.) Prerequisite.

12. One course in Pathophysiology* (5 quarter units or 3 semester units) or current CCRN certificate. (CSUB course: BIOL 355.) Prerequisite.

    * It is recommended that prerequisite courses be taken within the past ten years prior to graduation. See Department of Nursing for course currency policy.

Advanced Placement Credit

Advanced placement credit (APC) may be received by challenge examinations or transfer credit from a baccalaureate program. Advanced placement credits are required for the following courses:

1. Nursing Care of Adults II, Theory
2. Nursing Care of Adults II, Clinical
3. Parents-Infant Nursing, Theory
4. Parents-Infant Nursing, Clinical
5. Nursing Care of Children, Theory
6. Nursing Care of Children, Clinical
7. Psychiatric Nursing, Theory
8. Psychiatric Nursing, Clinical

Upon successful completion of the challenge examinations or transfer of credits, registered nurses will receive 32 APC. The Regent's tests which must be passed are (1) Adult Health Nursing (12 quarter units advanced placement); (2) Psychiatric-Mental Health Nursing (10 quarter units advanced placement); and (3) Maternal-Child Nursing (10 quarter units advanced placement).

Required Courses for the Bridge Year

The Bridge year is the first year in the RN to BSN to MSN and RN to MSN program in which registered nurses take undergraduate courses, as well as certain graduate and general education courses. The following nursing and cognate courses are required for the Bridge year for students seeking a BSN degree:

1. NURS 410 Professional Nursing Concepts and Issues (5)
2. NURS 441 Community Health Nursing (5)
3. NURS 442 Community Health Nursing Practicum (5)
4. NURS 357 Planning Nursing Research (3)
5. NURS 490 Senior Seminar: Leadership, Trends & Issues in Nursing (5).
6. NURS 444 Professional Nursing Practicum (5)

Note: Nine (9) hours of graduate course work can be taken during the bridge year (NURS 586 Advanced Health Assessment - 5 units) and NURS 590 Development of a Theory or Conceptual Model of Nursing - 4 units) may be taken during the Bridge year. In addition to the above required nursing courses, the general education requirements for the baccalaureate degree of the university must be completed for students in the RN to BSN to MSN option.

Graduate Courses

Description of the MSN program and graduate courses are listed in the "Graduate Studies" section of this catalog.

PHYSICS AND GEOLOGY

Science Building II, 273
(661) 664-3027
(661) 664-2040 (fax)
email: aparks@csub.edu
http://www.cs.csubak.edu/Physics/
http://www.cs.csubak.edu/Geology/

Chair: **J. Talamantes**

PHYSICS

Faculty: **D. Detwiler (Emeritus)**
V. Gasparyan, A. Greene,
J. Lewis, T. Meyer, R. Negrini

Program Description

The Physics program serves multiple roles in the College's educational system. Not only does it prepare students for advanced study and professional work in physics and other physical sciences such as geophysics, atmospheric physics, etc., but it also provides the necessary education in physics for students of other sciences.

In view of the highly technological nature of the society in which we live, the department also places high priority on the education of the non-science student. The 100-level Physics courses are designed to help these students achieve an understanding of the methods and goals of science and to provide them an opportunity to seriously consider and discuss important socio-scientific-technological questions.

Although the minimum degree requirements are stated below, majors in Physics who plan to pursue careers as professional physicists are advised to take additional physics and mathematics courses. Members of the Physics faculty will be pleased to provide counseling on recommended programs to any students who may wish to pursue this major. Visit our website at http://www.cs.csubak.edu/Physics.

Requirements for the Major in Physics

Requirements for the Bachelor of Science degree in Physics are:

1. All of the following lower division courses:
   PHYS 221, 222, 223
2. All of the following upper division courses:
   PHYS 307, 321, 322A, 322B, 323A, 323B, 324, 411A, 411B, 490
3. Two options chosen from the following:
   PHYS 313A and 313B; PHYS 313A and 323C; PHYS 325; PHYS 412A and 412B; PHYS 412A and 323C; PHYS 477; PHYS 480

Cognates:

Math 211, 212, 213, 214, 222, 223, and 302
CHEM 211, 212
CMPS 212

Additional courses in Mathematics may be advised, depending upon the program needs of the individual student.

Requirements for the Minor in Physics

Although no minor is required for the BS degree, a minor in Physics is available, consisting of 20 units, 10 of which must be in upper division courses that count toward the major.

Teaching Credential – Science Teacher Preparation Program Leading to a Degree in Natural Sciences, Primary Concentration in Physics

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This course work satisfies the course requirements for a "Secondary Teaching Credential in Science." The program consists of three components: I. Primary Concentration (major); II. Secondary Concentration (minor); and III. Breadth (cognates). Program completion leads to a BA degree in Natural Sciences with a major in the area of primary concentration and a minor in the secondary concentration.

Following is the course work required for a Natural Science Teacher Preparation Program with a Primary Concentration in Physics. Additional information may be obtained from the Physics/Geology Department office (661) 664-3027.

Note: Except for PHYS 490 Senior Seminar 490, all courses must be completed with their respective laboratory components.

I. Primary Concentration in Physics
PHYS 220, 332, 333, 334, 307, 324, 490 plus six additional units of 300 or 400-level of Physics course work acceptable for the major;

II. Secondary Concentration including III. Breadth

Select one of the following sets of courses:

1. Secondary Concentration in Biology BIOL 210, 211, 212 plus two additional 300 or 400-level Biology courses acceptable for the major: CHEM 211 and 212; GEOL 201 and 205.
2. Secondary Concentration in Chemistry CHEM 211, 212, 213 plus two additional 300 or 400-level Chemistry courses acceptable for the major: BIOL 210, 211 and 212; GEOL 201 and 205.
3. Secondary Concentration in Geology GEOL 201, 205, 303, 307 and 320; BIOL 210, 211 and 212; CHEM 211 and 212.

PRE-ENGINEERING COURSES

Although the university does not offer a degree in engineering, many students find it beneficial to complete at this campus a substantial portion of required courses for engineering programs elsewhere. Most engineering programs are highly structured and demanding, and careful selection of courses for transfer to other institutions is urged.

Minimum requirements at most institutions include the following courses:

1. MATH 211, 212, 213, 214, 222, 223 and 302
2. PHYS 221, 222, 223, 240 and 241
3. CHEM 211 and 212
4. CMPS 212

Students interested in pre-engineering programs are advised to consult with the pre-engineering advisor of the Department of Physics for information and assistance in planning their programs.

COURSE DESCRIPTIONS

Lower Division

ENGR 160 Introduction to Engineering (1)

An introduction to the various areas within the engineering discipline. Description of engineering curricula and career opportunities within each of the various areas. Academic advising for transferring to other institutions with engineering degree programs. Primarily for students planning to major in one of the fields of engineering. One hour lecture/discussion.

ENGR 161 Engineering Orientation (2)

Continuation of ENGR 160. Two hours lecture/discussion.

PHYS 110 Introduction to Astronomy (5)

Historical development of modern astronomy. Contents of the universe, the solar system, stars, and galaxies. Stellar evolution and solar processes. The planets. Modern cosmology [F, W, S]

PHYS 150 Introduction to Principles of Physics (5)

Elements of mechanics, electricity, and modern physics. This course is designed to cover these selected areas of physics in a somewhat abbreviated fashion in a single term, and cannot be used as a prerequisite for other physics courses. Includes two laboratory periods per week. Prerequisite: MATH 104 or MATH 105 or Level B on mathematics placement test.

PHYS 201 Basic Principles of Newtonian Physics (5)

Newtonian mechanics; relationships to contemporary physics; field and laboratory investigations with emphasis on the physical measurements of motion. Three hours lecture/discussion and two three-hour laboratories per week. Offered with non-calculus based text. Prerequisite or co-requisite: Math 192 or equivalent. (PHYS 201+202+203 = CAN PHYS SEQ A) [F, W]

PHYS 202 Basic Principles of Maxwellian Physics (5)

Maxwellian electromagnetics; relationships to contemporary physics; field and laboratory investigations in electricity, electronics, magnetism, and heat. Includes two laboratory periods per week. Offered with non-calculus-based text. Prerequisite: PHYS 201. (PHYS 201+202+203 = CAN PHYS SEQ A) [W, S]

PHYS 203 Basic Principles of Contemporary Physics (5)

Modern physics; principles of relativity, quantum phenomena, light, and the structure of matter. Observations and investigations related to atomic, nuclear, and molecular structure. Three hours lecture/discussion and two three-hour laboratories per week. Offered with non-calculus based text. Prerequisite: PHYS 202. (PHYS 201+202+203 = CAN PHYS SEQ A) [S]

PHYS 207 Electric Circuits (5)

Circuit laws and analysis of DC and AC circuits. Physical properties, electrical characteristics and circuits of discrete and integrated electrical and electronic devices. Design and construction of circuits with instrumentation applications. Three hours lecture/discussion and two three-hour laboratories per week. Prerequisites: PHYS 222, MATH 212, MATH 222 (MATH 213 recommended). [F]

PHYS 221 Classical Physics I (6)

Recommended for majors in the physical sciences, mathematics, and engineering. Vectors, kinematics, the laws of motion, work and energy, conservation of momentum, rotational kinematics and dynamics, oscillations and wave motion, sound, fluids. Five hours lecture/discussion, three hours laboratory. Prerequisite or co-requisite: MATH 211.

PHYS 222 Classical Physics II (6)

Temperature and heat, kinetic theory of gases, laws of thermodynamics. Electric charges and forces, the electric field and potential for stationary charges, capacitance. Electric currents and circuits, the magnetic field and forces, magnetic induction, Maxwell's equations in integral form. Five hours lecture/discussion, three hours laboratory. Prerequisite: PHYS 221, MATH 212. (CAN PHYS 12) [W, S]

PHYS 223 Optics and Modern Physics (6)

Physical optics, relativity, black-body radiation, wave-particle duality, atomic models, introduction to quantum theory, atomic structure, radioactivity and nuclear structure. Five hours lecture/discussion, three hours laboratory. Prerequisite: PHYS 222. (CAN PHYS 14) [S]

PHYS 240 Analytic Mechanics, Statics I (3)

Fundamental principles of force systems acting on particles and rigid bodies in static equilibrium. Applications to structural and mechanical problems. Prerequisite: PHYS 221 or permission of the instructor.

PHYS 241 Analytic Mechanics, Statics II (2)

Continuation of PHYS 240. More advanced applications to two and three dimensional structural and mechanical problems. Prerequisite: PHYS 240.

PHYS 244 Properties of Materials I (3)

Application of physical principles to materials, their basic structures and properties. Emphasis on mechanical and chemical properties. Prerequisites: CHEM 211, PHYS 221 or permission of the instructor.

PHYS 245 Properties of Materials II (2)

Continuation of PHYS 244. Emphasis on physical and electrical properties. Prerequisites: PHYS 222 and PHYS 244, or permission of the instructor.

PHYS 277 Special Topics in Physics (1-5)

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

PHYS 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complimentary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

Upper Division

PHYS 307 Circuit Theory and Electronics (5)

Circuit laws, theorems, equivalent circuits. Physical properties, electrical characteristics and circuits of electrical and electronic devices, discrete and integrated. Design and construction of analog and digital circuits with instrumentation applications. Three hours lecture/discussion and two three-hour laboratories per week. Prerequisites: PHYS 223 (MATH 302 recommended).

PHYS 313A Condensed-Matter Physics I (3)

Introduction to solid state structure and x-ray diffraction analysis, thermal, electronic, magnetic, optical and defect properties of crystalline solids. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 223 and MATH 213 or permission of the instructor.

PHYS 313B Condensed-Matter Physics II (3)

Introduction to phase transitions, polymers, and glasses. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 313A or permission of the instructor.

PHYS 321 Classical Mechanics (6)

An intermediate level course intended for majors in the physical sciences. Kinematics of translation and rotation, particle and rigid body dynamics, damped and forced oscillations. Central forces, dynamics of systems of particles. Introduction to Lagrangian and Hamiltonian formalism. Five hours lecture/discussion, three hours laboratory per week. Prerequisites: PHYS 223 and MATH 302.

PHYS 322A Thermal Physics (3)

Elements of Classical Thermodynamics including the first, second, and third laws and applications. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 223, MATH 213 or permission of the instructor.

PHYS 322B Statistical Mechanics (3)

Elements of statistical mechanics, probabilistic interpretation of entropy, distribution functions and applications; transport phenomena. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 322A or permission of the instructor.

PHYS 323A Electricity and Magnetism I (3)

Coulomb's law, electric fields, electrostatics; conductors and dielectrics; steady currents. Two and a half lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 222, MATH 214 (may be taken concurrently) or permission of the instructor.

PHYS 323B Electricity and Magnetism II (3)

Magnetic fields and magnetostatics, magnetic materials, induction; development of Maxwell's equations. Two and a half lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 323A or permission of the instructor.

PHYS 323C Electricity and Magnetism III (3)

Electromagnetic waves, radiation theory; motion of charged particles in electromagnetic fields; relation of electromagnetism to relativistic concepts. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 323B or permission of the instructor.

PHYS 324 Modern Physics (6)

Development of quantum physics; relativity; quantum description of atoms, solids, and nuclei. Introduction to particle physics. Five hours lecture/discussion, three hours laboratory per week. Prerequisites: PHYS 223 (MATH 302 recommended).

PHYS 325 Principles of Geophysics (5)

Introduction to applied geophysical methods including reflection and refraction seismology, gravity, magnetics, electrical resistivity, and electromagnetics. In addition to learning the principles behind each method, students will collect, process, and analyze geophysical data. Co-requisite: PHYS 202 or 222 or permission of the instructor. A field trip fee may be required.

SCI 360A Energy and Technology (5)
(Formerly PHYS 360)

Energy in a technological society. Sources and resources of energy. Effects of energy on the environment. This course may not be used to satisfy physics major or minor requirements. Meets new general education upper division Theme I requirement. [F, W]

PHYS 411A Quantum Mechanics I (3)

The postulates and meaning of quantum mechanics. Schroedingerís equation and its relation to one-dimensional problems; the harmonic oscillator. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 321, MATH 302 or permission of the instructor.

PHYS 411B Quantum Mechanics II (3)

Continuation of PHYS 411A, including the hydrogen atom, and angular momentum. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 411A or permission of the instructor.

PHYS 412A Nuclear Physics (3)

Applications of quantum mechanics to nuclear physics; nuclear models and nuclear forces; alpha, beta, and gamma emission; relativistic kinematics and scattering; nuclear reactors. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 411B or permission of the instructor.

PHYS 412B Particle Physics (3)

Introduction to Elementary Particle Physics; particle accelerators; the quark model; symmetry principles. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 412A or permission of the instructor.

PHYS 477 Special Topics in Physics (1-5)

Topics and prerequisites to be announced. Typical courses include astrophysics, advanced electronic systems, advanced mechanics, and statistical physics. May be repeated in different topics.

PHYS 480 Research Participation (1-5)

Individual study, under supervision, in scientific investigation. (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.

PHYS 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

PHYS 490 Senior Seminar (5)

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Prerequisite: major or minor in Physics.

PHYS 496 Internship in Physics (1-5)

Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

PHYS 497 Cooperative Education (0-5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

GRADUATE COURSES

PHYS 577 Advanced Topics in Physics (1-5)

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Physics.

PHYS 580 Advanced Research Participation (1-5)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: consent of instructor.

GEOLOGY

Faculty: **D. Baron, J. Coash (Emeritus), R. Crewdson (Adjunct), J. Gillespie, R. Horton, E. Laskowski (Emeritus), S. Mitchell, R. Negrini**

Program Description

Geology is the study of this planet and our neighboring planets in space—their composition, processes, and history. The degrees offered are the Bachelor of Arts, the Bachelor of Science and the Master of Science in Geology. The curriculum includes basic courses in geology and other cognate subjects and provides for independent research, field application, and interdepartmental programs, such as Environmental Studies, when desired.

The curriculum and courses offered in Geology stress the physical framework of the environment and its relationships to organisms and to man. The college is located in an excellent geologic area with easy access to deserts, several mountain ranges, oil fields, agricultural areas, and the Pacific Coast.

Graduates with degrees in Geology have excellent employment opportunities both locally and elsewhere in petroleum and minerals exploration, water resources, land use, and waste disposal management. The degree program also provides a strong foundation for secondary school science teaching or graduate study in geology. Students planning on attending graduate school are advised to pursue the BS degree as the course work for this degree, particularly the cognate courses, generally represents the minimum requirements for acceptance into a graduate program, including the Master of Science program in Geology at CSUB. Visit our website at http://www.csub.edu/geology.

Requirements for the Bachelor of Arts in Geology

The requirements for the Bachelor of Arts degree in Geology are:

1. All of the following courses in Geology (40 units):
   a. GEOL 201, 303, 306, 307, 309, and 490
   b. Two additional five-unit courses in Geology (GEOL 100 may not be used for this requirement)

2. A minimum of six courses (30 units) in cognate areas:
   a. MATH 191 and either MATH 192 or MATH 140
   b. CHEM 211, 212
   c. PHYS 201, 202

3. An approved minor (20 units*). Note that courses required as cognates for the major cannot count toward the minor.

   * Approved by your major advisor or the Department Chair.

Requirements for the Bachelor of Science in Geology

The requirements for the Bachelor of Science degree in Geology are:

1. All of the following courses in Geology:
   a. GEOL 201, 303, 306, 307, 309, 310 or 325, 480, 490, 495
   b. All of the following courses in one of the two options listed below:
      GEOL 205 or 370B, 320, 475 (Environmental)
      GEOL 305 or 370B, 308, 460 or 477 or 577 (Traditional)

2. The following cognates are required:
   a. CHEM 211 and 212
   b. PHYS 201 and 202, or 221 and 222
   c. MATH 211, 212, 222, and 140
   d. CMPS 212

The following additional courses are strongly recommended for students planning graduate studies:
1. CHEM 213
2. PHYS 223
3. BIOL 203 and 210

Requirements for the Minor in Geology

Although no minor is required for the BS degree, a minor in Geology is available, consisting of 20 units, at least 10 of which must be in upper division courses that count toward the major. However, only one of the following courses may be counted toward the minor in Geology: GEOL 100 or GEOL 201.

Teaching Credential – Science Teacher Preparation Program Leading to a Degree in Natural Sciences, Primary Concentration in Geology

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This course work satisfies the course requirements for a "Secondary

Teaching Credential in Science." The program consists of three components: I. Primary Concentration (major), II. Secondary Concentration (minor), and III. Breadth (cognates). Program completion leads to a BA degree in Natural Sciences with a major in the area of primary concentration and a minor in the secondary concentration.

Following is the course work required for a Natural Science Teacher Preparation Program with a Primary Concentration in Geology. Additional information may be obtained from the Physics/Geology Department office (661-664-3027)

Note: All courses must be completed with their respective laboratory components.

I. Primary Concentration in Geology
GEOL 201, 205, 303, 306, 307, 309, 320 and 490

II. Secondary Concentration and III. Breadth
Select one of the following sets of courses:

1. Secondary Concentration in Biology
   BIOL 210, 211, 212 plus two additional 300 or 400-level Biology courses acceptable for the major; CHEM 211 and 212; PHYS 110, 201 or 221, 202 or 222 and 203 or 223

2. Secondary Concentration in Chemistry
   CHEM 211, 212, 213 plus two additional 300 or 400-level Chemistry courses acceptable for the major; BIOL 210, 211 and 212; PHYS 110, 201 or 221, 202 or 222 and 203 or 223

3. Secondary Concentration in Physics
   PHYS 110, 221, 222, 223, 307, and 324; BIOL 210, 211 and 212; CHEM 211 and 212

Recommended Courses

A distinction is made between prerequisite and recommended courses throughout the list of course offerings. Prerequisite courses are indicated where the total subject areas are considered necessary to successfully undertake the course. Recommended courses indicate that knowledge of portions of the subject areas is necessary, but that these portions may be acquired by a student through independent study. In all cases, the courses will be offered assuming the background indicated. The student is to make the decision as to adequate preparation. In cases of doubt, consultation with the instructor is encouraged.

COURSE DESCRIPTIONS

Lower Division

GEOL 100 Perspectives in Geology (5)

A survey of geologic principles and theories concerning the evolution of the Earth, including the origin of the universe, continents, oceans, atmosphere, and life; practical application of these concepts to societal problems. Introduction to the scientific method of inquiry, including local field trips and the laboratory investigation of various physical science topics. Two lectures per week. A field trip fee may be required. Consult the Class Schedule for specific details. [F, W, S]

GEOL 201 Physical and Historical Geology (5)

Introduction to the geologic processes affecting the solid earth and its atmosphere, oceans, and life forms. Emphasis will be placed on our knowledge of the evolution of the earth based on the rock and fossil record. Field and laboratory exercises will include the investigation of physical processes and materials, and the interpretation of environments and ecological associations. A field trip fee may be required. Consult the class schedule for specific details. [F]

GEOL 205 Environmental Geology (5)

Global and local impacts of human manipulation of the environment and geologic processes as hazards. Laboratory exercises and field studies will emphasize geologic hazards affecting California. Includes 2 lab periods per week. A field trip fee may be required. Consult the Class Schedule for specific details. [S]

GEOL 277 Special Topics in Geology (5)

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

GEOL 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

Upper Division

Note: All upper division courses include two laboratory periods per week, unless otherwise designated.

GEOL 303 Mineralogy (5)

Origin and formation of minerals in the earth's crust. Laboratory and field investigation of physical (x-ray included), chemical, and optical properties of minerals and mineral deposits. Laboratory and field projects. Co-requisites: CHEM 211 and GEOL 100, 201, or 205 or consent of the instructor. A field trip fee may be required. Consult the Class Schedule for specific details.

GEOL 305 Paleobiology (5)

Origin and evolution of the biosphere. Emphasis on invertebrate comparative morphology, paleoecology, environmental evolution and catastrophic events. Laboratory and field techniques will apply analytical, statistical and computer applications in the interpretation and modeling of morphologic structure and variation, paleoecologic associations and evolutionary sequences. Prerequisite: GEOL 100 or 201 or 205. A field trip fee may be required. Consult the Class Schedule for specific details.

GEOL 306 Petrology and Petrography (5)

Origin, formation, and classification of igneous, sedimentary, and metamorphic rocks, emphasizing field identification. Spatial, physiochemical, thermodynamic, and petrographic properties of natural earth materials. Field and laboratory investigation and presentation. Prerequisite: GEOL 303. A field trip fee may be required. Consult the Class Schedule for specific details.

GEOL 307 Structural Geology (5)

Reactions of the earth's crust and surface to internal stresses; folding and faulting; origins of stresses; mountain building. Field and laboratory presentation. Prerequisites: GEOL 201 and PHYS 201 or 221. A field trip fee may be required. Consult the Class Schedule for specific details.

GEOL 308 Geomorphology (5)

Origin of the topography of the continents, with emphasis on the recent evolution of the present land forms and the implications for man. Field and laboratory investigation and presentation. Prerequisite: GEOL 100 or 201 or 205 or consent of instructor. A field trip fee may be required. Consult the Class Schedule for specific details.

GEOL 309 Sedimentation and Stratigraphy (5)

Topics include stratigraphic analysis, environmental reconstruction of stratigraphic sequences, and facies relationships and correlation. Also, the interpretation of modern and ancient sedimentary environments will be studied. Focus will be on sedimentologic and stratigraphic field and laboratory techniques emphasizing the Cenozoic sediments of southern California. Prerequisite: GEOL 100, 201, or 205. A field trip fee may be required. Consult the Class Schedule for specific details.

GEOL 310 Geochemistry (5)

Distribution of elements within the earth, their mobilities and interactions during crustal processes. Methods of investigation, application to geologic and environmental studies and petroleum and minerals exploration. Field and laboratory investigations and presentations. Prerequisites: CHEM 212, GEOL 303 or CHEM 320 or 351. Recommended: MATH 212. A field trip fee may be required. Consult the Class Schedule for specific details. [F]

GEOL 320 Introduction to Hydrologic Systems (5)

Course develops a scientifically based conceptual model of hydrologic systems. Topics include the hydrologic cycle, surface and groundwater chemistry, geology of hydrological systems and the development, regulation and use of water resources. Environments of streams, lakes, and oceans will be introduced with emphasis on the impact of anthropogenic stresses such as acid rain, and metal and organic chemical pollution on these resources. Prerequisites: GEOL 100 or 201 or 205.

GEOL 325 Principles of Geophysics (5)

Introduction to applied geophysical methods including reflection and refraction seismology, gravity, magnetics, electrical resistivity, and electromagnetics. In addition to learning the principles behind each method, students will collect, process, and analyze geophysical data. Co-requisite: PHYS 202 or 222 or permission of the instructor. A field trip fee may be required. [W]

GEOL 330 Geology of the National Parks (5)

Physical and historical geology of selected national parks and monuments, with emphasis on California. Development of an understanding of the potential use of scientific data and knowledge in making land use decisions. Laboratory emphasis on map and photo interpretation. Includes one laboratory period. Prerequisite: GEOL 100 or 201 or 205 or equivalent, or consent of instructor.

SCI 360B Water and the West (5)
(formerly GEOL 360)

This course examines historical and present-day issues regarding the use of surface and ground water in the arid southwestern U.S.–particularly California–in an objective and scientific manner. The course is intended for non-science majors and is designed to make them aware of the heavy impact that waste and contamination have on our finite water supply. Prerequisite: student must have completed all lower division physical-science general education requirements. Meets new general education upper division Theme I requirement.

SCI 370B Earth Systems and Global Change (5)
(formerly GEOL 321)

Origin, development and systematic links between the atmosphere, biosphere, cryosphere, hydrosphere and lithosphere. Human effects on these systems: causes, impacts and mitigations, with emphasis on current societal issues regarding local and global climatic and environmental change. Prerequisite: completion of lower division general education requirements in science and mathematics. Meets new general education upper division Theme I requirement.

SCI 380B California Geology and Society (5)

Introduction to the Geology of California with emphasis on the mutual interactions of society with its physical environment. After a brief introduction of geology fundamentals, the course will cover the geological evolution of California, geological resources (e.g., minerals, raw building materials, petroleum, soils, groundwater), geological hazards (e.g., landslides, volcanic eruptions, floods, earthquakes), and societal impacts on the physical environment. Examples will be regularly given from all over California. Meets upper division Theme I general education requirement. Prerequisite: completion of lower division general education requirements in science and mathematics of written permission of the instructor.

GEOL 420 Environmental Geochemistry (5)

Processes that influence the behavior of trace metals and nutrient elements in natural waters, soils, and sediments and control the chemical composition of pristine and polluted surface and groundwater. Topics will include a review of pertinent thermodynamic principles, acid-base equilibria, chemistry of dissolved CO2, metal complexation, precipitation and dissolution of solids, adsorption, and redox reactions. Prerequisites: CHEM 212, GEOL 310, or consent of instructor.

GEOL 460 Petroleum Geology (5)

Origin, migration and entrapment of hydrocarbons. Exploration methods including sampling and wireline logs, core evaluation, formation testing, seismic methods, log correlations, map construction and interpretations. Prerequisites: GEOL 201, 309, and 307.

GEOL 475 Hydrogeology (5)

Topics will include water budgets, development of the equations of groundwater flow, well mechanics, aquifer properties and impact of groundwater development on aquifers, pump tests and their interpretation, and modeling aquifer response. Course will include local examples in laboratory exercises. Prerequisites: GEOL 320 or consent of instructor.

GEOL 477 Special Topics in Geology (1-5)

Topics and prerequisites to be announced. May be repeated for different topics. These will include from time to time such subjects as: geology of petroleum; oceanography; advanced environmental geology; soils geochemistry; hydrology; paleobiology; and paleoecology. Specific areas designated when offered, and prerequisites listed depending on the specific areas. A field trip fee may be required. Consult the Class Schedule for specific details. [F, W, S]

GEOL 489 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

GEOL 496 Internship in Geology (1-5)

Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

GEOL 497 Cooperative Education (1-5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

GEOL 480 Research Participation (1-5)

Individual study, under supervision, in scientific investigation. (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: 30 units in Geology and consent of instructor.

GEOL 490 Senior Field Seminar (5)

Investigation of geologic problems. Students will be required to demonstrate proficiency in field methodologies and library research, apply laboratory methods to field investigation, and report on their results. A field trip fee may be required. Prerequisites: GEOL 303, 306, 307, and 309 or permission of the instructor.

GEOL 495 Field Course in Geology (5)

Fundamentals of surveying and mapping and methods of field investigation in geology. An approved summer field course may be used to satisfy the field course requirement, and is strongly recommended. Prerequisites: MATH 106 and 20 units in Geology (including GEOL 201). A field trip fee may be required. Consult the Class Schedule for specific details.

GRADUATE COURSES

Graduate courses are listed in the "Graduate Studies" section of the catalog.

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DIVISION OF GRADUATE STUDIES AND RESEARCH

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California State University, Bakersfield (CSUB), as part of the 23-campus California State University system, is committed to the development of quality graduate programs to meet important student and regional needs. These graduate programs may culminate in a master's degree, an advanced teaching credential, a special post-baccalaureate certificate, or a post-master's certificate. Through its five-year program review process, CSUB systematically assesses all graduate programs to ensure high quality standards. All academic programs at CSUB are fully accredited by the Western Association of Schools and Colleges (WASC). In addition, many of the individual graduate programs have been fully accredited by their respective accrediting associations:

- The Master of Business Administration (MBA) is accredited by the American Assembly of Collegiate Schools of Business (AACSB).
- The Master of Public Administration (MPA) is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).
- The Master of Science in Nursing is accredited by the California Board of Registered Nursing (BRN) and the National League of Nursing (NLN).
- The Master of Arts in Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), and all education credential programs are certified by the California Commission on Teacher Credentialing (CCTC).

CSUB is also a member of the Council of Graduate Schools (CGS) and the Western Association of Graduate Schools (WAGS).

Students must formally apply for admission to a graduate program and must be formally admitted to the graduate program prior to beginning a plan of study to complete the requirements for the master's degree. Admission as a post-baccalaureate student to CSUB does not constitute admission to a graduate program. Students wishing information about any of the graduate programs should contact the respective graduate program coordinator, or the Office of the Dean, Graduate Studies and Research.

ADMISSION REQUIREMENTS

Each graduate program establishes its own specific requirements and standards for admission. Students must contact the appropriate graduate program coordinator for these program-specific requirements and standards.

As a general guide, students applying for admission to a graduate program must meet the following **minimum requirements:**

MA (Anthropology, Education, English, Psychology, Sociology, and Interdisciplinary Studies) or MS (Counseling, Geology, or Nursing):

1. Baccalaureate degree from a four-year college or university accredited by a regional accrediting association or completion of equivalent academic preparation as determined by the graduate program coordinator in consultation with the Dean of Graduate Studies and Research.
2. Overall 2.50 GPA (A=4.00) in the last 90 quarter units (60 semester units) or last two (2) years of college or university course work. Each graduate program may require a higher GPA and/or specific prerequisite courses.
3. Be in good academic standing at the last college or university attended.

Many graduate programs also require the Graduate Record Examination (GRE)–general test and/or the discipline-specific subject matter test–and/or the Miller's Analogy Test (MAT). Students must consult with the appropriate graduate program coordinator for specific test requirements.

MBA (Business Administration), MPA (Public Administration), or MS (Administration: Health Care Management):

1. Baccalaureate degree from a four-year college or university accredited by a regional accrediting association or completion of equivalent academic preparation as determined by the graduate program coordinator in consultation with the Dean of Graduate Studies and Research;
2. Overall 2.75 GPA (A=4.00) for **all upper division course work;**
3. Graduate Management Aptitude Test (GMAT) score of 500 or higher (with a score in the 35th percentile or higher on each of the two subtests–analytic and verbal), OR Graduate Record

Examination (GRE) (with a combined score of 900 or higher, with scores of 450 or higher on each of the two subtests–quantitative and verbal); and,

4. Be in good academic standing at the last college or university attended.

In addition to meeting the above minimum requirements for admission to a master's degree program, applicants whose preparatory education is principally in a language other than English must have a **TOEFL score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL exam)**. Documentation must be provided in original form by the testing institution; copies submitted by the applicant are not acceptable.

Admission Requirements for Post-Baccalaureate Unclassified – Admission to the University as a post-baccalaureate student does not constitute admission to any graduate degree program.

The requirements for admission to the University for admission as a post-baccalaureate unclassified student are:

1. Completion of a four-year college or university course of study and the award of an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or completion of equivalent academic preparation as determined by the Dean for Graduate Studies and Research or other appropriate campus authorities.
2. Overall 2.50 GPA (A=4.00) in the last 90 quarter units (60 semester units) of college or university course work.
3. Be in good standing at the last college or university attended.

Students whose preparatory education is principally in a language other than English must have a **TOEFL score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL exam)** before applying to any graduate program offered by the University. Documentation must be provided in original form by the testing institution; copies submitted by the applicant are not acceptable.

Admission by Special Action – An applicant who does not qualify for admission to the University as specified above may be admitted as a post-baccalaureate unclassified student by special action. Such action will be based on the review of acceptable evidence provided by the applicant to the Dean of Graduate Studies and Research or other appropriate campus authorities. Admission by special action will be based upon evidence that clearly supports the applicant's request relative to his/her educational objectives.

ADMISSION AND APPLICATIONS

General Application Procedures – Students wishing to pursue graduate studies culminating in a master's degree must formally file an application for admission to the specific master's degree program, as listed above, as well as filing an application for admission to the University as a post-baccalaureate student. Students are encouraged to contact the Office of the Dean, Graduate Studies and Research, or the appropriate graduate program coordinator to discuss admission requirements prior to sending in any materials. Admission to the University as a post-baccalaureate student does not constitute admission to a graduate program. In addition, admission to one graduate program does not automatically qualify the student for admission to another graduate program. The student must apply for formal admission to each specific graduate program.

Students who wish to pursue an advanced credential or a post-baccalaureate certificate are generally required to file only an application for admission to the University. However, students are encouraged to contact the office of the Dean of Education concerning any of the advanced credential programs. Similarly, students interested in a post-baccalaureate certificate program should contact the appropriate office responsible for each certificate program to obtain specific information on any prerequisite requirements and/or supplementary materials, which may be required for admission.

The Intensive English Language Center (IELC) offers a language immersion program into American English. The noncredit program offers daily instruction in reading/vocabulary, writing/grammar, and listening/speaking. TOEFL preparation is available (see IELC, page 129).

Applications from Currently-Enrolled CSUB Undergraduate Students – Students who are completing their undergraduate major at CSUB and wish to apply for a masters degree program at CSUB are required to submit applications for admission as specified above. Specifically, students must submit an application for admission to the masters degree program, to submit an application for admission to the University, and to pay the nonrefundable application fee.

Graduate-level courses which are taken by students during the quarter in which their baccalaureate degree is earned and which are not needed to fulfill any re-

quirements for their baccalaureate degree may be recorded as *provisional post-baccalaureate credit.* However, request for this credit must be made at the time the student files the Application for the Baccalaureate Degree; the request for provisional post-baccalaureate credit can **not** be made retroactively. Students should consult with the appropriate graduate program coordinator if they plan to use provisional post-baccalaureate credit to meet any of the requirements for the master's degree program.

Visiting Graduate Students – Students who are enrolled as a graduate student at another campus may be allowed to take CSUB courses. Prior approval must be obtained from the appropriate graduate program coordinators at the student's "home campus" and at CSUB, in consultation with the Dean of Graduate Studies and Research. The student must be formally admitted to an authorized graduate program at the student's "home campus;" have completed at least one academic term at the student's "home campus" as a matriculated student and will be enrolled concurrently in such status; and, be in good standing at the "home campus" and at any subsequent college or university attended.

Since graduate programs at CSUB may require the applicant to submit additional information for consideration of admission. Admission may be for a specified period of time or purpose to be determined by the graduate program coordinator at CSUB, in consultation with the Dean of Graduate Studies and Research.

Applications from International (Foreign) Students – All graduate program applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English, both in spoken and written forms. The minimum score on the **Test of English as a Foreign Language (TOEFL) required for admission is 550 (or 213 on the new conversation scale for the computer-based TOEFL exam)**. Documentation must be provided in original form by the testing institution; copies submitted by the applicant are not acceptable. Exceptions to the 550 or 213 minimum score may be granted by the Dean of Graduate Studies and Research or other appropriate campus authorities when there is convincing evidence that the applicant's competence in English is at a level which will allow satisfactory participation in and benefit from graduate study.

Students considering graduate study at CSUB are strongly urged to contact the Office of the Dean of Graduate Studies and Research, or the appropriate graduate program coordinator prior to submitting any application materials for admission to either the graduate program or the University. These early contacts will provide the student the opportunity to discuss their career objectives with appropriate graduate program faculty.

All applicants must submit two (2) official copies of transcripts from all colleges/universities attended with proof of award of the baccalaureate degree when sending their applications for admission to the University and the graduate program. If students have completed previous graduate course work in the United States or a foreign country, the evaluation for the transfer of any course credit will be evaluated by the respective graduate program coordinator. For additional details, consult also the section "Application Procedures" on page 30.

All international (foreign) students upon their arrival at CSUB must present themselves to the Dean for Admissions and Records with their passport and visa. Each student should then contact the Office of the Dean, Graduate Studies and Research, and the appropriate graduate program coordinator to review and verify the records in his/her applicant file and to discuss the development of a plan of study for the completion of requirements for the master's degree.

Each international (foreign) student must enroll in 10 or more quarter units of courses applicable to his/her graduate program to comply with immigration laws. Students who wish to enroll through the Extended University must have formal permission from the Dean for Admissions and Records.

Applications from Students with Degrees from Non-Accredited Colleges or Universities – Applicants who have received their baccalaureate degree from a nonaccredited college or university should contact the appropriate graduate program coordinator to discuss the equivalency of their degree and course work required for admission to the master's degree program. Additional supporting documentation, including qualifying examinations, may be required as part of the application for admission to the graduate program.

Immigration Requirements for Licensure – On August 27, 1996, Governor Pete Wilson issued Executive Order W-135-96 which requested that the CSU and other state agencies implement "as expeditiously as reasonably practicable" the provision of The Personal Responsibility and Work Opportunity Reconciliation Act (PRAWORA) of 1996 (P.L. 104-193). The Act, also known as the Welfare Reform Act, included provisions to eliminate eligibility for federal and state

public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license (provided by a local, state, or federal government agency) in order to engage in an occupation for which the CSU may be training them, must meet the immigration requirements of the new Personal Responsibility and Work Opportunity Reconciliation Act, to achieve licensure.

GRADUATE AND POST-BACCALAUREATE STUDENT STANDINGS

Graduate Student Standing - Classified – A student may be formally admitted to a graduate program in this category (or advanced to this category from "Graduate Conditionally Classified") if the student fulfills all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the graduate program. Graduate classified standing may be required for enrollment in 600-level course work.

Graduate Student Standing - Conditionally Classified – A student is admitted to a graduate program in this category if, in the judgment of the graduate program coordinator, the student has deficiencies in prerequisite preparation and can remedy those deficiencies by completing appropriate course work and/or qualifying examinations at a satisfactory level.

Post-Baccalaureate Student Standings – Admission to the University as a post-baccalaureate student does not constitute admission to any graduate degree program.

Unclassified – A student may be admitted to the University in this category so that he/she can enroll in advanced courses for professional or personal growth. Post-baccalaureate unclassified students are encouraged to meet with the Dean for Graduate Studies and Research for academic advising.

Classified – A student may be admitted to the University in this category so that he/she may enroll in an advanced credential program or a post-baccalaureate certificate program. The student may be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, as a condition for admission as a post-baccalaureate classified student.

Non-Active Student Standing – A graduate student or post-baccalaureate student who has been absent from his/her respective program for more than two (2) consecutive quarters without an approved Planned Educational Leave, or without Continuous Enrollment status (page 353) will be reclassified as a nonactive student status. All students who have been reclassified to a nonactive student status must reapply to the University and to the respective graduate program and pay all relevant fees.

ACADEMIC ISSUES FOR GRADUATE AND POST-BACCALAUREATE STUDENTS

Academic Advising – All formally admitted graduate students will work closely with the graduate program coordinator and an assigned faculty advisor in the development of a plan of study. The plan of study will specify the courses that each student will complete to fulfill the requirements of the master's degree program. If necessary, the plan of study will also specify appropriate course work and/or qualifying examinations needed to remedy any deficiencies in prerequisite preparation. All advancements in graduate standing will be based upon satisfactory progress through the plan of study, which has been developed for each graduate student.

A post-baccalaureate classified student enrolled in an advanced credential program or a post-baccalaureate certificate program will work closely with the appropriate faculty advisor in selecting courses required for the completion of the requirements of the respective program.

A post-baccalaureate unclassified student will consult with the Dean of Graduate Studies and Research for academic advising. If the student finds a faculty member who is willing to work closely with the student, then the Dean for Graduate Studies and Research can formally transfer the advising responsibilities. Graduate-level course work completed while a post-baccalaureate unclassified student will be accepted in the fulfillment of the requirements for a master's degree program only if approval from the appropriate graduate program coordinator has been obtained in advance. Normally, a limit of 15 units taken while a post-baccalaureate unclassified student will be accepted towards a graduate program. The course work must average "B" (3.00 GPA) or better to be accepted, and no course with a grade lower than "C" (2.00) will be accepted.

Academic Course Load – The normal academic course load for graduate and post-baccalaureate students is 8-16 units per academic term. Eight (8) quarter units of graduate course work per academic term is considered the minimum unit load for full-time gradu-

ate or post-baccalaureate status. The maximum unit load for graduate and post-baccalaureate students is 19 quarter units. It is strongly recommended that all graduate and post-baccalaureate students assess carefully their personal and professional circumstances and discuss their circumstances regularly with their respective graduate program coordinator, faculty advisor, or the Dean for Graduate Studies and Research.

Planned Educational Leave – Students who have been formally admitted to a master's degree program and who are making satisfactory progress in the completion of their plan of study may request a planned educational leave of absence for periods of up to two (2) years and still maintain continuing student status. Post-baccalaureate classified students satisfactorily progressing in the completion of the requirements for an advanced credential or a post-baccalaureate certificate may also qualify for a planned educational leave for the same duration. The appropriate graduate program coordinator and the Dean of Graduate Studies and Research must formally approve all educational leaves of absence of graduate students.

Unauthorized Leave of Absence – A former student returning to the University after an absence of more than two (2) consecutive quarters must submit an application for admission to the master's degree program, submit an application for admission to the University, and pay the nonrefundable application fee. Graduate-level courses that the student completed prior to "stopping-out" will be reassessed by the graduate program coordinator as to their application to the new plan of study being proposed to meet the requirements in the master's degree program. Previous course work will not automatically be accepted for credit in the graduate program. In some cases, additional supporting documentation, including qualifying examinations, may be required.

Change of Address or Name – All graduate and post-baccalaureate students who have a change in address or name must report the change to the Office of the Registrar by submitting the appropriate form with the new name or address. All changes should also be reported to the appropriate graduate program coordinator or faculty advisor and the Office of the Dean, Graduate Studies and Research.

Change of Educational Objective – The acceptance of a student to graduate studies at the University is based upon the educational objective indicated on the application for admission. Students desiring a change in graduate objective to a program different from that indicated on the original application must reapply to the new program. The proposed new graduate program will review the application and notify the Dean of Graduate Studies and Research of its decision. Students who are admitted to a new program must then seek approval of their proposed program using the procedures of that program. Students seeking to change a concentration or track within a given master's program are exempt from this requirement.

SCHOLASTIC PROBATION AND ACADEMIC DISQUALIFICATION

Students should be aware of the following regulations concerning scholastic probation and academic disqualification.

A. **Scholastic Probation for Graduate Students** – In general, a graduate student shall be subject to scholastic probation at the end of any academic term where the student's grade point average for all course work that is in the plan of study falls below a "B" average (3.00 GPA). However, students admitted to a graduate program may be subject to scholastic probation when their performance is judged to be unsatisfactory with respect to the scholastic and/or professional standards established by the individual graduate program. This judgment of performance will be based upon a review by the graduate program coordinator and the Dean for Graduate Studies and Research. All graduate students are encouraged to consult with their respective graduate program coordinators regarding acceptable scholastic and/or professional standards established by the graduate program.

B. **Academic Disqualification for Graduate Students** – A graduate student shall be subject to academic disqualification if, while on scholastic probation, the student fails to earn sufficient grade points necessary to be removed from scholastic probation status and attain a 3.00 GPA. Academic disqualification will be based upon the review and recommendation by the graduate program coordinator and the approval of the appropriate academic dean and the Dean for Graduate Studies and Research.

C. **Scholastic Probation for Post-Baccalaureate Students** – A post-baccalaureate classified or unclassified student shall be subject to scholastic probation at the end of any academic term where the student's grade point average for all course work attempted at CSUB, subsequent to admission as a post-baccalaureate student, falls below 2.50 GPA. (Students enrolled in a second

baccalaureate degree program are governed by the academic standards for undergraduate students.)

D. **Academic Disqualification for Post-Baccalaureate Students** – A post-baccalaureate classified or unclassified student shall be subject to academic disqualification if, while on scholastic probation, the student fails to earn sufficient grade points necessary to be removed from scholastic probation status and attain a 2.50 GPA. Academic disqualification for post-baccalaureate classified students will be based upon review by the appropriate faculty advisor and the approval of the academic dean. Academic disqualification of post-baccalaureate unclassified students will be determined by review of the student's performance by the Dean for Graduate Studies and Research.

E. **Petition for Readmission by Students on Academic Disqualification** – Graduate students who have been placed on academic disqualification status may be readmitted through formal written petition addressed to the graduate program coordinator, academic dean, and Dean for Graduate Studies and Research. Post-baccalaureate classified students who have been placed on academic disqualification status may be readmitted through formal written petition addressed to the appropriate department chair and academic dean responsible for the advanced credential program or post-baccalaureate certificate program. Post-baccalaureate unclassified students who have been placed on academic disqualification status may be readmitted through formal written petition addressed to the Dean for Graduate Studies and Research.

Repeat of Course With Forgiveness – Classified graduate students may be permitted to repeat one course that was taken at CSUB for graduate credit (i.e., applied towards a master's degree) one time only by petition to and approval of the Graduate Coordinator and the Dean of Graduate Studies and Research. Upon approval, the petition will be sent to the Office of Admissions and Records. Although both grades will remain on the transcript, only the new grade will be used in computing the student's graduate grade point average.

Classified post-baccalaureate students (e.g., students officially admitted to credential programs) may also be permitted to repeat one course taken for post-baccalaureate credit, directly related to their program, at CSUB one time only by petition to and approval of the Program Coordinator and the Dean of Graduate Studies and Research. Although both grades will remain on the transcript, only the new grade will be used in computing the student's graduate grade point average.

Unclassified post-baccalaureate students who take courses which are not part of a graduate program and who are not pursuing a degree may repeat one or more courses more than once. However, all grades will be considered in computing the grade point average.

Appeals and Grievances – A graduate student who experiences difficulties arising from course evaluation, judgment of performance, master's degree requirements, advancement to candidacy, general regulations, and/or grievance situations should discuss the issues first with the graduate program coordinator. If the student wishes to challenge any decision, the student must appeal to, in sequential order, the appropriate department chair, the academic dean, the Dean for Graduate Studies and Research, and, finally, the Associate Vice President for Academic Affairs.

GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

Each graduate program establishes its own specific requirements and standards. Students must contact the appropriate graduate program coordinator for these program-specific requirements and standards.

Specified Plan of Study – Each graduate student, in consultation with the graduate program coordinator will complete a Plan of Study appropriate for the master's degree and the student's academic and/or professional goals. This Plan of Study should be completed at the time the student achieves Graduate Classified Standing (normally, at the time of admission to the program). The graduate program coordinator will certify officially the completion of the student's Plan of Study at the time of application for graduation.

Credit Unit Requirements – All of the master's degree programs at CSUB require a minimum of 45 quarter units, with a few having a 90-quarter unit requirement. At least one-half of the units required for the master's degree shall be in courses organized specifically for graduate students (500- and 600-level courses). For each master's degree program, a minimum of 32 quarter units (64 quarter units for the 90-unit programs) shall be completed in residence at CSUB. No more than 9 quarter units shall be awarded for a thesis or project. Each graduate student should discuss with the graduate program coordinator of his/her respective master's degree program regarding the details of the credit unit requirements.

Advancement to Graduate Candidacy – Classified graduate students may be advanced to candidacy upon completion of a significant portion of the plan of study approved by the graduate program. The student's advancement to candidacy is based upon a formal review and recommendation by the graduate program coordinator and the approval of the Dean for Graduate Studies and Research. Advancement to candidacy may be required prior to the enrollment in the culminating experience required for graduation.

Culminating Experience Requirement – All graduate students must satisfactorily complete a culminating experience (thesis, project, or comprehensive examination) to qualify for the master's degree. The specific type of experience will depend upon the requirements of each master's degree program. Satisfactory completion of a culminating experience will be in compliance with Title 5, Part V, Chapter 1, Subchapter 2, Article 7 of the California Code of Regulations, Section 50510, paragraph (3):

Satisfactory completion of a culminating experience (thesis, project, or comprehensive examination) is defined as follows:

A. A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation(s). The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.

B. A project is a significant undertaking appropriate to the professional fields as well as to fine and applied arts. It demonstrates originality and independent thinking, appropriate form and organization, and an academic rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and conclusion or recommendation(s). An oral defense of the project may be required.

C. A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis, and accuracy of documentation. A record of the examination questions and responses shall be maintained.

Graduate students must be at Graduate Classified level prior to enrolling in the required culminating experience course for the respective graduate program. Some graduate programs may require Graduate Candidacy status prior to enrollment in the required culminating experience. Certification for the completion of the culminating experience must be provided to the Evaluations Office and the Office of the Dean of Graduate Studies and Research, prior to graduation and the award of the master's degree.

Academic Performance Requirement – All graduate students must maintain a grade point average of 3.0, or grade of "B," or better in all courses taken to satisfy the requirements for the degree as specified in each student's Plan of Study. A course in which no letter grade is assigned shall not be used in computing the grade point average. Most graduate programs do not allow any course with a grade lower than "C" (2.0 GPA) to count in the Plan of Study.

Graduation Writing Assessment Requirement – All graduate students in the CSU must satisfy the Graduate Writing Assessment Requirement as soon as possible in their graduate study, unless they have already done so as undergraduates or graduates at CSUB or at another California State University. Individual graduate programs have the option of stating when this requirement must be met. Graduate students who have not met this requirement may do so by passing the regularly scheduled examination (offered once a quarter) or by earning a "C" or better in one of the following courses: English/Communications 304: Technical and Report Writing; English 305: Modes of Writing; Communications 306: News Writing and Reporting; English 310: Advanced Writing; Communications 311: Feature Writing; or History 300: Historical Writing.

Students from campuses other than the CSU who believe they have met this requirement must submit a transcript and a syllabus from that course to their graduate coordinator for evaluation.

Time Limits for Completing Graduate Program Requirements – The California Code of Regulations, Title 5, Education, specifies that all the requirements for a master's degree shall be completed within a seven-year (7) period. This time limit requirement means that no more than seven (7) years may elapse between the start of the term for the earliest dated course approved for the plan of study and the date the application for

graduation is formally approved. Graduate students should check with the appropriate graduate program coordinator to discuss the specific time limit requirements of the respective master's degree program, since some programs may have more stringent requirements.

If the student is unable to complete all graduate program requirements (generally course work) within the time limits specified by the master's degree program, the student may formally petition the graduate program coordinator for an extension of the time limit or for the substitution of other appropriate course work. Petitions to extend the time limit for completing requirements for the degree must be approved by the Dean of Graduate Studies and Research.

Transfer Credits – Graduate credit from another accredited college or university may be applied toward the fulfillment of requirements in the student's graduate program at CSUB, if accepted by the faculty of the respective master's degree program. In addition, graduate-level course work taken through the Extended University may be used to satisfy prerequisite requirements or specific degree requirements when such work is approved in advance by the appropriate graduate program coordinator.

A maximum of 13 quarter units (9 semester units) from another college or university or from the Extended University's nonresident may be accepted toward a master's degree program, and all such units must satisfy the time limit requirements specified by the graduate program.

Credit, No-Credit Grading for Graduate Courses – A graduate student admitted to a master's degree program with a 45-quarter unit requirement may complete a maximum of 10 quarter units of course work on a **non-optional** credit, no-credit grading basis. A graduate student in a master's degree program with a 90-quarter unit requirement may complete a maximum of 24 quarter units of course work on a **non-optional** credit, no-credit-grading basis.

Graduate students are **not** allowed to complete any course work for a master's degree program with an **optional** credit, no-credit-grading basis.

For all graduate level courses graded on a **nonoptional** credit, no-credit basis, the grade "CR" shall be awarded for the grades "B" (3.0) or higher, and the grade "NC" shall be awarded for the grades "B-" (2.7) or lower.

Continuous Enrollment for Graduate Candidacy Standing – Graduate students who have been advanced to candidacy but have not completed the culminating experience (thesis, project, or comprehensive examination), may enroll in a special course for the purpose of maintaining continuous enrollment at CSUB. The student will continue to register for this course each academic term until the culminating experience requirement for the master's degree is completed. Also, the student may register for a special low-cost 700 course, at zero (0) credit units, through the Extended University (664-2441) to maintain "continuous enrollment." Such students will be allowed to use all university facilities, in particular the library.

Application for Graduation – All graduate students are encouraged to file an application for graduation at least one full academic term before they plan to graduate because a response to the application from the Evaluations Office may take 6-8 weeks. If the Evaluations Office notifies the student of any deficiencies in graduation requirements for the master's degree program, the student must remove the deficiencies and then reapply for graduation.

Candidates for the master's degree must file an application for graduation with the Evaluations Office no later than the end of the second week of instruction in the quarter in which they expect to complete all degree requirements. Candidates planning to graduate at the end of Summer Session (August) must file their application for graduation before the end of the previous spring term.

Graduate students are eligible to participate in the Commencement Ceremonies held each June at CSUB only if all degree requirements including the culminating experience (thesis, project, or comprehensive examination) have been completed prior to the date of commencement.

SECOND MASTER'S DEGREE

A student who already holds a master's degree from this or any other accredited institution but desires to become a candidate for a second master's degree in a different field is subject to the following regulations. Concentrations or tracks within a given Master's degree can be considered a second degree under special circumstances approved by the graduate program coordinator of the second degree and the Dean of Graduate Studies and Research.

A. All admission requirements of the University and the degree program must be met. All general regulations listed in this Catalog apply to the second master's degree.

B. Enrollment and approval of the application for the second degree will be granted only after the first degree has been completed and awarded.
C. All requirements for the new degree must be completed as outlined in this Catalog.
D. No more than nine (9) quarter units of credit earned on the first degree may be applied to a second master's degree.
E. The program in which the second degree is earned shall be designated on the transcript and a second diploma awarded

FINANCIAL AID PROGRAMS FOR GRADUATE STUDENTS

A variety of financial aid programs are available for graduate students at CSUB. Graduate students wishing information on financial aid programs should contact the CSUB Financial Aid Office for specific programs and their eligibility requirements. A partial listing of financial aid programs available for graduate students is as follows:

California Pre-Doctoral Scholars – The California State University makes competitively based awards to resident students who are admitted to a graduate degree program and who are qualified to continue their graduate studies at the doctoral level and to become eligible for a faculty position in a college or university. Eligible students are from various disadvantaged groups and those with disabilities. Pre-Doctoral Scholars will work closely with a faculty sponsor in developing an overall plan, which will lead ultimately to enrollment in a doctoral program. The award provides funds for travel to doctoral-granting institutions and professional meetings appropriate to the student's development, funds to cover costs of journal subscriptions and/or membership in appropriate professional associations, and an opportunity to participate in a summer research internship under the advisement of the faculty sponsor.

CSU Forgivable Loan Program – The CSU Forgivable Loan Program provides financial assistance to graduate students. It is a competitive program directed by the California State University, but open to doctoral students at accredited universities across the country. Through the Forgivable Loan Program, CSU offers loans and faculty sponsorship to full-time students pursuing doctoral degrees who are interested in a teaching career at a CSU campus. Specifically, the program provides loans of up to $10,000 per year for a total of $30,000 within five years; twenty percent of which is forgiven for each year of full-time postdoctoral teaching at a CSU campus (10% each year for faculty teaching half time).

CSU Graduate Equity Fellowships – State-funded awards are made to resident students with demonstrated financial needs who are admitted to a graduate degree program. Eligible students are from various disadvantaged groups and those with disabilities. Graduate equity fellowships may be awarded for six (6) consecutive academic terms as long as the student maintains satisfactory scholastic performance and progress to the completion of the requirements for the master's degree.

Federal Work-Study – This program provides a variety of positions on campus through which a student can earn money to pay for his/her educational expenses. The student can adjust the work schedule to conform to their class load. A student must qualify for financial aid to be placed in a work-study position.

Graduate Fellowships – The California Student Aid Commission awards state-funded fellowships to resident students who are admitted to a graduate degree program and who intend to become faculty members in a public college or university in the State of California.

Graduate Teaching and Research Assistantships – Depending upon the graduate program, graduate teaching assistantships and graduate research assistantships may be available to eligible graduate students. Some of the assistantships are on a stipend basis, while others are for course credit, which may be applicable to the student's plan of study. Graduate students should contact the appropriate graduate program coordinator for details regarding graduate assistantships.

Scholarships – Scholarships are awarded on the basis of merit and/or financial need, in addition to other criteria specified by the donor(s) of each scholarship.

State University Grants – The California State University awards grants that cover a portion of the state university fees for eligible graduate students who are residents of the State of California.

Student Assistantships – Student Assistant employment is available on campus and eligibility is not based on financial need.

Off-campus Employment – Off-campus employment opportunities are advertised in the Career Planning and Placement Center located in the Student Center, phone 661-664-3033.

Student Loans – Various long-term, low-interest student loans are available to eligible applicants.

Other Available Assistance Programs – Other assistance programs such as Aid to Families and Dependent Children (AFDC), Food Stamps, Social Security and Veterans Benefits may also be available to eligible students. Interested parties should contact local agency offices for information and assistance about these programs.

GRADUATE PROGRAMS

The Division of Graduate Studies and Research works closely with the academic Deans and the Graduate Council (comprised of faculty from the graduate field of study) in reviewing, developing and monitoring the policies and procedures pertaining to graduate courses, programs and the progress of graduate students from application to graduation. The University offers the following graduate programs.

ANTHROPOLOGY

Dorothy Donahoe Hall, AA209
(661) 664-2368
(661) 665-6909 (fax)
email: mhilton@csub.edu
http://www.csub.edu./GradStudies/anth.html

Program Coordinator: Jane Granskog
Dorothy Donahoe Hall, CC206
(661) 664-3117
email: jgranskog@csub.edu

Faculty: K. Geurts, J. Granskog, B. Hemphill, P. Silverman, M. Q. Sutton, R. Yohe

Program Description

The Master of Arts in Anthropology Program is designed to provide graduate students with a thorough theoretical and methodological grounding in anthropology that is essential for attaining a basic nonjudgmental understanding and appreciation of the diversity of other cultures, both past and present. Such an understanding is a fundamental component for functioning effectively in our multicultural modern world.

The program is primarily geared toward the working student who plans to continue her/his graduate studies toward the Ph.D. in Anthropology, seeks career advancement in either private or public sectors, (e.g., human resource development, international business, historical preservation, cultural resource management, or work within various community organizations, as well as federal, state, and local governmental agencies), or who seeks to teach at the community college level. For that reason, the program offers three graduating options or "tracks": a Thesis Option, a Teaching Option, and a Special Project Option.

The program of study is enhanced by opportunities to work on campus as research assistants in the Center for Archaeological Research and the Southern San Joaquin Valley Historic Research Information Center, as Teaching Assistants in the Department, and in various community organizations as well as within federal, state, and local government agencies via the Internship programs available.

REQUIREMENTS FOR THE MASTER OF ARTS IN ANTHROPOLOGY

The MA in Anthropology program has common admission and continuation requirements for all graduate students in the program, but different requirements for course work, advancing to candidacy, and graduation, depending on the graduating option chosen by each student.

Requirements for Admission

Admission to the Master of Arts in Anthropology program requires that the following basic criteria be met:

1. Baccalaureate degree.
2. GPA of 2.5 overall and 3.0 in the major and 1400 combined score in the three areas on the GRE test, with no less than 450 in any one test area.
3. A satisfactory TOEFL score (a minimum of 500) for International students.
4. In lieu of the requirements listed in 2. above, a student may petition the Graduate Program Coordinator for an exception.

Persons seeking admission to the Master of Arts in Anthropology program must:

1. Apply to the Office of Admissions and Records for admission to the University; this application for general admission at the post-baccalaureate level will be processed by the university. Applications are available in the Department of Sociology and Anthropology, as well as the Office of Graduate Studies and Research.
   a. Admission to graduate study by the University does not constitute acceptance into the Anthropology MA Program. It does, however, permit students to take courses as Unclassified post-baccalaureate students and to begin the process.
   b. Upon admission to the University, students must immediately notify the Anthropology Graduate Coordinator of their intention to pursue the Anthropology MA degree. The Graduate Coordinator will familiarize the student with the requirements and timetable of the Anthropology MA program.
2. Apply to the department for admission to the Master of Arts in Anthropology program. Applications are available in the Department of Sociology and Anthropology. The following materials must accompany the departmental application:

a. Formal letter of intent.
b. Three letters of reference.
c. Example of writing ability (published paper, conference paper, term paper, etc.).
d. Graduate Record Examination (GRE) test scores. (A student may petition the Graduate Program Coordinator for an exception.)

Once an application file is complete, the Graduate Program Coordinator, with the advice of the faculty, will consider the application and notify the candidate of his/her admission status.

STUDENT CLASSIFICATIONS

There are four classifications for students in the Anthropology MA Program:

Post-Baccalaureate/Unclassified Standing

Students accepted by the university for post-baccalaureate study may take Anthropology courses with approval from the instructor. These courses may be taken for personal pleasure or as a means of establishing a record in the Department of Sociology and Anthropology that will lead to Classified standing. Up to 15 400-level or 500-level units taken by the student while in this classification may be credited by the Anthropology Graduate Coordinator to the student upon being admitted to the MA in Anthropology Program.

Conditionally Classified Standing

Students may seek to be Conditionally Classified (a requirement for financial aid) by consulting with the Anthropology Graduate Coordinator and demonstrating a commitment to work toward an MA in Anthropology. Generally, students found in this classification will have applied for the Anthropology MA Program and will have been admitted to the Program with conditions, such as taking certain courses or examinations. Upon completion of such conditions, students must petition the Graduate Coordinator to advance to Classified status.

Classified Standing

Students who meet the admissions requirements (above) will be admitted as Classified Graduate Students.

Advancement to Candidacy

Advancement to Candidacy requires the following:

1. Classified status.
2. Completion of 25-quarter units of graduate work applied toward the MA in Anthropology, all of which are at least at the 500-level or above, with a GPA of 3.0 or better in graduate course work at CSUB.
3. A Thesis Proposal approved by the Thesis Committee and filed with the Department; or a Project Proposal approved by the student's committee and filed with the Department; or an approved proposal for the Teaching Track Option.

Graduate Advisor

It is the student's responsibility, in consultation with the appropriate faculty members, to choose a graduate advisor, choose an MA track or fields of study, and organize a thesis or examination committee leading to Advancement to Candidacy.

Academic Advising

Until an advisor is selected, the Graduate Program Coordinator will serve as interim advisor. Upon admission, however, the student should select an advisor as soon as possible. Failure to do this may result in the Graduate Program Coordinator assigning the student an advisor.

Transfer of Credit

A student may transfer up to 13-quarter units of credit from another school. A student may apply, with the approval of his/her committee, up to 10-quarter units of credit taken at CSUB while an Unclassified Graduate Student.

Continuation

Continuation in the program is dependent upon the following:

1. The maintenance of a GPA of 3.0 or higher in all graduate work at CSUB.
2. Achieving no grade less than a "C" (2.0) in any course applied to the MA in Anthropology, and no more than one course with a grade of "C" (2.0) will be accepted toward the MA in Anthropology.
3. Continuous enrollment (being registered for credit-bearing study for three out of four consecutive academic quarters). Students who have not completed all requirements for the thesis must register every quarter.
4. Students failing to meet these stipulations may be dropped from the program. To re-enter, a student would have to reapply to the program.

5. Prior to completion of 20 units, a student must complete the following:
   a. Select an advisor, form a committee (of at least three faculty members), and file the completed and approved "Declaration of Committee" form with the Department.
   b. File an approved "Requirements and Plan of Study" with the Department.

Graduation

Only Classified students who have met the following requirements are eligible for graduation.

1. Completion of the Plan of Study.
2. GPA of 3.0 or better in graduate work at CSUB applied toward the MA in Anthropology, at least a "C" in all courses. No more than one course with a grade of "C" (2.0) will be accepted toward the MA in Anthropology.
3. Completion of all culminating experience requirements as stipulated under the Thesis or Non-Thesis options, below.
4. All requirements for the MA in Anthropology must be completed before the student may participate in graduation ceremonies.

MA Programs in Anthropology

The Department of Sociology and Anthropology offers three tracks for the MA in Anthropology: the Thesis Option, the Teaching Option, and the Special Project Option. Three courses are required of all Masters students (BEHS 500 Quantitative Methods in the Behavioral Sciences; BEHS 501 Advanced Research Design and Analysis; and ANTH 545 Theories of Culture) with the remaining units being comprised of course work established in the Plan of Study developed by the student and his/her committee. Only five independent study units can be applied to the student's Plan of Study.

Requirements for the MA in Anthropology—Thesis Option: 45 Total Units

Required Course Work: 15 Units

BEHS 500 Quantitative Methods in the Behavioral Sciences
BEHS 501 Advanced Research Design and Analysis
ANTH 545 Theories of Culture

Elective Course Work: 21 Units

These units, 10 of which must be at the 500-level and the remaining at the 400- level or above, will be selected based on the advice and recommendation of the student's advisor and faculty committee.

Thesis Experience (ANTH 695): 9 Units

May be taken over several quarters and must be devoted to the following sequential activities:

1. Write and submit a thesis prospectus for Thesis Committee approval. This prospectus must include thesis objectives, proposed literature review, proposed methodology, and predicted findings.
2. Once the prospectus is approved, thesis work up to and including the successful defense of the thesis.

Requirements for the MA in Anthropology—Teaching Option: 50 Total Units

Required Course Work: 25 Units

BEHS 500 Quantitative Methods in the Behavioral Sciences
BEHS 501 Advanced Research Design and Analysis
ANTH 545 Theories of Culture
ANTH 597 Special Issues in Teaching Anthropology*
ANTH 598 Directed Study in Teaching Anthropology*
ANTH 693 Culminating Experience in Teaching Anthropology

* In collaboration with a community college in area.

In addition, all students will be required to serve as a teaching assistant for a lower division anthropology class at CSUB for which they will not earn any academic credits.

Elective Coursework: 25 Units

These units, 10 of which must be at the 500-level or above, will be selected based on the advice and recommendation of the student's advisor and faculty committee.

Culminating Experience in Teaching Anthropology (ANTH 693): 4 Units

Students must prepare the following:

1. Detailed syllabi for two anthropology classes, one of which must be an introductory anthropology class and the other a course agreed upon with the student's advisor.
2. A detailed list of books and reading materials that could be used in the two classes above.
3. A detailed outline of tests, paper topics and guidelines, homework exercises and other items by which students who are enrolled in the above mentioned classes might be evaluated.
4. A research paper on a topic of relevance to the elective class.
5. A sample class lecture on the same topic open to faculty and students-at-large.

Requirements for the MA in Anthropology—Special Project Option: 50 Total Units

Required Course Work: 20 units

BEHS 500 Quantitative Methods in the Behavioral Sciences
BEHS 501 Advanced Research Design and Analysis
ANTH 545 Theories of Culture
ANTH 694 Culminating Experience in Special Projects

Elective Course Work: 30 units

These units, 15 of which must be at the 500-level or above, must be approved by the student's advisor and faculty committee.

Culminating Experience:

There are two ways of culminating the MA in Anthropology—Special Project Option, both of which occur by taking for credit, no credit ANTH 694 Culminating Experience in Special Projects, under the supervision of the student's advisor and faculty committee:

1. Agency-Based Project
   a. Submit for approval to the student's faculty committee a prospectus for the Proposed Project which shall include a description of the intended project, its objectives, methods that will be used, the scholarly literature that will be consulted, and the timetable proposed for all stages of the project.
   b. Present and defend a Final Report on the project to the student's faculty committee in a meeting open to faculty and students-at-large.
2. Mastery of Two Areas of Anthropology
   a. Submit for approval to the student's faculty committee a prospectus for two area papers, which shall include the identification of the two areas of anthropology the student intends to demonstrate mastery over, two lists of proposed readings, and a timetable for the preparation, writing, and submission of each area paper.
   b. Examination of student on each area by his/her faculty committee in a meeting open to the faculty and students-at-large.

COURSE DESCRIPTIONS

BEHS 500 Quantitative Methods in the Behavioral Sciences (5)

(For course description, see listing under "Interdisciplinary Courses.") [F]

BEHS 501 Advanced Research Design and Analysis (5)

(For course description, see listing under "Interdisciplinary Courses.") [W]

ANTH 545 Theories of Culture (5)

An examination of the major theoretical orientations in contemporary cultural anthropology. Attention is given to several basic controversies: materialism vs. idealism, synchronic vs. diachronic studies, positivist vs. interpretive approaches. [S]

ANTH 550 Symbolic Anthropology and Ritual (5)

Focus will be on exploring various theoretical approaches within symbolic anthropology including the work of Mary Douglas, Clifford Geertz, and Victor Turner. Particular attention will be given to the application of their theoretical approaches to the study of ritual and shamanism in non-western cultures. [F]

ANTH 575 Seminar in Archaeological Theory (5)

Selected theoretical topics in archaeology will be examined in detail. The history and development of the major theories in archaeology, the contributions of important individual theorists, and the changing emphases in archaeology will be covered. Prerequisite: ANTH 390 or permission of instructor. [W]

ANTH 576 Seminar in Archaeological Methods (5)

Selected topics in archaeological methods will be examined in detail. Specific approaches to analysis, such as research design, special analytic techniques (e.g., faunal analysis, lithic analysis, etc.), the direct-historical approach, computer modeling and statistics, and others, will be addressed. Prerequisite: ANTH 390 or permission of instructor. [F]

ANTH 577 Advanced Topics in Anthropology (1-5)

Exploration at an advanced level of selected topics in anthropology. Permission of the instructor is required. May be repeated for different course content. [By Petition]

ANTH 591 Advanced Field Archaeology (5)

Students will participate in the planning (both research design and logistics), execution, and supervision of archaeological field projects in conjunction with the instructor. This may involve acting in the capacity of a supervisor to the undergraduate field archaeology students and/or conducting independent research as a project director. This course may be taken as part of the data collection element relevant to the completion of a thesis. Permission of instructor is required.

ANTH 597 Special Issues in Teaching Anthropology (1)

This is a practicum course designed to prepare students to teach anthropology. Topics covered include managing large classes, facilitating small group discussions, encouraging in-class presentations, incorporating technology in the classroom, selecting films, teaching about non-western societies, and teaching sensitive topics. [By Petition]

ANTH 598 Directed Study in Teaching Anthropology (5)

This is a practicum course to be conducted under the supervision of a faculty mentor from a community college in CSUB's service region. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: ANTH 597 and consent of instructor who will serve as sponsor, and approval by Chair of Department of Sociology and Anthropology. [By Petition]

ANTH 693 Culminating Experience in Teaching Anthropology (4)

Students who have completed all other prerequisites for the MA in Anthropology—Teaching Track must culminate their graduate program by taking and passing this course. Upon satisfactorily preparing, completing, and presenting the following tasks to the student's faculty committee, the student will be granted the MA in Anthropology: a detailed syllabus for two anthropology classes, one of which must be an introductory anthropology course, and the other should be in a substantive area of the student's choosing; a detailed list of books and reading materials that should be used in these two classes; a detailed outline of tests, paper topics and guidelines, homework exercises and other items by which students who are enrolled in the these classes might be evaluated; a critical literature review on a topic of relevance to the elective class; and, finally, deliver a sample class lecture to the faculty committee on the same topic in a session open to faculty and students-at-large. Offered on a credit, no-credit basis only. [By Petition]

ANTH 694 Culminating Experience in Special Projects (5)

Students who have completed all other prerequisites for the MA in Anthropology—Special Projects Track must culminate their graduate program by taking and passing this course. There are two ways of passing this course: (a) by performing an agency-based project or (b) by demonstrating mastery of two areas of anthropology. Upon satisfactorily preparing, completing, and presenting the tasks associated with either type of special project to the student's faculty committee, the student will be granted the MA in Anthropology. Offered on a credit, no-credit basis only. [By Petition]

ANTH 695 Master's Thesis in Anthropology (1-9)

[By Petition]

ANTH 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. [By Petition]

BUSINESS ADMINISTRATION (MBA)

MBA Coordinator: Thomas P. Mishoe
Dorothy Donahoe Hall, C109
(661) 664-3099
(661) 664-2438 (fax)
email: tmishoe@csub.edu
http://www.csub.edu/GradStudies/MBA.html

MBA Director: Brian McNamara
Dorothy Donahoe Hall, A119
(661) 664-2340
email: bmcnamara@csub.edu
Student Services Center at (661) 664-2326

Faculty: **M. Attaran, M. Bedell, H. Bidgoli, M. Doucet, T. Doucet, M. Flanagan, R. Fletcher, D. Guseman, D. Harvey, B. McNamara, B. Moscove, D. Olson, J. Ruiz, K. Shakoori, J. Stark, J. Tarjan, C. Weber, G. Wood**

Program Description

The Master of Business Administration degree offers critical preparation needed by working professionals for challenging careers in business. Competing in the complex, rapidly changing environment of business and public sectors requires having the knowledge, skills, and values that the MBA degree provides. The CSUB MBA program has recently been redesigned to take a more integrated approach to better prepare professionals for the ever-changing global market place.

The mission of the MBA program is to develop the leadership abilities of working professionals. The foundation for this framework is a commitment to deliver a high quality graduate program based on a set of fundamental principles, skills, and tools focused on an ever changing, dynamic, diverse, and global environment. The specific objectives of the program are to:

1. Provide students with a broad-based understanding of fundamental business systems and processes.
2. Instill in students an integrated understanding of business dynamics for effective responses to the changing business environments.
3. Help students acquire skills in formulating, analyzing, and implementing significant business decisions.
4. Help students develop the ability to work with and lead other people in a diverse and changing environment.
5. Instill in students an understanding of the ethical framework in which modern business operates.
6. Guide students in the development of effective writing and speaking, critical thinking, as well as quantitative and qualitative analysis skills.

All MBA courses are taught by full-time academically qualified (i.e., Ph.D. or other equivalent degrees) faculty, many who have wide business and international experience. The faculty remains current in their fields of study by actively engaging in research, consulting activity, and serving on local, regional, and national boards. The faculty brings a strong theoretical foundation, as well as relevant practical experience, to the classroom, making for a good blend in the students' education.

Program Delivery

Most of the students in the MBA program are currently working professionals, bringing their own experiences to the classroom, enriching the learning environment for everyone by exposure to various industries. The program also has a number of international students, representing several different countries, providing insight into business activity from a global perspective.

Students have the benefit of a state-of-the-art library and computing resources to facilitate the development of the skills needed in an information-oriented world. Courses are scheduled at night and weekends, to make it more convenient for the working professional. Most individuals can complete the program in one to three years, dependent upon previous education, work experiences, and the pace of taking course work. An appointment with the Graduate Coordinator can establish the program length and exact graduation requirements.

Accreditation

Our MBA program is accredited by the AACSB – The International Association for Management Education, the most prestigious international accrediting body for business schools. This accreditation is an indication of the quality of CSUB's MBA program – its curriculum, faculty, facilities, library, and information resources. The small class size permits quality interactions with the faculty and other MBA students, and better develops interpersonal skills, such as effective communica-

tion and team building skills. Emphasis is also placed on developing the necessary analytical and technological skills needed for effective decision-making and problem solving.

APPLICATION AND ADMISSION

Application for admission to the MBA program is a two-step process: 1) apply for admission to the University as a post baccalaureate student for the MBA program; and 2) once admitted to the University the application is forwarded to the MBA Director for review for entry into the MBA program.

Admission Policy

The goal of the admission policy is the selection of those candidates who demonstrate high potential for academic and professional success. The applicant must meet the following eligibility requirements:

- Hold a baccalaureate degree from a four-year college or university accredited by a regional accrediting association, score a minimum of 430 on the Graduate Management Admission Test (GMAT) and have a total index score of 1050 or more points. The index is based upon the grade point average (GPA A= 4.00) of all upper division work from their baccalaureate degree times 200 plus the GMAT score.

- An applicant whose preparatory education is principally in a language other than English must have a TOEFL score of 550 or higher (or 213 on the new conversion scale for the computer based TOEFL exam). Documentation must be in original form by the testing institution. Copes submitted by the applicant are not acceptable.

Applicants having an existing Masters degree, or other postgraduate work may be considered for waiver of the GMAT requirement at the sole discretion of the MBA Admissions Committee

In rare instances, the applicant who has taken the GMAT but does not meet requirements may be considered for admission. Also, those who have previously been denied admission may present new information to be reconsidered. In either case, the applicant must petition, in writing, the MBA Admissions Committee giving those reasons relevant to the situation that demonstrate the likelihood of success—the burden of proof is on the applicant.

Application Procedure

An MBA applicant must be submit the following items to the Admissions Office of the California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield, CA 93311-1099.

1. A completed application and application fee;
2. Two official transcripts from each college or university attended (international students must submit foreign transcripts in the original language and an English copy);
3. An official GMAT score;
4. A resume;
5. Two letters of reference;
6. An official TOEFL Score (international applicant); and,
7. Submission of a financial declaration and supporting documentation (international applicant).

Advising

The School is dedicated to meeting the needs of our individual students. Please make an appointment with the MBA Coordinator to discuss your individual background, experience, goals, and objectives so that we may design a program of study that best meets your needs. Contact the MBA Coordinator in the BPA Student Services Center at (661) 664-2326 for an appointment.

The BPA Student Services Center will serve as the advising center for each MBA student. It is recommended that each student meet with the Graduate Coordinator during preregistration to enroll in next quarters classes and to discuss their progress in general.

Student Classifications

There are four possible student classifications as a post baccalaureate student at CSUB.

Post-baccalaureate - Unclassified – A student who has been admitted to the University, but not to the MBA program.

Conditionally Classified MBA Student – A student who is qualified for the MBA with GPA, GMAT, and TOEFL (if necessary) but needs to take foundation courses before taking 600 level courses.

Classified MBA Student – Students who have met all of the requirements for admission to the MBA, and have completed all foundation courses required.

Advancement to Candidacy – Students will be advanced to candidacy when all the program requirements have been completed.

COURSE REQUIREMENTS

The Master of Business Administration program is designed around a set of 600-level courses that treat each of the management functions in depth and broaden the student's awareness of contemporary issues affecting business enterprises. Admitted students must have a working knowledge of word processing and spreadsheet applications. Students are advised to achieve these competencies before beginning their MBA course work. The typical MBA candidate is expected to have a working knowledge of the fundamentals of business including management, quantitative decision-making, accounting, finance, and the current global business environment.

All graduate students are required to maintain a cumulative 3.0 grade point average in all graduate course work. Any course in which a student receives a grade lower than "C" cannot use that course towards the fulfillment of a degree requirement. Graduate courses may not be taken on a credit, no-credit basis.

Foundation Courses

For applicants with baccalaureate degrees not in business administration or those persons needing review, specially designed courses are available such as those listed below. Foundation courses may be waived based upon evidence of appropriate prior academic or professional experience. It is incumbent upon the student to provide such evidence to the MBA Coordinator. Applicants should consult with the MBA Coordinator regarding which course(s) might be appropriate.

1. BA 525 Business Communications Skills (2.5)
2. BA 526 Quantitative Methods for Business Decision Making (2.5)
3. BA 527 People In Organizations (2.5)
4. BA 528 Ethical Considerations In Business (2.5)
5. BA 529 Marketing Essentials (2.5)
6. BA 530 Principles of Accounting and Finance (5)
7. ECON 500 Economic Theory (5)

Core Courses

In addition to the following required core courses, the candidate must complete an additional fifteen (15) units of approved graduate work. No more than seven (7) quarter units of Individual Graduate Study (BA 699) may be used to satisfy degree requirements. At least fifty-four (54) units of approved 600-level graduate courses are required for the Master of Business Administration degree. All candidates for the degree must complete the following courses:

1. FIN 600 Seminar in Financial Management and Policy (5)
2. MGMT 600 Seminar in Organizational Theory and Design (5)
3. MGMT 602 Seminar in Operations and Technology Management (5)
4. MGMT 690 Seminar in Strategic Management (5)
5. MIS 610 Seminar in Information Systems Management (5)
6. MKTG 600 Seminar in Marketing Management (5)
7. BA 600 Professional Development Seminar (1)
8. BA 605 Managerial Skills (5)
9. BA 690 Master's Culminating Project (3)

Elective Courses

1. ACCT 620 Accounting for Decision Making (5)
2. BA 640 Change, Innovation, and Creativity (5)
3. BA 677 Selected Topics in Business (5)
4. BA 699 Individual Graduate Study (1-5)
5. FIN 620 Seminar in Investments (5)
6. FIN 680 Seminar in Real Estate Investments (5)
7. FIN 685 Seminar in International Financial Management (5)
8. MGMT 610 Seminar in Human Resource Management (5)
9. MGMT 650 Seminar in Global Operations Management (5)
10. MGMT 655 Seminar in Statistical Analysis (5)
11. MGMT 680 e-Business: Challenges and Opportunities (5)
12. MKTG 601 Seminar in Consumer Behavior (5)
13. MKTG 602 Seminar in Advertising and Public Relations Strategy (5)
14. MKTG 604 Seminar in Services Marketing (5)
15. MKTG 610 Seminar in Global Marketing (5)
16. PPA 618 Health Services Planning and Policy (5)
17. PPA 689 Legal and Ethical Issues in Health Care (5)

COURSE DESCRIPTIONS (Accounting)

ACCT 620 Accounting for Decision Making and Control (5)

Examines how accounting information is used in managerial decision-making and control. The course stresses how to use rather than how to prepare accounting reports. Topics to be covered include: basic cost concepts, cost volume profit relationships, product costing, differential analysis, strategic product pricing, cost allocation, budgeting and the evaluation of financial performance. This course is designed for MBA and MPA students who have not had ACCT 303 Cost Accounting or its equivalent. Prerequisite: completion of all required MBA 500-level courses or permission of the instructor. This course is not open to students who have taken ACCT 303 Managerial Accounting or its equivalent.

COURSE DESCRIPTIONS (Business Administration)

BA 525 Business Communication Skills (2.5)

Students will develop and reinforce the knowledge and skills necessary to succeed in the MBA program. The case approach is used to foster each student's critical analysis, research, professional writing and presentation skills. Students will become familiar with the assignment standards and formats required of successful MBA students.

BA 526 Quantitative Methods for Business Decision Making (2.5)

This course provides a review of math, probability and statistics skills. Students will develop a working knowledge of algebra and differential calculus before beginning their MBA course work. Emphasis is placed on probability and statistical inference. Descriptive statistics, principles in data collection, sampling, and statistical inference are covered. Application of data-analytic methods to problems in marketing, finance, accounting, production, operations, and public policy will be explored.

BA 527 People in Organizations (2.5)

This course examines the theories and concepts important for understanding human behavior in organizations, as well as approaches to the management of individual, group, and social behavior within organizations with special emphasis on areas of leadership, motivation, diversity, and decision-making.

BA 528 Ethical Considerations in Business (2.5)

This course examines a range of ethical perspectives and stakeholder group considerations involved in analyzing the business decisions of the individual, leader, and top management team of an organization. It will include analysis from the social, economic, political/legal, and ethical perspectives of the enterprise.

BA 529 Marketing Essentials (2.5)

This course introduces the student to the basic principles and concepts of marketing, including the exchange process, market segmentation, defining target markets, consumer behavior, and developing marketing mixes. Students also learn the importance of having a consumer orientation and how to implement the marketing concept.

BA 530 Principles of Accounting and Finance (5)

This course is designed to provide an overview of the basic principles of accounting and finance. Emphasis is placed on financial statement analysis. In addition, this course provides an overview of how the capital markets function and the basic concepts of financial decision making through coverage of the following topics: debt and equity markets, risk and return, portfolio theory, security valuation and capital budgeting. Spreadsheet applications are included.

BA 600 Professional Development Seminar (1)

Practicing managers from industry and government will speak on current topics in management, finance, marketing, entrepreneurship and international business. The presentations will focus on leadership and decision-making. MBA candidates will have the opportunity to enter into a roundtable discussion with each of the speakers. Six 2-hour seminars will be scheduled throughout the academic year. To qualify for one unit of credit the candidate is required to attend at least four of the six scheduled seminars in any given academic year and prepare a written review and evaluation of four of the presentations. Although the candidate is expected to attend the presentation throughout the academic year, registration for the Professional Development Seminar is only required for the candidate's final quarter.

BA 605 Managerial Skills (5)

This course focuses on developing and enhancing managerial skills that are of major importance for current and future career survival and success. Specific skill areas include: self-management, communication, decision-making, motivation, delegation, team management, diversity management, negotiation, organizational politics, and change management. The course is primarily experiential in nature with skill assessments, exercises, role-plays, case studies, and group discussion activities being the primary learning tools. Relevant literature from the behavioral sciences will provide a knowledge base for skill development.

BA 640 Change, Innovation, and Creativity (5)

This is a skills based course for creating and managing change to create competitive advantage. Topics include creativity, the change process, and tools for discovering customers' articulated and unarticulated needs.

BA 677 Selected Topics in Business (5)

Special topic courses provide each department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. Each department will determine applicability toward the concentration.

BA 690 Master's Culminating Project (3)

The culminating project provides an opportunity for each student to utilize and demonstrate the tools and understanding he or she has developed during the program. Through a comprehensive interactive competitive simulation, each student will manage a firm in competition with other student-managed firms. At the completion of the simulation, each student will produce a historical account of the firm's performance via an annual report, an account of how the firm responds to its key stakeholder groups via a social audit, and a strategic plan for the future via a business plan. Each student is expected to demonstrate mastery of the essential tools of the business disciplines and an understanding of markets and the external environment. Students will not be permitted to register for this course until final quarter of graduate studies.

BA 699 Individual Graduate Study (1-5)

Individual study is offered to give the student experience in planning and outlining a course of study on the student's own initiative under departmental supervision. Independent study should deal with a special interest not covered in a regular course or with the exploration in greater depth of a subject presented in a regular course. Instructor consent is required. No more than 5 quarter units may be used to satisfy degree requirements. (May not be substituted for any required graduate seminar).

COURSE DESCRIPTIONS (Economics)

ECON 500 Economic Theory (5)

Economic theory for MBA candidates. Application of theory to business analysis. Topics include supply and demand analysis, cost theory, market structure, national income and interest rate determination and economic conditions analysis. (Not open to students who have completed ECON 201 and ECON 202).

COURSE DESCRIPTIONS (Finance)

FIN 600 Seminar in Financial Management and Policy (5)

Formulation of financial policies for obtaining and using financial resources for the purpose of value creation. Heavy emphasis is placed on the analysis of real-world cases that focus on the decisions confronting the financial manager. Statistical analysis, financial analysis, and advanced spreadsheet applications are required. Students will be challenged with both theoretical and practical problems in the following areas: performance analysis, long-term planning, working capital management, capital budgeting, long-term financing, acquisitions, and international financial management. Student presentations are required.

FIN 620 Seminar in Investments (5)

Discussion and analysis of security investments. Emphasis directed toward understanding financial investment theories and concepts from both a qualitative and quantitative perspective. Topics include: securities markets, risk and return, portfolio theory, asset pricing theory, valuation, fundamental analysis, and portfolio management. Case analysis, statistical analysis, and other computer applications are required.

FIN 680 Seminar in Real Estate Investments (5)

Investigates methods of analyzing real estate investments. Includes an examination of appraisal methods, capitalization approaches, and cash flow models. Consideration is also given to legal, tax, and financing issues. Specific project analysis techniques are part of the course, i.e., analysis of residential properties, commercial properties and shopping centers. A term project and oral presentation are required along with computer applications.

FIN 685 Seminar in International Financial Management (5)

Looks at the international financial environment, including balance of payments, the international monetary system, foreign exchange and financial markets. Specific topics include managing foreign exchange exposure, domestic versus foreign financing, cash management, political risk, and international legal constraints. A term project and oral presentation will be a part of the course.

COURSE DESCRIPTIONS (Management)

MGMT 600 Seminar in Organizational Theory and Design (5)

A study of the theories and research that explain why business organizations operate the way they do. A social systems perspective is presented that views the business organization's external environment and structure as critical determinants of organizational effectiveness. Key department-level and organizational-level variables and models are studied with the goal of developing an understanding of the patterns and relationships among organizational dimensions such as strategy, goals, size, technology, and external environment. The case method is used extensively to develop skill in diagnosing and solving organizational design problems.

MGMT 602 Seminar in Operations and Technology Management (5)

An examination of principles related to effective utilization of factors of production in manufacturing and nonmanufacturing systems. This course uses extensive readings and case studies to define and analyze problems of productivity improvement, production planning, inventory management, quality control, system design and implementation from the operating manager's perspective. Issues in management of technology-based organizations, capacity planning, scheduling, facilities design, operations strategy in services, and supply chain management will also be explored.

MGMT 610 Seminar in Human Resource Management (5)

Traditional human resource management functions such as selection, compensation and training are analyzed from a strategic perspective. Topic areas include strategies for: human resource acquisition and placement, maximizing human resource productivity, maintaining human resources, dealing with unions, and strategic separation of human resources.

MGMT 650 Seminar in Global Operations Management (5)

This course introduces students to a conceptual framework which will help them recognize and meet international operations management challenges. It studies issues relating to global sourcing and logistics, and manufacturing competencies of different nations. Topic areas include: strategic planning for global competitiveness, managing global facilities, managing global supply chains, improving operations performance, world class manufacturing, building a strategic alliance, coordinating international manufacturing and technology, and overcoming the limits to global operations project.

MGMT 655 Seminar in Statistical Analysis (5)

The issues and methods involved in conducting business research will be explored. Students will collect data that will then be analyzed by utilizing a variety of statistical techniques via computer. Bivariate, multivariate and nonparametric techniques will be covered. A strong emphasis will be placed on the use of statistics to aid in managerial decision-making. Examples of actual business research will be reviewed.

MGMT 680 e-Business: Challenges and Opportunities (5)

This course provides students with a conceptual framework for understanding the challenges and opportunities that face e-Business systems. The course is cross-functional, decision focused, and strategic in its orientation. Different types of e-Business applications are analyzed based on web site reviews and case studies. The course includes a practicum in which teams of students build a prototype e-Business system. Specific topics covered include the integration of supply chain management and e-Business, e-procurement, selling-chain management, enterprise resource planning, collaborative computing technologies, virtual team management, considerations for hardware and software development and/or purchasing, controlling e-Business cost, quality, and risks, and the legal and social environment of e-Business.

MGMT 690 Seminar in Strategic Management (5)

The subject of this course is competitive behavior and the "strategy" of business firms. Competition is defined to be the effort to create and retain economic value within an environment of interdependence among competing firms. Strategic behavior is the effort of a firm as a coherent objective-seeking entity to create economic value within a competitive environment. An understanding of strategic behavior requires a close examination of 1) business objectives, 2) firm structural interdependence, and 3) value creation within the structure of competitive interdependence. Prerequisites: FIN 600, MGMT 600, and MKTG 600.

COURSE DESCRIPTIONS (Management Information Systems)

MIS 610 Seminar in Information Systems Management (5)

This course introduces MBA candidates to information systems in organizations from a management perspective. Managerial and strategic uses of information systems, information technology that underlies these systems, and ways such systems are developed and managed are explored. Emphasis is placed on evaluation of systems for support of individual and group decision-making and collaborative work, expert systems and other knowledge-based systems and their applications. The course will cover methods and tools for information systems design, development, implementation, and maintenance. New state-of-the-art tools and models in information systems, decision support systems/expert systems, and their practical applications will also be explored.

COURSE DESCRIPTIONS (Marketing)

MKTG 600 Seminar in Marketing Management (5)

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. Applications are emphasized to include research, quantitative, and business analytical techniques through the development of case and project assignments.

MKTG 601 Seminar in Consumer Behavior (5)

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: MKTG 600 or permission of instructor.

MKTG 602 Seminar in Advertising and Public Relations Strategy (5)

Development of communications strategy necessary to fulfill the objectives of the marketing program through intensive analyses of situational and primary information, target market(s), creative objective(s), media selection and scheduling, sales promotion, public relations, budgeting and program evaluation. Includes qualitative, statistical, financial, and computer applications. The course integrates theory with case analyses and the development of a comprehensive marketing communications plan. Prerequisite: MKTG 600 or permission of the instructor.

MKTG 604 Seminar in Services Marketing (5)

An investigation into and analysis of the complexities and unique aspects of marketing services contrasted to the marketing of tangibles. Special attention will be given to creating effective customer service, demand management, and quality control. The case study method will be utilized.

MKTG 610 Seminar in Global Marketing (5)

A study of current global marketing status in industrialized, newly industrialized (NICS) countries, emerging democracies, and the developing world in a dynamic environment of changing communication technologies. Discussion of research techniques one should use in selecting the countries, entry strategies, and developing the right marketing mix and strategies to meet the needs of the countries selected. Marketing management techniques to be used keeping in mind the degree of literacy, economic, legal, political, and socioeconomic environmental variables. Developing and implementing global marketing strategies during the 21st century in an environment in which the countries around the world are grouping into trading blocks like the European Economic Community and NAFTA. Extensive use of library resources, case studies, and empirical research projects.

EDUCATION

Education Building, Room 124
(661) 664-2219
(661) 664-2016 (fax)
email: ssantos@csub.edu
http://www.csub.edu/soe/home.htx

Dean: Dr. Sheryl L. Santos

Master of Arts Degree in Education

Graduate programs in the School of Education are designed to advance students' knowledge and skills in the effective application, evaluation and implementation of sound pedagogy and educational strategies. Both the Master of Arts and the Master of Science degrees are offered. These degree programs are accredited by the California Commission on Teacher Credentialing (CCTC), the National Council for the Accreditation of Teacher Education (NCATE) and the Western Association of Schools and Colleges (WASC). The School of Education offers the master's level programs described below.

Graduate Degree Programs in Teacher Education

Department of Teacher Education Chair:
Dr. Patti Folkerth
Education Building, Room 115
(661) 664-2234
(661) 664-2199 (fax)
email: pfolkerth@csub.edu

Teacher Education Secretary:
Becky Cera,
Education Building, 113
(661) 664-3134
(661) 664-2199 (fax)
email: bcera@csub.edu

The Department of Teacher Education offers a program of study leading to a Master of Arts in Education degree in the following concentrations:

- Bilingual/Multicultural Education or Multicultural Education
- Curriculum and Instruction
- Early Childhood Education
- Educational Administration
- Reading/Literacy
- Special Education-General

Graduate Degree Programs in Advanced Educational Studies

Advanced Educational Studies Chair:
Dr. Eugene Martinez
Education Building, Room 221
(661) 664-3063
(661) 664-2479 (fax)
email: emartinez@csub.edu

Advanced Educational Studies Secretary:
Marion Anthony
Education Building, Room 238
(661) 664-3055
(661) 664-2479 (fax)
email: manthony@csub.edu

The Advanced Educational Studies Department offers programs and services that are designed to prepare teachers, administrators and counselors for degrees, specific preliminary and professional credentials and certification required in the State of California for service in specialist and administrative positions that require advanced preparation and special competence. A program of study leading to a Master of Arts degree in Education is offered in the following concentrations:

- Counseling and Personnel Services
- Educational Administration

A Master of Science degree is also available in Counseling.

School of Education Programs Offered at Antelope Valley

The Teacher Education Department, within the School of Education, California State University, Bakersfield, offers the Master of Arts degree at Antelope Valley:

- Master of Arts in Curriculum and Instruction
- Master of Arts in Curriculum and Instruction, concentration in Special Education (General)
- Master of Arts in Educational Administration

These degree programs are offered through the CSUB, Extended University and Regional Programs Division. For additional information contact (661) 664-2441 or 664-3396.

Application Process and Program Requirements

To pursue a Master of Arts in the School of Education, the student must first apply to the Office of Admissions and Records at CSUB for general admission to the university and classification (661) 664-3036. Fol-

lowing admission to the university, application to specific School of Education graduate degree programs is initiated by obtaining an application from the Credentials and Graduate Studies Office, School of Education (661) 664-2484, Educ. 102. The School of Education Graduate Studies Committee will determine the student's admission status only after the student has established admission to CSUB as a graduate student. Admission to California State University, Bakersfield, does not constitute admission to any graduate degree program offered by the School of Education. All applicants will be notified in writing regarding admission, individual status, or progress in a specific degree program.

Note: Please see individual graduate degree programs for specific admission requirements.

Graduate/Post-baccalaureate Admission to the University and Student Standing

All graduate and post-baccalaureate applicants seeking a master's degree, an advanced credential or taking courses for personal and professional growth must file a complete Graduate/Post-baccalaureate application with the University as described in the CSUB admissions booklet. The application fee is nonrefundable. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application with a nonrefundable application fee. Applicants must supply the CSUB Admissions Office with two official transcripts from each college/university attended.

Post-baccalaureate Unclassified Standing – A student must be admitted to the university in Post-baccalaureate Unclassified Standing in order to enroll in advanced courses as stated above. For admission to this standing a student must: a) hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting agency or have completed equivalent academic preparation as determined by an appropriate campus authority; b) have achieved a grade point average of at least 2.50 (A=4.0) in the last 60 semester (90 quarter) units attempted; and c) have been in "good standing" at the last college attended.

Students seeking a graduate degree, offered by the School of Education, with Post-baccalaureate Unclassified Standing should limit enrollment to no more than 15-quarter units. Students seeking a graduate degree with Post-baccalaureate Unclassified Standing must consult with a School of Education graduate degree program advisor or the Director of Graduate Studies during the first quarter of enrollment. Courses taken while in this classification may be accepted in fulfillment of degree requirements only if the department and graduate advisor accept such courses in advance of the course being successfully completed. There is no guarantee that such course work will be accepted.

Post-baccalaureate Classified Standing – Upon approval and completion of all admission requirements, a student may be formally admitted to a post-baccalaureate credential program or a certificate program in this student standing. Professional, personal, scholastic and other admissions standards, including qualifying examinations (if required by selected programs) may be included for admission to Post-baccalaureate Classified Standing.

Graduate Conditionally Classified Standing – With program faculty approval, a student may be formally admitted to a graduate degree program in this student standing if the student has deficiencies in requirements or prerequisite preparation but can remedy these deficiencies by completing appropriate course work and/or qualifying examination(s). This standing is considered a Special Admit.

School of Education Special Admit Policy – An applicant to a graduate degree program who has a GPA below the required 3.00 GPA may petition for a Special Admit. The following options are available for students who have been approved by the graduate program faculty in this student standing:

a) Condition(s) are to be explained in writing by the graduate degree program coordinator, Director of Graduate Studies, or Dean of School of Education;
b) Complete nine-quarter units of course work with a grade of "B" or better; or
c) Pass the Graduate Record Examination (GRE) with a score of 900 or better.

Graduate Classified Standing – A student admitted to CSUB in Graduate/Post-baccalaureate Unclassified Standing may be formally admitted to a graduate program in this student standing (or advanced to this student standing from Graduate Conditionally Classified Standing) if the student meets all the professional, personal, scholastic, and other standards (including a minimum 3.00 GPA in the last 90 quarter units) or any qualifying examination(s) prescribed by that particular graduate degree program. Graduate Classified Standing is required for enrollment in 600 level course work.

Graduate Advancement to Candidacy Standing – Students may be moved to this student standing upon completion of a significant portion of the graduate degree program of study which must be approved by the program advisor. Graduate Advancement to

Candidacy Standing is determined after a formal review and recommendation. In the School of Education, the Director of the Graduate Program, and the degree program coordinator approve such petitions for this student standing. Graduate Advancement to Candidacy is required for enrollment in the Culminating Activity (CA).

Nonactive Graduate/Post-baccalaureate Standing – A graduate/post-baccalaureate student who has been absent from course work in his/her respective program for more than two (2) consecutive quarters without an approved Planned Educational Leave or without continuous Enrollment Status will be classified in nonactive student standing. A student who has been reclassified in a nonactive student standing must submit a new application for admission to the University and pay the nonrefundable application fee. Additionally the student must also resubmit an application for admission to the respective graduate degree program offered in the School of Education.

Advisement and Planning

All graduate programs leading to the MA in Education degree or the MS in Counseling degree shall be planned in consultation with an assigned graduate program advisor from the program concentration in the School of Education. The program advisor chosen typically continues as the Chair of the Culminating Activity. It is the responsibility of the student to obtain the appropriate forms from the Credentials and Graduate Studies office and develop the degree program of study plan with a program advisor. There is no guarantee that prior graduate credit units earned in the School of Education or in other schools of the University will be accepted toward a program of study leading to a graduate degree. For such units to count toward the degree, the student must have prior written approval from the program advisor and/or coordinator for that specific program.

Since all graduate courses may not be offered every academic quarter or year, a student seeking a specific sequence of courses to complete established programs leading to the degree should consult with the program advisor to ensure efficient timing and maximum utilization of courses chosen.

Culminating Activity Committee Selection

Selection of a Culminating Activity (CA) Committee is a requirement for a student seeking the MA in Education with the exception of Counseling students. At least two (2) quarters before registering for a Culminating Activity, the student begins the process of selecting the Culminating Activity Committee members. It is customary for the student to ask the program of study advisor to chair the CA, however, this is not mandatory.

A student is to ask a total of three (3) faculty members if they would be willing to serve on the CA Committee during the quarter(s) when the CA is planned. The student is to obtain a Culminating Activity Approval Form for Registration from the Graduate Studies Office and have each faculty member chosen sign this form as he/she agrees to serve. If a thesis or project is planned, this form is to be signed by the faculty members after they agree to serve and have approved the formal written proposal. Important information regarding the selection criteria for committee members is found in the School of Education, Graduate Studies and Policies Manual which is a required manual that is to be purchased in the University Bookstore.

When first registering for the Culminating Activity, a student will enroll for the number of units currently indicated for that specific CA listed on the program concentration planning form. In the event that a student does not complete the CA within the quarter planned, but has shown evidence of satisfactory progress, the student will be assigned a grade of "SP" (Satisfactory Progress) and meet with the committee chair to discuss the time frame for completing the CA and maintaining continuous enrollment. According to University policy a student must be enrolled during the quarter in which he/she wishes to receive the degree unless special consideration is requested and approved by the Dean, School of Education.

Writing Assessment Requirement

All degree (BA, MA, MS) applicants must fulfill the Graduation Writing Assessment Requirement (GWAR). This requirement may be met by taking specific English courses or by passing an examination. For information regarding this requirement contact the English Department (661) 664-2144.

In-service Courses

Education courses offered that are designated at the 900 level are intended as In-service Courses. These courses are generally offered as workshops and/or in conjunction with professional conferences or other activities. Such courses will not be computed in a student's GPA nor will these courses be accepted to meet degree or credential requirements. Such courses are offered on a credit, no-credit basis only.

Award of Degree

The Master of Arts in education degree will be conferred only upon those students who complete an authorized graduate degree curriculum established by the School of Education that meets the standards established by the school and University. The basic pattern for the MA programs consists of: (1) core studies (7-quarter units); (2) professional concentration options (34 units); and (3) a culminating project, thesis, practicum or comprehensive examination (1-5 units). All programs shall be based on an irreducible minimum of forty-five (45) quarter units of graduate credit acceptable to both the School of Education and the University. Degree programs shall be planned cooperatively by the student and his/her School of Education program advisor and subject to approval of the Director of Graduate Studies of the School of Education. All courses and the culminating activity must be completed within a seven (7) year period to qualify for the degree.

Specific courses for MA degree programs ordinarily will be selected from those in the 500 and 600 series. Some courses may be accepted from the 400 series only upon prior approval of the program advisor. The student must have a program plan which has at least one-half of the total degree program in courses designed primarily for graduate studies. Courses in the 600 series are designed primarily for MA and MS candidates.

Upon completion of all requirements, with the exception of the Culminating Activity, the candidate is to obtain (University Evaluations Office) and file an application with the University Evaluations Office for award of the MA in Education or the MS in Counseling. The degree will be awarded only upon certification from the University Evaluations Office that all requirements for the degree have been met and the candidate has received approval for award of the degree from the School of Education, Credentials and Graduate Studies Office.

Financial Assistance

Graduate Assumption Program of Loans for Education (Graduate APLE) – Designed to encourage students to complete their graduate education and serve as faculty at an accredited college or university in California. Participants may receive up to a total of $6,000 in loan assumption benefits ($2,000 each year) for three consecutive years of full-time employment at one or more California colleges or universities. Teaching service must begin within 10 years of being accepted into the Graduate APLE. Should you have questions or need assistance please contact the California Student Aid Commission at (888) 224-7268 or (916) 526-7599 or 8276 or send an email to custsvcs@csac.ca.gov.

Governor's Teaching Fellowship Program – This fellowship program is an important component of Governor Davis' education program (SB 1666). These competitive awards are designed for students preparing to teach in low performing schools in California for four (4) years. These fellowships provide $20,000 to help pay education and living expenses while students are enrolled **full-time** in a California Commission on Teacher Credentialing (CCTC) accredited California State University (CSU), University of California (UC), or independent college/university teacher education program.

In January 2001, 250 fellowships will be awarded to students who will be enrolled **full-time** in a teacher education preparation program during the winter and/or spring terms of 2001. Beginning in September 2001, an additional 1,000 fellowships will be awarded annually.

Eligibility Requirements

- Bachelor's degree from a regionally accredited college or university.
- Verified academic and employment record (including transcripts and employment history).
- Proof of admission to and/or enrollment in a California Commission on Teacher Credentialing (CCTC) accredited teacher education (non-intern) program.
- Documented experience in working with children.
- Letters of recommendation and faculty/employer evaluations.
- Interviews with program administrators.
- Commitment to teach in a low performing school (bottom half of the Academic Performance Index).

How to Apply

- Download an online application at: www.teacherfellowship@calstate.edu, OR
- Request an application by e-mail at: teacherfellowship@calstate.edu, OR
- Call the toll-free number at: (866) 824-7335

PROGRAM CONCENTRATIONS

MA Degree in Education with a Concentration in Bilingual/Multicultural Education

The Master of Arts in Education with a concentration in Bilingual/Multicultural Education is designed to meet the needs of educators and professionals in related fields who seek to improve their skills in order to attain a higher level of professionalism in bilingual/multicultural education. The advanced degree is articulated

with other programs available in the School of Education. A basic teaching credential is highly recommended to the awarding of the degree. Work toward the MA in Bilingual/Multicultural Education may be closely articulated with the CLAD Certificate as designed by the California Commission on Teacher Credentialing (CCTC) standards.

Requirements for MA in Bilingual/Multicultural Education or Multicultural Education

Note: 45 quarter units are required for the MA (Bilingual/Multicultural Education Option or Multicultural Education Option)

Prerequisite:
1. A valid basic California Commission on Teaching Credential (CCTC)

Core: (7 quarter units)
1. EDRS 680 Educational Statistics (4)
2. EDRS 681 Research Design and Analysis in Education (3)

Concentration: (a minimum of 33 quarter units for MA Degree)

Required Courses:
Take each of the following courses as noted:
1. EDBI 476 Introduction to Language Acquisition and Development (3)
2. EDBI 503 Teaching Reading in Bilingual/ Multicultural Settings (5) (for BME option)
   or
3. EDBI 504 Multicultural Methods in the Language Arts (5) (for BME option)
4. EDBI 505 Cross-Cultural Education (5)
5. EDBI 524 Techniques and Methods of Teaching ESL (5)
6. ***EDBI 543 Practicum in an ESL Classroom (5) (Note: CLAD Certificate Only)

Optional Courses:
Take one of the following courses:
1. *EDBI 564 Research & Evaluation in Bilingual/ Multicultural Education (5)
   or
2. **EDBI 635 Curriculum Development for Bilingual/Multicultural Education (5)

Elective Courses:
Take at least TWO of the following courses
1. EDBI 506 Multicultural Teaching Strategies (5)
2. *EDBI 564 Research & Evaluation in Bilingual/ Multicultural Education (5)
3. **EDBI 635 Curriculum Development for Bilingual/Multicultural Education (5)
4. EDBI 636 Seminar in Bilingual/Multicultural Education (5)
5. EDSP 501 Introduction to Education of Exceptional Children and Youth (5)
6. CPSY 633 Cross-Cultural Counseling (4)

Special Requirement:
Spanish Proficiency Examination (Pretest and Posttest or approved equivalent) required for Bilingual/ Multicultural Education Option only.

Culminating Activity:
Select one of the following:
1. EDCA 690 Master Thesis in Education (5)
2. EDCA 691 Master Project in Education (5)
3. EDCA 692 Master Examination in Education (5)

* Prerequisites: At least three (3) EDBI courses and EDRS 681
** Prerequisites: At least three (3) EDBI courses
*** Prerequisites: EDBI 476 and EDBI 524

MA Degree in Education with a Concentration in Counseling and Personnel Services

The Master of Arts in Education with concentration in Counseling and Personnel Services is designed to meet two different needs. Option one (1) is for those students seeking a generalist degree in Counseling and Personnel Services. This option requires 46-quarter units, which provides a balance between theory and practice in preparing individuals to function effectively in educational settings. Option two (2) is for those students seeking the Master of Arts in Education with the concentration in Counseling and Personnel Services with the Pupil Personnel Services (PPS) Credential Option. This option requires 54-quarter units and authorizes option two (2) participants to work as a K-12 school counselor.

Note: The Admission Process described in the following paragraphs is applicable to the MA in Education degree (which follows), the MS in School Counseling and the Pupil Personnel Services Credential, which are found in this catalog in the latter part of the section on Advanced Educational Studies: Credential and Certificate Programs.

Admission Process

The Counseling Program admits new students once a quarter during the academic year. Application packets must be received in the School of Education, Credentials and Graduate Studies Office (EDUC 106)

before each quarterly deadline. Incomplete files will not be considered for admission during that application cycle.

Only complete application packets will be accepted in the School of Education, Credentials and Graduate Studies Office. It is the responsibility of the applicant to make certain that the packet is complete and contains the following items:

1. A copy of the applicant's California State University Supplemental Application for Graduate or Post-baccalaureate Admission (Part B). This application is available in the CSUB Admission's Office, SA 103, (661) 664-3036.
2. A copy of the letter from CSUB admitting the applicant to Graduate of Post-baccalaureate study. (Note: This admission does not constitute admission to the Counseling Program.)
3. A copy of all undergraduate and graduate transcripts (unofficial is acceptable).
4. A formal application to the CSUB Counseling Program (available in the CSUB, School of Education, Credentials and Graduate Studies Office, EDUC 106; (661) 664-3193).
5. A detailed typewritten narrative autobiography in which students provide insight into themselves as persons and as prospective professional counselors. Experiences with people from diverse ethnic, cultural and socioeconomic backgrounds should be specifically highlighted. The last section of this autobiography is to discuss the reasons, academically and personally, why the applicant should be chosen for admission.
6. Signed and dated Consent to Be Observed or Tape Recorded and Statement of Informed Consent form (in Admissions Information packet, EDUC 106).
7. Prerequisite and test information (submit all that apply to degree or credential specialty):
   a. A minimum overall cumulative undergraduate GPA of 2.75 or higher; a 3.00 in all graduate work attempted.
   b. Satisfactory completion (with a grade of "C" or better) of an undergraduate or graduate course in human development, developmental psychology, or child psychology and a statistics course. This course must have been completed within five (5) years of intended admission date.

To qualify for a degree (MS in Counseling or MA in Education) or credential (Pupil Personnel Services) all candidates are required by the California State University to demonstrate upper division writing competency either by passing the university-wide Graduation Writing Assessment Requirement (GWAR) examination (register for the exam with CSUB Testing Center; 664-3373) or by achieving a grade of "C" or better in ENGL/COMM 304, COMM 306 or 311; ENGL 305 (formerly 410) or 310; or HIST 300; or in other courses approved by the English Department (Faculty Towers 202A, 664-2144).

Similarly, California Education Code requires PPS credential applicants to pass the California Basic Educational Skills Test (CBEST) with a cumulative score greater than or equal to 123 (register for this exam with CSUB Testing Center; 664-3373) before a Pupil Personnel Services Credential can be issued by the California Commission on Teacher Credentialing (CCTC). School Counseling students with teaching, specialist, or services credentials are required by the State of California to obtain a certificate of clearance (visit the Credential Analyst, EDUC 104; 664-3074) prior to beginning their Counseling Internships (EDCS 691) and applying to the CCTC for a PPS credential.

Counseling program faculty do not assume responsibility for making certain that students have satisfied the GEAR, CBEST and CCTC requirements described above. Thus, students themselves are responsible for completing these requirements to ensure timely placement in fieldwork (Internship) and expedite processing of graduation and PPS credential applications.

Advancement Steps for All Counseling Programs Students

The Counseling faculty functions as an admissions committee and approves the advancement of candidates through the program. Once a student is admitted, there are three stages at which candidates are evaluated to determine eligibility to proceed in the program.

Conditionally Classified Graduate Standing – Students who are admitted to the program with deficiencies in any of the admission criteria are initially awarded Conditionally Classified Graduate Standing and are notified in writing at this time and at each subsequent stage of classification. If students are admitted to the program with Conditionally Classified Graduate Standing, the School of Education, Credentials and Graduate Studies Office will assign them an advisor. The advisor will assist the student in preparing a Program of Studies and developing a plan which delineates the courses that are to be taken after the deficiencies are remedied.

Until a student is admitted to Graduate Classified Standing in the Counseling Program, no EDCS (Counseling) may be taken.

Classified Graduate Standing – Students who have fully met the admission requirements are awarded Classified Graduate Standing upon admission to the program.

Advancement to Candidacy – Decisions regarding Advancement to Candidacy in the Counseling Program are delayed until students have a chance to determine if this program meets their personal and career needs, and faculty have an opportunity to evaluate the performance of the students as professional counselors.

In order to better mentor the growth of students throughout the program and to insure the quality of program graduates, the program committee reserves to itself certain requirements (see Counseling Student Handbook for specifics).

Ability to Work with People

Throughout the program and prior to completion, the student must continually provide evidence of the ability to interact competently, successfully and ethically with other people from a variety of backgrounds in a manner consistent with the role of a professional person in counseling. Such evidence may come from practicum and techniques courses, courses with an experiential focus or from supervised experiences included in the program. The student is advised that this quality is difficult to evaluate prior to admission; it may become apparent only as the student progresses through the program. The applicant who recognizes that these skills may be significantly difficult to achieve is urged to consider other career options.

Experiential Learning Requirement

The Counseling Program is sequential and based on principles of experiential learning. Consequently, students are frequently expected to participate from the counselee perspective in-group and in individual sessions. Students provide each other the opportunity to experience interaction from both the counselor and counselee frame of reference throughout the program. Enrollment in the program implies student consent to engage in the individual and group experiential learning activities of the various courses.

Requirements for the MA in Counseling and Personnel Services

Prerequisites:

1. Completion of an undergraduate or graduate course in Human Development, Developmental Psychology, or Child Psychology with a grade of "C" or better. This course must have been completed within five calendar years of intended admission date.
2. Completion of statistics course.

Option One Required Courses

Educational Core (Prerequisites in parentheses)

1. EDRS 680 Educational Statistics
2. EDRS 681 Research Design & Analysis in Education (EDRS 680)

Counseling Core

1. EDCS 502 Human Communications Practicum
2. EDCS 505 Cross Cultural Issues in School Counseling
3. EDCS 510 Development Counseling: Children & Adolescents
   or
   EDCS 635 Theory & Practice of Consultation
4. EDCS 515 Developmental Counseling: Adult & Families
5. EDCS 525 Legal & Ethical Issues in School Counseling
6. EDCS 532 Assessment for School Counselors (a statistics course)
7. EDCS 601 Substance Abuse & Domestic Violence
8. EDCS 605 Theories of School Counseling
9. EDCS 670 Career Counseling
10. EDCS 681 Pre-Practicum
11. EDCS 691 Counseling Intership I

Culminating Activities

1. EDCA 696 Masters Project in Counseling (Adv. to Candidacy; Concurrent enrollment with EDCS 691; permission) or
2. EDCA 697 Masters Examination in Counseling (Adv. to Candidacy; permission)

Option Two Required Courses

Educational Core (Prerequisite in parentheses):

1. EDRS 680 Educational Statistics
2. EDRS 681 Research Design & Analysis in Education (EDRS 680)

Counseling Core (all need EDCS 640 and Classified Graduate Standing)

1. EDCS 505 Multicultural Issues in School Counseling
2. EDCS 510 Development Counseling: Children & Adolescents
3. EDCS 525 Legal & Ethical Issues in School Counseling
4. EDCS 532 Assessment for School Counselors (a statistics course)

5. EDCS 601 Substance Abuse & Domestic Violence
6. EDCS 605 Theories of School Counseling
7. EDCS 640 School Counseling
8. EDCS 645 Techniques of School Counseling
9. EDCS 650 Group & Consultation Interventions in School Settings
10. EDCS 670 Career Counseling
11. EDCS 681 Pre-Practicum
12. EDCS 691 Counseling Intership I
13. EDCS 692 Counseling Intership II

Culminating Activities

1. EDCA 696 Masters Project in Counseling (Adv. to Candidacy; Concurrent enrollment with EDCS 691; permission) or
2. EDCA 697 Masters Examination in Counseling (Adv. to Candidacy; permission)

MASTER OF SCIENCE IN COUNSELING

Program Description

The Master of Science degree in Counseling is a 90-quarter unit degree designed to provide graduate preparation for counselors in the areas of School Counseling and Career Development Counseling. The major goal of the program is to prepare professional counselors who have the skills to practice in a wide variety of settings. All Master of Science students take 49 units of core courses in Counseling.

In addition, students complete 41 units within their area of specialization. Students must select one of the two options described below. (The Career Development Counseling option has been deferred until funding becomes available.)

School Counseling – Students desiring to counsel in K-12 public or private educational settings should select a specialization in the area of school counseling. Most students in this option will also be working toward a PPS (Pupil Personnel Services) credential, although a master's degree is not required for this credential. This option meets the preparation standards of the American School Counselors Association (ASCA) which specifies a two-year graduate program.

Career Development Counseling – This option is designed for students who wish to pursue a counseling career in business, industry, higher education, vocational rehabilitation or government. This degree specialization offers graduate level training in career counseling theory and technique, career and employee assistance program development and resources, organizational behavior and management and group and individual vocational assessment. This option will not meet the requirements of the Board of Behavioral Sciences (BBS) for the California license in Marriage and Family Therapy or the State of California requirements for the Pupil Personnel Services Credential (PPS).

Note: Admission Process for All Counseling Programs (Master of Arts and Master of Science Degrees and Pupil Personnel Services Credential) is explained with the Master of Arts Degree in Education section located above.

The Master of Science in School Counseling Degree requires 90-quarter units, excluding Prerequisites.

Prerequisite:
Completion of an undergraduate or graduate course in human development, developmental psychology or child development with a grade of "C" or better. This prerequisite must have been completed within five calendar years of the date of intended admission.

Educational Core (Prerequisites in parentheses)

1. EDRS 680 Educational Statistics
2. EDRS 681 Research Design & Analysis in Education (EDRS 680)

Counseling Core

1. EDCS 502 Human Communication
2. EDCS 505 Cross Cultural Issues in School Counseling
3. EDCS 510 Development Counseling: Children & Adolescents
   or
   EDCS 635 Theory & Practice of Consultation
4. EDCS 515 Developmental Counseling: Adult & Families
5. EDCS 525 Legal & Ethical Issues in School Counseling
6. CPSY 530 Human Sexuality
7. EDCS 532 Assessment for School Counselors (a statistics course)
8. EDCS 601 Substance Abuse & Domestic Violence
9. EDCS 605 Theories of School Counseling
10. EDCS 640 School Counseling
11. EDCS 645 Techniques of School Counseling
12. EDCS 650 Group & Consultation Interventions in School Settings
13. CPSY 650 Theories of Family Counseling
14. CPSY 660 Theories of Group Counseling
15. EDCS 670 Career Counseling
16. CPSY 671 Techniques of Child & Adolescent Counseling

17. EDCS 681 Pre-Practicum
18. EDCS 691 Counseling Intership I
19. EDCS 692 Counseling Intership II

Culminating Activities
1. EDCA 696 Masters Project in Counseling (Adv. to Candidacy; Concurrent enrollment with EDCS 691; permission) or
2. EDCA 697 Masters Examination in Counseling (Adv. to Candidacy; permission)

Related Courses
1. MA Electives: Elective (as approved by Program Faculty and Coordinator from list)
2. MS Electives: Elective (as approved by Program Faculty and Coordinator from list)

MA Degree in Education with a Concentration in Curriculum and Instruction

The specialization in Curriculum and Instruction is available on the master's level for those individuals who have undergraduate or post-baccalaureate preparation (including qualifications for some type of appropriate teaching credential) in preschool, kindergarten, or elementary education and subject matter fields acceptable for instruction in grades seven (7) through twelve (12). This specialization will also benefit others including community college instructors, nurses, medical technologists and those in the field of media. Basic courses used to qualify for the initial elementary or secondary credential may not be included in the units applicable toward the MA degree even though these units were taken as post-baccalaureate credits or as part of the "fifth year" pattern. However, such credits may be used for the degree provided that such credits are approved by an advisor and carry clearly identifiable graduate numbers certifiable by transcripts from accredited institutions or programs, and such units were not used/needed for total units needed for the undergraduate degree.

Requirements for the MA in Curriculum and Instruction

Prerequisites:
1. A valid basic teaching credential
2. A GPA of 3.00 or better

Core:
1. EDRS 680 Educational Statistics
2. EDRS 681 Research Design and Analysis in Education

Concentrations:
1. EDCI 516 Foundations of American Education
2. EDCI 520 Instructional Strategies
3. EDCI Curriculum Theory and Development
   Select **one** of the following:
   - EDCI 511 Advanced Educational Psychology and Learning Theory
   - EDCI 514 Growth and Cognitive Development
   - EDCI 545 Human Development: A Life-span Perspective

Note: In selecting elective courses for areas of emphasis (minimum of 20 quarter units), please see program plan sheet.

Culminating Activity: (select one)
1. EDCA 690 Master Thesis in Education
2. EDCA 691 Master Project in Education
3. EDCA 692 Master Examination in Education

MA Degree in Education with a Concentration in Early Childhood Education

The concentration in early childhood education is available for those individuals who have undergraduate or post-baccalaureate preparation related to Early Childhood and Family studies. The student should intend to teach in child centered settings with infants, preschool, or elementary aged children, work as administrators of childhood and family programs, pursue a career as a researcher, become a college instructor in early childhood, child development, and family education, work in private industries related to child and family centered products, or private or public service organizations.

The primary orientations of the concentration are toward improvement of teaching, design, and development of programs, curricula, and the utilization of research in child and family centered programs. Appropriate concerns are methods, materials, plans, research data, and procedures pertinent to early childhood and family education.

The specialization in early childhood and family education is obtainable in conjunction with the regular elementary credential, and the Master of Arts in Education degree.

Requirements for MA in Early Childhood Education

Prerequisites:
1. A valid basic California Commission on Teaching Credential (CCTC) (when applicable).

2. Nine (9) quarter or six (6) semester units in Child Development course work or approved equivalent.

Core: (7 units)
1. EDRS 680 Educational Statistics (5)
2. EDRS 681 Research Design and Analysis in Education (5)

Concentration: (minimum of 25 units.)
The following four courses are required:
1. EDEC 513 Seminar in Early Childhood and Family Education (5)
2. EDEC 514 Growth and Cognitive Development (5)
3. EDEC 545 Human Development: A Lifespan Perspective (5)
4. EDEC 590 Special Topics in Early Childhood and Family Education (5)

Electives: (select a minimum of (8) eight units from the following)
1. EDEC 443 Supervision and Administration of Early Childhood and Family Education Programs (5)
2. EDEC 444 Internship in Administration and Supervision and Administration of Children's Program (5)
3. EDEC 522 Curriculum and Instruction in Early Childhood and Family Education (5)
4. EDEC 523 Family and Community Involvement in Education (5)
5. EDEC 532 Creative Experiences for Early Childhood Education Settings (3)
6. EDEC 644 Early Childhood Field Experience (1-6)
7. EDBI 505 Cross-cultural Education (5)
8. EDCI 591 Problems in Early Childhood Education and Elementary Education (1-5)
9. EDIS 699 Independent Study in Graduate Education (1-5)
10. EDLT 558 Reading in Elementary, Middle, and Secondary Schools (5)
11. EDLT 585 Children's Literature (5)
12. EDSP 501 Introduction to Education of Exceptional Children and Youth (5)

Culminating Activity: (select one)
1. EDCA 690 Master's Thesis in Education (5)
2. EDCA 691 Master's Project in Education (5)
3. EDCA 692 Master's Examination in Education (5)

A total of 45 units are required for a MA degree.

MA Degree in Education with a Concentration in Educational Administration

The concentration in Educational Administration is available for post-baccalaureate students who have an interest in administering programs in elementary or secondary public schools. Work toward the MA degree may be closely coordinated with requirements for the Preliminary Administrative Services Credential. The Preliminary Administrative Services Credential (Tier I) is the first of two credentials (Professional Administrative Services Credential, Tier II) that one must earn to be permanently credentialed as an educational administrator in California's elementary or secondary public schools. Individuals who have the Preliminary Administrative Services Credential may hold any administrative position in California for which they are otherwise qualified. The Preliminary Administrative Services Credential is in effect for five (5) years from the date of issuance, which corresponds with the date of employment in an administrative position requiring the credential.

MA Degree in Education with a Concentration in Doctor of Educational Administration

The Educational Administration Program at CSUB has a cooperative agreement with the University of the Pacific, Stockton, California, whereby full-time practicing school administrators completing their Professional Administrative Services Credential, Tier II program at CSUB (who also qualify for this cooperative Doctoral Program) may transfer most of their Professional Administrative Services Credential, Tier II course work into this cooperative Doctoral Program. Both CSUB and the University of the Pacific are nationally accredited institutions by NCATE. Most of the subsequent doctoral course work through the University of the Pacific will be offered in Bakersfield and scheduled at a time convenient for full-time practicing administrators. For further information about the Cooperative Program, contact the Coordinator of the Educational Administration Program at CSUB (661) 664-3047 or 664-3055.

Requirements for MA in Educational Administration

Prerequisites:
1. A valid basic California Commission on Teaching Credential (CCTC)
2. EDCI 516 Foundations of American Education
3. EDCI 530 Curriculum Theory and Development

Core:
1. EDRS 680 Educational Statistics
2. EDRS 681 Research Design and Analysis in Education

Concentration:
1. EDAD 515 Administration and Supervision of Special Education
2. EDAD 572 Legal Aspects of Education
3. EDAD 573 Financing Public School Districts
4. EDAD 576 School Personnel Management
5. EDAD 671 The Governance and Politics of American Education
6. EDAD 673 Human Relations in Educational Management
7. EDAD 674 Supervision of Instruction
8. EDAD 675 Supervision of Curriculum
9. EDAD 677 The Role of the Principal
10. EDAD 679 School-Community Relations

Culminating Activity:
1. EDCA 693 Field Work in Educational Administration I
2. EDCA 694 Field Work in Educational Administration II
3. EDCA 698 Master Examination in Educational Administration
   or
   EDCA 690 Master Thesis in Education
   or
   EDCA 691 Master Project in Education

Note: Candidates interested in the Master Thesis or Master Project must meet with the Program Coordinator.

MA Degree in Education with a Concentration in Reading/Language Arts

This program leads to a Masters in Education degree with requirements for the Reading Certificate and Reading/Language Arts Specialist Credential embedded in the sequence of course work. Competencies emphasized in this program prepare the candidate for professional work and leadership in the field of literacy in grades K-12.

This concentration in Literacy is available for post-baccalaureate students who have an interest in further refinement of their professional skills and knowledge in the areas of reading and the language arts at the elementary or secondary level. All applicants for this graduate concentration in Literacy must also qualify for an official teaching credential. Work toward the MA in Literacy may be closely articulated with the Reading/Language Arts Specialist Credential as designed by standards of the California Commission on Teacher Credentialing (CCTC).

Requirements for MA in Literacy

Prerequisites:
1. Admission to the University
2. Application Form submitted to School of Education Graduate Studies Office
3. Three (3) letters of Recommendation
4. An Essay explaining what reading means to the applicant (word processed, double spaced, three pages maximum)
5. Copy of current teaching credential
6. Evidence of passing CBEST
7. Verification of one-year of full-time successful teaching experience
8. Minimum 3.00 GPA

To fulfill the requirements for the Master of Arts in Education, Literacy, the student is expected to complete the Reading Certificate, Reading/Language Arts Specialist Credential and an additional eight (8) quarter units.

Reading Certificate

Required Courses:
1. EDLT 501 Foundations of Literacy Learning (3)
2. EDLT 502 Language Study and Literacy Learning (5)
3. EDLT 503 Literacy Processes & Practices K-12 (5)
4. EDLT 504 Comprehending Narrative and Expository Texts (3)
5. EDLT 505 Clinical Experiences in Literacy Learning (5)

Total Units required for the Reading Certificate (21)

Reading/Language Arts Specialist Credential

Required Courses:
1. EDLT 506 Theoretical Models and Processes of Reading (5)
2. EDLT 507 Advanced Topics and Literacy Learning (3)
3. EDLT 508 Reading/Language Arts Curriculum and Programs (3)
4. EDLT 509 Field Experience in Literacy Learning (3)
5. EDLT 510 Advanced Clinical Experiences in Literacy Learning (5)

Total Units required for Reading/Language Arts Specialist Credential (19)

Master of Arts in Education, Literacy

Required Courses:
Select one of the following options:

1. EDRS 502 Research Design (3)
   EDCA 690 Thesis (5)
   or
2. EDCI 604 Teachers as Researchers (5)
   EDCA 691 Project (3)

Total units required for Master of Arts in Education/ Literacy (48):
1. Reading Certificate (21)
2. Reading/Language Arts Specialist Credential (19)
3. Master of Arts/Literacy (8)

MA Degree in Education with a Concentration in Special Education (General)

The MA degree concentration in Special Education (General) is individually designed to reflect the student's interests in the area of Mild/Moderate or Moderate/ Severe Disabilities. In addition, two state-recognized credentials can be earned. These professional certificates are the Mild/Moderate Disabilities and the Moderate/Severe Disabilities credentials. Technological applications and multicultural considerations are emphasized in all programs.

Requirements for MA in Special Education (General)

Prerequisites:
1. EDSP 501 Introduction to Education of Exceptional Children and Youth

Core:
For MA Degree Candidates Only (7 units)
1. EDRS 680 Educational Statistics
2. EDRS 681 Research Design and Analysis in Education

Concentration: Mild/Moderate
(minimum of 38 quarter units)

Phase I: Foundation and Basic Understanding
1. EDSP 503 Communication and Consultation: Collaborative Partnership
2. EDSP 504 Curriculum and Instructional Adaptation for Students with Diverse Needs
3. EDSP 507 Characteristics and Needs of Students with Mild/Moderate Disabilities

Phase II: Skill Development
1. EDSP 505 Class Management and Positive Behavior Support
2. EDSP 508 Assessment of Students with Mild to Moderate Disabilities
3. EDSP 540 Remedial Strategies in Math/Science
4. EDSP 550 Remedial Strategies in Reading and Language Arts

Phase III: Culminating Activity (select one):
1. EDCA 690 Master Thesis in Education
2. EDCA 691 Master Project in Education
3. EDCA 692 Master Examination in Education

MA in Special Education:
1. EDRS 688 Research in Special Education
2. EDSP 529 Vocational Education and Transition for Exceptional Students

Concentration: Moderate/Severe Disabilities

Phase I: Foundation and Basic Understanding
1. EDSP 503 Communication and Consultation: Collaborative Partnership
2. EDSP 504 Curriculum and Instruction Adaptation for Students with Diverse Needs
3. EDSP 630 Characteristics and Needs of Student with Moderate/Severe Disabilities
4. American Sign Language or an Approved Elective

Phase II: Skill Development
1. EDSP 505 Classroom Management and Positive Behavior Support
2. EDSP 631 Assessment of Individuals with Moderate/Severe Disabilities
3. EDSP 632 Curriculum and Instruction for Students with Moderate/Severe Disabilities

Phase III: Culminating Activity
1. EDCA 690 Master Thesis in Education
2. EDCA 691 Master Project in Education
3. EDCA 692 Master Examination in Education

COURSE DESCRIPTIONS

(See page 398 for course descriptions.)

ADVANCED EDUCATIONAL STUDIES

Education Building, Room 221
(661) 664-3063
(661) 664-3055
email: emartinez@csub.edu
http://www.csub.edu/SOE/home.htx

Chair: Eugene Martinez

Advanced Credential and Certificate Programs

The programs and services offered in the Advanced Educational Studies department are designed to prepare teachers, administrators and counselors for degree and specific credentials required in the State of California for service in specialist and administrative positions that require advanced preparation and special competence. These programs also provide in-service educational opportunities for persons currently filling such positions. The California Commission on Teacher Credentialing (CCTC), as authorized by the Teacher Preparation and Licensing Law of 1970, has approved these specialist and advanced services credentials. The Advanced Educational Studies offers the following advanced services and specialists credential programs:

- Administrative Services Credentials: Preliminary and Professional Clear
- Pupil Personnel Services Credential

Administrative Services Credentials: Preliminary and Professional Clear

The Preliminary Administrative Services Credential authorizes service as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, consultant, coordinator or any equivalent or intermediate level administrative position.

Effective May 1, 1994, employment in an administrative position is required prior to the issuance of the Preliminary Administrative Services Credential. (The California Commission on Teacher Credentialing [CCTC] will issue a Certificate of Eligibility for the Preliminary Administrative Services Credential to individuals who complete a college or university program but are not yet employed in an administrative position.) Further, employment in an administrative position is required before admittance to the Professional Administrative Services Credential program.

Requirements for Preliminary Administrative Services Credential

1. Possession of a valid teaching credential
2. A minimum of three (3) years of successful full-time classroom teaching
3. Pass the CBEST
4. Successful completion of course work and field work
5. Pass the Culminating Examination.

Prerequisites:
1. EDCI 516 Foundations of American Education
2. EDCI 530 Curriculum Theory and Development

Concentration:
1. EDAD 515 Administration and Supervision of Special Education
2. EDAD 572 Legal Aspects of Education
3. EDAD 573 Financing Public School Districts
4. EDAD 576 School Personnel Management
5. EDAD 671 Governance and Politics of American Education
6. EDAD 673 Human Relations in Educational Management
7. EDAD 674 Supervision of Instruction
8. EDAD 675 Supervision of Curriculum
9. EDAD 677 The Role of the Principal
10. EDAD 679 School-Community Relations

Culminating Activities:
1. EDCA 693 Field Work in Educational Administration I
2. EDCA 694 Field Work in Educational Administration II
3. EDCA 698 Culminating Examination in Educational Administration

Requirements for the Professional Administrative Services Credential

Prerequisites:
1. Possession of a valid Preliminary Administrative Services Credential or an equivalent program at an accredited out-of-state institution.
2. Verification of an administrative position requiring a Preliminary Administrative Services Credential
3. 3.00 or better GPA in all college course work.

Co-requisites:
A minimum of two (2) years of successful full-time administrative. The end of the program requires experience.

Initial Course:
EDAD 600 Administrative Induction
Note: This course must be successfully completed before other course work in the program is taken.

Core Courses:
1. EDAD 680 Theory and Planning in Complex Organizations
2. EDAD 681 Instructional Leadership
3. EDAD 682 Management and Development of Human Resources
4. EDAD 683 Legal and Political Analysis
5. EDAD 684 Fiscal Policy Planning and Management
6. EDAD 685 Managing and Policy in Multicultural Settings

Non-University Pre-approved Activities, Field Work and/or University Electives (minimum of 120 hours or 12-quarter units)

University Electives:
1. EDAD 610 Executive Seminar (3)
2. EDAD 611 Executive Liberal Arts Seminar (3)
3. EDAD 686 Field Work in Educ. Admin. I (3)
4. EDAD 687 Field Work in Educ. Admin. II (3)
5. EDAD 688 Field Work in Educ. Admin. III (3)
6. EDAD 689 Field Work in Educ. Admin. IV (3)

Assessment:
EDAD 692 Administrative Assessment

Note: This course will be completed at the end of the program.

Bilingual/Multicultural: Certificate Program

The California Commission on Teacher Credentialing (CCTC) has approved the following certificate program. Information regarding this program may be obtained from program advisors.

Cross-Cultural Language and Academic Development Certificate (CLAD)

The Bilingual/Multicultural program has an approved CLAD certificate program. The program addresses second language acquisition methods and skills in teaching English as a Second Language (ESL). Candidates are introduced to current theories and practices of second language acquisition and bilingual/multicultural teaching strategies. The CLAD certificate authorizes the holder to provide English language instruction to English Language Learners (ELL), formerly called Limited English Proficient (LEP) students in the K-12 setting.

Requirements for the CLAD Certificate

Note: Eighteen (18) quarter units are required for the CLAD Certificate.

Prerequisite:
A valid basic California teaching credential.

Concentration:
1. EDBI 476 Introduction to Language Acquisition and Development (3)
2. EDBI 505 Cross-cultural Education (5)
3. EDBI 524 Techniques and Methods of Teaching English as a Second Language (5)
4. EDBI 543 Practicum in an English as a Second Language Classroom (5)

Second Language Requirement:
Completion of nine (9) quarter units of a foreign language or an approved CCTC alternative (see the Credential Office, Educ. 104 for additional information).

Pupil Personnel Services Credential

Students working for a specialist or services credential may wish to combine this program with work toward a Master of Arts in Education degree or a Master of Science degree in School Counseling. Students interested in pursuing such degrees are to visit the Graduate Studies Office in the School of Education (EDUC 106) to obtain applications and advising materials. Students are to then contact a program advisor for further information and program planning.

Requirements for admission to and satisfactory progression through the Pupil Personnel Services Credential program are compatible with those for the Master of Arts degree in Education (with a concentration in Counseling and Personnel Services) and the Master of Science degree in School Counseling, although the programs are not identical. A student should meet with a program advisor for more specific details.

This services credential with a specialization in Pupil Personnel Services authorizes the holder to perform at the K-12 levels, and the pupil personnel services as approved by the California Commission on Teacher Credentialing (CCTC) as designated on the credential. Passage of the CBEST is required for admission.

Prerequisites:

1. Completion of an undergraduate or graduate course in human development, developmental psychology or child psychology with a grade of "C" or better. This prerequisite must have been completed within five calendar years of intended admission date.
2. Completion of an undergraduate or graduate statistics course with a grade of "C" or better. This prerequisite must have been completed within five calendar years of intended admission date.

Required Courses:

1. EDCS 505 Cross Cultural Issues in School Counseling
2. EDCS 510 Developmental Counseling: Children & Adolescents
3. EDCS 525 Legal and Professional Issues in School Counseling
4. EDCS 532 Assessment for School Counselors
5. EDCS 601 Substance Abuse & Domestic Violence
6. EDCS 605 Theories of School Counseling
7. EDCS 640 School Counseling
8. EDCS 645 Techniques of School Counseling
9. EDCS 650 Group and Consultation Intervention in School Settings
10. EDCS 670 Career Counseling
11. EDCS 681 Pre-Practicum
12. EDCS 691 Counseling Internship I
13. EDCS 691 Counseling Internship II

COURSE DESCRIPTIONS

(See page 398 for course descriptions.)

COUNSELING PSYCHOLOGY

(An Inter-School Program)

Program Coordinator: Kathleen Y. Ritter
Education 222
(661) 664-3062
email: kritter@csub.edu
http://www.csub.edu/cpsy

Assistant Program Coord.: T. Ken Ishida
Dorothy Donahoe Hall, D123
(661) 664-2375
email: kishida@csub.edu

Faculty: S.F. Bacon, N.S. Carlson Jr., D.C. Cohen, T.K. Ishida, E.J. Martinez, B.M. Rienzi, K.Y. Ritter

PROGRAM DESCRIPTION

The Counseling Psychology Program at CSUB trains students to meet the community need for ethical, competent, and adaptable mental health professionals. It is designed to meet the academic requirements established by the Board of Behavioral Sciences (BBS), Section 4980.37 of the Business and Professions Code, for the California License in Marriage and Family Therapy (LMFT). Students receive broad training that prepares them for work in diverse and changing settings. The well-trained counselor will understand that:

1. Counseling involves the application of intervention techniques based on the best theory and empirical research available;

2. The counseling relationship is central to effective therapeutic intervention;

3. Counselors creatively use their knowledge, skills, and personal experiences to create an environment where clients can make positive change;

4. Clients' adaptive and maladaptive functioning is determined by multiple factors including individual, familial and cultural influences; and

5. Training and education in counseling is a lifelong process that begins in graduate school and continues throughout the counselor's professional career.

The curricular objectives of the Master of Science in Counseling Psychology therefore emphasize:

1. A foundation in the theory and research upon which clinical practice is based;

2. Development of self-awareness and relationship-building skills that contribute to strong therapeutic alliances with clients;

3. Experiential learning, through which students learn and practice relevant skills and come to trust their own internal experiencing in work with clients;

4. An understanding of and a sensitivity to the effects of diverse individual, familial, and cultural factors; and,

5. Development of skills needed for life long learning and continued professional growth.

Experiential Learning Requirements

The Master of Science in Counseling Psychology Program is sequentially arranged and includes an emphasis on principles of experiential learning. Students are expected to participate from both counselor and client perspectives in individual, dyadic, and group exercises. Enrollment in the program implies student consent to engage in individual and group experiential learning activities in various courses.

Immigration Requirements for Licensure

On August 27, 1996, Governor Pete Wilson issued Executive Order W-135-96 that requested that the CSU and other state agencies implement "as expeditiously as reasonably practicable" the provision of The Personal Responsibility and Work Opportunity Reconciliation Act (PRAWORA) of 1996 (P.L. 104-193). The Act, also known as the Welfare Reform Act, included provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Academic Advising

Prior to admission the interested student should contact the Assistant Program Coordinator. Upon admission a faculty advisor will be assigned to the student.

Inter-School Courses/Curriculum

Because the MS in Counseling Psychology Program is an inter-school program, several courses with re-

stricted enrollments are available to qualified students in the School of Education's programs of Counseling (EDCS) MA, MS, or the PPS (Pupil Personnel Services credential) options.

For some continuing students, discontinued courses may still meet prerequisite requirements.

EDCS 645, EDCS 650, CPSY 651, CPSY 661 and CPSY 671 are clinical process classes. They are experiential in nature and require the use of live clients and videotaping of sessions. Because of the additional time needed to move people from room to room and change videotapes, the class schedule indicates more time than mandated for clinical process classes.

ADMISSION AND APPLICATION

Students are normally admitted for fall enrollment. Students may be admitted in other quarters, but course selection will be limited and sequencing will be affected. For program information, application assistance, or preadmission advising please contact the Assistant Coordinator, T. Ken Ishida (see above).

Application

The Master of Science in Counseling Psychology Faculty Committee (CPFC) reserves the right to admit those applicants they deem most qualified. Although the university admits international students using standardized criteria for English language competence, the CPFC reserves the right to evaluate students for program admission for oral English mastery needed for effective communication. Students seeking admission to the Master of Science in Counseling Psychology may secure program application materials from the School of Education, Graduate Studies and Credentials (EDUC 107, 664-3160) or from the Psychology Department (DDH-D107, 664-2363). All program-specific application materials must be submitted as a complete package. Deadlines are listed on information sheets accompanying application forms; deadlines are also listed on the CSUB Counseling Psychology Program Home Page: www.csub.edu/cpsy.

Eligibility Requirements

To be eligible for admission, the student must fulfill the following minimum requirements:

1. A bachelor's degree from an accredited university

2. A 3.0 GPA over the most recent 60 semester or 90 quarter units

3. Completion of all prerequisite courses with a grade of at least a "C" (2.0):
   a. Introductory statistics
   b. Abnormal psychology
   c. Child psychology, developmental psychology, or human development

   Prerequisite courses must have been completed within five calendar years of intended admission date. A competency examination may be taken to demonstrate currency of knowledge if prerequisites were taken outside the time limit. For some continuing students, discontinued courses may still meet prerequisite requirements.

4. Graduate or Post-baccalaureate admission to the University. Apply directly to the University's Office of Admissions and Records.

5. Completing the application packet to the MS in Counseling Psychology Program including official transcripts, a personal statement and three letters of recommendation attesting to suitability and promise.

The CPFC reserves the option to request supplemental information (e.g., personal interview). Students who do not meet minimum requirements for admission to the program may file a petition requesting exceptional consideration.

STUDENT CLASSIFICATIONS

The CPFC determines students' initial classification level prior to admission as well as all subsequent changes in level. At any point of reclassification the CPFC will evaluate academic and pre-professional development. Pre-professional development: throughout the program students must provide evidence of the ability to interact competently and ethically with others from a variety of backgrounds. They must also demonstrate by conduct and curricular performance achievement of curricular goals (listed above) appropriate to their progress in the program. Such evidence may come from practicum and technique-based courses, courses with an experiential focus, or from supervised experiences. Students will be evaluated at each point of reclassification.

Post-Baccalaureate/Unclassified – Students accepted by the university for post-baccalaureate study may take selected psychology or education courses. The CPFC determines the acceptability of any graduate transfer credits. These courses may be taken for personal pleasure or as a means of establishing a record of academic achievement that will lead to Clas-

sified standing. It is important to note that students in this classification have not been accepted to the Counseling Psychology program.

Conditionally Classified – Students who have completed most, but not all of the requirements for admission at the Classified level and show promise of success may be admitted at the Conditionally Classified level. Students admitted at this level who complete all admission requirements or alternate requirements specified in the offer of admission will be moved to the Classified level, but may take no more than 20 units applicable to the MS degree prior to achieving Classified standing.

Classified – Students who meet all of the requirements for admission will be admitted at the Classified level. Classified graduate students may take any graduate level course meeting the requirements of their Plan of Study as long as the appropriate prerequisites or co-requisites have been met.

Graduate Candidacy – Classified level students will be advanced to Graduate Candidacy after successful completion of the courses normally taken during Quarters One and Two of the program. Students must receive positive faculty evaluations in pre-professional development and must have a minimum 3.0 GPA in the Plan of Study and have completed the Graduation Writing Assessment Requirement. (See GWAR under "Graduation Requirements" below.) Students must also receive positive faculty evaluations in pre-professional development. The status of Graduate Candidacy is required for the student to take selected courses

GRADUATION REQUIREMENTS

To graduate with the MS degree in Counseling Psychology, a student must meet the following requirements:

1. Complete the 90-unit program in accord with the approved Plan of Study.

2. Be in Good Standing in the MS in Counseling Psychology program. To be in Good Standing, a student must maintain at the end of each term of enrollment a cumulative GPA of 3.0 or higher in courses taken to meet degree requirements and receive satisfactory evaluations of pre-professional development from faculty and field placement supervisors. Students not in Good Standing must formally request permission (and receive written approval) to enroll in additional graduate courses. The CPFC will review the explanations and plans set forth in the petition and make a decision whether to permit continued enrollment and what conditions must be met for a return to Good Standing.

3. Be advanced to Graduate Candidacy.

4. Receive an overall GPA of 3.0 or higher for the entire 90-unit program.

5. Not count more than two courses, regardless of the number of units, with grades of "C+" (2.3) or "C" (2.0). Any course with a grade lower than "C" will not count toward graduation.

6. Not count any course at the 600 level with a grade of less than "B-".

7. Finally, all graduate students in the California State University system must satisfy the Graduation Writing Assessment Requirement (GWAR) as soon as possible in their program. This can be done either by passing or having passed the university-wide GWAR examination or by achieving a grade of "C" or better in ENG/COMM 304, ENGL 305, 310, or 311, COMM 311, or HIST 300. Brochures with more information on the GWAR are available in the Testing Center, the Department of English and Communications, and in all deans, offices. The English Department is the sole determiner of whether writing courses at non-CSU institutions may be equivalent.

COURSE DESCRIPTIONS

Note: As of January 1, 2001 the California Board of Behavioral Sciences requires a course in psychopharmacology. This and other curricular changes will be made pending approval in 2001-2002. For the latest changes please check our web page CSUB Counseling Psychology Program Home Page: www.csub.edu/cpsy.

CPSY 512 Psychological Testing (4)

Survey of assessment procedures applicable to MFT practice and their theoretical and applied characteristics. Consideration of the role of various kinds of assessment in typical clinical situations, as well as the impact of cultural orientation, age, and other client characteristics in ethically selecting and using assessment procedures. Prerequisite: one course in elementary statistics. Recommended: PSYC 429 (or equivalent).

CPSY 520 Research Methods in Counseling Psychology (4)

Methods and issues associated with the conduct and use of research concerning phenomena relevant to counseling psychology. Overview of hypothesis generation, research design, data collection and interpretation, and utilization of research findings in clinical practice. Prerequisite: one course in elementary statistics. [W]

CPSY 530 Human Sexuality (4)

Examination of the major variables affecting human sexuality. Includes the physiological, psychological, and sociocultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. Special attention to the etiology, assessment, and treatment of sexual dysfunctions and to the relationship between issues of sexuality and intimate interpersonal relationships. [S]

CPSY 600 Human Communication I (4)

Interpersonal processes fundamental to the development of psychotherapeutic counseling strategies, with an emphasis on processes underlying verbal and nonverbal communication and the use of clinical skills applicable to interviewing, assessment, and intervention. Practice in simulated laboratory situations. Offered on a credit, no-credit basis only. Prerequisite: Classified Standing or in the EDCS MA, MS. Prerequisite or co-requisite: CPSY 500. [F]

CPSY 610 Psychopathology and Diagnostic Interviewing (4)

Examination of major types of psychopathology. Techniques of intake interviewing and determining mental status to formulate a differential diagnosis based upon the *Diagnostic and Statistical Manual of Mental Disorders*. Prerequisite: Classified standing in the MS in Counseling Psychology. [F]

CPSY 611 Treatment Planning (2)

Focus on alternative ways of integrating clinical information in order to develop practical and effective treatment plans. Relationships among client factors (e.g., diagnostic, personality, cultural, and developmental), therapist factors, and various interventions. Prerequisites: CPSY 600 and CPSY 610. [W]

CPSY 620 Adult and Family Development (4)

Exploration of the biological, psychological, and social developmental tasks and life events of the adult years, including a family and vocational perspective. Focus on sociocultural, gender, and family issues salient to relationships, separation, nontraditional and blended families, and geropsychology. Prerequisite: Classified standing in the MS in Counseling Psychology or in the EDCS MA, MS. [W]

CPSY 630 Clinical Ethics (2)

Contemporary professional ethics relative to counseling practice. Professional codes of ethics (ACA, AAMFT/CAMFT, and APA) and examination of key case examples. Prerequisite: Classified Standing in the MS in Counseling Psychology or in the EDCS MA, MS. [S]

CPSY 631 Legal and Professional Issues in Marriage and Family Therapy (2)

Laws and regulations that delineate the professional scope of practice of Marriage, Family and Child Counselors. Current legal patterns and trends, including those in family law and reporting requirements imposed on California therapists by statue, regulation, and case law. Goals and objectives of professional organizations, standards of training, licensure and standards, and the rights and responsibilities of the professional counselor. Prerequisite or co-requisite: CPSY 630. [S]

CPSY 633 Cross Cultural Issues in Counseling (4)

Focus on attitudes and issues arising from different values and cultural assumptions which affect therapeutic intervention. Attention to cultural sub-groupings of ethnicity, socioeconomic status, gender, sexual orientation, religion, relationship status, age, disability, and other demographics as they relate to the counseling process. Prerequisite: CPSY 600. [W]

CPSY 634 Psychopharmacology (3)

This course will cover the general principles underlying the use in modern practice of drugs to treat the major classes of mental illness. This will include antipsychotics (conventional and atypical), antidepressants, anxiolytics, mood stablilizers, and special topics. Mechanisms of action, drug interactions, pertinent aspects of differential diagnosis will be discussed. Psychiatric aspects of general medical conditions, with particular attention to the diagnosis and treatment of delirium will be presented.

CPSY 635 Domestic Violence (2)

Prevention, assessment, intervention, and legal reporting of violence in families, with special emphasis on abuse of children, dependent adults, and partners in intimate relationships.

CPSY 636 Chemical Dependency (2)

Etiology, diagnosis and treatment of substance abuse and dependence.

CPSY 640 Theories of Individual Counseling (4)

Examination of several contemporary individual intervention approaches based on specific behavioral, cognitive, humanistic/experiential, and psychodynamic frameworks. Consideration of how each approach is used in clinical, school, and marriage, family, and child counseling applications. Prerequisite: Classified Standing in the MS in Counseling Psychology or in the EDCS MA, MS and CPSY 500. [W]

CPSY 642 Behavioral Intervention (2)

Principles and techniques of behavior acquisition and intervention. Emphasis on respondent and operant conditioning. Ethical and professional considerations.

CPSY 643 Cognitive Intervention (2)

Theory and techniques of cognitive intervention.

CPSY 644 Dynamic Intervention (2)

Principles and techniques of psychodynamic psychotherapies including Freudian and object relations.

CPSY 645 Dyadic Intervention (2)

Emphasis will be on problem resolution and couple growth. Gender and ethnic issues will be examined. Enhancing communication and relationship skills.

CPSY 650 Theories of Family Counseling (4)

Focus on major systemic and nonsystemic orientations in relationship, couples, and family counseling. Attention to the psychodynamics of relationships and transcultural family systems, communications theory, and the role of family of origin in individual and family functioning. Students will relate their own family dynamics to the literature. Prerequisite: Graduate Candidacy in the MS in Counseling Psychology, or Graduate Candidacy in the EDCS MS; and CPSY 640. [S]

CPSY 651 Techniques of Family Counseling (3)

Focus on the development of clinical skills necessary for effective relationship and family counseling. Laboratory experiences will be provided through observation, demonstration, and practice. Prerequisite: CPSY 650. [F]

CPSY 660 Theories of Group Counseling (4)

Focus on the major approaches to group counseling. Emphasis on small and large group processes and involvement in group experiential activities designed to relate the clinical process to theoretical explanations. Prerequisite: CPSY 650. [F]

CPSY 661 Techniques of Group Counseling (3)

Focus on the development of clinical skills necessary for effective group counseling. Laboratory experiences will be provided through observation, demonstration, and practice. Prerequisite: CPSY 660. [W]

CPSY 670 Theories of Developmental Counseling with Children and Adolescents (4)

Focus on the major approaches to therapeutic interventions with children and adolescents. Attention to developmental issues and tasks necessary for competent counseling with children and adolescents, including biological, psychological, social, and cultural processes that influence or disrupt normal development. Prerequisite: Graduate Candidacy in the MS in Counseling Psychology. [W]

CPSY 671 Techniques of Child and Adolescent Counseling (3)

Focus on the development of clinical skills necessary for effective preventive, therapeutic, and consultative interventions with and related to children and adolescents. Laboratory experiences will be provided through observation, demonstration and practice. Prerequisite: CPSY 670. [S]

CPSY 681 Practicum I (3)

A supervised clinical practicum within the scope and practice of a Marriage, Family and Child Counselor. Application of counseling procedures, with a focus on interviewing, assessment, diagnosis, prognosis, and treatment of familial and relationship dysfunctions. Counts toward the MFT practicum requirement (Business and Professional Code, Chapter 1054, Section. 4980.43, a-c). Limited to 8 students per section. Prerequisite: Graduate Candidacy in the MS in Counseling Psychology; completion of or concurrent enrollment in CPSY 511, CPSY 630, CPSY 631, CPSY 650, and professional liability insurance. [F, W, S]

CPSY 682 Practicum II (4)

A continuation of CPSY 681. Counts towards the MFT practicum requirement. Prerequisite: CPSY 681 and professional liability insurance. [F,W,S]

CPSY 691 Traineeship I (4)

A supervised clinical practicum in settings designed to facilitate the professional goals of the trainee within the scope and practice of a Marriage, Family and Child Counselor. Advanced experience in interviewing, assessment, diagnosis, prognosis and treatment of familial and relationship dysfunctions. Counts towards the MFT practicum requirement (Business and Professions Code, Chapter 1054, Section 4980.43, a-c). Offered in a credit, no-credit basis only. Prerequisites: Graduate Candidacy in the MS in Counseling Psychology, CPSY 682, professional liability insurance, and placement in an approved setting. [F,W,S]

CPSY 692 Traineeship II (4)

A continuation of CPSY 691. Counts towards the MFT practicum requirement. Offered on a credit, no-credit basis only. Prerequisite: CPSY 691 and professional liability insurance, and placement in an approved setting. [F,W,S]

CPSY 697 Master's Examination in Counseling Psychology (2)

Comprehensive examination as the culminating activity in the MS in Counseling Psychology program. Offered on a credit, no-credit basis only. Prerequisites: Graduate Candidacy in the MS in Counseling Psychology and approval of the Program Coordinator based on satisfactory completion of curricular components. [F, W, S]

Note: CPSY 699 and CPSY 700 are not part of the 90-unit curriculum and are offered by individual study petition only as needed.

CPSY 699 Independent Graduate Study (1-5)

Individual supervision of counseling or investigation of an approved project leading to a written report. Offered on a credit, no-credit basis only. Requires a petition for individual study approved by the sponsoring faculty member, the MS program coordinator, and the Dean.

CPSY 700 Clinical Extension (4)

Additional supervised clinical experience for students requiring more than two quarters to complete the required hours for Practicum or for Traineeship. May be repeated for credit. Does not count toward requirements for the MS in Counseling Psychology. Offered on a credit, no-credit basis only. Requires a petition for individual study approved by the sponsoring faculty member and the MS program coordinator.

TEACHER EDUCATION

Education Building, 113
(661) 664-3134
(661) 664-2199 (FAX)
email: bcera@csub.edu

Chair: Patti Folkerth

Program Description

The programs and services of the Teacher Education Department are directed toward the pre-service preparation of teachers who are seeking a basic California credential and in-service education for persons already employed. The Teacher Education Department also provides graduate preparation for Special Education, Curriculum and Instruction and Reading/Literacy options in the MA in Education and the specialist certificate and credential in Reading/Language Arts. That which follows addresses only the basic credential options. Advanced credentials, certificates and the MA in Education options are explained in other sections of this catalog.

BASIC PRELIMINARY CREDENTIAL PROGRAMS

Basic Credentials

- Multiple Subjects (CLAD/BCLAD Emphasis) Credential (K–6)
- Single Subject (CLAD Emphasis) Credential (7–12)
- Educational Specialist in Mild/Moderate Disabilities (K-12)
- Educational Specialist in Moderate/Severe Disabilities (K-12)

The University and the School of Education have been granted approval to offer credential programs accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for Accreditation of Teacher Education (NCATE).

The Elementary Education program (Multiple Subjects) is designed for individuals who wish to have a career in teaching at the early childhood and elementary levels. The Multiple Subjects credential authorizes the holder to teach in a multiple subject or self-contained classroom from preschool through the adult levels. This typically means through grade six (6).

The Secondary Education program (Single Subject) is designed for those who wish to have a career in teaching at the junior high and senior high school levels. This typically means grades seven (7) through twelve (12).

The Special Education credential authorizes the holder to provide instruction to students with Mild/Moderate or Moderate/Severe disabilities in grades K–12.

Advising

In consonance with University policy, all undergraduate students seeking the Multiple Subject or Single Subject credential are assigned to an advisor in the area of their undergraduate major for advisement regarding general education, major(s) and minor(s) and electives requirements. Students are urged to work very closely with their assigned advisor with the understanding that credential requirements and procedures are continually being reviewed and are subject to change. Students who are planning to qualify for a credential(s) or are planning to enroll in professional education courses are to seek information regarding their credential program from the Credentials and Graduate Studies Office in the School of Education (661) 664-2484, Education Building, Room 102.

Approved Subject Matter Programs for Multiple Subject, Single Subject and Special Education Credentials

The following table includes a cross-listing of the subject matter program majors approved by the California Commission on Teacher Credentialing (CCTC) for examination waiver purposes for each credential listed:

Credential	Degree Major
Multiple Subject:	
Child Development	BA- Child Development
Liberal Studies	BA- Liberal Studies
Single Subject:	
Art	BA- Art
Business Education	BS- Business Administration
English	BA- English
Modern Languages	
-Spanish	BA- Spanish
-French	BA- French
Physical Education	BS- Physical Education
Mathematics	BS- Mathematics
Science	
-Biological	BS- Biology
-Chemistry	BS- Chemistry
-Geoscience	BS- Geology
-Physics	BS- Physics

Credential	Degree Major
Social Sciences	BA- Economics BA- History BA- Political Science
Special Education	Any of the above Single or Multiple Subjects subject matter waiver programs

Students who have not completed an approved subject matter program must complete one of the following:

- Pass the appropriate Praxis Speciality Area Examinations and SSAT Examination for single subject (contact the CSUB Testing Center at (661) 664-3373) **or**
- Pass the Praxis MSAT Examination only for elementary teaching **or**
- Complete a CSUB California Commission on Teacher Credentialing (CCTC) approved subject matter program (contact the appropriate program major office noted above)
- Special Education students (K-12) may take either the SSAT or the MSAT

Admission to a Basic Credential Program

A student must be admitted to the University in order to make application to the professional teacher education credential program. To be formally admitted, the student must have completed the credential program application, been cleared according to established program criteria and been formally admitted to a teacher education credential program offered by the School of Education.

Students may also be conditionally admitted for one (1) quarter while their application is being processed. Information regarding this option is available in the Credentials and Graduate Studies Office at (661) 664-2484.

Multiple Subjects Credential Program

A student may begin the Multiple Subject Credential Program in the Fall, Winter, Spring or Summer quarter. Orientation and information sessions are offered each quarter.

Admission Requirements

- Take the California Basic Educational Skills Test (CBEST)
- BA or BS degree with a GPA of 2.67 or above overall or 2.75 or above for the last 90 quarter units **or** have completed at least 80% of the approved subject major (no more than three courses remaining)
- Have completed EDEL 240 Early Field Experience in the Elementary School or an equivalent experience **or** CDEV 210 Observation.
- For other criteria see application materials.

Course Sequence

A student wishing to receive a Multiple Subject Credential to teach in an elementary school in California will take the following course in the sequence listed, and must maintain a 3.00 or higher GPA in all credential courses to remain in the program.

Phase I:

1. EDEL 411 Introduction to Teaching Multiple Subjects (3)
2. EDEL 412 Curriculum and Instruction in Elementary Mathematics (3)
3. EDEL 413 Classroom Learning Theories and Management (4)
4. EDEL 423 Teaching Reading in the Elementary School I (3)
5. EDEL 308 Observation and Participation: Multiple Subjects (1) (concurrent enrollment with EDEL 423)

Phase II:

1. EDEL 427 Teaching Reading in the Elementary School II (4) **or**
2. EDEL 428 Teaching Reading in Bilingual Elementary School Settings II (4)
3. EDEL 431 Curriculum and Instruction Of Elementary Social Studies (3)
4. EDEL 441 Seminar: Student Teaching Multiple Subject I (1)
5. EDEL 440 Student Teaching Multiple Subject I (7)

Phase III:

1. EDEL 432 Curriculum and Instruction in Elementary Science (3)
2. EDEL 443 Seminar: Student Teaching Multiple Subject II (1)
3. EDEL 442 Student Teaching Multiple Subject II (13)

Multiple Subject Student Teaching

Students seeking the Multiple Subject Credential will enroll in two (2) quarters of student teaching (EDEL 440 and EDEL 442) and concurrently enroll in the student teaching seminars (EDEL 441 and EDEL 443). Student teaching is arranged by the Coordinator of Field Experiences. Experiences will be in settings that are culturally diverse and at two different grade levels for those students in the traditional program. Emergency

Permit teachers will complete student teaching in their assigned classroom. Private School student teachers are required to complete three (3) quarters in student teaching one (1) quarter of which must be in a public school classroom.

Requests for student teaching placements are required by the fifth week of each preceding quarter.
Emergency Permit teachers are directed to follow the guidelines as set forth in the Elementary Education Program Handbook.

Student teaching is a rigorous experience to which candidates are expected to devote substantial time and energy. Candidates involved in student teaching must keep their schedules free of other commitments during periods of student teaching responsibilities. In addition, outside responsibilities should be limited during the student teaching assignment.

Multiple Subject: CLAD (Cross Cultural Language and Academic Development)

Emphasis Credential
This program prepares teachers to meet the academic language development needs of English learning students K-12. Students pursue a course of study in an approved California Commission on Teacher Credentialing (CCTC) CLAD/BCLAD emphasis program. Students interested in the Multiple Subjects CLAD or BCLAD Emphasis credentialing program should contact the Director of the CLAD/BCLAD Emphasis Program in the School of Education.

In addition to the other Multiple Subject credential requirements, the CLAD emphasis requirements for the Multiple Subjects Credential are:

- EDBI 475 Introduction to Cross Cultural Education
- EDBI 476 Introduction to Language Acquisition and Development
- One quarter of student teaching in an English Language learner setting with a CLAD **or** BCLAD certificated master teacher and supervisor
- Language other than English (9 quarter units of a foreign language or alternate experience as specified by the California Commission on Teacher Credentialing [CCTC])

Multiple Subject: BCLAD (Bilingual Cross Cultural Language and Academic Development)

Emphasis Credential
In addition to the other Multiple Subject credential requirements, the BCLAD Emphasis requirements for the Multiple Subjects Credential are:

- EDBI 475 Introduction to Cross Cultural Education
- EDBI 476 Introduction to Language Acquisition and Development
- EDEL 428 Teaching Reading in the Bilingual Elementary Setting
- A Hispanic Culture course
- One Upper Division Literature course and one Upper Division Linguistics course
- One quarter of student teaching in an English Language learner setting with a BCLAD certified master teacher and supervisor
- Spanish Language competency exit examination

Professional Development School (PDS) Option for Pre-service Students Preparing to Teach in the Elementary School

The California State University, Bakersfield-Greenfield Union School District Professional Development School (PDS) is a collaborative and innovative effort to restructure the: (1) course components of the CSUB elementary teacher preparation program; (2) instructional and assessment strategies in core disciplines for practicing K-6 elementary teachers; and the (3) classroom teaching and learning environment.

The PDS is located in the Greenfield Union School District and was established during the Fall 1996 quarter. The PDS utilizes technology and field-based experiences as an integral part of the pre-service teacher preparation program. Interested students are to contact the Director of the Elementary Education Program (661-664-3002 or 664-2184) for additional information about the PDS option available in the Greenfield Union School District as well as other PDS options that may become available.

Blended Baccalaureate for Excellence in Studies and Teaching (BBEST)

The Blended Baccalaureate for Excellence in Studies and Teaching, or BBEST, is an integrated curriculum for improving the quality of teacher education for prospective K-6 teachers. This new program, which is supported by a grant from the California Commission on Teacher Credentialing (CCTC), improves the quality of teacher preparation via blended instruction provided by faculty in the schools of Education, Humanities and Social Sciences, and Natural Sciences and Mathematics. The BBEST program is designed for students who are early deciders and who are able to commit to full-time enrollment during the day. This program both improves and accelerates teacher preparation.

Through the BBEST program, students will be able to complete the bachelor's degree in Liberal Studies and

Level I Multiple Subjects Credential in four-years. The program has been fully integrated to provide the best education for a career as an elementary or middle school teacher. Students admitted to this program have guaranteed enrollment in all courses as part of a four-year program of study. Courses are offered between 8:00 AM and 3:30 PM for all four years, which permits students to make long-range, plans and maximize opportunities for multiple field experiences.

Additional information can be obtained at the Liberal Studies Office, Academic East Building, (661) 664-3337.

Single Subject Credential Program

A student may begin the Single Subject (CLAD Emphasis) Credential Program in the Fall or Spring.

Admission Requirements

- Take the CBEST for Phase I admission
- Earned BA or BS degree with a GPA of 2.67 or higher overall or a 2.75 or higher GPA in the last 90 quarter units
  or
  Complete at least 80% of the subject matter requirements for the teaching major (generally three courses remaining.
  or
  Pass the Praxis and SSAT Examination in the appropriate subject area (contact the CSUB Testing Center, 661-664-3373)
- Complete EDSE 241 Early Field Experience in the Secondary School (2 quarter units)
- Attend an Application and Information Session the quarter before the start of the program (contact the Director of Secondary Education, (661) 664-2176).

Course Sequence

A student wishing to receive a Single Subject (CLAD Emphasis) Credential to teach in a secondary school in California will take the following courses in the sequence listed, and must maintain a 3.00 or higher GPA in all credential courses to remain in the program.

Phase I

1. EDSE 412 Introduction to Education and Teaching (5)
2. EDSE 420 General Methods and Educational Technology (5)
3. EDSE 427 Teaching Reading in Secondary Schools (5)
4. EDSE 421 Special Methods and Resources in the Major Subject Area (3)

Phase II

1. EDSE 413 Managing and Assessing the Learning Process (5)
2. EDSE 445 Single Subject Student Teaching I and Seminars (8)

   Note: Student Teaching Placement Request Form is due the first week of the quarter preceding Phase II Student Teaching.

Phase III

1. EDSE 447 Single Subject Student Teaching II and Seminars (14)

Single Subject Student Teaching

Single Subject (CLAD Emphasis) Credential students complete several supervised clinical experiences in secondary classrooms. Students complete an early field experience which exposes them to various school activities. They observe the instructional process, assist the classroom teacher with the lesson presentation and attend various school functions for students and parents.

After students complete the early field experience, satisfy the academic requirements of their major and are accepted in the Single Subject Credential program, they complete one quarter of course work before beginning two quarters of supervised student teaching. During this clinical experience, they teach with a cooperating/master teacher in the classroom for the entire school day and teach only courses in their teaching major. At the beginning of the clinical experience they teach only two or three classes a day; the second quarter of the experience they teach the entire day. Student teachers experience adolescents at various grade levels, cultures, language and socioeconomic backgrounds during their supervised teaching.

Throughout these clinical experiences the student teacher receives feedback, both oral and written, from the cooperating/master teacher as well as from the assigned university supervisor who observes the student teacher teaching at least every other week. Students discuss, reflect and problem solve with other student teachers in seminars that are facilitated by the university supervisor. Additionally, students keep a teaching notebook of their daily lessons and their reflections about the student teaching experience. At the end of the quarter, students select their exemplary lessons to be included in their professional portfolios that are shared with fellow student teachers, their cooperating/master teachers and their school administrators.

Single Subject: CLAD (Cross-cultural Language and Academic Development)

Emphasis Credential
This program prepares teachers to meet the academic language development needs of English learning students (K-12). Students interested in the Single Subjects CLAD Emphasis credential program should contact the Director of the CLAD Secondary Credentialing program in the School of Education.

In addition to the requirements necessary for a Single Subjects credential, the requirements for the CLAD Emphasis credential are:

- EDBI 476 Introduction to Language Acquisition and Development
- Language other then English (9 quarter units in a foreign language or alternate experience as specified by the California Commission on Teacher Credentialing [CCTC])
- One quarter of student teaching in an English Language learner setting with a CLAD or BCLAD certificated master teacher and supervisor.

Special Education Credential Programs

The Special Education Credential Programs offer two credential area options: (1) Educational Specialist in Mild/Moderate Disabilities; and (2) Educational Specialist in Moderate/Severe Disabilities. These credential options are offered at the main campus and also in Antelope Valley.

Candidates are required to complete Level I (Preliminary Credential) program first and then complete Level II (Professional Clear Credential) in Special Education. The Preliminary Level I Credential is valid for five (5) years. During this time the candidate must complete Level II program for a Professional Clear Credential. The Induction Plan for Level II must be developed within 130 days after the completion of the Level I program.

Additionally, the Special Education Program offers Intern Credential Programs in either Mild/Moderate Disabilities or in Moderate/Severe disabilities. Intern Programs offer two options: (1) completing Level I and then return to pursue the Level II program; or (2) completing Level I and Level II programs combined in one sequence. All requirements for Intern Credential Programs are the same as the traditional Level I and Level II programs, except for the field experience components.

Candidates may begin the program during any quarter. Orientation and information sessions (Level I, Level II or Intern Program) are offered the beginning of each quarter except for the summer. Candidates are required to attend the orientation session prior to submitting application materials. Each candidate is assigned a faculty advisor when admitted to the program and candidates are required to consult with their advisor in developing the program plan. All admission requirements and course sequences for Special Education programs are the same for the main campus and the Antelope Valley campus.

Level I: Preliminary Special Education Credential Programs

Admission Requirements

- Take the California Basic Educational Skills Test (CBEST)
- BA or BS degree with an overall GPA of 2.67 or higher, or 2.75 or higher GPA in the last 90 quarter units)
  or
  Have completed at least 80% of the course work in the approved major (typically all but three courses)
- Completed EDEL 240 Early Field Experience in the Elementary School or an approved equivalent experience **or** CDEV 210 Observation
  or
  EDSE 241 Early Field Experience in the Secondary School or an approved equivalent Experience

A student must maintain a 3.00 or higher GPA in all credential courses to remain in the program.

Educational Specialist in Mild/Moderate Disabilities or in Moderate/Severe Disabilities

Candidates may choose an option in either Mild/Moderate Disabilities or Moderate/Severe Disabilities. The prerequisites are the same for both options. However, candidates are required to successfully complete specific courses for the chosen option.

Prerequisites:

1. **General Education**
   EDEL 240 Early Field Experience in the Elementary School
   or
   CDEV 210 Observation
   or
   EDSE 241 Early Field Experience in the Secondary School
2. **Special Education**
   EDSP 501 Introduction to Education of Exceptional Children and Youth
   EDSP 502 Field Experience I: Observation/ Participation

Course Sequence for Mild/Moderate Disabilities Credential Option

Note: Candidates have the option to enroll in either the Elementary Education (EDEL) or Secondary Education (EDSE) courses.

Phase I: Foundation & Basic Understanding

1. **General Education** (these courses to be taken prior to specialized courses)
   EDEL 411 Introduction to Teaching Multiple Subject
   or
   EDSE 420 General Methods and Educational Technology
   EDBI 476 Introduction to Language Acquisition and Development
2. **Special Education**
   EDSP 503 Communication and Consultation: Collaborative Partnership
   EDSP 504 Curriculum and Instructional Adaptation for Students with Diverse Needs
   EDSP 507 Characteristics and Needs of Student with Mild/Moderate Disabilities

Phase II: Skill Development

1. **General Education**
   EDEL 412 Curriculum and Instruction of Elementary Mathematics
   EDEL 423 Teaching Reading in the Elementary School I
   EDEL 308 Observation and Participation: Multiple Subject (concurrent enrollment with EDEL 423)
   or
   EDEL 427 Teaching Reading in the Secondary School II
2. **Special Education**
   EDSP 505 Classroom Management and Positive Behavior Support
   EDSP 508 Assessment of Students with Mild to Moderate Disabilities
   EDSP 540 Remedial Strategies in Mathematics/Science
   EDSP 550 Remedial Strategies in Reading and Language Arts

Phase III: Field Experience-Special Education

1. EDSP 625 Field Experience II: Student Teaching Mild/Moderate Disabilities

Course Sequence for Moderate/Severe Disabilities Credential Option

Note: Candidates have the option to enroll in Elementary Education (EDEL) or Secondary Education (EDSE) courses.

Phase I: Foundation & Basic Understanding

1. **General Education**
   EDEL 411 Introduction to Teaching Multiple Subject
   or
   EDSE 420 General Methods and Educational Technology
   EDBI 476 Introduction to Language Acquisition and Development
2. **Special Education**
   EDSP 503 Communication and Consultation: Collaborative Partnership
   EDSP 504 Curriculum and Instructional Adaptation for Students with Diverse Needs
   EDSP 630 Characteristics and Needs of Individuals with Moderate/Severe Disabilities

Phase II: Skill Development

1. **General Education**
   EDEL 412 Curriculum and Instruction of Elementary Mathematics
   EDEL 423 Teaching Reading in the Elementary School I
   EDEL 308 Observation and Participation: Multiple Subject (concurrent enrollment with EDEL 423)
   or
   EDSE 427 Teaching Reading in the Secondary School II
2. **Special Education**
   EDSP 505 Classroom Management and Positive Behavior Support
   EDSP 631 Assessment of Individuals with Moderate/Severe Disabilities
   EDSP 632 Curriculum & Instruction for Students with Moderate/Severe Disabilities
   American Sign Language or an Approved Elective

Phase III: Field Experience – Special Education

1. **General Education**
   EDEL 450 Field Experience in Elementary Classroom
   EDEL 451 Seminar: Field Experience in Elementary Classroom
   or
   EDSE 450 Secondary Field Experience for Special Education Majors

2. **Special Education**
   EDSP 635 Field Experience II: Student Teaching in Moderate/Severe Disabilities

Special Education Field Experience/Student Teaching

Special Education program candidates are required to complete their field experiences/student teaching in both (a) general education classrooms and (b) special education classrooms after completing all other required courses. The general education student teaching requires five (5) weeks of half-day student teaching in either the elementary classroom or secondary classroom. The special education student teaching requires full-day student teaching for the entire quarter.

The request for field experience/student teaching placements must be submitted to the Field Experience Coordinator/Program Director by the fifth week of each preceding quarter. The placement request form is available at the Special Education Program office.

The first seminar session for student teaching is typically held one day before the first class meeting date of each quarter. This is a mandatory seminar for all student teachers. Those who have submitted their placement forms on time are notified by mail of the date, time and place of the first seminar.

Level II: Professional Clear Special Education Credential Programs

Admission Requirements

- Successful completion of the Preliminary Level I Education Specialist Credential and receipt of the Level I Credential; a Certificate of Eligibility for the Level I Credential issued by a recommending university.
- Verification of employment in a special education position that is likely to have sufficient duration for the Level II program to be completed. (Employment as a substitute teacher will not meet this requirement.)
- An overall GPA of 3.00 or better; an overall GPA of 2.75 is needed for Special Admits.
- Attend a Level II program orientation meeting held at the beginning of each quarter.

Course Sequence

Phase I: Establishing Direction

1. EDSP 650 Application of Theory into Practice Induction Seminar
2. EDSP 660 Professional Development in Specialized Areas
3. EDSP 680 Current Instructional Practices for the Diverse Learner

Phase II: Gaining Focus

1. *EDSP 529 Transition and Career Education
2. *EDSP 688 Research in Special Education
3. EDSP 690 Advanced Behavioral and Environmental Support

* These courses (EDSP 529 and EDSP 688) may be included as units toward a candidate's Master's Degree in Special Education.

Phase III: Assuming Leadership

1. EDSP 695 Professional Leadership Seminar

Additional California Commission on Teacher Credentialing (CCTC) Requirements

1. Technology in Education: GST 390 and EDCI 560
   or
2. Equivalency waiver
3. Health Education: BIOL 320
   or
4. Equivalency waiver
5. CPR Certificate

Fifth-Year Program for Professional Clear Credential for Multiple Subject and Single Subject

To obtain a Professional Clear Credential in Multiple Subject or Single Subject a student must complete a fifth-year program planned with an education advisor. This program must include at least 45 quarter units of upper division or graduate coursework beyond the undergraduate degree and should be suited to professional goals. Acceptable fifth-year program goals may include:

- A clear teaching credential
- A master's degree program
- A specialist or services credential program
- Additional course work in the student's teaching major, or
- Courses taken for improvement in teaching effectiveness

A student completing the fifth-year program is to consider the following:

- Any course taken to fulfill the fifth-year program must have prior approval from the fifth-year program advisor.
- Courses used to fulfill requirements for credit toward a bachelor's degree **will not** count toward the fifth-year requirement.
- A minimum of 16 quarter units must be completed in residency.

Fifth-Year Program Requirements

1. Special Education: *EDSP 501 Introduction to Education of Exceptional Children and Youth
2. Technology and Education: *EDCI 560 Computers and Instruction
3. Health/Nutrition: BIOL 320 Current Health Problems
4. United States Constitution
5. CPR

* These courses have prerequisites.

School of Education Programs Offered at Antelope Valley

The Teacher Education Department, within the School of Education at California State University, Bakersfield, offers the following credential programs in the Antelope Valley:

- Intern, Preliminary and Clear Multiple Subject Credential with CLAD or BCLAD emphasis;
- Intern, Preliminary and Clear Single Subject Credential with CLAD emphasis; and
- Intern, Preliminary and Clear Specialist Credential (Mild/Moderate and Moderate/Severe)

Students are expected to attend an orientation session at least one-quarter prior to applying to a credential program. These sessions are held on the Antelope Valley College campus at the CSUB/AV Center. Orientation times and dates are listed in the Schedule of Classes in the Antelope Valley section of the quarterly class schedule. Criteria, fees and requirements for admission to the University and admission to School of Education credential programs are the same as for the Main Campus. Please refer to individual credential program areas (in this University Catalog) for application information, admission requirements and specific program requirements.

The course sequence for Credential Programs offered at Antelope Valley is the same as the CSUB Main Campus for Phase I, Phase II and Phase III. Students must maintain a 3.00 or better GPA in all credential course work to remain in the program. Student teaching placements are arranged by the credential program coordinator for students to participate in school districts located in the Antelope Valley.

All application and registration materials, including the Quarterly Schedule of Classes, may be obtained at the CSUB/Antelope Valley Center, 43090 –30th Street West, Lancaster, California, 93536 or phone (661) 722-6635.

COURSE DESCRIPTIONS

(See page 398 for course descriptions.)

EDUCATION GRADUATE COURSE DESCRIPTIONS

COURSE DESCRIPTIONS (Bilingual/Multicultural Education)

Upper Division

EDBI 475 Introduction to Multicultural Education (3)

Analyzes several methods of instruction that will create successful personal and academic performance of minority (linguistic or ethnic) and non-minority students within multicultural classroom settings. The course will emphasize the cultural and/or linguistic experiences important to students' educational and personal success and will focus on the concepts of cultural pluralism, multicultural education and cross-cultural education.

EDBI 476 Introduction to Language Acquisition and Development (3)

This course provides an introduction to theories and principles of second language acquisition. It also includes a comparison of traditional and contemporary approaches to teaching English as a Second Language (ESL). Specially designed academic instruction in English (SDAIE) is introduced. There is also an emphasis on creating the most successful ESL classroom instructional climate in order to fully meet the needs of linguistic minority learners from various linguistic backgrounds.

EDBI 503 Teaching Reading in Bilingual/ Multicultural Settings (5)

This course is designed to focus on theory, research and development, assessment techniques and classroom management skills integral to the teaching of reading in the first and second languages to linguistic minority children within bilingual settings.

EDBI 504 Bilingual/Multicultural Methods in the Language Arts (5)

This course emphasizes language arts curriculum and methods for use with bilingual and monolingual students within bilingual/multicultural classroom settings (K-8). Several approaches including whole language approaches that incorporate the students' linguistic and cultural experiences will be emphasized for the Spanish and English language arts (ability to converse in the Spanish language is useful).

EDBI 505 Multicultural Education (5)

This experience is designed to provide a comprehensive understanding of the dynamics of language and culture and its importance to the educational, social and personal needs of students within cross-cultural and multicultural classroom climates. Models and approaches that focus on the cultural dynamics found within successful classrooms will be provided.

EDBI 506 Bilingual/Multicultural Teaching Strategies (5)

Instructional theories and methodologies appropriate for the bilingual/bicultural or the bicultural and/or multicultural classrooms will be thoroughly examined. The course is designed to assist the actively involved teacher to enhance her/his teaching repertoire within all classroom settings and climates, with a variety of subject matter content and with all students—bilingual and monolingual.

EDBI 524 Techniques and Methods of Teaching English as a Second Language (5)

Advanced methods, techniques and skills necessary for teachers at the elementary, secondary and adult levels to promote cultural sensitive second language instruction and development throughout the day, and with a variety of subject matter, will be the focus of this course. Presentation of second language development philosophy and theory, including "whole language" and "sheltered English" constructs, will further assist the participant to capture and appropriately apply the instructional methods, techniques and skills presented.

EDBI 541 Observation and Participation in Bilingual/Multicultural Education (2)

This course provides supervised experiences related to classroom teaching with seminars and conferences arranged by the university supervisor. Prerequisite: consent of instructor.

EDBI 542 Practicum in Bilingual/Multicultural Education (3)

This course provides supervised classroom teaching and related experiences with seminars and conferences arranged by the university supervisor. Prerequisite: consent of instructor.

EDBI 543 Practicum in an English as a Second Language Classroom (5)

This course provides supervised classroom teaching and related experiences with seminars and conferences arranged by the university supervisor. This course offered on a credit, no-credit basis. Prerequisite: EDBI 476 and EDBI 524.

EDBI 564 Research and Evaluation in Bilingual/ Multicultural Education (5)

Intensive study, analysis and synthesis of classic and recently published and unpublished research (theoretical and applied) studies related to linguistic minority students within school settings and evaluation of assessment instruments used in bilingual/multicultural classrooms will be the focus of this course. Qualitative and quantitative studies that focus on language and culture will also be included. Prerequisites: EDRS 681 and four (4) EDBI courses.

EDBI 635 Curriculum Development for Bilingual/ Bicultural and Multicultural Education (5)

This course provides guided curriculum development for Bilingual/Bicultural and Multicultural Education which includes curriculum development principles and curricular strategies for the application and integration of those principles to language and cultural concepts important for creating successful bicultural and multicultural classroom climates. This course also includes adaptation strategies of curriculum materials for use with bilingual and monolingual students in a variety of classroom climates. Prerequisites: four (4) EDBI courses.

EDBI 636 Seminar in Bilingual/Multicultural Education (5)

This experience is an in-depth review of current research, trends, issues, programs and other areas related to Bilingual/Bicultural and/or Multicultural Education. Topics of discussion will vary. Prerequisite: approval of the instructor.

COURSE DESCRIPTIONS (Counseling Curriculum)

Master of Arts, Master of Science and Pupil Personnel Services Credential

EDCS 502 Human Communications Practicum (4)

Examines interpersonal processes related to the development of counseling skills and strategies and their application to interviewing, assessment, and intervention in school and community settings. [F]

EDCS 505 Cross Cultural Issues in School Counseling (4)

Focus on attitudes and issues arising from different values and cultural assumptions which affect school counseling. Attention to cultural sub-groupings of ethnicity, socioeconomic status, gender, sexual orientation, religion, relationship status, age, disability and other demographics as they relate to the counseling process. Prerequisite: EDCS 640 or concurrent enrollment.

EDCS 510 Developmental Counseling: Children and Adolescents (4)

Focus on major approaches to therapeutic interventions with children and adolescents. Attention to developmental issues and tasks necessary for competent counseling with children and adolescents, including biological, psychological, social and cultural processes that influence or disrupt normal development. Prerequisite: EDCS 640 or concurrent enrollment.

EDCS 515 Developmental Counseling: Adults and Families (4)

Exploration of the biological, psychological, social development tasks, and the life events of the adult years, including a family and vocational perspective. The focus is on developmental issues salient to relationships, separation/divorce, blended families, biethnic/biracial families and their efforts on academic and personal success. [W]

EDCS 525 Legal and Ethical Issues in School Counseling (3)

Focus on legal and ethical issues pertaining to school counseling as found in California Education Code and in professional organizations Code of Ethics. Included are the laws governing minors and the reporting requirements imposed upon school counselors by regulation, statute and case law. Prerequisite: EDCS 640 or concurrent enrollment.

EDCS 532 Assessment for School Counselors (3)

Survey of selected assessment instruments, including standardized tests and other programs and techniques commonly used by school counselors to evaluate individuals and groups in academic, career and personal/social areas. Methods for early identification of students at risk, as well as assessment of limited English-proficient (LEP) students will be addressed. Prerequisite: EDCS 640 or concurrent enrollment.

EDCS 540 School Counseling (4)

This introductory course focuses on the role and function of the school counselor within the social structure of the educational system, including a discussion of the current trends in the organization and delivery of pupil personnel services in multicultural educational settings.

EDCS 581 Pre-Practicum (1)

Focus is on the observation of the practice of school counseling in the school setting. The major thrust will be on providing supervised experiential experiences of school counseling procedures and practices that focus on the academic, career and social/personal issues.

EDCS 590 Special Problems in Counseling

Review and analysis of specific topics in counseling. May be used to extend field practice for those students requiring more than two quarters to complete the required hours of Internship (field practice). Prerequisite: permission.

EDCS 601 Substance Abuse and Domestic Violence (3)

Focus on understanding the issues of substance abuse and domestic violence as they affect children's ability to be successful learners in schools. Addressed will be prevention, assessment, intervention and legal reporting of violence in families, with special emphasis on abuse of children, dependent adults and partners in intimate relationships. Prerequisite: EDCS 640 or concurrent enrollment.

EDCS 605 Theories of School Counseling (4)

Focus on basic concepts and theoretical models of counseling that can be used to intervene with children in school settings. Application of each theoretical perspective across the life span is discussed. Prerequisite: EDCS 640 or concurrent enrollment.

EDCS 635 Theory and Practice of Consultation (4)

This course focuses on discussion of the theory and practice of consultation as these relate to strong management practices. It is designed to enable counselors to promote primary prevention and facilitate change processes by functioning as consultants and managers within a variety of organizational settings.

EDCS 645 Techniques in School Counseling (4)

Course focuses on the development of the counseling skills necessary for effective functioning within multicultural educational settings. Experiences in curriculum awareness, assessment of classroom interaction, interpretation of educational tests and academic and career planning will be provided through observation, demonstration and practice. Prerequisite: EDCS 640 or concurrent enrollment and EDCS 682.

EDCS 650 Group and Consultation in School Settings (5)

Focus on the theory and skills necessary for effective group and consultation interventions in multicultural educational settings. Enables school counselors to establish the conditions necessary for primary and secondary change in such settings. Prerequisite: EDCS 640 and EDCS 645.

EDCS 670 Career Counseling (4)

Focus on the processes of career and academic development through the life span, including an emphasis on theories of career education and career counseling, culturally different populations, the interface between the individual and the organizational climate and the resources utilized in the career and academic counseling process.

EDCS 691 Counseling Internship (3)

Supervised field practice that allows the demonstration of knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics. Offered on credit, no-credit basis only. Prerequisite: PPS, Advanced to Candidacy Standing, EDCS 645 and permission to enroll.

EDCS 692 Counseling Internship II (3)

A continuation of EDCS 691. A minimum of four hundred and fifty (450) clock hours of field practice is required (EDCS 691 and 692). Offered on credit, no-credit basis only. Prerequisite: EDCS 691.

EDCS 696 Master's Project: Counseling (2)

This is a supervised project appropriate to the professional field of counseling. The writer abstract includes objectives, methodology and a conclusion. Prerequisite: permission.

EDCS 697 Master's Exam: Counseling (2)

This is a comprehensive examination in the field of counseling.

CPSY 530 Human Sexuality (4)

Major examination of the variables that affect the development and manifestation of sexual identity, sexual behavior and sexual disorders.

CPSY 650 Theories of Family Counseling (4)

Focus on the major systemic and non-systemic orientations in relationships, couples and family counseling. Attention to the psychodynamics of relationships and trans-cultural family systems, communications theory and the role of family of origin in individual and family functioning.

CPSY 660 Theories of Group Counseling (4)

Focus on the major approaches to group counseling. Emphasis on small and large group processes and involvement in group experiential activities designed to relate to clinical process to theoretical explanations. Prerequisite: CPSY 650.

CPSY 671 Techniques of Child and Adolescent Counseling (3)

Focus on development of clinical skills necessary for effective counseling of children and adolescents. Laboratory experiences will be provided through observation, demonstration and practice. Prerequisite: CPSY 670 or EDCS 510.

COURSE DESCRIPTIONS
(Curriculum and Instruction)

EDCI 482 Technology and Education (3)

This course provides an examination of how a broad range of technological innovations has evolved and the impact on operational systems and personal behaviors in education. Focus is placed on theory and practice of such "high-tech" devices as potion picture projectors, video tape recorders, videodisc or tape players, sound image synthesizers, electronic calculators, word processors and microcomputers. Ethical issues regarding their use are considered. Prerequisite: teacher credential or permission of Instructor. **Note:** independent study only.

EDCI 511 Advanced Educational Psychology and Learning Theory (5)

This course emphasizes advanced educational psychology and recent significant contributions in research in educational psychology and learning theory. Prerequisite: teaching credential or permission of the instructor.

EDCI 516 Foundations of American Education (3)

An intensive study and analysis of the interrelated cultural, philosophical, historical and social factors which bare upon the continuing and contemporary issues in American education. The course focuses on an integration of foundational themes and concerns that relate directly to contemporary educational problems. Prerequisite: teaching credential or permission of the instructor.

EDCI 520 Instructional Strategies (3)

An examination of various instructional models, including information processing, social interaction, personal development and operant conditioning. Theory and research in the development, selection, implementation and evaluation of instructional models is provided. Prerequisite: teaching credential or permission of the instructor.

EDCI 525 The Gifted, Talented and Creative Child (5)

This course introduces students to basic terminology, theories and general approaches to education related to gifted, talented and creative children. The focus will be on the nature and needs of these children. Prerequisite: teaching credential or permission of the instructor.

EDCI 527 Art Education in the Elementary and Secondary School (5)

Introduction to drawing, painting and sculpture for the public school teacher. Prerequisite: teaching credential or permission of the instructor.

EDCI 528 Music Education in the Elementary School (5)

The place and function of music in the elementary school curriculum is discussed. 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 is the focus. Prerequisite: teaching credential or permission of the instructor.

EDCI 530 Curriculum Theory and Development (3)

The focus is on current and traditional theories of curriculum, including general organizational patterns, course patterns and methods of effective curriculum change as well as historical models. Prerequisite: teaching credential or permission of the instructor.

EDCI 531 Curriculum Evaluation & Performance-based Assessment (3)

This course focuses on alternative assessment strategies that have systematic curricular and instructional implications for teachers and students within the context of prescribed standards and guidelines. It also focuses on performance assessment and curriculum implementation in terms of structuring, planning, applying, constructing, and explaining the process and product of measuring and evaluating learning/teaching outcomes in both traditional and field-based settings. Prerequisite: teaching credential.

EDCI 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. Prerequisite: teaching credential or permission of the instructor.

EDCI 533 Special Problems in Science Education (3)

Special research problems in science education including pilot studies, curriculum, methodologies and the nature of science are studied. This course is Laboratory based. Prerequisite: teaching credential or permission of the instructor. **Note:** independent study only.

EDCI 534 Curriculum Concepts for Secondary Science Education (3)

Special research studies and/or independent studies in science curriculum for the secondary school. Prerequisite: teaching credential or permission of the instructor. **Note:** independent study only.

EDCI 535 Science Laboratory Experiences with Children (5)

Graduate students are involved in the design and application of instructional strategies for teaching children science. Course experiences are focused on the processes of science in the development of laboratory experiences with children. Prerequisite: teaching credential or permission of the instructor.

EDCI 536 Special Problems in Mathematics Education (3)

Instruction in mathematical concepts related to specific problems in mathematics and education and the development of curricular units related to the problem under investigation is the focus of the course. Course includes research problems in mathematics education, including pilot studies, curriculum methodologies and the nature of mathematical learning. Prerequisite: teaching credential or permission of the instructor.

EDCI 537 The Nature of Science and Implications for Science Teaching (3)

This course is designed to illustrate the relationship between the nature of science and science teaching. A specific amount of time is devoted to developing understanding of the difference between scientific inquiry and inquiry as a strategy of teaching. An additional primary purpose of the course is to bring the science teacher to understand the peculiar, and perhaps unique, structures within which facts and ideas of science fit. Emphasis placed upon how this information affects methodology, curriculum and the structure of specific courses in science. Prerequisite: teaching credential or permission of the instructor.

EDCI 539 Physical Education in the Elementary School (3)

This course includes the examination of the place and function of physical education in the elementary school curriculum, analysis of growth and development patterns, learning and motor development, instructional strategies, methodology, materials and evaluation procedures. Focus is on an understanding of the relationship of physical and motor development to the total learning experience of the child. Prerequisite: teaching credential or permission of the instructor. **Note:** independent study only.

EDCI 548 Instructional Leadership in Education as a Profession (3)

This course focuses on the educational leadership paradigms to define teacher roles as professionals and leaders in schools. It also helps participants develop knowledge and skill in education leadership as they supervise, coach, mentor, network and collaborate with other participants in the school community. Prerequisite: teaching credential.

EDCI 549 Diagnosis and Remediation of Learning Problems in Mathematics (5)

Diagnosis, analysis and remediation procedures are provided to assist children who have problems in learning mathematics. This experience involves work with children, relating applicable theories of learning and instruction to mathematics teaching and learning, diagnosing children's difficulties through the use of standardized and teacher-made tests and observations and analysis and remediation through the use of; manipulatives and other materials. Prerequisite: teaching credential or permission of the instructor.

EDCI 550 Social Studies in Elementary School (5)

The course surveys objectives and the foundation of the discipline of social studies, offers a variety of organizational and planning approaches for a program, a variety of learning experiences, instructional strategies and methods, areas of skill development, a means of providing for individual differences, addresses the affective domain, the role of current affairs, a variety of resources available and evaluation procedures. Prerequisite: teaching credential or permission of the instructor.

EDCI 560 Computers and Instruction (3)

A practical guide to the use of microcomputers and computer-based technology in education. Emphasis is placed upon a variety of effective uses for computer-assisted instruction and computer managed instruction to include planning for the integration of application programs into elementary and secondary school curriculum. A laboratory experience is provided. Prerequisite: GST 390 or the equivalent and completion of a basic credential program or permission of the instructor.

EDCI 580 Research in Elementary Science Education (3)

Includes the examination of research on processes in elementary science education, experimental learning, special problems and topics, methods and evaluation. Prerequisite: teaching credential or permission of the instructor. **Note:** independent study only.

EDCI 581 Research in Secondary Science Education (3)

Includes the examination of research on processes in secondary science education, experimental learning, special problems and topics, methods and evaluation. Prerequisite: teaching credential or permission of the instructor. **Note:** independent study only.

EDCI 587 Critical Thinking and Problem Solving for Educators (3)

This course will review the current theory and practice related to teaching critical thinking and problem solving within the context of educational settings. Students will learn specific strategies necessary for promoting critical thinking and problem solving. Important issues related to these topic areas will be addressed through a review of current scholarly literature. Prerequisite: teaching credential or permission of the instructor.

EDCI 588 Teaching Diverse Students (3)

This course is intended to give students an opportunity to examine a variety of issues confronting many American ethnic/racial minority groups in the school setting. It is also intended to give students an opportunity to examine a variety of theoretical and practical models and approaches relevant to the needs of culturally diverse students and special education populations. Emphasis will be given to the social, psychological and educational needs of culturally and linguistically different children including low SES, ELD, bilingual/ESL and multicultural exceptional learners. Prerequisite: teaching credential.

EDCI 591 Problems in Early Childhood Education and Elementary Education (1-5)

This course is an in-depth study of various areas in early childhood and elementary education. This course is repeatable with different topics. Prerequisite: teaching credential or permission of the instructor. **Note:** independent study only.

EDCI 594 Seminar in In-service Education (1-5)

Special programs in in-service education are addressed. This course is repeatable with different topics. Prerequisite: teaching credential or permission of the instructor.

EDCI 595 Recent Developments in Education (1-5)

An examination of significant developments in education and presentation of recent research and ideas. This course is repeatable with different topics. Prerequisite: teaching credential or permission of the instructor. **Note:** independent study only.

EDCI 596 Special Topics in English Education (1-5)

Special investigation into specific problems in language arts education in elementary and secondary schools. Prerequisite: teaching credential or permission of the instructor.

EDCI 599 Standard-based Learning and Teaching (3)

This course offers participants the opportunity to examine and review the national and state standards and their implications to learning, teaching and assessment. The course focuses on implementing standard-driven pedagogical practices in schools. In particular, INTASC, NCATE along with CSTP, will be overarching frameworks for curriculum planning and delivery. This course focuses on the standard-driven pedagogical practices in both traditional and field-based teacher education programs and how to meet relevant standards in various settings. It also includes the construction and use of rubrics in teaching and assessment. Prerequisite: teaching credential.

EDCI 604 Seminar: Special Topics Field-based Education (3)

Course participants have the opportunity to reflect on and examine their roles in schools as they observe, experience, evaluate and integrate instructional skills across the curriculum. The course also provides students and cohort groups the opportunity to gain insight into the dynamics of learning and teaching in classroom settings. Through their insinuation in the classroom culture and the "clinical ghetto," students are challenged to think reflect and take action as they substantiate meanings relevant to their academic and professional development as empowered educators. This course will provide participants an opportunity to use their fieldwork to examine and explore their experiences with cohorts and others in a professional forum. Prerequisite: teaching credential.

EDCI 610 Philosophical Foundations of Education (3)

This course includes an examination of selected current philosophies of education, their histories and applications to contemporary educative processes. Prerequisite: teaching credential or permission of the instructor.

EDCI 612 Historical Foundations of Education (3)

This course includes a detailed study of the history of the major trends, forces and patterns in education. Prerequisite: teaching credential or permission of the instructor.

EDCI 615 Comparative Education (3)

This course studies the education patterns of various countries and the history, development and current status of systems of education in different cultural settings. Prerequisite: teaching credential or permission of the instructor.

EDCI 695 Action Research for Teachers (3)

This course is intended to give educators and teachers (pre-service, in-service, beginning teachers, mentoring teachers, etc.) an opportunity to explore their role as action researchers in various school settings. It also provides them with a base for decision-making processes regarding effective instructional strategies and treatments. The course offers participants an opportunity to identify research problems, investigate workable solutions and implement an action plan for change as they reflect on current practices. This course will help participants to play their optimal roles as researchers in the classroom environment. Finally, this course focuses on the role of inquiry, reflection and action research as a major phase of induction field-based programs (BTSA/CFASST) to improve teaching and learning. Prerequisite: teaching credential.

Culminating Activity (Curriculum & Instruction)

EDCA 691 Field-based Research in Education (3)

This course offers participants the opportunity to present their field-research project in an academic forum. It also teaches participants how to collect, analyze, interpret and apply field-based research data and findings to improve learning and teaching. Such alternative field-based research tools (saturated field notes, analytical observations, reflective conversation, ethnographic interviews, professional microteaching, etc.) are addressed in terms of learning/teaching outcomes and professional growth of teachers. Participants must compile an INTASC-driven professional portfolio to meet this requirement. Prerequisite: teaching credential.

COURSE DESCRIPTIONS
(Early Childhood Education)

EDEC 443 Supervision and Administration of Early Childhood and Family Education Programs (5)

The planning, supervision, and administration of early childhood programs, local school districts, and private institutions. The laws and regulations governing early childhood education in California are considered. Procedures for evaluating early childhood programs in terms of the objectives of sponsoring institutions and the guidelines from regulatory agencies are included.

EDEC 444 Internship in Administration and Supervision of Children's Programs (5)

This course will provide students administrative experience in a variety of public and private child development programs under the mentorship of experienced administrators. Selected mentors will have considerable experience in ECFE pedagogy and curriculum development, fiscal management, recruitment and training of staff. Students will learn sound managerial practices and procedures for operating centers effectively.

EDEC 513 Seminar in Early Childhood and Family Education (5)

An examination of the status of early childhood and family education; optional program patterns; basic theories, research, and practice of early childhood education.

EDEC 514 Growth and Cognitive Development (5)

Theories and research in socialization, development and cognition in children. Applications to instructional organization and performance of children in learning environments.

EDEC 522 Curriculum and Instruction in Early Childhood and Family Education (5)

Basic instructional modes and practices; curriculum content and development; materials and organization strategies for instruction.

EDEC 523 Family and Community Involvement in Education (5)

Discussion of various modes of family, school and community interaction and involvement. Focus on different levels of family-school. Collaboration and impact of family participation in students' academic performance and development will be addressed.

EDEC 532 Creative Experiences for Early Childhood Educational Settings (5)

Discussions of different creative experiences that are age appropriate will be covered.

EDEC 545 Human Development: A Life-span Perspective (5)

Advanced study in growth and development from conception through adult years including mid-life and beyond. Examination of contemporary research and evidence from the literature. Includes field experiences with children and adults in a variety of environments, especially the family.

EDEC 590 Special Topics in Early Childhood and Family Education (1-5)

Course may explore different topics each time that it is offered.

EDEC 644 Early Childhood Education Field Experience (1-6)

Laboratory and field experiences with children in various environments

COURSE DESCRIPTIONS (Educational Administration)

Note: The courses listed below meet the requirements for the Preliminary Administrative Services Credential and the Masters Degree, and are prerequisites for culminating activities EDCA 693, EDCA 694 and EDCA 698.

EDAD 515 Administration and Supervision of Special Education (3)

This course includes intensive study of the organization, administration and supervision of education programs for exceptional children. Included are curriculum, legal relations, budgeting and financing, attendance reporting, facilities planning referral and the use of community agencies in addition to surveying of local, state, regional and national trends and issues.

EDAD 572 Legal Aspects of Education (3)

This course focuses on the laws of public education, examined from the point of view of implications for the profession and considers legal responsibilities and duties, powers and liabilities of teachers and administrators.

EDAD 573 Financing Public School Districts (3)

This course provides 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.

EDAD 576 School Personnel Management (3)

Policy formation for personnel practices, techniques of organizing for personnel selection and evaluation, and legal and theoretical aspects of the negotiation process are the focus of this course.

EDAD 600 Administrative Induction (3)

This course is taken upon employment as an administrator. The candidate will learn approaches to professional self-assessment and develop a plan for meeting the Professional Clear Administrative Services Credential requirements. The plan will be based upon multiple assessments of the candidate's competence, interests and career goals and will be developed in consultation with the employing school district and the candidate's university faculty advisor. The plan will include individualized induction components, identification of a local mentor and a description of district support services available to the candidate (new administrator). Also included will be a plan for completing academic course work and other professional growth activities which address the following themes: organizational and cultural environment, dynamics of strategic issues management, ethical and reflective leadership, analysis and development of public policy, management of information systems and human and fiscal resources.

EDAD 610 Executive Seminar (3)

This elective seminar examines the role of the school superintendent in American public education. It examines the historical evolution of the position, the dimensions of specific responsibilities of the superintendent including fiscal management, instructional leadership, school-community relations, planning, governance, legal and school board relations.

EDAD 611 Executive Liberal Arts Seminar (3)

This is an elective course that approaches educational administration from a broad liberal arts perspective. It examines the ideals of a liberal education and explores what insights administrators can gain from the arts and sciences, such as mathematics (e.g., modeling), the social sciences (e.g., survey research), the arts (e.g., aesthetic sensitivities) and technology (e.g., educational programming).

EDAD 671 The Governance and Politics of American Education (3)

This course studies the organization and administration of public school systems and the influence of governmental, political and social forces in the control and development of educational policy making.

EDAD 673 Human Relations in Educational Management (3)

This course stresses the understanding and development of human relations skills in management, with special emphasis on the facilitative skills of relating personally and within a group, conflict resolution and responsible confrontation.

EDAD 674 Supervision of Instruction (3)

Historical development and trends of supervision in an educational setting are addressed in addition to current practices and leadership behaviors necessary for the improvement of instruction, staff development and the evaluation of teaching-learning effectiveness.

EDAD 675 Supervision of Curriculum (3)

This course focuses on the historical, philosophical and psychological bases for curriculum decisions, the influence of social forces and subject matter on curriculum design, leadership procedures and processes for curriculum development and the evaluation and improvement of the curriculum.

EDAD 677 The Role of the Principal (3)

A study of the theoretical concepts of human organizational behavior in educational institutions and the communication and planning processes involved in the management system is the basis for this course.

EDAD 679 School-Community Relations (3)

This course studies the influence of the formal and informal structures of communications systems in communities, the nature of communities and the contributions of cultures.

Note: The courses that follow are basic courses leading to the Professional Administrative Services Credential.

EDAD 680 Theory and Planning in Complex Organizations (3)

A policy level analysis of theory and application related to all phases of theory on complex organizations is presented. Strategy related to long-term, short-term and strategic planning to relate theory to practice is also emphasized.

EDAD 681 Instructional Leadership (3)

Elements of instructional leadership, particularly those at the district-wide level will be emphasized. Elements that will be included will be a means by which state priorities such as new curriculum standards or changing college and university entrance requirements are implemented and their implications for school/district policy decisions.

EDAD 682 Management and Development of Human Resources (3)

Effective use of human resources and long-range planning relating to recruitment and development at the school/district level will be emphasized. Programs for developing district management personnel as well as school level personnel will be explored.

EDAD 683 Legal and Political Policy Analysis (3)

Court decisions and legislative enactments at the state and national level will be analyzed as to their implications regarding school level policy decisions. Activities relating to school/district intervention at the state policy level will also be investigated.

EDAD 684 Fiscal Policy Planning and Management (3)

Analysis of raising and allocating resources is the focus of this course. Resources forecasting and allocation planning for human resources as well as materials, equipment and building will be analyzed.

EDAD 685 Managing and Policy in Multicultural Settings (3)

The unique understandings necessary to meet the educational and social needs of culturally different children and the implications these needs have for policy decisions as they relate to both fiscal and human resources will be thoroughly analyzed.

Note: The following are all fieldwork experiences for the Professional Administrative Services Credential only.

EDAD 686 Field Work in Educational Administration I (3)

Field experiences are developed in consultation with the candidate, field supervisor and university advisor. The emphasis of the field work experience for the Professional Administrative Services Credential will be assuring that the candidate has a series of policy level administrative experiences in order to provide understanding of the decision-making processes relating to the important legislative issues at the local, county, state and national levels.

EDAD 687 Field Work in Educational Administration II (3)

EDAD 688 Field Work in Educational Administration III (3)

EDAD 689 Field Work in Educational Administration IV (3)

EDAD 692 Administrative Assessment (3)

This experience is taken at the end of the Professional Administrative Services Credential program to assess the completion of the induction plan. Successful completion will be determined as a collaborative effort involving the candidate, the employing school district and the university faculty advisor.

Note: The following are Culminating Activities available in Educational Administration.

EDCA 690 Master's Thesis in Education (2-5)

A carefully designed review of the research literature and finding of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship in the purpose of the thesis. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDAD 691 Master's Project in Education (2-5)

The project involves the design and implementation with a written report of a field research, internship or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalent. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDCA 692 Master's Examination in Education (2-5)

The examination involves an in-depth study of a specific area of concentration in education. The Culminating Activity Committee will determine development of the examination. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

EDCA 693 Field Work in Educational Administration I (3)

This experience involves directed fieldwork in administration of schools and includes supervised project, assigned readings and written reports. Prerequisite: permission of instructor.

EDCA 694 Field Work in Educational Administration II (3)

EDCA 698 Culminating Examination in Educational Administration (3)

This examination involves and in-depth study of educational administration. Prerequisites: successful completion of 39 quarter units in the concentration and core requirements, EDCA 693, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

COURSE DESCRIPTIONS (Educational Research)

Upper Division

EDRS 680 Educational Statistics (4)

The application of statistics including computerized statistical packages in educational research; descriptive and inferential statistics, parametric and nonparametric statistics, types of data; uses and misuses of statistics. Prerequisite: the equivalent of at least one-year of algebra is recommended.

EDRS 681 Research Design and Analysis in Education (3)

An analysis of different types of research designs employed in research in education. Students will design projects that are based on an extensive review of the literature, hypotheses proposal and testing, proper sampling techniques, selection of appropriate statistical methods for data analysis and interpretation of research results. Prerequisite: EDRS 680.

COURSE DESCRIPTIONS (Individual Study)

Upper Division

EDIS 496 Internship in Education (1-5)

This course involves an assignment with an educational or community agency with placement and supervision by a department within the School of Education. The assignment and coordination of the work project, along with conferences and assigned readings, as well as determining course credits, evaluation and grading are the responsibility of the assigned School of Education faculty instructor in consultation with the field supervisor. This course is a credit, no-credit experience. This course may not be used as the equivalent to any part of the student teaching experience.

EDIS 497 Cooperative Education (1-5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the Teacher Education Department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working in cooperation with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation and grading are the responsibility of the department faculty. This is a credit, on-credit experience. **Note:** each department will determine application for credit.

EDIS 499 Individual Study (1-5)

This experience involves the exploration and study of a specific topic, primarily through directed readings and discussed with a School of Education faculty professor. Prerequisite: consent of assisting instructor and written approval of Department Chair and Dean, School of Education.

EDIS 699 Individual Graduate Study (1-5)

This experience involves the investigation of an approved topic selected in consultation with a School of Education professor in an area of major interest. Prerequisites: consent of assisting professor and approval of Department Chair and Dean, School of Education.

COURSE DESCRIPTIONS (Multiple Subjects Program)

Lower Division

EDEL 240 Early Field Experience in the Elementary School (3)

An experience of service in schools where the student works with children in content areas to like practice, knowledge and application. The purpose is leading the student to explore ways in which content knowledge is used in school settings. Includes both school assignments and seminar discussion. All students must have fingerprint and TB clearances prior to working in the classroom. Prerequisite to Multiple Subjects Program.

Upper Division

EDEL 308 Observation and Participation: Multiple Subjects (1)

Fieldwork for multiple subject candidates. Includes supervised experiences highlighting various aspects of the elementary school setting and includes observation of and participation in both cognitive and affective curriculum components. All students must have fingerprint and TB clearance prior to working in the classroom. Prerequisite: must be taken concurrently with EDEL 423.

EDEL 411 Introduction to Teaching Multiple Subject (3)

A comprehensive course designed to prepare the student for student teaching. Includes social foundations within a multicultural school setting, multicultural awareness, school law and bilingual education legislation, objectives development and planning, creativity and interpersonal communication skills within bilingual and non-bilingual settings.

EDEL 412 Curriculum and Instruction of Elementary Mathematics (3)

Provides knowledge of skills, methods and materials of mathematics curriculum and instruction. Includes diagnosis and prescription of student needs.

EDEL 413 Classroom Learning Theories and Management (4)

This course addresses the psychological foundations in the teaching-learning process and also emphasizes classroom management. Other topics include learning theory, child development, motivation and evaluation.

EDEL 423 Teaching Reading in the Elementary School I (3)

Instruction in reading methods and materials in the elementary school is provided. Includes the teaching of phonics (basic credential course). Prerequisite: EDEL 240 and admission to the Multiple Subject program.

EDEL 427 Teaching Reading in the Elementary School II (4)

This course is a continuation of EDEL 423 and includes diagnostic procedures, and methods and materials for reading instruction in the elementary schools. The course provides knowledge of skills, methods and materials of language arts curriculum and instruction, and includes diagnosis and prescription of student needs (basic credential course, Phase II). Prerequisite: EDEL 423.

EDEL 428 Teaching Reading in Bilingual Elementary School Settings II (4)

This course is a continuation of EDEL 423. It includes methods for teaching reading in the primary language (L1) and an examination of primary language materials, diagnosis, and prescription of reading problems and strategies for facilitating transfer from L1 reading to English reading. Course provides knowledge of skills, methods and materials of primary (Spanish) and second language (English) language arts curriculum and instruction. Also includes diagnosis and prescription of linguistic minority and bilingual student needs.

EDEL 431 Curriculum and Instruction of Elementary Social Studies (3)

Curriculum, instructional strategies, skills and materials for teaching social studies in the elementary school are provided. Also includes evaluation and reporting of student progress.
(Phase II course)

EDEL 432 Curriculum and Instruction of Elementary Science (3)

Curriculum, instructional strategies, skills and materials, and laboratory activities for teaching science in the elementary school are provided. Course experiences focus on the nature of science relative to science teaching. This course is taken concurrently with EDEL 442.

EDEL 440 Student Teaching Multiple Subject I (7)

Provides an initial opportunity to apply pedagogical theory and skills in a classroom setting with guidance and assistance from a cooperating teacher and university supervisor. The instructional focus is on the curriculum areas of reading, language arts and mathematics. This field experience is scheduled during the normal public school daily morning session (4 hours). Prerequisites: EDEL 308, 411, 412, 413, 423 and admission to the Multiple Subject Credential Program.

EDEL 441 Seminar: Student Teaching Multiple Subject I (1)

Involves the discussion of problems and practices of elementary school teaching. Various topics, including self-awareness, are examined as appropriate. Individual identification and analysis of teaching problems and concerns are discussed. Co-requisite: EDEL 440.

EDEL 442 Student Teaching Multiple Subjects II (13)

This student teaching experience provides an opportunity to apply pedagogical theory and skills in a classroom setting with guidance and assistance from a cooperating teacher and university supervisor. The instruction includes all areas of the curriculum and is an extension of EDEL 440 plus social studies and science. The experience is scheduled during the regular public school daily schedule. Prerequisites: EEDL 440 and all Phase I and Phase II course requirements. Co-requisites: EDEL 432 and EDEL 443.

EDEL 443 Seminar: Student Teaching Multiple Subject II (1)

This seminar includes discussions of problems and practices of teaching in the elementary school. It also includes various topics such as parental involvement and other topics as appropriate. Individual identification and analysis of teaching problems and concerns are discussed. Co-requisite: EDEL 442.

EDEL 444 Elementary Intern Teaching I

EDEL 445 Elementary Intern Teaching II

EDEL 446 Elementary Intern Teaching III

COURSE DESCRIPTIONS (Reading/Literacy Program)

Reading Certificate Program

Five courses are required in the Reading Certificate Program totaling 21 quarter units. Courses are sequenced to scaffold candidates' increasing levels of competency from awareness to basic and comprehensive levels; therefore, prerequisites exist in all but the foundational courses. A brief description of the course content follows:

EDLT 501 Foundations of Literacy Learning (3)

This introductory course examines classical and current theory and research related to components of the literacy acquisition process including oral language; reading comprehension, fluency, word recognition and vocabulary development; written language content form and use.

EDLT 502 Written Language Development and Literacy Learning (5)

This introductory course examines: (a) structure and linguistic elements of English language; (b) relationships between language, spelling, reading and writing; (c) role of assessment/evaluation in language instruction and learning; and (d) literacy acquisition of English Language and English Only Learners.

EDLT 503 Literacy Processes & Practices (K–12) (5)

Literacy materials, assessment and instructional/intervention models are examined. Candidates apply knowledge by designing and implementing a classroom literacy intervention in a small group format that addresses English Language and English Only Learners, cross-cultural practices and students at the early or intermediate reading level. Prerequisites: EDLT 501 & 502.

EDLT 504 Comprehending Narrative and Expository Texts (3)

Current theory and research on the relationship between comprehension and literacy acquisition/proficiency are explored. Instructional/intervention strategies and materials to support comprehension at the early, intermediate and fluent levels are studied. Specific topics include background knowledge, concept formation, vocabulary development, narrative and expository text structure analysis, independent reading and cross-cultural practices. Prerequisites: EDLT 501 & 502.

EDLT 505 Clinical Experiences in Literacy Learning (5)

This course meets at a designated public school site where CSUB operates a field-based literacy clinic. An intervention based on formal and informal assessment and a research-based, balanced model of literacy instruction is designed and implemented for a student experiencing difficulty with literacy acquisition. Results are reported to stakeholders in a case study format. Prerequisites: EDLT 501, 502, 503, & 504.

COURSE DESCRIPTIONS (Reading and Language Arts Specialist Credential Program)

The five Reading Certificate Program courses are prerequisites for the Reading Specialist Credential Program for which there are 19-quarter units. The 21-quarter units in the Reading Certificate Program and the 19-quarter units in the Reading Specialist Credential Program total 40 quarter units for both programs. Courses in the Reading Specialist Credential Program are sequenced to scaffold candidates' increasing level of competency from awareness to basic and comprehensive levels; therefore, prerequisites exist in all courses. A brief description of course content follows:

EDLT 506 Theoretical Models and Processes of Reading (5)

An advanced analysis of classical and current literacy theory and research is conducted. The analysis includes examining the relationship between current literacy issues, emerging research findings in literacy and related disciplines, and theoretical models for literacy acquisition. Prerequisites: EDLT 501, 502, 503, 504, & 505.

EDLT 507 Advanced Topics in Literacy Learning (3)

An in-depth analysis of current topics in the field of literacy (instructional models, intervention programs, materials and resources) is conducted. A classroom literacy intervention is planned following an action research design (to be implemented in EDLT 509). Implementation criteria include the use of assessment to inform instruction, addressing the needs of all literacy learners, developing material and resource selection guidelines, and grounding the intervention in a research-based, balanced literacy model. Prerequisites: EDLT 501, 502, 503, 504, & 505.

EDLT 508 Reading/Language Arts Curriculum and Programs (3)

Characteristics of effective literacy instruction, intervention, curriculum and program planning are studies. Evaluation criteria for and procedures used with instructional programs and materials are examined. A comprehensive, staff development model for literacy learning will be developed and a segment of that model will be presented in a staff development format. Prerequisites: EDLT 501, 502, 503, 504, 505, 506, & 507.

EDLT 509 Field Experience in Literacy Learning (3)

The action research project planned in EDLT 507 is implemented, analyzed, and reported. The project is supervised and evaluated by the instructor, a school administrator, and a peer group. The reporting process includes a formal, written document (data analysis, findings, conclusions and implications) and oral presentation to peers. Prerequisites: EDLT 501, 502, 503, 504, 505, 506, & 507.

EDLT 510 Advanced Clinical Experiences in Literacy Learning (5)

This course meets at a designated public school site where CSUB operates a field-based literacy clinic. A comprehensive intervention based on formal and informal assessments and a researched-based, balanced model of literacy instruction is designed for a student experiencing severe difficulty with literacy acquisition. The implementation includes ongoing interaction with the student's classroom teacher and parent/guardian. Results are reported to stakeholders and colleagues using a case study format. Prerequisites: EDLT 501, 502, 503, 504, 505, 507, 508, & 509.

COURSE DESCRIPTIONS (Single Subject Credential Program)

Lower Division

EDSE 241 Early Field Experience in the Secondary School (3)

This is an observation and supervised participation course in a junior or senior high school classroom (7-12). This experience is designed to provide the prospective secondary teacher with a frame of reference for further work and study in the teaching profession. This course is offered on a credit, no-credit basis only and is a prerequisite for admission to the Single Subject Credential Program. Since this is a field-based course, it may not be added after the first week of the quarter.

Upper Division

EDSE 412 Introduction to Education and Teaching (3)

This course introduces the student to the field of secondary education and the teaching profession. The student explores issues and current research on the social foundations of education, curriculum and instruction, self-assessment, cultural awareness and legal rights and professional responsibilities. Prerequisite to EDSE 413 and 445.

EDSE 413 Managing and Assessing the Learning Process (5)

This course relates directly to the student's beginning teaching experience and addresses the psychological foundations in the teaching-learning process. Major topics include: adolescent development and psychology, classroom management, motivation, learning theory, assessment and evaluation. This course is taken in Phase II concurrently with EDSE 445. Prerequisites include: EDSE 241, 412, 420, 421 & 427.

EDSE 420 General Methods and Educational Technology (5)

This course provides instruction in general methods and includes instructional strategies, resources, current technology and procedures used in the junior and senior high schools.

EDSE 421 Special Methods and Resources in the Major Subject (3)

A special methods course may not be offered at CSUB in some of the major subject areas. In such cases an appropriate related subject may be substituted (with prior approval) or a special methods course may be used/completed from another institution.

Note: Single Subject Special Methods courses are offered in: Art, Business, English, Mathematics, Modern Language, Physical Education, Science and Social Science.

EDSE 427 Teaching Reading in the Secondary School (5)

Knowledge of alternative methods of reading instruction is provided. Course content includes addressing the problems in reading encountered in the secondary school. Twenty hours of practicum is required.

Note: Except for an Internship, EDSE 241, 412, 420, 421 and 427 must be successfully completed before the student will be permitted to begin EDSE 445.

EDSE 441 Secondary Intern Teaching I

EDSE 442 Secondary Intern Teaching II

EDSE 443 Secondary Intern Teaching III

Note: The above Secondary Intern Teaching may be completed during a 6 quarter (2 year) time period.

EDSE 445 Single Subject Student Teaching I and Seminars (8)

This experience is the introductory classroom teaching experience assuming responsibility for two to four classes. This experience is based in junior high school and/or high school with the guidance and assistance of the cooperating teacher and university supervisor. EDSE 445 is taken concurrently with EDSE 413. EDSE 445 Single Subject Student Teaching placement request forms are due in the Credentials Office (Educ. 102) the first week of the quarter preceding the Phase II Student Teaching.

EDSE 447 Single Subject Student Teaching II and Seminars (14)

This student teaching experience involves a full-day teaching responsibility in the classroom. This experience is based in junior and/or high school with the guidance and assistance of the cooperating teacher and university supervisor.

Note: All student teachers, including interns, must verify that they are computer competent.

EDSE 450 Secondary Field Experience for Special Education Majors (5)

This student teaching course provides an initial opportunity for special education majors to apply pedagogical theory and skills in a junior and/or senior high school setting with the guidance and assistance from a cooperating teacher and university supervisor. Candidates are required to student teach for five (5) weeks, half-day in a secondary (single subject) classroom.

COURSE DESCRIPTIONS
(Special Education Credential Program)

EDSP 501 Introduction to Education of Exceptional Children and Youth (5)

An overview of professional, legal, ethical and historical practices related to providing meaningful learning opportunities for students with disabilities will be presented which will be relevant for all helping professionals and managers of personnel. Discussion of laws, practices, procedural safeguards and regulations pertaining to the education of individuals with disabilities, as well as the ethics and values of the professional educator as a reflective decision maker. Future special educational services will be discussed in terms of the concepts of the least restrictive environment (LRE), inclusion and the historical sequence legislation PL94-142, IDEA, ADA, and Section 504. This course is required to clear the fifth year mainstreaming component for multiple and single subject credential candidates. Additionally, this course overviews the basic educational characteristics and needs of exceptional learners and their families.

EDSP 502 Field Experience I: Observation/ Participation (2)

Early field experiences in two or more special education settings and grade levels in public schools. Candidates are expected to spend a minimum of 45 hours evenly spaced during the quarter under the supervision of a district cooperating teacher and a university supervisor. Additionally, candidates are expected to attend five (5) on-campus seminars. Candidates are provided opportunities to observe various learning characteristics of students with diverse special needs and actively participate in a variety of instructional delivery systems learning how to manage learning environments with diverse student populations. This course will provide the candidate with an excellent opportunity for assessing one's aptitude for a special education professional career. Co-requisite: EDSP 501.

EDSP 503 Communication and Consultation: Collaborative Partnership (5)

This course closely interweaves issues of exceptionality, diversity and life span transitions while the teacher candidate demonstrates growing knowledge and skills in effective communication and self-awareness. This course is designed to focus on managing learning environments for diverse learners that facilitate positive behavioral self-control, self-esteem and self-advocacy. Further, the abilities to facilitate the essential collaborative partnerships between individuals with disabilities and their families, school personnel and community related services will be modeled and taught. The teacher candidate's role in facilitating communication and in focusing on realistic shared responsibility in collaborative partnerships is the foundation themes of this course. Given the stressful challenges of this course, teacher self-care will be integrated into all skill training. The knowledge base skills taught integrate Jung's contemporary model of personality diversity, cognitive self-awareness models, the classic Gordon teacher effectiveness communication model and the applied behavior analysis model.

EDSP 504 Curriculum and Instructional Adaptation for Students with Diverse Needs (3)

This course will address the basic principles and strategies of assessment, curriculum adaptation and instructional strategies including study skills and coping skills instruction that are appropriate for individuals with diverse special needs. Candidates will study the curriculum scope and sequence and develop a variety of instructional materials for special needs students. Additionally, candidates are required to spend a minimum of twenty (20) hours during the quarter for observation and participation in two inclusive educational settings (Mild/Moderate and Moderate/Severe). This is a core requirement for both Mild/Moderate and Moderate/Severe credential programs. Prerequisites: EDSP 501 and EDSP 502.

EDSP 505 Classroom Management and Positive Behavior Support (5)

This course will familiarize candidates with the components of a positive and proactive approach to behavior management in the classroom. Specific techniques (i.e., social skills, training, surface behavior management, and role-playing) for creating a positive learning environment will be demonstrated. Most commonly used behavior management approaches including the ecological approach, educational approach, psychoeducational approach, humanistic approach, psychodynamic approach and behavioral approach, including applied behavior analysis and cognitive behavior modification will be reviewed.

Within a "case-study" format, specialist/degree candidates design behavioral intervention programs for student exhibiting a wide range of learning and behavioral needs. Candidates will be challenged to consider ethical, cultural and pedagogical implications inherent in the use of A.B.A. technology; and to design interventions that empower children toward self-regulation. Additionally, the Hughes Bill will be introduced and its implication to special education for student with challenging behaviors will be discussed.

EDSP 507 Characteristics and Needs of Students with Mild/Moderate Disabilities (3)

Students with Mild/Moderate disabilities will be examined in terms of social, physical and psychological characteristics. Instructional and curricular strategies will be covered to meet the needs of these individuals. Program candidates will be able to identify various assessment instruments to assess social/behavioral performance, develop IEP goals and objectives and to implement remediation strategies designed to enhance school performance.

EDSP 508 Assessment of Students with Mild to Moderate Disabilities (5)

This course will provide candidates with knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild to moderate disabilities which include assessment of the developmental, academic, behavioral, social, communication, vocational and other related skill needs.

Each candidate will be able to make appropriate instructional decisions on the basis of a variety of nonbiased standardized and non-standardized techniques, instruments and processes that are functional, curriculum references, performance-based and appropriate to the diverse needs of individual students. Prerequisite: EDSP 501.

EDSP 529 Transition and Career Education (3)

This course will prepare candidates to implement successful planning of transitional life experiences for elementary and secondary students with mild to severe disabilities. This course will discuss the curriculum, program administration, services and legal aspects of vocational education and training for exceptional children, including occupational information and counseling, work evaluation and adjustment principles. Candidates will visit programs in the community and consult with field-based personnel.

EDSP 540 Remedial Strategies in Mathematics/ Science (3)

Remedial and special education students manifest severe discrepancies between their measured intellectual potential and their academic achievement in mathematics. This course focuses on two special/remedial educations in mathematics: 1) strategies to experiment with carefully sequenced developmental remediation; and, 2) problem-solving techniques to develop compensatory tolls when remediation is for some reason inappropriate. Emphasis will be given to research on microcomputers and other technologies as aids in: a) assessing progress; b) presenting carefully structured medial tasks; and, c) permitting compensatory solutions in mathematics learning situations (i.e., calculators).

EDSP 550 Remedial Strategies in Reading and Language Arts (3)

Remedial and special education students manifest severe discrepancies between their measured intellectual potential and their academic achievement in language arts. This course focuses on two special/remedial education options: a) strategies to experiment with carefully sequenced developmental remediation; and b) problem-solving techniques to develop compensatory tolls when remediation is for some reason inappropriate. Emphasis will be given to research on microcomputers and other technologies.

EDSP 625 Field Experience II: Student Teaching Mild/Moderate Disabilities (5)

A special education field experience course taken at the third and final phase of the Mild/Moderate Credential program. Candidates are provided with opportunities for meaningful collaborative instruction for students with Mild/Moderate disabilities and diverse needs in the public school setting (K-12). For one (1) quarter, each candidate is required to participate in and reflect on a variety of activities representing different roles of special educators including interactions with parents, and to assume other responsibilities of full-time teachers and service providers.

EDSP 630 Characteristics and Needs of Individuals with Moderate/Severe Disabilities (3)

This course will examine a variety of unique learning needs of individuals with Moderate/Severe Disabilities (i.e., mental retardation, autism, serious emotional disturbance and multiple disability) in terms of intellectual, social-emotional, behavioral, communication, sensory and motor characteristics. The candidate will be able to develop appropriate IEP goals and objectives and implement such individualized adaptation and accommodation including the use of technology, positive behavior support strategies, personal care and mobility skill and successful transition from school to post-school settings. Prerequisite: EDSP 501.

EDSP 631 Assessment of Individuals with Moderate/Severe Disabilities (3)

This course will provide the candidates with a knowledge base and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches for students with Moderate/Severe disabilities. The candidate will be able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized assessment techniques, instruments and procedures that are functional, curriculum-based and appropriate to the diverse needs of individual students. Additionally, this course will explore the ethical foundation of assessment and a case study approach will be utilized. Prerequisite: EDSP 501 and EDSP 630.

EDSP 632 Curriculum & Instruction for Students with Moderate/Severe Disabilities (5)

This course will review the basic theories of curriculum and instruction and examine the structure of curricula that are currently available. Candidates will also study a variety of effective instructional strategies that are used to meet the diverse learning needs of students with Moderate/Severe disabilities. Candidates will have an opportunity to develop appropriate curriculum for each area of instruction for different ability levels that can reflect the adaptation and modification of the core curriculum to meet the unique needs of students with Moderate/Severe disabilities. Prerequisites: EDSP 501, EDSP 630, EDSP 631.

EDSP 635 Field Experience II: Student Teaching in Moderate/Severe Disabilities (5)

A special education field experience course taken during the third and final phase of the Moderate/Severe credential program. For one (1) quarter, candidates are provided with opportunities for meaningful collaborative instruction for students with Moderate/Severe disabilities with diverse needs in public school settings (K-12). Each candidate is required to participate in interactions with parents and to assume other responsibilities of full-time teachers and service providers.

EDSP 636 Intern Seminar/Supervision in Special Education (2)

This practicum is developed to provide ongoing support and guidance to on-the-job intern credentialed teachers serving Mild/Moderate and Moderate/Severe populations. The seminar focuses on developing a community of learners in special education classrooms that include fundamental organization, classroom management, instructional skills, use of assessment batteries, lesson/unit planning and professional development. A major emphasis in this practicum will be sharing experiences and expertise so teachers can learn from each other. During this practicum, teachers will be provided guidance in their assigned classroom from support teachers and university faculty. Supervision will focus on basic classroom management and instructional competencies. This field-based seminar course will require the candidate, in collaboration with a university advisor and a district support provider, to develop a Level II Professional Induction Plan.

EDSP 650 Application of Theory into Practice Induction Seminar (2)

This field-based seminar course will require the candidate, in collaboration with a university advisor and a district support provider, to develop a Level II Professional Induction Plan. The plan will include university and non-university components and will address the candidate's needs, goals and professional interests, apply conceptual knowledge into practice and build upon the foundation established in the Level I Preliminary Credential program.

EDSP 660 Professional Development in Specialization Areas (5)

This field-based seminar course will require candidates, in collaboration with their university advisor and district support provider, to identify approved non-university activities, participate in those activities and evaluate the effectiveness of those activities in meeting the candidate's performance goals included in the Professional Level II Induction Plan. The course will build on the foundation established in the Preliminary Level I Credential Program and expand the student's scope and depth in specific content areas, as well as expertise in performing specialized functions.

EDSP 680 Current Instructional Practices for Diverse Learners (3)

This field-based seminar course will provide opportunities for candidate's to discuss and evaluate local, state, and national issues and trends in the areas of inclusive education, multicultural special education, early intervention, augmentative communication, outcomes assessment, technology and other areas that have implications for effective educational practices in special education for the 21st century.

EDSP 688 Research in Special Education (3)

This field-based seminar course will review, analyze, interpret and apply specific topical research in special education. Candidates will select a research topic, formulate a research question, develop a research proposal, analyze the literature and propose appropriate research methodology to fill a gap in research or contribute to the literature in the area of special education.

EDSP 690 Advanced Behavioral and Environmental Supports (3)

This field-based seminar course will provide advanced knowledge, ability, and application opportunities to implement systems that assess, plan, and include academic and social skill instruction to support students with complex behavioral and emotional needs. Candidates will collaborate with educational, mental health and other community resources to insure a positive learning environment and appropriate behavioral supports.

EDSP 695 Professional Leadership Seminar (2)

This seminar course will evaluate and finalize the candidate's Professional Level II Induction Plan and Professional Development Portfolio. The candidate will demonstrate and/or document his/her ability to implement, evaluate and modify curricula, instruction and instructional contexts to meet the unique needs of individual learners across the range of ages, abilities, learning characteristics, diversity needs and disabling conditions.

ENGLISH

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Program Description

The English graduate program provides a carefully planned and integrated program ensuring a foundation of professional skills through a common core of courses; some uniform degree of coverage in the areas of English and American literature; intensive training in reading, critical analysis research, and writing; and breadth through an emphasis on the fields of literature, language, and composition. The MA qualifies students to teach in the California community college system or secondary schools as well as prepares them for careers in editing, advertising, and public information.

The Master of Arts in English provides: (1) a carefully planned and integrated program ensuring a foundation of professional skills through a common core of courses; (2) some uniform degree of coverage in the areas of English and American literature; (3) more intensive training in reading, critical analysis, research, and writing than is possible in undergraduate work, and (4) breadth through an emphasis on the fields of literature, language, and composition.

To meet these objectives, our program has been designed primarily to provide: (1) a well-balanced program for those who wish to terminate their studies at the master's level and whose primary aim is to teach in a community college; (2) advanced training for teachers who wish to improve their professional skills and status; (3) a variety of courses for students who plan to continue towards the Ph.D. degree at another institution, and (4) continuing education for those who wish to extend their knowledge as an end in itself through an interesting and stimulating series of classes in literature, criticism, language, as well as the teaching of composition and English as a Second Language.

APPLICATION AND ADMISSION

Application Procedure

Persons seeking graduate study in English must first apply for to the University Office of Admissions. Applications are available in the English Department office, as well as the Office of Graduate Studies and Research. Admission to graduate study by the university does not constitute acceptance into the English MA Program. It does, however, permit students to take courses as unclassified post-baccalaureate students and to begin the process leading to classification (see "Classification of Graduate Students" below).

Upon admission to the university, students must immediately notify the English Department's Graduate Program Coordinator of their intention to pursue the MA degree. The Graduate Coordinator will familiarize the student with the requirements and timetable of the MA Program. Students wishing to pursue graduate studies culminating in a master's degree in English file an application with the Department of English. To obtain this application, students may write to the graduate coordinator of the Department of English, or they may go to the web site described above. Though the application asks for scores for the Graduate Record Examination, students do not fill out that section.

Admissions Requirements – Admission to the graduate program leading to the Master of Arts in English requires the following:

1. A baccalaureate degree in English from an accredited college or university, including the equivalent of ENGL 300, ENGL/LING 414 (previously ENGL/LING 319), and two period courses;
2. A 2.5 GPA (A=4.0) for the last 90 quarter units (60 semester units) attempted;
3. A combined score of 1000 on both the verbal measure of the Graduate Record Exam General Test and the Literature in English Subject Exam, with a minimum of 500 on the verbal measure or an overall undergraduate grade point average of 3.0 (on a 4.0 scale) with 3.0 in the major;
4. Submission of the department's application form.
5. For international students of those whose first language is not English, **a TOEFL score of 550 or higher (or 213 on the new conversation**

scale for the computer-based TOEFL). Documentation must be provided in original form by the testing institution; copies submitted by the applicant are not acceptable.

Students who have a baccalaureate degree in a subject other than English must complete the eight-course (41 unit) undergraduate core requirements for English with a GPA of 3.00 before being considered for admission to the master's degree program in English. The undergraduate core requirements are described below. All courses are to be selected in consultation with the Graduate Program Coordinator for English.

1. ENGL 300 Approaches to Literature
2. One course in a major figure or group: ENGL 325, 335, 336, 337, or 375
3. One course in language: ENGL/LING 318 or 414 (previously ENGL/LING 319)
4. One course from the period 450-1785: ENGL 320, 330, or 340
5. One course from the period 1785 to the present: ENGL 350, 351, 360, 361, 380, 381, or 382
6. One genre course: ENGL 475
7. Any other upper division literature course
8. ENGL 490 Senior Seminar

Classification of Graduate Students

There are four classifications for students in the English graduate program:

Post-Baccalaureate/Unclassified – Students accepted by the university for post-baccalaureate study may take English courses with approval from the instructor. These courses may be taken solely for personal pleasure, for professional development, or as a means of establishing a record in the English Department that will lead to classified standing. However, it is important to note that a Post-Baccalaureate Unclassified Student may take no more than two five-unit courses that count towards the requirements for the MA in English.

Classified – A student who meets all the requirements for admission to the master's degree program in English will be admitted as a Classified Graduate Student. A Classified Graduate Student may take any graduate-level course meeting the requirements of his or her plan of study as long as the appropriate prerequisites have been met.

Conditionally Classified – A student who meets most but not all of the requirements for admission as a Classified Graduate Student may be admitted as a Conditionally Classified Graduate Student. The Graduate Committee for English will determine the conditions which the student must meet in order to be advanced to Classified Graduate Student status. A Conditionally Classified Graduate Student may take no more than two five-unit courses that count towards the requirements for the MA in English while meeting the specified conditions.

Candidacy – Classified students who have maintained a 3.25 GPA will be advanced to candidacy in the term in which they intend to graduate.

Academic Advising

It is essential that MA students stay in contact with the Graduate Coordinator and especially their advisors, so the department can provide current information to help the student move expeditiously through the program. It is the student's responsibility, in consultation with the Graduate Coordinator, to choose appropriate courses and to organize a thesis or examination committee. Meeting with the Graduate Coordinator is an important first step in the MA program. The Graduate Coordinator advises and guides students during the period of graduate study and responds to any misgivings students may have while in the program. Students have a responsibility to schedule regular meetings with the Graduate Coordinator.

Committee Selection – Each MA student in English must have a committee, either to provide examinations or to read and guide the thesis. The Graduate Coordinator can provide assistance in forming an MA committee.

Program Requirements

Note: Students who wish to pursue the doctorate in English are strongly encouraged to begin or continue the study of one or more foreign languages. Courses in French and Spanish are available at CSUB in the Department of Modern Languages and Literatures.

Each master's candidate must complete a minimum of ten English graduate courses of five units each plus two three-unit courses (ENGL 500 Methods of Scholarly Research and either ENGL 690 Comprehensive Examination or ENGL 691 Thesis). Students must earn a GPA of 3.0 (B) or better. (No course in which the student receives less than a "B-" will count toward the degree.) The ten courses will include:

A. **Required courses:**
   1. ENGL 500 Methods of Scholarly Research. Must be taken as one of the student's first three graduate English courses.
   2. ENGL 515 Theories of English Grammar or ENGL 518 History of the English Language
   3. ENGL 570 Criticism

B. **One course from each of the six fields listed below:**
   1. ENGL 525 Chaucer
      ENGL 533 Seventeenth-Century British Literature or ENGL 535 Shakespeare
   2. ENGL 541 Eighteenth-Century British Literature
      ENGL 552 Nineteenth-Century British Literature
      ENGL 564 Twentieth-Century Poetry or ENGL 568 Modern British Novel
   3. ENGL 582 Early American Literature or ENGL 583 Later Nineteenth-Century American Literature
      ENGL 584 Modern American Literature or ENGL 585 Contemporary American Literature
   4. ENGL 504 Approaches to the Analysis of Writing
      ENGL 505 Rhetorical Theory
   5. ENGL 506 Composition Theory and Practice or ENGL 578 Special Methods in the Instruction of Literature
      ENGL 507 Writing in a Second Language or ENGL 508 Teaching Basic Writers
   6. ENGL 580 Ethnic Literature

C. **At least one elective course from the fields above.** These ten courses will ordinarily be selected from those courses numbered in the 500-600 level series but as many as two 400-level classes (supplemented by additional graduate-level work) may be substituted with the permission of the instructor and the Graduate Committee. With the approval of the student's advisor and the Graduate Coordinator, up to two courses may be taken by independent study; however, ENGL 500, 515, 518, and 570 are not available through independent study.

D. **ENGL 690 Comprehensive Examination or ENGL 691 Thesis**. Upon completion of all course work, students enroll in ENGL 690 (3 units) or ENGL 691 (3 units). ENGL 690 is an independent reading which culminates in a written comprehensive examination based on the department's standardized reading list. The examination must be passed with a grade of "B-" or better, and it may be taken no more than two times.

E. **Additional Requirements**

Writing Competency Requirement – All graduate students must satisfy the Graduation Writing Assessment Requirement as soon as possible, unless they have already done so as undergraduates or graduates at CSUB or at another California State University. This requirement may be met by passing the regularly scheduled examination or by successfully completing ENGL 304, 305 or 310; this requirement must be satisfied before the student may take the final comprehensive examination.

Time Limitation on Course Requirements – State law mandates a seven-year limitation on course credits. Students who fail to complete their degree programs within the seven-year limit may petition the Department's Graduate Committee to permit the revalidating of outdated courses. If granted, such revalidation will normally require an oral or written examination on the course content supervised by a specialist in the field.

ADDITIONAL PROGRAMS

Teaching Assistant Program in Writing – The Teaching Assistant Program begins with a one-quarter apprenticeship in a composition course or courses in the department. If the faculty mentor's evaluations are positive and enrollment is sufficient, the student will be assigned to his or her own class for a maximum of three quarters. Students are required to take ENGL 600: English Practicum (3 units) in conjunction with their apprenticeship. Prerequisites for the Teaching Assistant Program are: (1) completion of ENGL 506 with a grade of "B+" or better, and (2) completion of 20 hours of tutoring.

COURSE DESCRIPTIONS

ENGL 500 Methods of Scholarly Research (3)

The study of the nature and function of imaginative, expository, and argumentative writing. The resources for scholarship in composition and in literature and the problems of method in the major areas of research in English. Must be taken as one of the student's first three graduate English courses.

ENGL 504 Approaches to the Analysis of Writing (5)

A study of various linguistics approaches for analyzing the structure of written texts.

ENGL 505 Rhetorical Theory (5)

An introduction to recent research on written composition, the most current theories of rhetoric, and the implications of these theories for the teaching of writing.

ENGL 506 Composition Theory and Practice (5)

Emphasis on the understanding of grammar, syntax, structure, and form, in principle, as well as of the problems in communicating effective and acceptable language usage in a classroom situation.

ENGL 507 Writing in a Second Language (5)

The writing process and the written products of people composing in English as a foreign language. Topics of discussion include contrastive rhetoric, error analysis, and evaluation. Special attention will be given to the writing problems of international students learning English and to appropriate instructional procedures helpful to such students.

ENGL 508 Teaching Basic Writers (5)

This course includes both the traditional underpinnings and the practical applications for teaching developmental writers and addresses the diverse cultural, emotional, and academic needs of these students.

ENGL 515 Theories of English Grammar (5)

Study of the assumptions, systems, and applications of one or more modern approaches to the English language.

ENGL 518 History of the English Language (5)

Studies in the development of English phonology, morphology, and syntax from the Old English period to the present.

ENGL 525 Chaucer (5)

Studies in The Canterbury Tales and/or Troilus and Criseyde, and a selection of Chaucer's shorter poems.

ENGL 533 Seventeenth-Century British Literature (5)

Study of seventeenth-century poetry, prose, and/or drama. (Note: May be repeated with permission of advisor if different course content.)

ENGL 535 Shakespeare (5)

Study of selected plays. Prerequisite: ENGL 335 or consent of the instructor.

ENGL 541 Eighteenth-Century British Literature (5)

Study of eighteenth-century poetry, prose, and/or drama. (Note: May be repeated with permission of advisor if different course content.)

ENGL 552 Nineteenth-Century British Literature (5)

Study of nineteenth-century poetry, nonfiction prose, fiction, and/or drama. (Note: May be repeated with permission of advisor if different course content.)

ENGL 564 Twentieth-Century Poetry (5)

Survey of major British and American poets from about 1914 to the present. (Note: May be repeated with permission of advisor if different course content.)

ENGL 568 Modern British Novel

Survey of major British novelists from 1900. (Note: May be repeated with permission of advisor if different course content.)

ENGL 570 Criticism (5)

Problems in the application of critical methods in both literature and language studies, with emphasis on the formation and development of major trends in critical theory.

ENGL 572 Poetry and Poetics (5)

Study of selected poets, their works, and their poetics. (Note: May be repeated with permission of advisor if different course content.)

ENGL 576 Development of the English Novel (5)

Study of continuity and change in the structure and style of the English novel and novella.

ENGL 578 Special Methods in the Instruction of Literature (5)

An introduction for graduate students intending to teach high school or community college English, this course explores the implications of modern literary theory for classroom instruction of the literary text.

ENGL 580 Ethnic Literature (5)

Study of American ethnic writers, their viewpoints, and their aesthetics. The social and cultural contexts of the literature will also be studied. May be repeated with permission of advisor when course content changes, as in African-American Literature, Chicano Literature, Asian-American Literature, etc.

ENGL 582 Early American Literature (5)

Studies in American literature from the Colonial Period to the Civil War. (Note: May be repeated with permission of advisor if different course content.)

ENGL 583 Later Nineteenth-Century American Literature (5)

Studies in American Literature from the Civil War to 1900. (Note: May be repeated with permission of advisor if different course content.)

ENGL 584 Modern American Literature (5)

Studies in Twentieth-Century American Literature to WWII. (Note: May be repeated with permission of advisor if different course content.)

ENGL 585 Contemporary American Literature (5)

American Literature since WWII. (Note: May be repeated with permission of advisor if different course content.)

ENGL 591 Theories of Second Language Acquisition (5)

This class examines and compares the most recent and influential theories of second language acquisition including the monitor model, interlanguage theory, linguistic universals, cognitive theory, and acculturation/ pidginization theory. The class applies towards the TESL Certificate, not towards the MA in English. Prerequisite: ENGL/LING 391 or 415 or 420 or ENGL 514.

ENGL 600 English Practicum (3)

A requirement for participation in the Teaching Assistant Program in English, this course allows students to observe and participate in the design and daily work of a college-level writing class (at BC or at CSUB). Students will work with a master teacher in and outside of class (inasmuch as we can accommodate specific requests) and be responsible for some independent work outside of class that is directly relevant to the assigned course. Can be repeated for different course content.

ENGL 690 Comprehensive Examination (3)

A comprehensive written examination on a reading list covering major works of English and American Literature. Readings selected in consultation with the student's graduate committee. The examination must be passed with a grade of "B-" or better, and it may be taken no more than two times. Prerequisite: successful completion of the graduate course work.

ENGL 691 Thesis (3)

A carefully designed study of a selected topic or area in English or American literature. Emphasis placed on original insights as contributions to graduate scholarship. Prerequisites: Classified Status and approval of the department's Graduate Committee.

ENGL 698 Directed Study in the Instruction of English (variable units)

A class in the theory and methods in undergraduate and graduate instruction in English. Weekly meetings with faculty sponsor and supervised experience which may include developing, administering, and scoring examinations; leading small group discussions; tutoring; and directing students in researching term papers. Offered on a credit, no-credit basis only. Prerequisites: consent of instructor who will serve as the sponsor and approval by chair of the Department of English.

ENGL 699 Individual Study (variable units)

Admission with consent of department chair.

GEOLOGY

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(661) 664-2040 (fax)
email: aparks@csub.edu
http://www.cs.csubak.edu/Geology

Program Coordinator: Dirk Baron
Science Building II, 333
(661) 664-3044
email: dbaron@csub.edu

Faculty: D. Baron, J. Gillespie, R. Horton, S. Mitchell, R. Negrini and Adjuncts

Program Description

The Department of Geology offers a comprehensive graduate program leading to the Master of Science in Geology degree. A Petroleum Geology and a Hydrogeology option are available for the MS degree. The program is intended to prepare students for professional positions in the petroleum industry, the environmental and geotechnical consulting industries, government agencies, and for graduate studies at the doctoral level. A broad range of faculty research interests, the proximity of the campus to the petroleum industry, easy access to diverse geological environments, and a range modern research facilities permit the student to select from a broad spectrum of research topics.

Research facilities include: (1) the CSUB Geotechnology Center with a SGI Octane workstation lab, a PC lab, software including Geo-Quest, Landmark, and Arc-Info for petroleum reservoir modeling and geographical information systems (GIS), and industry-provided seismic datasets; (2) a geochemistry lab with a Perkin Elmer Elan 6100 ICP-MS, a Cetac LSX-200 Laser Ablation system, a Microwave Digester, an Ion Chromatograph, and a GC/MS; (3) petrographic microscopes including luminescence and epifluorescence; (4) geophysics equipment including a paleomagnetism lab, 12-channel seismograph, magnetometer, gravimeter, and electrical resistivity meter; (5) a Rigaku X-Ray diffractometer; (6) a Hitachi Scanning Electron Microscope; and (7) a wide range of field hydrology equipment. The California Well Sample Repository, containing cores and samples from more than 5,000 wells from both on- and offshore California and 1,500 catalogued micropaleontological samples, is located on campus.

Post-Baccalaureate Certificate in Hydrogeology

In addition to the MS degree, the Department of Geology offers a post-baccalaureate Certificate in Hydrogeology. The certificate is designed primarily to give professionals additional training in Hydrogeology and Hydrogeochemistry.

APPLICATION PROCESS AND PROGRAM REQUIREMENTS

Application for the Master of Science in Geology

Persons seeking an MS in Geology must first apply to the Office of Admissions and Records for admission as unclassified graduate students. After admission to the university in the unclassified category, students are eligible to take graduate courses in Geology, but without the assurance that their course work will count as credit towards the MS degree at CSUB. After admission to the university in the unclassified category, students should apply to the Graduate Committee of the Department to be advanced to conditionally classified or classified status.

After admission by the Graduate Committee of the Department, the Graduate Coordinator serves as adviser. Once the student embarks on the MS Thesis research the faculty member directing the research project will serve as advisor.

Once a student has started on a MS Thesis research project, the research adviser will assemble a thesis committee.

Academic advising is available through the Graduate Coordinator and the research adviser of the student.

Admission Requirements for the Master of Science in Geology

1. An acceptable baccalaureate degree from an accredited institution.
2. An undergraduate GPA of at least 3.0 in the last 90 quarter (60 semester) units of course work; or Graduate School Examination scores of 1,000 or greater (verbal and quantitative); or a GPA of 3.0 or higher in all previous graduate course work (at least 20 quarter units); or an approved petition to the Graduate Committee of the Department waiving this requirement by proposing other evidence of adequate prior academic preparation.
3. Formal decision by the Department Graduate Committee to accept the student into the graduate program. The decision will be based on a formal application procedure, which includes evaluation

of GPA, Graduate Record Examination scores, letters of recommendation, and other materials which may be required by the Committee and/or offered by the student.

Graduate Student Classifications

Unclassified Post Baccalaureate Status – The Unclassified Post Baccalaureate status allows students to take graduate level courses on a course-by-course basis without being formally accepted into the MS program. Requirements for Post Baccalaureate status are listed below.

1. An acceptable baccalaureate degree from an accredited institution.
2. An undergraduate GPA of at least 2.5 in the last 90 quarter (60 semester) units of course work or an approved petition to the Graduate Committee of the Department waiving this requirement by proposing other evidence of adequate prior academic preparation.

Conditionally Classified Status — Acceptance at a Conditionally Classified Standing indicates the space has been made available for the student within the program and that the student has met the minimum preparation requirements to commence the program as listed below.

1. An acceptable baccalaureate degree from an accredited institution.
2. An undergraduate GPA of at least 3.0 in the last 90 quarter (60 semester) units of course work; or Graduate School Examination scores of 1,000 or greater (verbal and quantitative); or a GPA of 3.0 or higher in all previous graduate course work (at least 20 quarter units); or an approved petition to the Graduate Committee of the Department waiving this requirement by proposing other evidence of adequate prior academic preparation.
3. Formal decision by the Department Graduate Committee to accept the student into the graduate program. The decision will be based on a formal application procedure, which includes evaluation of GPA, Graduate Record Examination scores, letters of recommendation, and other materials which may be required by the Committee and/or offered by the student.
4. Acceptance into an academic advising relationship with a member of the faculty of the Department.
5. Conditionally Classified Status will be granted only if space is available for the student in the program. The faculty reserves the right to select those students which it deems most qualified for graduate work.

Unconditionally Classified Status — Acceptance as a Classified Student indicates that all prerequisite course work has been completed, that a formal Plan of Study has been developed, and that the student's progress in graduate level courses warrants continuation in the program. Specific requirements for Classified Status are listed below.

1. Completion of all requirements for Conditionally Classified Status.
2. Completion of 60 units in Geology; the last 40 units must be courses above the introductory level. Required courses (or their equivalents) are GEOL 303 Mineralogy, 309 Sedimentation and Stratigraphy, 306 Petrology and Petrography, 307 Structural Geology and a summer field course in Geology.
3. Completion of the following prerequisite courses in cognate areas: CHEM 211 Principles of General Chemistry I, CHEM 212 Principles of General Chemistry II, PHYS 201 Basic Principles of Newtonian Physics, PHYS 202 Basic Principles of Maxwellian Physics, MATH 140 Elementary Statistics or PHYS 203 Basic Principles of Contemporary Physics, MATH 211 Calculus I, MATH 212 Calculus II, and CMPS 140 FORTRAN Programming or CMPS 212 Computer Science I.
4. Completion of at least 20 quarter units of courses applicable to the Master of Science Degree in Geology with a grade of "B-" or better, and graduate GPA of at least 3.0.
5. Satisfactory completion of the Graduate Record Examination (Advanced Test in Geology) and other examinations or course work which may be assigned by the Graduate Committee of the Department.
6. Formal acceptance of the student's Plan of Study by the Graduate Committee of the Department.

Candidate Status — Acceptance as a candidate indicates that the student has completed at least 30 quarter units within the approved Plan of Study and that there is a reasonable expectation that the student will complete all remaining requirements within one year. The specific requirements for Candidate Status are listed below.

1. Completion of all requirements for Classified Status.
2. Completion of at least 30 quarter units of courses applicable to the Master of Science Degree in

Geology with a grade of "B-" or better, and a graduate GPA of at least 3.0.

3. Certification by the student's academic advisor that there is a reasonable expectation that the student will satisfactorily complete the approved Plan of Study within one year.
4. Approval of the student's Master's Thesis research topic by the Thesis Director, Thesis Committee, and Graduate Committee of the Department.
5. Certification by the student's Thesis Advisor that there is a reasonable expectation that the student will satisfactorily complete the Master's Thesis within one year.

Time limits have been set for completion of requirements at each level of status. Admission to Classified Status must be accomplished within two calendar years after acceptance as a Conditionally Classified Student. No more than three courses (15 units) may be taken for graduate credit until all prerequisites have been satisfied. Admission to Candidate Status must be attained within four calendar years after acceptance as a Conditionally Classified Student. All requirements, and graduation, are to be completed within five calendar years after acceptance as a Conditionally Classified Student. The five-year time limit can be extended by petition to the Graduate Committee of the Department.

Completion of all requirements for the Master of Science in Geology required satisfactory completion of all courses in an approved Plan of Study and satisfactory completion of a thesis, including oral examination and any revisions required by the Thesis Committee or Departmental Graduate Committee, and maintaining a 3.0 GPA.

Course Requirements for the Master of Science in Geology

A minimum of 45 units of course work is required for the MS in Geology. The following courses are required of all students:

1. GEOL 606 Advanced Sedimentary Petrology or GEOL 610 Low Temperature Geochemistry
2. GEOL 604 Advanced Sedimentation or GEOL 609 Advanced Stratigraphy
3. GEOL 690 Master's Thesis, 5-9 credit hours

For students choosing the Petroleum Geology option the following courses are required:

1. Petroleum Geology option
   a. GEOL 460 Petroleum Geology
   b. GEOL 570 Oil Field Development

For students choosing the Hydrogeology concentration the following courses are required:

2. Hydrogeology concentration – This concentration will appear on the diploma.
   a. GEOL 475 Hydrogeology
   b. GEOL 555 Contaminant Hydrogeology

An approved* course of study consists of a minimum of 16 units (five courses, all courses are 5 units credit unless noted):

1. GEOL 420 Environmental Geochemistry
2. GEOL 460 Petroleum Geology
3. GEOL 475 Hydrogeology
4. GEOL 477 Special Topics in Geology (variable credit)
5. GEOL 525 Applied Hydrogeochemistry
6. GEOL 555 Contaminant Hydrogeology
7. GEOL 570 Oil Field Development
8. GEOL 577 Advanced Topics in Geology (variable credit)
9. GEOL 580 Advanced Research Participation (variable credit)
10. GEOL 604 Advanced Sedimentation
11. GEOL 605 Advanced Micropaleontology
12. GEOL 606 Advanced Sedimentary Petrology
13. GEOL 607 Advanced Structural Geology
14. GEOL 609 Advanced Stratigraphy
15. GEOL 610 Sedimentary Geochemistry
16. GEOL 625 Subsurface Exploration Methods
17. GEOL 650 Groundwater Flow Modeling
18. Appropriate graduate level classes in related fields.

*Approval by Graduate Coordinator, Thesis Advisor and Committee

Application for Professional Certificate in Hydrogeology

Applicants must be accepted as Post-baccalaureate students at CSUB.

Admission Requirements for Certificate in Hydrogeology

Applicants should have a BA or BS in Geology or a directly related field. Applicants in related fields should have completed course work in Physical and Historical Geology, Stratigraphy and Sedimentation, Structural Geology, and one year each of college chemistry, physics and calculus. Some of the courses in the Certificate program may have additional prerequisites.

Course Requirements for Certificate in Hydrogeology

The certificate will require a total of at least 25 units of credit, 15 units of which must be completed at the CSUB campus, and shall be composed of the following required and elective courses.

Courses required for a certificate in Hydrogeology are:
1. GEOL 475 Hydrogeology
2. GEOL 525 Applied Hydrogeochemistry
3. GEOL 555 Contaminant Hydrogeology

A minimum of two courses (10 units) are to be selected from the following:
1. GEOL 420 Environmental Geochemistry
2. GEOL 477 Special Topics in Geology – when pertinent (variable credit)
3. GEOL 580 Advanced Research Participation (variable credit)
4. GEOL 625 Subsurface Exploration Methods
5. GEOL 650 Groundwater Flow Modeling
6. GEOL 577/677 Advanced Topics in Geology – when pertinent (variable credit)

COURSE DESCRIPTIONS

GEOL 525 Applied Hydrogeochemistry (5)

After a review of the pertinent principles of aquatic geochemistry, this course focuses on the practical application of these principles to groundwater issues. Topics include water sampling protocol, graphical and statistical methods for the interpretation of hydrogeochemical data, composition and evolution of natural waters, and environmental issues such as mobility of metals in the subsurface, acid mine drainage, and risk assessment and clean-up at hazardous waste sites. Throughout the course, the geochemical speciation model MINTEQA2 will be used to model the composition of pristine and contaminated waters. Prerequisite: GEOL 420, GEOL 475, or consent of instructor.

GEOL 555 Contaminant Hydrogeology (5)

Course will provide an understanding of the processes that govern the mobility and fate of contaminants in subsurface environments and of the methods that are used to remediate contaminated sites. Topics include a review of the equations describing the flow of groundwater and the transport of contaminants in groundwater, processes that control the transport and transformation of contaminants in the saturated zone and the vadose zone, multiphase flow, reactions of organic and inorganic contaminants, soil and groundwater sampling, and remediation technology for contaminated soils and groundwater. Prerequisites: GEOL 420, GEOL 475, or consent of instructor.

GEOL 570 Oil Field Development (5)

Formation evaluation and testing, production methods, water drive, methods of enhanced oil recovery. Prerequisites: GEOL 460 or permission of instructor.

GEOL 577 Advanced Topics in Geology (1-5)

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Geology. A field trip fee may be required. Consult the Class Schedule for specific details.

GEOL 580 Advanced Research Participation (1-5)

Individual scientific investigation, under supervision (experience as a research assistant does not count for credit). Prerequisite: consent of instructor. If applied toward the MS degree, research must be different from the student's thesis topic.

GEOL 604 Advanced Sedimentation (5)

Classification and genesis of sedimentary rocks with emphasis on textural analysis, depositional processes and paleoenvironmental interpretation. Field and laboratory studies will focus on Cenozoic sedimentary rocks of southern California and computer modeling of depositional systems. Prerequisite: GEOL 309. A field trip may be required. Consult class schedule for specific details.

GEOL 605 Advanced Micropaleontology (5)

Advanced studies in the morphology, taxonomy, ecology, and paleoecology of microfossils, with emphasis on foraminifera, radiolaria, ostracods, and pollen. Field oriented laboratory projects will focus on biofacies analysis, stratigraphic sequences of microfauna, microfaunal correlation, phylogenesis of foraminifera, and applied micropaleontology. Prerequisite: GEOL 309. A field trip fee may be required. Consult the Class Schedule for specific details.

GEOL 606 Advanced Sedimentary Petrology (5)

Mineralogy, petrology, classification and genesis of sedimentary rocks with emphasis on geochemistry and post-depositional processes including diagenesis. Field and laboratory studies will focus on outcrop and cores of Cenozoic rocks of southern California. Prerequisites: GEOL 306 and 309.

GEOL 607 Advanced Structural Geology (5)

Topics in advanced structural geology based on petrographic, geophysical, and experimental data combined with field observations. Prerequisites: GEOL 306, 307, and 325. A field trip fee may be required. Consult the Class Schedule for specific details.

GEOL 609 Advanced Stratigraphy (5)

Application of principles and techniques of stratigraphic analysis to the interpretation of time equivalence, depositional systems, and paleogeography of stratigraphic sequences. Lithostratigraphy, biostratigraphy, and sedimentological and petrologic approaches will be incorporated into laboratory/field projects. Emphasis will be on Cenozoic rock units in Southern California. Prerequisites: GEOL 305 and 309. A field trip fee may be required. Consult the Class Schedule for specific details.

GEOL 610 Low Temperature Geochemistry (5)

Introduction to low-temperature rock-water interactions and aqueous geochemistry including weathering and surface-water chemistry, mechanisms of authigenesis and diagenesis, pore-fluid chemistry, clay mineralogy, and environmental geochemistry. Laboratory work will focus on the examination of rock-water interactions in fresh- and saltwater aquifers in the San Joaquin Basin. Prerequisites: CHEM 212, GEOL 306, 309, and 310. A field trip fee may be required. Consult the Class Schedule for specific details.

GEOL 625 Shallow Subsurface Exploration Methods (5)

Advanced study of shallow subsurface exploration methods. Topics may include surface methods such as reflection and refraction seismology, gravity, magnetics, electrical resistivity, electromagnetics and ground penetrating radar. Geophysical well logging may also be included. Classroom component consists of brief overview of methods followed by advanced topics such as signal processing, advanced interpretation techniques, and critique of case studies. Field and lab components consist of acquisition, processing, and modeling of gravity, magnetic, seismic refraction, electrical resistivity, electromagnetic and ground penetrating radar data. Prerequisite: calculus and an introductory course in geophysics or permission of the instructor. A field trip fee may be required. Consult the class schedule for specific details.

GEOL 650 Groundwater Flow Modeling (5)

Course will include a review of the principles of groundwater flow and transport equations and models. Special emphasis and hands-on experience with the USGS models MODFLOW and MOC. Prerequisites: GEOL 475 and familiarity with MSDOS operating system. Students are encouraged to have completed GEOL 555.

GEOL 677 Advanced Topics in Geology (5)

Topics and prerequisites to be announced. May be repeated for different topics. These will include such subjects as: advanced economic geology; advanced seismology; computer applications in geology/geostatistics; exploration geophysics; exploration techniques in groundwater geology; hydrogeology; neotectonics; photogeology and remote sensing; seismic stratigraphy; tectonic evolution of California; underground fluids; and West Coast stratigraphy. Specific areas designated when offered, and prerequisites listed depending on the specific topics. A field trip fee may be required. Consult the Class Schedule for specific details.

GEOL 690 Master's Thesis (5-9)

Either laboratory or field investigation, or both, on a research problem. Preparation, completion, and submission of a written thesis approved by the Thesis Committee and the Departmental Graduate Committee, which is defended orally. Credit is given only for research underlying thesis, or writing of thesis. May be taken for a total not exceeding 9 units. Credit on acceptance of the thesis. Instructor is normally chairperson of student's thesis committee. Prerequisites: Classified status and an officially appointed thesis committee.

GEOL 700 Continuous Enrollment (1-5)

Registration required for all students who have completed course work, but have not completed the thesis. The student will continue to register each quarter for GEOL 700 until the thesis is completed and successfully defended. Prerequisite: prior registration in GEOL 690 with a grade of SP.

HISTORY

Department Office: Faculty Towers, 304F
(661) 664-3079
(661) 665-6906 (fax)
email: jstenehjem@csub.edu
http://www.csubak.edu/GradStudies/Hist.html

Program Coordinator: Miriam Raub Vivian
Faculty Towers, 304A
(661) 664-2230
email: mvivian@csub.edu

Faculty: R. H. Dolkart, J. H. George, J. Harrie, J. Maynard, J. Meriwether, C. Murphy, C. Orliski, O. A. Rink, A. Rodriquez, M. R. Vivian

Program Description

Pursuing a graduate degree in history should be enriching both personally and professionally, equipping the individual with a deeper understanding of the past as well as providing an appreciation of the complexities of the present. From a professional perspective it opens the door to a number of careers. A Master of Arts degree in History is usually a requirement for teaching at community colleges, and it provides an excellent foundation for teaching the history/social science framework at the high school level. Students completing the MA program will have developed critical, analytical, and writing skills which are of value in various fields. They will have received what is widely considered an excellent preparation for careers in public relations, journalism, law, politics, and the civil service. For those considering pursuing a Ph.D. in history, and eventually teaching at the university level, the MA program gives students a taste of what is involved and prepares them for doctoral work. Although the program does not require knowledge of a foreign language, students are strongly encouraged to develop a reading ability in a language other than English.

The MA program in History at CSUB offers two options or tracks: examinations or a thesis (see "Program Tracks" below).

Application Process and Admission

Persons seeking a Master of Arts degree in History must first apply for graduate study to the university Office of Admissions. Applications are available in the History Department office, as well the Office of Graduate Studies and Research. Admission to graduate study by the university does not constitute acceptance into the History MA Program. It does, however, permit students to take courses as unclassified post-baccalaureate students and to begin the process leading to classification (see "Classification" below).

Upon admission to the university, students must immediately notify the History Department Graduate Coordinator of their intention to pursue the MA degree. The Graduate Coordinator will familiarize the student with the requirements and timetable of the MA Program. It is the student's responsibility, in consultation with the appropriate faculty members, to choose a graduate mentor, an MA track, fields of study, and to organize a thesis or examination committee.

Selection of the Faculty Mentor – Selection of a graduate mentor is an important first step in the MA program. The mentor will ordinarily represent the primary field of study in the exam track and the specialist reader in the thesis track (see "Program Tracks" below). The mentor advises and guides students during the period of graduate study, and responds to any misgivings students may have while in the program. Students have a responsibility to schedule regular meetings with their mentor. Since this relationship is crucial in helping students get through graduate school, they need to choose a member of the department with whom they can have a close rapport and whose specialty is nearest their own scholarly interests.

Committee Selection – Each MA student in History must have a committee, either to provide examinations or to read and guide the thesis. The Graduate Coordinator and Faculty Mentor can provide assistance in forming an MA committee.

Academic Advising – It is essential that MA students stay in contact with the Graduate Coordinator and especially their mentors, so the department can provide current information to help the student move expeditiously through the program.

Program Requirements

Program Tracks – There are two tracks leading to an MA degree in History: the examination track and the thesis track. **Both tracks require 45 units of course work and HIST 697 (1-5 units) or HIST 698 (1-5 units), for a total of 46 to 50 units.** HIST 697 and HIST 698 are graded ona credit, no-credit basis. Graduate students are encouraged to earn as many units as possible in 500- or 600-level courses. A maximum of 20 units, however, may be earned in 400-level courses. Graduate credit in a 400-level course requires submis-

sion of a "Petition for Graduate Credit," signed by the instructor, faculty mentor and Graduate Coordinator, indicating what additional work is required for graduate credit to be awarded.

Once students decide on a track, they should secure the appropriate Concentration Outline form from the History Department office. This form, which will be kept in individual students' files, will list the Faculty Mentor and committee members, as well as coursework leading to the MA degree.

Examination Track

Students interested in teaching at the high school or community college level are advised to follow this track. It is generally completed faster than the thesis track and provides students with a broad base of knowledge and bibliography which will be of significant value to them when they are preparing courses in their teaching career.

Students select the examination track at the time of application for classification. Students must designate *one* primary field and *two* secondary fields. Any field listed in the following section may serve as a secondary field, but only those marked "P" may serve as primary fields.

Examination Fields:

- American History: Colonial to Reconstruction (P)
- American History: Since Reconstruction (P)
- Ancient Mediterranean
- Medieval Europe
- Early Modern Europe
- Modern Europe Since 1789 (P)
- Latin America
- Modern China

Examination Committee – The examination committee will help students determine the courses they need in order to prepare for MA exams. The committee will also conduct both written and oral examinations and will be comprised of the faculty members responsible for each of the three fields. The members will compose the written examination questions for their respective fields, grade them, and submit the results to the member responsible for the primary field. The following grades will be used in both written and oral examinations: Honors, Pass, or Fail.

Written Examinations – Students are required to take a three-hour examination in the primary field and a two-hour examination in each of the two secondary fields. The exams are scheduled over several days and offered twice a year in the Fall and Spring Quarters. *(**Note:** No student shall be permitted to take an examination in a field in which he or she has not had formal course work.)* Any failed examination may be repeated once.

Oral Examination – After passing each of the written examinations, students will undergo a 90-minute oral examination. The faculty member responsible for the primary field will preside. The oral examination may be repeated once, if necessary.

Thesis Track

Students are reminded that a good master's thesis is a significant piece of written work, usually requiring research in primary sources. Since primary sources are scarce on this campus, the choice of thesis topics is severely limited, and students need to assure the Department Graduate Committee that source material necessary to the topic is available. The thesis topic should be selected at the time of classification in order to insure the maximum amount of time for completion.

Course Work – Since department graduate offerings are designed with the examination track student in mind, it is expected that thesis track students will earn many of the required units in individual study courses. Such courses shall be specifically designed in consultation with the mentor to emphasize research techniques and to prepare the student for writing the thesis.

Thesis Proposal – Students should meet with their mentors and discuss in detail their subject, the elements of a thesis, and the sources to be examined before submission of the thesis proposal. The thesis proposal, accompanied by chapter descriptions and a bibliography, shall be submitted to the mentor no later than one quarter before enrolling in HIST 697. The names of the thesis committee members should be submitted at the same time.

Thesis Committee – The thesis committee shall consist of three faculty readers: the mentor or specialist reader and two others. If the thesis topic involves expertise in another discipline, one reader may be chosen from that discipline with the approval of the mentor and the Department Graduate Committee. The thesis committee will judge whether or not the thesis is a sound piece of research and insure that it meets the standards of the profession in terms of originality, scholarship, and written English.

Admission Requirements

The following criteria must be met for admission to post-baccalaureate study:

1. A baccalaureate degree;
2. An overall 2.5 GPA in the last 90 quarter units (60 semester units) of the last two years of college or university coursework;
3. Good academic standing at the last college or university attended.

The History MA program at CSUB does NOT require the GRE exam.

Classification

There are four classifications for students in the History graduate program:

Post-Baccalaureate/Unclassified Standing – Students accepted by the university for post-baccalaureate study may take History courses with approval from the instructor. These courses may be taken solely for personal pleasure **or** as a means of establishing a record in the History Department that will lead to classified standing.

Conditionally Classified Standing – Students may seek to be conditionally classified (a requirement for financial aid) by consulting with the History Graduate Coordinator and demonstrating a commitment to work toward a History MA.

Classified Standing – This is accorded to graduate students in History when they have satisfied the following criteria:

1. Submission to the Department Graduate Coordinator of an application for classification, which must be approved by the Department Graduate Committee;
2. Completion of an undergraduate history major or its equivalent. (**Note**: the History Department may require an unclassified student to take undergraduate history courses if, in the opinion of the Graduate Coordinator and Department Graduate Committee, such work is necessary to prepare the student for graduate work in history. This will most likely be the case when students hold degrees in disciplines other than history.);
3. A 3.25 grade point average in all upper-division and graduate history courses;
4. Completion of a minimum of 15 quarter units in graduate residence, 10 of which must be earned in HIST 501 and HIST 503. The remaining 5 units may be earned in a 500-level graduate course or a 400-level course taken for graduate credit. (***Note:*** *no more than 15 units of credit taken prior to advancement to classified standing may be applied to the 46 to 50 unit total required for the MA*);
5. Submission of a paper written for a graduate course.
6. Successful completion of History 300 or its equivalent. Students may waive this requirement by passing the Graduation Writing Assessment Requirement exam administered by the English Department.

Advanced to Candidacy – Classified students who have maintained a 3.25 GPA will be advanced to candidacy in the term in which they intend to graduate.

Course Requirements

Students seeking a History MA must complete 45 units of coursework. Two of these courses must be HIST 501 (Historiography) and HIST 503 (Research Methods).

Transfer Credit

Graduate courses from other institutions will be considered by the Graduate Coordinator and the Department Graduate Committee.

COURSE DESCRIPTIONS

Note: Enrollment in graduate seminars is at the discretion of the instructor.

HIST 501 Historiography (5)

The development of history as a distinct discipline, and the themes and approaches used by historians.

HIST 503 Historical Research Methods (5)

Introduction and practice in the use of primary sources, including review of various historical methodologies and techniques of research design. Students will gain experience in the development of research proposals and in the use and verification of different types of historical evidence.

HIST 525 Reading Seminar in European History (5)

Reading in selected topics to be announced each quarter. May be repeated if subject matter is different.

HIST 535 Reading Seminar in Asian History (5)

Reading in selected topics to be announced each quarter. May be repeated if subject matter is different.

HIST 555 Reading Seminar in American History (5)

Reading in selected topics to be announced each quarter. May be repeated if subject matter is different.

HIST 565 Reading Seminar in Mexican History and Chicano History (5)

Reading in selected topics to be announced each quarter. Special emphasis on materials suitable for prospective teachers. May be repeated if topic is different.

HIST 602 Research Seminar in European History (5)

Research in selected topics to be announced each quarter. May be repeated if subject matter is different.

HIST 608 Research Seminar in American History (5)

Research in selected topics to be announced each quarter. May be repeated if subject matter is different.

HIST 697 Master's Thesis (1-5)

May be repeated to a maximum of 5 quarter units.

HIST 698 Comprehensive Examination (1-5)

May be repeated to a maximum of 5 quarter units.

HIST 699 Individual Study (1-5)

Admission with consent of department chair.

INTERDISCIPLINARY STUDIES

Office of Graduate Studies and Research
Dorothy Donahoe Hall -D100
(661) 664-2231
email: lgrode@csub.edu
http://www.csub.edu/gradstudies/mais.htm

Program Coordinator: David H. Ost
Interim Dean

Faculty: All faculty members affiliated with any CSUB graduate program.

Program Description

The Master of Arts in Interdisciplinary Studies provides an opportunity for students who wish to pursue special interests or career goals that are not met by existing graduate programs. For this student, the Master of Arts in Interdisciplinary Studies offers the opportunity to create a unique master's degree program or one that is not otherwise available in a current graduate program offered at this university.

This individualized master's degree program requires a minimum of 45 quarter units, although some individual programs of study may require additional units. At least 35 quarter units must be earned by taking graduate (courses number 500 or 600) level courses. The individualized program of study is expected to be academically challenging involving two or more disciplines that relate to an identified coherent theme. It should lead the student beyond cursory knowledge of disciplines to a substantive inquiry that connects and synthesizes various perspectives, theories, and/or skills. This degree program is only suitable for students who are self-motivated, able to clearly delineate the objectives of their studies, and have a background which will allow advanced study in the disciplines combined in the proposed program.

This Interdisciplinary Studies program can be uniquely structured to suit individual needs and tailored to obtain idiosyncratic objectives. While it is not possible to predict the employment opportunities for graduates of such a program, the MA in Interdisciplinary Studies provides a vehicle for meeting the needs of students with unusual, creative, and interdisciplinary academic and/or professional goals. Use of the Master of Arts in Interdisciplinary Studies for purposes of professional accreditation should be validated with the appropriate agency to ensure that the program meets the needed professional requirements.

Selection of the Program Committee Chair: Selection of a graduate program committee Chair is an important first step in the Master of Arts in Interdisciplinary Studies program. The Chair is critical to the development of the student's plan of study. He/she should ordinarily represent the primary field of study in which the majority of the coursework will be taken. The Chair advises and guides students during the period of graduate study, and responds to any misgivings students may have while in the program. Students have a responsibility to schedule regular meetings with their Chair. Since this relationship is crucial in helping students get through graduate school, they need to choose a faculty member of a graduate program with whom they can have a close rapport and whose specialty is nearest to their own scholarly interests.

Committee Selection: Each MA student must have a Committee to read and guide the development of the graduate project or thesis. The student's Committee Chair and/or the Graduate Program Coordinator can provide assistance in forming the MA committee.

Academic Advising: It is essential that the graduate student stay in contact with the Graduate Coordinator and especially his/her Program Committee Chair, to help the student move expeditiously through the program and to ensure a carefully planned program of study.

APPLICATION AND ADMISSION

Application Procedure

Students seeking a master's degree in Interdisciplinary Studies must apply to the University Office of Admissions and Records for admission as a post-baccalaureate graduate student. Since admission to the University does not constitute admission to the Master's program in Interdisciplinary Studies, interested students should also contact the Office of Graduate Studies and Research for additional information and application materials.

Admission Requirements

To be considered for admission to the program, the student must meet the following criteria and fulfill the requirements stated:

1. A baccalaureate degree from an accredited four year college or university. Previous course work or self-study must be deemed satisfactory and acceptable by the Faculty Advisory Committee for the planned program of study.

2. A minimum GPA of 3.00 (A=4.00) in the last 90 quarter units (60 semester units).
3. The establishment of a three-member Graduate Advisory Committee comprised of faculty representing programs included in the proposed interdisciplinary program. The Chair, who will serve as the primary advisor, must be from a department within the University that offers a graduate program.
4. A Plan of Study for the degree must be developed and approved by the graduate coordinator(s) of each participating graduate program, the chair(s) of each participating undergraduate department, the dean(s) of the school(s) in which the programs are located, and the dean of Graduate Studies and Research.
5. All individuals must satisfy the Graduate Writing Assessment Requirement as soon as possible after being accepted as a graduate student by the University. This requirement may have been satisfied as an undergraduate at this or another campus of the California State University or it may be met by passing the regularly scheduled examination or by successfully completing an approved course offered by the English Department.

International Students

In addition to meeting the requirements for admission given above, international students must take **TOEFL and have a score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL exam)**.

Student Standings

1. **Post-Baccalaureate/Unclassified Standing:** Students accepted by the university for post-baccalaureate study may take any graduate courses with approval from the instructor. These courses may be taken solely for personal pleasure or as a means of establishing a graduate student record that will lead to classified standing. Students are encouraged to apply for admission to the Master's in Interdisciplinary Studies no later than after completion of 10 quarter units.
2. Individuals meeting most, but not all of the admission requirements may be admitted as conditionally classified graduate students. Students who are conditionally classified are limited to 15 units that will count toward their Plan of Study. Upon completion of the admission requirements, the student must petition for advancement to classified standing.
3. Individuals who fully meet the admission requirements listed above will be considered as classified graduate students.
4. Students will be advanced to candidacy when they have met the following criteria:
   a. Are currently considered as a classified graduate student;
   b. completion of 35 quarters of graduate work applied toward the Master's in Interdisciplinary Studies, with a GPA of 3.0 or better; and, the
   c. completion of the writing competency requirement.

Program Requirements

The selection of courses as outlined in the approved Program of Study will be guided by the nature of the interdisciplinary program in consultation with the three-member faculty committee. Students will be expected to meet all prerequisites for courses in their approved program of study, prior to registering for the courses. No more than fifteen (15) quarter units of post-baccalaureate course work, taken prior to the approval of the Program of Study, can be applied towards the requirements for MA in Interdisciplinary Studies program.

1. Completion of the Plan of Study, which must include a minimum of 45 quarter units of course work, of which 35 quarter units must be graduate (500 or 600 course level) courses. Courses numbered 400 may apply to the degree with approval of the Faculty Advisory Committee and justified in the student's Program of Study. The granting of graduate credit for such 400-level coursework requires the submission of a "Petition for Graduate Credit" for each such course.
2. Maintenance of a cumulative GPA of 3.0 or better in coursework applied to the Master's in Interdisciplinary Studies. In general courses with a grade less than a B will not be applied towards the degree requirements.
3. Completion of a thesis (INST 697) or a project (INST 698) that appropriately reflects the interdisciplinary nature of the course of study. Students will elect either the thesis or the project track on the basis of appropriateness to the interdisciplinary program and upon approval of the Faculty Advisory Committee.

Students who fail to complete their degree program within the seven-year limit may petition the Faculty Advisory Committee to permit the revalidating of outdated courses.

COURSE DESCRIPTIONS

INST 697 Master's Thesis in Interdisciplinary Studies (5)

Research in an approved area of study appropriate to the interdisciplinary nature of the degree conducted under the supervision of the student's Faculty Advisory Committee. An oral explanation and defense of the thesis is required. Offered on a credit, non-credit basis only.

INST 698 Master's Project in Interdisciplinary Studies (5)

The project will be the application of both theory and methods appropriate to the interdisciplinary nature of the degree conducted under the supervision of the student's Faculty Advisory Committee. An oral explanation will be required. Offered on a credit, non-credit basis only.

INST 699 Individual Study (1-5)

Independent investigation of a study selected by the student in consultation with a professor in an area of major interest and approved by the student's Faculty Advisory Committee. Offered on a credit, no-credit basis only. May be repeated with different topics but only a total of 5 units may be applied to the degree requirements.

NURSING

Romberg Nursing Education Center, 100
(661) 664-3101
(661) 665-6903 (fax)
email: nhaley@csubak.edu
http://www.csubak.edu/GradStudies/nurs.html

Program Coordinator: Blanche Mikhail
Romberg Nursing Education Center, 131
(661) 664-3108
email: bmikhail@csub.edu

Faculty: P. Leapley, C. Meares, B. Meyers, B. Mikhail, S. Pfettscher, C. Rector, J. Robinson

Program Description

Master of Science Degree in Nursing and the Post-Masters Certificate Programs

The purpose of these programs is to prepare nurses with advanced nursing theory and experience in functional roles of nursing case manager/administrator, community health clinical nurse specialist, family nurse practitioner, or school nurse. Students are prepared to function within the changing patterns of health care; assume leadership roles in multidisciplinary health groups; and conduct independent nursing research or clinical projects. Graduates from this program will be qualified for mid- and upper-level management positions in acute care hospitals and community agencies or positions in nursing education, school nursing, or in acute and primary care. They will also be prepared for doctoral programs in nursing.

The curriculum offers the student a choice of role emphasis option in nursing case management/administration, community health nursing, or advanced clinical practice (Family Nurse Practitioner). Students who are interested in obtaining the School Nurse Credential may do so by either studying for it together with the Master's program in one of the available options, or by pursuing the post baccalaureate credential-only program. Through a selected program of study, the curriculum is individualized to be reflective of the student's learning needs and professional goals.

The content of this program includes advanced health assessment; analysis, utilization and evaluation of theories of nursing; research methodology; application of advanced knowledge in providing nursing care for adults and families representing a variety of cultural and ethnic backgrounds in both urban and rural community settings. Students complete either a thesis or a project which demonstrates their competence in the conduct of scientific inquiry or problem solving. Scheduling of program offerings will provide maximum flexibility and the opportunity for self directed study.

Students in the Family Nurse Practitioner (FNP) option must complete the requirements for the Master's degree before they can obtain the FNP certificate from the California State Board of Registered Nursing.

A Post-Master's certificate is available in the FNP option and the School Nurse Credential Program.

Accreditation

The MS in Nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC). The NLNAC can be contacted at **61 Broadway – 33rd floor, New York, N.Y. 10006, phone (800) 669-1656, extension 153**. In addition, the nursing programs have been granted preliminary approval by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN). For further information about the preliminary approval status of the program, please contact the Department of Nursing office or the **Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, phone (202) 887-6791**. The FNP option is approved by the California State Board of Registered Nursing (BRN). The School Nurse Credential Program is approved by the California Commission on Teacher Credentialing (CCTC).

Master Degree Program Objectives

The program objectives are to prepare students for graduation who can:

1. Expand knowledge and evaluate nursing theories and theories from related disciplines as a basis for advanced nursing practice and role development.
2. Utilize concepts, theories, and knowledge to support advanced nursing practice and role development.
3. Demonstrate expertise in advanced roles in nursing including the provision of primary health care across the life-span.
4. Apply research findings in advanced roles in nursing.
5. Utilize the steps of scientific inquiry to develop, conduct, and evaluate research or clinical projects.

6. Develop and implement strategies for improving nursing care and initiating change in the health care system.
7. Actively engage in collaborative relationships with other members of the interdisciplinary health care team to improve health care and influence health policies.
8. Assume responsibility for contributing to the advancement of the nursing profession.
9. Acquire a foundation for doctoral study in nursing.

Post-Baccalaureate School Nurse Credential Program

The School Nurse Credential program provides basic educational preparation for professional roles in school nursing and is approved by the California Commission on Teacher Credentialing (CCTC). The post-baccalaureate program of study consists of a minimum of 43 quarter units. Students interested in completing a master's of science degree in nursing, along with a school nurse credential, may enroll in the MSN program and choose one of three options: Nursing Case Management/Administration, Community Health Nursing, or Family Nurse Practitioner.

Application Procedure

1. Applicants must comply with the admission policies and procedures of the University.
2. Obtain and complete an application for "Post-baccalaureate and Graduate admission" at the University Office of Admissions and Records.
3. Admission to the University for graduate study does not constitute acceptance into the Graduate Nursing Program or the School Nurse Certificate Program. It does, however, permit the student to take courses at Post-Baccalaureate standing and to begin the process leading to classification. Nursing 500 level courses are open to Post-Baccalaureate nursing students. Levels of classification are described later in this Catalog.
4. To be considered for admission into the Master of Science in Nursing program, the Post-Master's FNP certificate program, or the Post-Baccalaureate School Nurse Credential program, the student must also complete and submit the relevant application materials to the Department of Nursing, including one copy of all official transcripts. The application deadlines are May 15 for the MSN and Post-Master's FNP certificate programs and August 15 for the School Nurse Credential Certificate-only program.
5. Applicants with courses from a foreign university must have the courses enlisted by the Commission on Graduates of Foreign Nursing Schools (CGFNS). Application packets are available at the Nursing Department Office or by contacting **CGFNS, 3600 Market St., Suite 400, Philadelphia, PA 19104, or their website at: http://www.cgfns.org**.
6. Questions regarding the programs or the admission process may be directed to the Graduate Program Coordinator or the Department Office.

Academic Advising

When the student's admission to the Nursing Program is complete, she/he will be assigned an academic advisor who will guide the student during the program of study. The student has a responsibility to discuss her/his program plan with the advisor and to schedule meetings as needed.

Nursing Department Admission Requirements for the Master of Science in Nursing Program (all Master's options)

1. Graduation from a nationally recognized, regionally accredited baccalaureate program in nursing or equivalent foreign university or progression in the RN to MSN program at CSU, Bakersfield.
2. Current, clear, and active license as a Registered Nurse in California.
3. Be in good standing at the last college attended.
4. GPA of at least 2.5 (A=4.0) in the last 90 quarter or 60 semester units.
5. If the GPA in the last 90 quarter (60 semester) units is between 2.50 and 2.99, a Graduate Record Examination (GRE) in the last five years is required with a score of 900 or above on the verbal **and** quantitative sections.
6. Students with GPA of 3.0 or above in the last 90 quarter (60 semester) units are not required to take the GRE.
7. Completion of the following undergraduate courses or evidence of knowledge equivalent to that of specified courses through challenge examination or evidence of integrated content:
   a. Pathophysiology (BIOL 355)
   b. Statistics (MATH 140 or PSYC 200)
   c. Basic Nursing Research (NURS 357).
8. Official transcripts from all colleges and universities attended.
9. One year of nursing experience in the past three years.
10. Completed "Intent to Major in Nursing" for the MS degree in Nursing program.
11. A two-page essay describing your interest in the Master's option of your choice and your goals or plans when the MSN is completed.

12. Three letters of recommendation from persons who know the applicant's academic and professional abilities (forms are available from the Department office).
13. Current Health Care Provider CPR Card.
14. A resume that details your nursing experience with special emphasis on the last five years.
15. An approved program plan developed with a faculty advisor.
16. Applicants with courses from a foreign university must have the courses enlisted by the Commission on Graduates of Foreign Nursing Schools (CGFNS). Application packets are available at the Nursing Department Office or by contacting **CGFNS, 3600 Market St., Suite 400, Philadelphia, PA 19104, or their website at: http://www.cgfns.org**.
17. In addition to the above requirements, applicants whose prior education is principally in a language other than English must have a **TOEFL score of 550 or higher (or 213 on the computer-based TOEFL exam), and a TSE (Test of Spoken English) score of 50 or higher**.

Additional Admission Criteria for the Family Nurse Practitioner Option

Preference for admission will be given to students with: (1) bilingual skills, specifically Spanish; and, (2) evidence of commitment to be employed in care of minority or under-served health care populations.

Student Classification Status

Post-Baccalaureate Standing: *Unclassified*

The student must:
1. Have graduated from a nationally recognized, regionally accredited Baccalaureate program in Nursing or equivalent foreign university or progression in the RN to MSN program at CSU, Bakersfield.
2. Have a GPA of at least 2.5 in the last 90 quarter or 60 semester units (on a scale of A=4.0).
3. Be in good standing at the last college attended.
4. Have a clear, current, and active license as a Registered Nurse in California.

Graduate Standing: *Conditionally Classified* in the Master's Degree Program in Nursing

The student must demonstrate:
1. Attainment *Unclassified* standing.
2. Completed "Intent to Major in Nursing" for the MS degree in Nursing program.
3. Completion of the following undergraduate courses or evidence of knowledge equivalent to that of specified courses through challenge examination or evidence of integrated content:
   a. Pathophysiology (BIOL 355)
   b. Statistics (MATH 140 or PSYC 200)
   c. Basic Nursing Research (NURS 357)

Graduate Standing: *Classified* Status in the Master's Degree Program in Nursing

The student must demonstrate all of the following:
1. Attainment of *Conditionally Classified* status.
2. Three letters of recommendation from persons who know the applicant's academic and professional abilities.
3. A two-page essay describing interest in the Master's option of choice and goals or plans when the MSN is completed.
4. A GPA of 3.0 or above in the last 90 quarter (60 semester) units or a GPA of 2.50 to 2.00 in the last 90 quarter (60 semester) units and a GRE score in the last five years of 900 or above on the verbal **and** quantitative sections.
5. One year of nursing experience in the past three years.
6. A Master's degree advisor and an approved proposed program.

Advancement to *Candidacy* Status

The candidate must have all of the following:
1. Attained *Classified* status.
2. Completed 22 units of graduate courses in the Department of Nursing and required elective courses with a GPA of 3.0 or better (on a scale of A=4.0).
3. Completed NURS 625 Nursing Research: Advanced Methodology and Proposal Development.
4. Filed a petition for advancement to candidacy with the Department of Nursing Graduate Program Coordinator.

The Department of Nursing Graduate Admission, Progression, and Graduation (APG) Committee makes the decisions about the admission of graduate students into the MSN classification. The Graduate APG Committee makes decisions on exceptions for admission,

progression, and graduation but must follow University requirements in these areas.

Graduation Requirements for the Master of Science Degree with a Major in Nursing

The Master of Science degree in Nursing requires completion of 55 or 65 (for FNP) quarter units of required and elective courses with a grade point average of at least 3.0 (B) and an approved thesis or project.

Students must meet the upper division writing requirement of the University for graduation. The student should complete this requirement during the first year of graduate course work.

Course Requirements for the Master of Science in Nursing Degree Program

Core Courses – All Options (24 units)

NURS 515	Roles in Advanced Practice Nursing (2)
NURS 518	Care of Vulnerable Populations (2)
NURS 527	Health Care Policy and Delivery Systems (3)
NURS 586	Advanced Health Assessment (5: 3 lecture/2 lab)
NURS 590	Theoretical Foundations of Nursing (3)
NURS 625	Nursing Research: Advanced Methodology and Proposal Development (4)
NURS 690	Nursing Research: Thesis (5) **or**
NURS 691	Nursing: Master's Project (5)

Required Clinical Preparation Courses

Nursing Case Management/Administration Option (55 total units/24 units of core courses and 31 units in clinical preparation courses)

NURS 602	Graduate Practicum I (5 lab)
NURS 611	Health Care Finance and Quality Management (5)
NURS 612	Graduate Practicum (5 lab)
NURS 626	Introduction to Epidemiology and Health Care (5)
NURS 697	Practicum in Nursing Case Management and Administration (6: 1 seminar/5 lab)

Plus one elective course selected from the following courses in the School of Business/Public Policy Administration (5):

MGMT 655	Seminar in Statistical Analysis (5)
MGMT 600	Seminar in Organizational Theory and Design (5)
MGMT 610	Seminar in Human Resource Management (5)
BA 505	Managerial Skills (5)

Community Health Nursing Option (55 total units/24 units of core courses and 31 units in clinical preparation courses)

NURS 602	Graduate Practicum I (5 lab)
NURS 611	Health Care Finance and Quality Management (5)
NURS 618	Issues in Home Health Nursing (2)
NURS 626	Introduction to Epidemiology and Health Care (5)
NURS 628	Population-Based Community Assessment, Planning, and Partnership Development (4: 3 lecture/1 lab)
NURS 638	Clinical Nurse Specialist (5 lab)
NURS 655	Practicum in Program Implementation and Collaboration with Community Partners (5: 1 seminar/4 lab)

Upon completion of the MSN degree requirements in Community Health Nursing, the students would also have completed the specified number of hours of clinical practice to test for Clinical Nurse Specialist (CNS) Certification through the American Nurses Credentialing Center (BRN Method Two for use of the CNS title).

If the student desires to graduate as a Clinical Nurse Specialist in Community Health and be eligible for CNS recognition by the BRN without testing (BRN Method One for use of the CNS title which requires additional theory and 500 total clinical hours), the following additional courses are required (61 total units):

NURS 603	Pathophysiological Basis of Disease for Advanced Practice Nurses (3)
NURS 584	Pharmacotherapeutics (3)

Family Nurse Practitioner Option (65 total units/24 units of core courses and 41 units in clinical preparation courses)

NURS 584	Pharamcotherapeutics (3)
NURS 603	Pathophysiological Basis of Disease for Advanced Practice Nurses (3)
NURS 606	Assessment and Management of Family Health Care I (Theory) (3)
NURS 607	Assessment and Management of Family Health Care I (Lab) (3)
NURS 623	Assessment and Management of Family Health Care II (8: 4 lecture/4 lab)
NURS 633	Assessment and Management of Family Health Care III (8: 4 lecture/4 lab)
NURS 643	Assessment and Management of Family Health Care IV (8: 4 lecture/4 lab)

NURS 653 Advanced Practice Nursing Practicum FHC (5: 1 lecture/4 lab)

Required Courses for School Nurse Credential Along with the Master's Program (24 units of core courses/31 to 41 units in clinical preparation courses and 24 units in courses required for credential)

NURS 582 Audiometry and Hearing Conservation (4)
NURS 604 Introduction to School Nursing (5)
NURS 614 School Nursing Practicum I (3 lab)
NURS 624 School Nursing Practicum II (3 lab)
EDSP 501 **or** 508 (1 course in exceptional children) (5)
EDCS 640 **or** PSYC 500 School Counseling (4) or Introduction to Counseling Psychology

Post-Master's Certificate Programs

Admission Requirements

1. Criteria as specified for admission to the Master of Science in Nursing program are met including criteria for the specific options.
2. Graduation from a nationally recognized, regionally accredited Master's program in Nursing.
3. One year of experience as a Registered Nurse in the past three years.
4. Preference for admission will be given to students with 1) bilingual skills, specifically Spanish, and 2) evidence of commitment to be employed in care of minority or under-served health care populations.
5. Applicants to the Post-Master's FNP option will need to demonstrate knowledge equivalent to a course in advanced health assessment (NURS 586) within two years of the first FNP clinical course.
6. Applicants to the Post-Masters School Nurse Credential program must possess a Preliminary School Nurse Credential.

Course Requirements for Family Nurse Practitioner Post-Master's Certificate Courses (48 units)

NURS 515 Roles in Advanced Practice Nursing (2)
NURS 586 Advanced Health Assessment (5: 3 lecture/2 lab)
NURS 584 Pharmacotherapeutics (3)
NURS 603 Pathophysiological Basis of Disease for Advanced Practice Nurses (3)
NURS 606 Assessment and Management of Family Health Care I (Theory) (3)
NURS 607 Assessment and Management of Family Health Care I (Lab) (3)
NURS 623 Assessment and Management of Family Health Care II (8: 4 lecture/4 lab)
NURS 633 Assessment and Management of Family Health Care III (8: 4 lecture/4 lab)
NURS 643 Assessment and Management of Family Health Care IV (8: 4 lecture/4 lab)
NURS 653 Advanced Practice Nursing Practicum FHC (5: 1 lecture/4 lab)

Note: Students may have already taken equivalent courses in pharmacotherapeutics, roles, and advanced health assessment nursing courses. Demonstration of current competency will be required for advanced health assessment course taken longer than two years before the first FNP clinical course (NURS 607).

Student Classification Status in the Post-Master's Certificate Program

Conditionally Classified

The student must demonstrate:

1. Meeting the criteria as specified for admission to the Master of Science in Nursing program including criteria for the specific option.
2. Graduation from a nationally recognized, regionally accredited Master's program in Nursing.
3. Completion of the Nursing Department application form for the certificate program

Classified

The student must demonstrate all of the following:

1. Attainment of *Conditionally Classified* status
2. Three letters of recommendation from persons who know the applicant's academic and professional abilities
3. A two-page essay describing your interest in the certificate program of your choice and your goals or plans when the program is completed.
4. One year of nursing experience in the past three years.
5. Applicants to the Post-Masters School Nurse Credential program must possess a Preliminary School Nurse Credential or a Certificate of Clearance.
6. An approved program plan developed with a faculty advisor.

Post-Baccalaureate School Nurse Credential Program

Admission Requirements

1. Baccalaureate degree in nursing from an accredited university.
2. Current, clear and active California RN license (also through completion of program).

3. Current California Public Health Nursing Certificate.
4. GPA in undergraduate courses of 2.5 (on a scale of A=4.0) or better in the last 90 quarter units.
5. Submission of completed Post-Baccalaureate/ Graduate application and official transcripts to CSUB.
6. Submission of School Nurse Program application (including 3 letters of reference provided with packet) and official transcripts to Department of Nursing.
7. Undergraduate course work (or evidence of equivalent knowledge) in Pathophysiology, Statistics, and Nursing Research are required for admission to the School Nurse Program.

Application Procedure

1. Students should follow the application procedure mentioned earlier. Additionally, students are encouraged to make an appointment with the Director of the School Nurse Program for advising and program planning. Please email or call: Cherie Rector, Ph.D., R.N.-C –crector@csub.edu (661) 664-3292
2. Students must have either a Preliminary Health Services (School Nurse) Credential or a Certificate of Clearance, along with CSUB Student Health Services health clearance, proof of malpractice insurance and valid CPR certification, before taking practicum courses.
2. All comparable courses from other universities must be evaluated and approved by the Department of Nursing.
3. Application deadline is August 15.
4. Mail school nurse application, official transcripts, and copies of RN license, Preliminary Credential, and PHN & School Audiometrist certificates to:

   Director, School Nurse Program
   Department of Nursing
   California State University, Bakersfield
   9001 Stockdale Highway
   Bakersfield, CA 93311-1099

Course Requirements for the Post-Baccalaureate School Nurse Credential Program

NURS 515	Roles in Advanced Practice Nursing (2)
NURS 518	Care of Vulnerable Populations (2)
NURS 527	Health Care Policy and Delivery Systems (3)
NURS 586	Advanced Health Assessment (3 theory/ 2 lab)
NURS 590	Theoretical Foundations of Nursing (3)
NURS 625	Nursing Research: Advanced Methodology and Proposal Development (4)
NURS 582	Audiometry and Hearing Conservation (4)
NURS 604	Introduction to School Nursing (5)
NURS 614	School Nursing Practicum I (3 lab)
NURS 624	School Nursing Practicum II (3 lab)
EDSP 501 **or** 508	(1 course in exceptional children) (5)
EDCS 640 **or** PSYCH 500	School Counseling (4) or Introduction to Counseling Psychology

General Information for All Graduate and Post-baccalaureate Nursing Students

Malpractice Insurance – Student malpractice insurance must be obtained prior to registration for nursing courses. Insurance shall be obtained through the Foundation Accounting Office. Other malpractice insurance will be accepted if the amount of coverage is comparable to that provided by the University. Students in the Family Nurse Practitioner option must obtain the malpractice insurance policy designed specifically for students in the option.

Licensure/Certification Requirements – Students must have a clear, current, and active license as a Registered Nurse in California on admission, and the license must remain current during enrollment in the graduate nursing program. Students must have a current Health Care Provider (infant, child, 1-person and 2-person adult) cardiopulmonary resuscitation certificate. The CPR certificate must remain current during enrollment in the graduate nursing program.

Health Requirements – Health clearance requirements must be completed and reported to the Student Health Center prior to beginning nursing courses each year. The physical examination may be done at the Student Health Center, CSUB, prior to Fall classes, or it may be done by a physician of the student's choice at the student's expense. The Student Health Center provides the health clearance.

Initial Health Clearance for Newly-Admitted Students:

1. Completed Health History Form.
2. Physical examination within the past year.
3. Lab requirements: HGB/HCT, UA.
4. Tuberculin Skin Test. Performed not earlier than June 1st. Verification must include date, reading at 48 hours, and the name of the agency providing the service. Skin test should not be repeated if previous testing was positive.

Those students with positive results will be evaluated by the Student Health Center. A chest x-ray will be required for those students who have a positive skin test for the first time. The chest x-ray will be repeated again the second year prior to Fall Quarter. Verification must include date, radiologist's reading, and name of the agency providing the service.

All students with positive tuberculin tests will be evaluated for participation in the INH prophylaxis program according to Health Department guidelines.

A chest x-ray will not be necessary for those students who can provide verification of two negative chest x-rays since their conversion to positive.

5. Required immunizations: Documentation must include written verification of date given.
   a. **Hepatitis B Vaccine Series**. The series consists of three injections given over a period of 6 months. The Hepatitis B Surface Antibody test will be drawn 1 month after the last injection. If the student refuses or has reason to believe that the vaccine is contraindicated for him or her, the student must sign a waiver which acknowledges the risk of Hepatitis B infection in health care settings.
   b. **Rubeola/Rubella (MR)** vaccination must have been given after 1968 and after 1 year of age. Rubeola and rubella titers, showing immunity to both diseases are acceptable in place of vaccination. The option of titers for measles and rubella is recommended for those over 35. Two doses of measles vaccine given before entry into college is recommended for those born after 1956.
   c. **Tetanus and Diphtheria** vaccination within the last 10 years. Vaccination must include diphtheria.
   d. **Varicella (chickenpox)** vaccination given in two doses one month apart. The student may waive varicella vaccination by: 1) signed statement declaring previous chickenpox; or 2) varicella titer showing immunity to chickenpox.

6. Highly Recommended Immunizations:
   e. **Influenza Vaccine** given yearly in October/November well ahead of the flu season.
   f. **Hepatitis A Vaccine** two injections given 6 to 12 months apart.

Illness Policy – Students whose condition limits their ability to give nursing care or who have an illness of a chronic or contagious nature must submit a doctor's release stating that it is safe for them to give nursing care before returning to the clinical area. See the Department of Nursing Office for specific guidelines.

Financial Aid – Nursing students loans are sometimes available through the CSUB Financial Aid Office for students in the graduate program. Various organizations make scholarship money available to graduate nursing students through the Financial Aid Office. Federal traineeships are occasionally available. Contact the Department of Nursing Office for current information on traineeships.

COURSE DESCRIPTIONS

NURS 515 Roles in Advanced Practice Nursing (2)

Role development in advanced practice nursing from historical, economical, political, legal, and ethical perspectives. Discussion of role definition, transition, ambiguity, and development. Concepts of collegial practice, inter-professional and intra-professional relationships in addition to legal issues will be emphasized. Lecture 2 units. Prerequisite: Post-Baccalaureate or senior nursing student. [W]

NURS 518 Care of Vulnerable Populations (2)

Study of the health care for special populations in the community. Nursing considerations of human diversity, ecology, epidemiology, cultural competence, and cultural and social issues. Focus is on the health promotion and disease prevention needs of vulnerable populations. Lecture 2 units. Prerequisite: Post-Baccalaureate or senior nursing student. [F]

NURS 527 Health Care Policy and Delivery Systems (3)

Exploration of health care policy, organization, and financing of health care systems in order to provide the basis for leadership in the planning and provision of quality cost effective care. Includes as an essential foundation for the delivery of health care services: examination of legislation, regulation, and distributive justice; comparison of various care delivery systems; exploration of various modes of health care financing. Lecture 3 units. Prerequisite: Classified or Post-Masters status in the MS degree program in Nursing. [W]

NURS 577 Advanced Topics in Nursing (1-5)

Offered periodically as announced. Topics of interest to senior and graduate students. May be repeated for different course content. Specific prerequisites will be indicated with each announced course.

NURS 582 Audiometry and Hearing Conservation (4)

The course includes an overview of the anatomy and physiology of the ear. A special focus is given to the study of the basic audiologic tests and equipment including equipment calibration, test procedures, and pure tone and identification audiometry. Causes of hearing impairment, impedance audiometry and hearing conservation programs are studied. Pre-school screening is presented as well as an introduction to newborn and infant auditory screening. Prerequisite: Post-Baccalaureate in Nursing or Classified status in the MS in Nursing program. Admission in the RN to MSN or the RN to BSN to MSN program. [F,S]

NURS 584 Pharmacotherapeutics (3)

Designed to meet the Board of Registered Nursing requirement for nurse practitioners to furnish drugs and/or devices pursuant to the Business and Professions Code. Contents include but are not limited to pharmacokinetics, pharmacodynamics, drug/device classification, and dosage for drugs commonly used for the provision of health care in a primary care setting. Drug side effects, interactions, contraindications, and special considerations are presented. Ethical and legal issues related to pharmacological-based therapeutics are discussed. Lecture 3 units. Prerequisite: Classified status in the MS degree program in Nursing, or Post-Masters certificate classification, or permission of the instructor. [W]

NURS 586 Advanced Health Assessment (5)

Compile a complete and comprehensive database to establish the health status of the client/patient. Emphasis is placed upon physiology, pathophysiology, psychopathology as well as physical and psychosocial needs of the adult, child, and adolescent clients. Upon this foundation, an individualized protocol for client care management will be established. Lecture 3 units; Laboratory Practice 2 units. Prerequisite: Senior standing in a BS degree with a major in Nursing program and permission of instructor, Post-Baccalaureate Unclassified. Conditionally Classified, Classified, or Post-Masters status in the MS degree program in Nursing. Admission in the RN to BSN to MSN or the RN to MSN program. [F,S]

NURS 590 Theoretical Foundations of Nursing (3)

A seminar dealing with the relationships between philosophy, theory, research, and practice in nursing. An historical analysis of nursing's professional progress to its present theoretical state provides the background for analysis, discussion, and evaluation of different nursing theories. Included will be analysis of relevant mid-range theories form a wide range of disciplines. Lecture 3 units. Prerequisite: Senior standing in a BS degree with a major in Nursing program and permission of instructor, Post-Baccalaureate Unclassified, Conditionally Classified, or Classified status in the MS degree program in Nursing. Admission in the RN to BSN to MSN or the RN to MSN program. [F,S]

NURS 595 Educational Principles and Methodology Applied to Nursing (3)

The focus of the course is on the use of a variety of teaching skills and strategies to help nursing staff, students, and other health care workers establish policies and standards. These skills enable the advanced practice nurse to influence attitudes and understanding about nursing health care. Students in this course develop and present programs or classes for nursing staff development, education of nursing students, or programs of health education for consumers and other health care providers. Lecture 3 units. Prerequisite: Post-Baccalaureate Unclassified, Conditionally Classified, or Classified status in the MS degree program in Nursing. [F]

NURS 602 Graduate Practicum I (5)

In order to case manage clients, students will utilize a developed or selected conceptual model to design nursing care for clients and families with complex health problems from multi-ethnic and culturally diverse backgrounds. Clinical laboratories in rural and urban acute care settings, community health care settings, ambulatory care delivery systems, managed and integrated care systems, and/or the home. Laboratory Practice 5 units. Prerequisite: Classified status in the MS degree program in Nursing and NURS 586 and NURS 590. [F]

NURS 603 Pathophysiological Basis of Disease for Advanced Practice Nurses (3)

Physiology-based course focusing on the pathogenesis of human disease as a consequence of abnormalities and alterations of normal physiologic function based on a cellular and system oriented framework. Regulatory and compensatory mechanisms that aim at maintaining and restoring homeostasis in response to changes in the internal and external environment are explored. Synthesis of current research regarding pathophysiological patterns and its application to primary care are emphasized. Prerequisite: Classified or Post-Masters status in the MS degree program in Nursing. [F]

NURS 604 Introduction to School Nursing (5)

This course presents the role of the nurse in school health programs, school health practice and parameters, and community resources. Focus is on advanced concepts and clinical knowledge to practice as a school nurse. Prerequisite: Classified status in the MS in Nursing program and Preliminary Health Services Credential. [F]

NURS 606 Assessment and Management of Family Health Care/Theory (3)

Advanced concepts in family assessment. Emphasis on disease prevention, and health and wellness care in rural, urban, and multi-ethnic and culturally diverse populations. Theoretical models of family, aggregate, and community systems as they relate to health promotions, risk reduction, and health restoration are explored. Lecture 3 units. Prerequisites: Classified or Post-Masters status in the MS degree program in Nursing and the nurse practitioner options, or permission of the instructor. NURS 586 (within the previous two years) and NURS 603 are prerequisites, NURS 584 is prerequisite or corequisite. [W]

NURS 607 Assessment and Management of Family Health Care/Lab (3)

Application of beginning nurse practitioner skills in individual and family assessment, intervention, and management in primary care and community-based settings. Emphasis on disease prevention, and health and wellness care in rural, urban, and multi-ethnic and culturally diverse populations. Models of individual, family aggregate, and community systems are used to analyze health promotion, risk reduction, and health restoration. Laboratory Practice 3 units. Prerequisites: Classified or Post-Masters status in the MS degree program in Nursing and the nurse practitioner option. NURS 586 and NURS 603 are prerequisites. NURS 584 and NURS 606 are prerequisites or corequisites. [W]

NURS 611 Health Care Finance and Quality Management (5)

Exploration and analysis of techniques, models, and methods for managing finance and quality in health care settings. Includes discussion of reimbursement and budgeting in health care agencies. Prerequisites: Classified or Post-Masters status in the MS degree program in Nursing. [W]

NURS 612 Graduate Practicum II (5)

Continuation of NURS 602. Emphasis moves to implementation and evaluation of conceptually-based plans of nursing case management for multi-ethnic and culturally diverse clients with complex health problems. Continuity of care through a variety of settings is emphasized. Clinical laboratories in rural and urban medical-surgical or psychiatric units, as well as in a variety of other health-care settings including the home. Clinical conferences may include discussion of issues such as quality assurance, collective bargaining, and financing long-term care. Laboratory Practice 5 units. Prerequisites: Classified or Candidacy status in the MS degree program in Nursing and NURS 602. [W]

NURS 614 School Nurse Practicum I (3)

This course involves a supervised clinical practice in a school district offering nursing services to infants and children. The focus is on elementary education settings. Prerequisites: Classified or Post-Masters status in the MS in Nursing program and Preliminary Health Services Credential. NURS 586, NURS 582, and NURS 604. [W]

NURS 618 Issues in Home Health Nursing (2)

Current and emerging issues in home health nursing are discussed. These include issues in the licensing and accreditation of home health agencies, reimbursement from home health services, documentation, quality management and infection control in home care, and high technology home care. Legal and ethical issues in home care constitute an important part of this course. Prerequisite: Classified status in the MS degree program in Nursing or permission of the instructor. [F]

NURS 623 Assessment and Management of Family Health Care II (8)

Family Nurse Practitioner concepts, skills and care in assessment, intervention and management of individuals in primary care and community-based settings. Health promotion, disease prevention and management of care of individuals with chronic health needs across the life-span. Development of protocols and algorithms for intervention and management with emphasis on health maintenance. Application of pathophysiological concepts to clinical practice. Supervised clinical practice in a primary care setting with emphasis on care of clients/patients of all ages. Lecture 4 units; Laboratory Practice 4 units. Prerequisites: Classified or Post-Masters status in the MS degree program in Nursing and the nurse practitioner option. NURS 515, NURS 605. [S]

NURS 624 School Nurse Practicum II (3)

This course involves a supervised clinical practicum in a school district offering nursing services to adolescents. The focus is on middle school, junior high or high school settings. Prerequisites: Classified or Post-Masters status in the MS in Nursing program and Preliminary Health Services Credential. NURS 586, NURS 582, and NURS 604. [S]

NURS 625 Nursing Research: Advanced Methodology and Proposal Development (4)

In-depth study of selected research strategies commonly used in nursing, such as clinical case-study, experimental, quasi-experimental, historical, ethnographic, ex-post-facto, and survey methods. Identification and clarification of nursing problem statements and related hypotheses. Roles and functions of the nursing thesis research committee. Development and analysis of individual thesis proposals. Lecture 4 units. Prerequisites: Classified status in the MS degree program in Nursing and NURS 590. [S]

NURS 626 Introduction to Epidemiology and Health Care (5)

This course is an introduction to the principles and methods of epidemiology and biostatistics as applied in the study of the distribution of health and illness in society. Examines risk factors associated with incidence and prevalence of acute and chronic disease in diverse populations and across the life-span. Lecture 5 units. Prerequisite: Classified or Post-Masters status in the MS degree program in Nursing or permission of the instructor. [F]

NURS 628 Population-Based Community Assessment, Planning, and Partnership Development (4)

Focus of this course is on analysis and use of community-based population-focused assessment methodologies. Emphasis is also placed on the diagnosis of a community/aggregate specific health problem that allows for the design of a program addressing the health needs of one aggregate. The program must provide for promotion of healthful life-styles in order to decrease health related risks in vulnerable populations. Prerequisites: Classified or Post-Masters status in the MS degree program in Nursing, Community Health Nursing option, or permission of the instructor. NURS 586, NURS 590, NURS 618, and NURS 527. [W]

NURS 633 Assessment and Management of Family Health Care III (8)

Family Nurse Practitioner concepts, skills, and care in family assessment, intervention and management in primary care and community-based settings. Health promotion, disease prevention, and management of clients with acute self-limiting illnesses across the life-span. Development and use of protocols for intervention and management. Application of pathophysiological, pharmacological, and other treatment intervention concepts to clinical practice. Supervised clinical practice in a primary care setting with emphasis on care of clients/patients with acute self-limiting conditions. Lecture 4 units; Laboratory Practice 4 units. Prerequisites: Candidacy or Post-Masters status in the MS degree program in Nursing and nurse practitioner option. NURS 515, NURS 623. [F]

NURS 638 Clinical Nurse Specialist (5)

Focus of this nursing course is on the five advanced nursing areas of expert clinical practice, consultation, clinical leadership, research, and education. Emphasis is placed on utilizing strategies that promote the health of families and communities. The goal is to demonstrate advanced nursing practice in ways that enhance community wellness. Prerequisites: Candidacy status in the MS degree program in Nursing and NURS 515, 518, 527, 586, 590, and 625, or permission of the instructor. [W]

NURS 643 Assessment and Management of Family Health Care IV (8)

Family Nurse Practitioner concepts, skills and care in family assessment, intervention and management in primary care and community-based settings. Health promotion, disease prevention, and management of complex, chronic multisystem illness across the lifespan. An emphasis will be placed on the theoretical base for provision of care to older adults. Development of protocols and algorithms for intervention and management with emphasis on health maintenance. Application of pathophysiological concepts to clinical practice. Supervised clinical practice in a primary care setting in the care of clients/patients of all ages with chronic multisystem illness. Lecture 4 units; Laboratory Practice 4 units. Prerequisites: Candidacy or Post-Masters status in the MS degree program in Nursing and the nurse practitioner option. NURS 633, NURS 625. [W]

NURS 653 Advanced Practice Nursing Role Practicum in Family Health Care (5)

Residency with a preceptor and faculty guidance in nurse practitioner role development in a primary care and community-based setting. Problem solving strategies as they apply to multi-ethnic and culturally diverse client/systems are implemented through the utilization of theoretical models and research across practice settings. Lecture 1 unit; Laboratory Practice 4 units. Prerequisites: Candidacy or Post-Masters status in the MS degree program in Nursing and the nurse practitioner option. NURS 643. [S]

NURS 655 Practicum in Program Implementation and Collaboration with Community Partners (5)

Focus of this culminating community health nursing course is on the implementation of a program designed in NURS 628 in collaboration with identified community partners. Emphasis is placed on utilizing strategies that promote health team creations and collaborative program implementation with ethnically diverse communities/aggregates. Goal is to enhance community wellness by promoting healthful life-styles and supporting personal responsibility within the population, Seminar 1 unit; Laboratory Practice 4 units. Prerequisites: Candidacy status in the MS degree program in Nursing, Community Health Nursing option, NURS 628. [S]

NURS 690 Nursing Research: Thesis (1-5)

Independent study and research in nursing with faculty supervision. Students may enroll for a minimum of 1 unit per quarter up to a total of 5 units per quarter (9 units maximum during the program). Prerequisites: Candidacy status in the MS degree program in Nursing and NURS 625. [F,W,S]

NURS 691 Master's Project (Non-thesis Option) (1-5)

The student will design, implement, and evaluate a nursing project aimed at solving a practical or clinical problem, or meeting an educational or administrative need in a service setting with faculty supervision. Students may enroll for a minimum of 1 unit per quarter up to a total of 5 units (to a maximum of 9 units throughout the program). Prerequisites: Candidacy status in the MS degree program in Nursing. [F,W,S]

NURS 697 Practicum in Health Services and Nursing Case Management/Administration (6)

This course serves as the culminating experience for role preparation in nursing administration. Students, through administrative experience in clinical settings, will critically analyze and synthesize the knowledge from preceding courses and develop a field project paper. Seminar 1 unit; Laboratory Practice 5 units. Prerequisites: Candidacy status in the MS degree program in Nursing and NURS 611, NURS 612, NURS 626, and one course selected from approved list of courses in School of Business/Public Policy Administration. [S]

ORGANIZATIONAL ADMINISTRATION

(This program is offered as a totally online, external degree)

Modular Building, Room 325
Phone: (661) 664-2441
Fax: (661) 664-2447
email: msaonline@csub.edu
URL: http://www.csub.edu/msaonline/

Program Administration:
Extended University Division

Faculty: **M. Bedell, M. Evans, A. Grammy, G. Hudson, M. Malixi, D. Ropp, J. Tarjan**

Program Description

The Master of Science in (Organizational) Administration is an outcomes-based, inter-school program offered online to a national and international audience through the Extended University Division. It seeks to address access problems faced of working professionals by combining online delivery with curricular flexibility. The degree program is structured to combine attainment of general competencies highly valued in all professions with elective course work pertinent to specific careers.

Core requirements build general competencies relating to written and interpersonal communication, statistical analysis, benefit-cost analysis, project management, program evaluation, organizational architecture, and human resource management. Elective requirements can be met through an approved course pattern that achieves either breadth in organizational administration or depth in an area of emphasis chosen by the student and approved by the program coordinator.

Specialized course work in a student's area of emphasis may be completed at CSU, Bakersfield, or transferred from another accredited institution. Up to 16 quarter units may be transferred into the program. Student and programmatic outcomes are assessed throughout the program as well as in a capstone course that requires compilation of a portfolio and a culminating project.

Advising

Advisor – In consultation with the student, the Program Coordinator either serves as the Advisor or designates an appropriate member of the program faculty to serve as the student's advisor. The Advisor guides the student during graduate study and responds to any problems or concerns the student may have while in the program. The Advisor approves the student's academic plan for the Elective Requirement and culminating project proposal. He or she serves as the instructor of record for ADMIN 690, Capstone. Students have a responsibility to regularly communicate with their advisor.

Program Committee – Students must work with a Program Committee of at least two faculty members to complete the culminating project for ADMIN 690, Capstone. The Program Committee is to include the Program Advisor. The student and advisor recommend to the Program Coordinator a second member of the Program Committee after considering expertise required for the culminating project.

Application and Admission

Admission to the University as a post-baccalaureate unclassified student is required for admission to the MS in Administration program with an emphasis on organizations. Admission to the program requires the following minimum qualifications:

1. Baccalaureate degree from an accredited college or university.
2. Admission to the university as a post-baccalaureate student.
3. Submission of a complete application packet.

The student should apply to the CSUB Admissions Office for admission to the University as a post-baccalaureate. Admission to the program is distinct from admission to CSUB as a post-baccalaureate student. For application to the MS in Administration program the student must also submit the following to the Dean of the Extended University Division:

1. An application for admission (available from the Extended University).
2. A resume summarizing work experience.
3. A written statement of personal goals and program objectives.
4. Official transcripts for college- and university-level course work.
5. Three letters of reference.
6. GRE or GMAT scores.

International Students

In addition to meeting the requirements for admission given above, international students must take the **TOEFL and have a score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL exam).**

Once an application file is complete, the Program Coordinator with the advice of the Program Committee will review the application and notify the applicant of his/her admission status.

Student Standings

The Program Committee takes a holistic approach to admission decisions. The decision is based on potential for academic success and potential to make significant professional contributions. Students are admitted to the program with conditionally classified standing and advance to classified standing and candidacy as various benchmarks are attained.

1. **Post-Baccalaureate *Unclassified* Standing** – Students who are admitted to the university for post baccalaureate work, but who do not meet all the requirements for admission to the program have post-baccalaureate unclassified standing within the university. Students with post-baccalaureate unclassified standing can advance to conditionally classified standing by satisfying previously unmet requirements, primarily by successfully completing courses.
2. ***Conditionally Classified* Standing** – Acceptance to the program with conditionally classified standing requires the student to demonstrate potential for academic success and professional potential.
   a. Potential for academic success is demonstrated by:
      - completing the Graduation Writing Assessment Requirement (GWAR);
      - attaining an undergraduate GPA of at least 2.75 (4.0 scale) in the last 90 quarter units (60 semester units) of the undergraduate program **or** a 3.0 GPA in post baccalaureate and graduate work completed prior to application to the program (at least 24 quarter units); and
      - scoring at least 500 on the GMAT **or** at least 1400 on the GRE (combined verbal, quantitative, analytical).

      Unclassified post-baccalaureates can demonstrate potential for academic success and advance to conditionally classified standing by:
      - completing ADMIN 510 with a grade of at least "C" to satisfy the GWAR; and,
      - earning a GPA of at least 3.0 in the foundation courses **and** meeting either the GPA or GMAT/GRE benchmark. Students meeting neither the GPA nor GMAT/GRE benchmark advance to conditionally classified status by meeting university admission requirements for post baccalaureate study **and** completing a minimum of 20 quarter units of foundation and core requirements with a GPA of at least 3.0. The 20 units must include all foundation requirements.

   b. Professional potential is demonstrated by the resume, written statement of personal goals and program objectives, and letters of recommendation.
3. ***Graduate Classified* Standing** – To be advanced from conditionally classified to classified standing the student must complete the foundation and core requirements with a GPA of at least 3.0 and submit an academic plan for the elective program that is approved by the Advisor. The proposal for an elective program should be submitted as early as possible.
4. ***Candidacy*** – To be advanced to candidacy the student must meet all requirements for classified standing, complete 10 units of the elective requirements, and submit a project proposal for the capstone course that is approved by the Advisor.

Course Requirements

Foundation Requirement (14 units)
ADMIN 510 Advanced Technical Communication (5)
ADMIN 511 Interpersonal Communication Skills (4)
ADMIN 520 Statistical Analysis and Forecasting (5)

Core Requirement (22 units)
ADMIN 514 Benefit-Cost Analysis (3)
ADMIN 515 Project Management (3)
ADMIN 525 Human Resource Management Foundation (3)
ADMIN 600 Organizational Structure and Processes (5)
ADMIN 603 Program Evaluation (5)
ADMIN 690 Capstone (3)

Elective Requirement (19 units)
A coherent program of study approved by the student's assigned Advisor. Students may specialize in a specific area by completing coursework from CSU, Bakersfield, or another accredited university or they may achieve breadth in organizational administration by combining appropriate courses from several areas.

Transfer and Senior-Level Credit

Up to 16 quarter units of courses completed as a post-baccalaureate student may be transferred into the degree program from other accredited universities. In order to include senior-level courses (400-level) in the program, additional work in the form of a portfolio entry demonstrating knowledge and skills gained in the course must be submitted and approved for inclusion in the student's portfolio. These options may be especially useful to students who wish to complete a depth area of specialized work to meet the elective requirement.

COURSE DESCRIPTIONS

Note: The 500-level core requirements build foundation skills that will be further reinforced and applied in 600-level courses. Generally, the 500-level portion of the core should be completed before the 600-level courses. Specific prerequisites are enumerated.

INST 420 Electronic Legal Research Methods (2)

(For course listing, see listing under "Interdisciplinary Courses.")

INST 435 Negotiation and Conflict Management (5)

(For course listing, see listing under "Interdisciplinary Courses.")

ADMIN 510 Advanced Technical Communication (5)

Principles and practices of writing material particular to science, technology, and specialized professions. Includes expanded definitions, technical descriptions, process explanations, instructional pamphlets, laboratory reports, proposals, writing for the web, communicating with international audiences, and managing effective presentations. Upon completion of the course, students should be able to effectively write various types of technical documents, adapt rhetorical forms to technical communications, and provide constructive feedback regarding written communication in collaborative and leadership settings.

ADMIN 511 Interpersonal Communication Skills (4)

Conceptual and developmental views of interpersonal communication. Theory and practice of effective interpersonal communication. Self, perception, and cultural diversity in interpersonal communication. Skills relating to listening and responding, verbal and nonverbal communication, and conflict resolution. Understanding, developing, and nurturing interpersonal communication relationships with family, friends, and colleagues. Upon completion of the course, students should be able to effectively exercise fundamental interpersonal communication skills, build and nurture interpersonal relationships, provide constructive feedback regarding interpersonal communication in leadership settings, and exercise teamwork skills.

ADMIN 514 Benefit-Cost Analysis (3)

Techniques for evaluating the benefits and costs of projects and policies. Topics include time value of money and financial math, decision rules, expected inflation and relative price changes, discount rates, after-tax analysis, replacement analysis, risk and uncertainty, input constraints and benefit-cost ratios, and use of cost-effectiveness analysis when goals are mandated. Upon completion of the course, students should be able to use benefit-cost analysis to evaluate projects, utilize spreadsheets to make benefit-cost calculations, and concisely report the assumptions and conclusions of a benefit-cost analysis.

ADMIN 515 Project Management (3)

The process of integrating and harmonizing systems, techniques, and people to achieve the desired results of a project within established goals of time, budget, and quality. Upon completion of the course, students should be able to identify a project, articulate its goals and objectives, plan all aspects of its execution, execute and control the project, close out the project, and devise appropriate follow-up activities.

ADMIN 519 External Economic Environments (5)

An analysis of the external economic environments of organizations. Environments to be analyzed include the national macroeconomy (growth, inflation, interest rates, exchange rates), industries and occupational markets (including roles of technology, demographics, and legal environment), the regional economy, and social trends that have been analyzed with rational choice models (e.g., demographics). Economic models are reviewed to identify causal relationships, and information resources are identified for monitoring and analyzing trends. Upon completion of the course, students should be able to locate information and data essential for analyzing external environments, use cause-effect models to analyze changes in variables that are external to an organization, monitor and interpret fundamental trends in external economic environments, and effectively communicate one's findings.

ADMIN 520 Statistical Analysis and Forecasting (5)

Regression and forecasting techniques applied to real world problems encountered in various professions. Model building (including time series techniques) and the methodology of experimental design. The case study format is utilized in the diagnosis of problems and search for statistical solutions. Upon completion of the course, students should be able to interpret statistics reported in empirical research literature and statistical software printouts, formulate research questions and experimental designs to assist in decision support, utilize statistical software packages to organize data and make calculations, and independently carry out a research project. Prerequisite: one statistics course.

ADMIN 525 Human Resource Management Foundation (3)

This course is an examination of the Human Resource foundation. Students will complete a series of projects that focus on the labor market, the external legal environment, and the manager's view of the employee life cycle (recruiting and selection, training, supervision, and termination). Upon completion of this course, students should be able to analyze the legal and market forces affecting jobs, perform a job analysis, hire an employee, supervise employees, identify initial training needs and methods, and separate an employee from an organization.

ADMIN 526 Dealing with the Difficult Employee (3)

This course examines a topic that has become more important to organizations — the management of human resources. Students will complete a series of projects that focus on supervisory methods (e.g., coaching and counseling), discipline, training, termination, and related legal issues (e.g., unfair termination, sexual harassment, abusive employees). Upon completion of this course students should be able to analyze and interpret the changing legal environment, exercise supervisory methods to effectively manage human capital to meet tactical and strategic organizational goals, and effectively address disruptive employees behaviors. Prerequisite: ADMIN 525.

ADMIN 527 Contracting and Outsourcing (3)

This course identifies chains of production and marketing processes, considers the conditions under which buying in markets and vertically integrating these processes have inherent strengths and weaknesses, and analyzes the optimal structuring of outsourcing contracts. Upon completion of this course, the student will be able to identify separable production and marketing processes, identify and evaluate outsourcing versus vertical integration alternatives for specific production and marketing processes, and manage outsourcing activities through effective structuring of contracts.

ADMIN 600 Organizational Structure and Processes (5)

This course is designed to acquaint students with the principles of organizational environments and structure and the ways in which decision-making, the use of technology, communications, political processes, organizational change, and conflict can be approached more effectively. Students will complete a series of projects in which they use the theories and models discussed in the course to critically examine an actual organization and to generate suggestions for improvement. Upon completion of the course, students should be able to analyze processes in organizations, diagnose organizational effectiveness, develop recommendations for improving effectiveness, and effectively communicate recommendations.

ADMIN 603 Program Evaluation (5)

Definition, history, and development of program evaluation. Professional roles, ethics, and standards for the practice of program evaluation are emphasized throughout the course. Topics include development of program goals and objectives, reliability and validity, importance of multiple measures, reporting results, and use of program assessment to plan and implement change. Qualitative and quantitative methods covered include interviewing techniques, focus groups, surveys, and observation. Case studies utilized. Upon completion of the course, students should be able to: (1) evaluate validity, reliability and attainment of ethical/professional standards in various case studies of program evaluation and (2) carry out an effective program evaluation.

ADMIN 611 Strategic Competition (4)

The process for formulating, evaluating, and executing competitive strategies for services, products, and product-mixes through identification and analysis of opportunities, challenges, and risks associated with dynamic and uncertain changes within industries in the domestic and international marketplace. Upon completion of this course, students should be able to: analyze forces shaping and sustaining competitive advantage in an industry, develop strategies for creating a competitive advantage, and monitor and analyze technological and other trends influencing industry structure.

ADMIN 612 Leadership (2)

This course is designed to prepare students to understand and be successful in leadership roles. Topics include historical and contemporary models of leadership, effective leadership behaviors, power and influence, change process, self-assessment, personal character in leadership, and leadership in the future. Upon completion of the course, students should be able to assess their own strengths and weaknesses as a leader, inspire and motivate others toward a common purpose, and articulate a personal vision for organizational leadership.

ADMIN 625 Advanced Human Resource Management (4)

This course examines advanced topics in Human Resource Management. Students will complete a series of projects that focus on strategic human resources, selection, staffing planning, compensation, benefits, training, and employee development. Upon completion of this course students should be able to develop new selection methods, devise a plan for filling employment vacancies, develop compensation plans, and identify training and development needs. In addition, each student should be able to integrate information from the various areas for strategic HR planning decisions. Prerequisite: ADMIN 525.

ADMIN 690 Capstone (3)

In the capstone course, candidates for graduation complete a culminating project under the direction of a faculty team and present a portfolio demonstrating competency goals of the academic program.

ADMIN 699 Directed Study (1-5)

Individual study may be used upon approval of the program coordinator and instructor of record to provide educational and research opportunities in areas not covered by regular courses. No more than 5 quarter units may be used to satisfy degree requirements.

PSYCHOLOGY

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http://www.csub.edu/GradStudies/Psych1.html

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Faculty: **M. Allen, S. Bacon, D. Cohen, J. Deegan, K. Hartlep, T. Ishida, R. Noel, C. Raupp, B. Rienzi, E. Sasaki, S. Suter, L. Vega**

Program Description

Psychology can be considered from a variety of perspectives such as a natural or biological science, a behavioral or social science, an applied or professional field, or a set of experiential or humanistic concerns. The MA in Psychology is designed to 1) prepare students seeking community college or high school social science teaching positions, 2) offer professional enrichment to professionals already in the field, and 3) provide appropriate research experience for students wishing to enter a doctoral program elsewhere.

The Department of Psychology offers an MA in Psychology, with three separate emphases. Each degree emphasis has its own admission and course requirements. Interested students must request application materials from the Department of Psychology and apply directly to the department for admission in addition to applying to the University as a post-baccalaureate student.

Master of Arts in Psychology

This 45-unit MA program is designed with three emphases:

1. to prepare students to pursue admission to a psychology doctoral program;
2. to prepare students to seek a community college teaching position; and
3. to provide for academic or career development.

The *Doctoral Preparation* emphasis requires coursework and an empirical thesis and is intended for qualified individuals with strong potential for success in a doctoral program. The *Community College Teaching* emphasis requires supervised experience in college teaching and psychology content courses related to teaching duties at community colleges. It is intended for qualified individuals with strong potential for success in community college teaching and also for credentialed high school social science teachers with appropriate backgrounds who are seeking professional enrichment. The *General Psychology* emphasis requires coursework and a critical literature review thesis. It is intended for students seeking a Master's degree for academic or career development.

Application and Admission Requirements

Students seeking admission to the Master of Arts in Psychology program should first secure application materials from the Department of Psychology. Applications will be reviewed by the Graduate Committee of the Department of Psychology. Students must also apply to the Office of Admissions and Records for admission to the University; this application for general admission at the post-baccalaureate level will be processed by the University. Offers of admission by the Department are made on a quarterly basis. Deadlines are listed on informational sheets and are available from the Department, the Psychology Graduate Coordinator, and the departmental Home Page on the World Wide Web at *www.csub.edu/psychology.*

To be considered for admission to the MA program, the student must fulfill the following minimum requirements:

1. Complete these undergraduate prerequisite courses with a composite GPA of at least 3.0 and no grade lower than a "C" (2.0):
   a. Introduction to Statistical Methods in Psychological Research (PSYC 200 or MATH 140)
   b. Understanding Psychological Research (PSYC 300)
   c. At least five additional upper division courses (25 quarter units) in Psychology providing diversity of preparation, including at least one psychology laboratory course. Students may also be required to take additional undergraduate courses that are prerequisite to courses in their emphasis.

Note: CSUB course numbers are provided for reference. The Department will determine whether courses taken elsewhere meet these requirements. Students may complete these prerequisite courses within the Department while enrolled in graduate courses for which they

are eligible, although progress toward the degree will be slower. A maximum of 15 graduate units may be earned prior to admission.

2. Earn a 3.0 GPA in the last 90 quarter units of undergraduate coursework.
3. Submit GRE General Test scores. Students with scores of 1500 or higher (V+Q+A) will be given preference for admission to the program.
4. Provide three letters of recommendation attesting to capability and promise for the emphasis to which application is being made.

Admission to the *Doctoral Preparation* emphasis is limited to the number of students for whom the Department can provide appropriate research experience and is restricted to students with sufficiently strong GRE scores to predict reasonable success in obtaining admission to a doctoral program. Students should discuss their interests with a potential mentor before applying to the program.

Admission to the *Community College Teaching* emphasis is limited to the number of students for whom the Department can provide appropriate teaching experience and is restricted to students whose personal qualifications warrant placement in mentored teaching. The faculty of the Department reserve the right to admit those applicants they deem most qualified. In making this decision, the faculty may take into consideration applicants' previous training in psychology, relevant work experience, and special skills and knowledge, which provide evidence of potential. Students who do not meet minimum requirements for admission to the program may petition for an exception to the admission requirements.

Student Classification Levels

The Department of Psychology determines the student's initial classification level prior to admission as well as all subsequent changes in that level. Some 500-level and all 600-level courses are *not* available for undergraduate credit. Students enrolled in the MA in Psychology may enroll in any course on the approved Plan of Study for which they have met the prerequisite. Anyone else must obtain the instructor's permission prior to enrollment. Such students will be classified as **Postbaccalaureate.**

Conditionally Classified — Students who have completed most but not all of the requirements for admission at the classified level (see below) and show promise of success may be admitted at the conditionally classified level. Students admitted at the conditionally classified level who complete all admission requirements or alternate requirements specified in the offer of admission will be moved to the classified level but may take no more than 15 units applicable to the MA degree prior to achieving classified standing. Students at the conditionally classified level are not allowed to begin a thesis or take a comprehensive exam.

Classified — Students who meet all of the requirements for admission will be admitted at the classified level. Classified graduate students may take any graduate level course meeting the requirements of their Plan of Study as long as the appropriate prerequisites have been met.

Candidate — Classified level students will be advanced to candidate level in the term in which they intend to graduate and must have a minimum 3.0 GPA in the Plan of Study and have completed the graduation writing requirement. Students must also receive positive faculty evaluations concerning their effectiveness and responsibility in interpersonal relationships and in meeting academic and professional responsibilities.

COURSE REQUIREMENTS

Core Courses Required in All Three Emphases (15 units)

1. BEHS 500 Quantitative Methods in the Behavioral Sciences
2. PSYC 501 Advanced Research Design and Methodology in Psychology
3. PSYC 575 History and Systems in Psychology

Requirements for the *Doctoral Preparation Emphasis*

1. Approved Electives (25 units; no more than 12 units may be at the 400-level)
2. PSYC 695 Empirical Master's Thesis (5 units)

Students must complete an empirical thesis under the direction of a three-person Thesis Committee. A separate document details the thesis requirement.

Requirements for the *Community College Teaching Emphasis*

1. Approved Electives (20 units; no more than 12 units may be at the 400-level)
2. PSYC 688 Practicum in Teaching Psychology (10 units)

Note: The student must complete ten units of PSYC 688 with grades of "B" (3.0) or better under the direction of at least two Psychology faculty. No more than 10 units of PSYC 688 (and no

units of PSYC 698) may be applied toward the degree. Permission to re-enroll in this course requires successful performance in all prior enrollments. The student must develop a portfolio documenting all teaching experience and must receive certification from faculty sponsors that, across the mentored teaching situations, each of the required teaching activities has been successfully conducted. The Department maintains a list of the required teaching activities.

Part of the mentored teaching experience may be modified or waived for students who are experienced teachers. These changes must be approved by the Comprehensive Examination Committee and the Chair of the Department of Psychology.

Comprehensive Examination (0 units)

The student must pass a comprehensive examination which covers three areas of Psychology commonly taught at community colleges. The specific areas will be selected by the student from the list maintained by the Graduate Program Coordinator.

Students may select other specialty areas with the permission of the Comprehensive Examination Committee and the Graduate Program Coordinator.

Additional Requirements for the *General Psychology Emphasis*

1. Approved Electives (25 units; no more than 12 units may be at the 400-level)
2. PSYC 694 Critical Literature Review Master's Thesis (5 units)

Students must complete a critical literature review thesis under the direction of a three-person Thesis Committee. A separate document details the thesis requirement.

Finally, for the granting of any degree the California State University requires demonstration of Graduation Writing Assessment Requirement (GWAR) either by passing the university-wide GWAR examination or by achieving a grade of "C" or better in COMM 304, 306 or 311, ENGL 304, 305, or 310, HIST 300 or other courses approved by the English Department. Brochures with more information the GWAR are available in the Testing Center, the Department of English or Communications, and in all deans' offices.

Selected courses in Counseling Psychology may be appropriate for graduate degree credit. Selection must be done with permission of the Graduate Program Coordinator in accord with the individual's Plan of Study.

Advising

A student's Thesis or Comprehensive Examination Committee Chair will serve as the academic advisor. Until this person has been selected, the Graduate Program Coordinator will be the student's academic advisor. The student and academic advisor will prepare a Plan of Study and submit it for approval.

Graduation Requirements

To graduate with the MA degree, a student must meet the following requirements:

1. Complete the 45-unit program in accord with the approved Plan of Study and these requirements. Students may take no more than **10** units on a non-optional credit, no-credit basis.
2. Be in Good Standing in the MA in Psychology program. To be in Good Standing, a student must maintain at the end of each term of enrollment a cumulative GPA of 3.0 or higher in courses taken to meet degree requirements. Students not in Good Standing must formally request permission (and receive written approval) to enroll in additional graduate courses. The Psychology Graduate Committee will review the explanations and plans set forth in the petition and make a decision whether to permit continued enrollment and what conditions must be met for a return to Good Standing.
3. Be advanced to Candidate level by the Department.
4. Receive an overall GPA of 3.0 or higher for the entire 45-unit program.
5. Regardless of the number of units, no more than two courses with grades of "C+" (2.3) or "C" (2.0) may be counted toward the MA program.
6. No course with a grade lower than "C" (2.0) may be counted toward the MA program.

COURSE DESCRIPTIONS

Note: Some 500-level and all 600-level courses are *not* available for undergraduate credit. Students enrolled in the MA in Psychology may enroll in any course on the approved Plan of Study for which they have met the prerequisite. Anyone else must obtain the instructor's permission prior to enrollment.

BEHS 500 Quantitative Methods in the Behavioral Sciences (5)

An examination of the major techniques used for quantitative analysis in contemporary behavioral science, including basic tests of significance, measures of association, bivariate and multiple regression, factor analysis, analysis of variance, nonparametric statistics, and computer techniques of data compilation and analysis. Prerequisite: a college-level course in statistics. Carries credit in Anthropology, Economics, Political Science, Psychology, or Sociology. [F]

PSYC 501 Advanced Research Design and Methodology in Psychology (5)

Advanced examination of research designs and methods in psychological research. Conducting literature reviews, analyzing research studies, designing research strategies, selecting appropriate data analysis techniques, and interpreting research results. Ethical considerations in the conduct of human and animal research. Prerequisites: PSYC 300 and BEHS 500. [W]

PSYC 510 Human Development: Childhood and Adolescence (4) (Formerly PSYC 510.001)

Focus on the developmental transitions from infancy through adolescence. Topics include biological basis of development, cognitive development, emotional development, personality development, social development, agents of socialization, the role of the family in development, and cultural and environmental influences on development. Prerequisite: PSYC 310. [W]

PSYC 511 Human Development: Adulthood and Aging (4) (Formerly PSYC 510.002)

Focus on the developmental transitions throughout adulthood. Topics include psychophysiological changes, cognitive development and intellectual functioning, personality consistency and change, consistency and change in social roles, including family membership, divorce, and step-parenting, variety of lifestyles, gender and ethnic differences, and issues regarding sickness and death. Prerequisite: PSYC 310. [S]

BEHS 512 Advanced Social Psychology (5)

(For course description, see listing under "Interdisciplinary Courses.") [S-odd years]

CPSY 530 Human Sexuality (4)

Examination of the major variables affecting human sexuality. Includes the physiological, psychological, and sociocultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. Special attention to the etiology, assessment, and treatment of sexual dysfunctions and to the relationship between sexual dysfunction and intimate interpersonal relationships. *Not available for undergraduate credit.* [S]

PSYC 575 History and Systems in Psychology (5)

Historical analysis of the development of modern psychology as a science and the examination of its many strands – the evolution of research and theory, important figures and systematic positions, methods of thought and work, social and intellectual contexts – which have contributed to its pattern of development. Lectures/discussion, and special student projects. Prerequisite: Three upper division courses in Psychology. [S]

PSYC 577 Special Topics in Psychology (1-5)

Offered periodically as announced. Topics of special interest to graduates and senior students. May be repeated for different course content. Specific prerequisites will be indicated with each announced course. [F, W, S]

PSYC 602 Seminar in Organizational Psychology (5)

Examination and application of theories and concepts pertaining to the behavior of individuals in contemporary work organizations. Deals with those factors which affect the ability of individuals in contemporary work organizations. Deals with those factors which affect the ability of individuals and groups of individuals to work effectively within the structure and climate of complex organizations. Topics deal with issues associated with individual values, beliefs, attitudes, and expectations as they affect the management processes, including leadership, decision-making, and communication. Prerequisites: At least one upper division course in Psychology and MGMT 300 or permission of instructor. [Variable Quarters]

PSYC 680 Directed Graduate Research Seminar in Psychology (5)

Elaboration of principles of research design. Student conducts and writes up an individual or group study under faculty supervision. Prerequisite: PSYC 300 and consent of instructor. [Variable Quarters]

PSYC 681 Directed Graduate Research in Psychology (1-5)

Student designs and conducts a research project and writes a final report under faculty supervision. Prerequisite: consent of instructor who will serve as a sponsor, approval by chair of Department of Psychology. Offered on a credit, no-credit basis only, except for students preparing for a thesis in the MA in Psychology. [By Petition]

PSYC 688 Practicum in Teaching Psychology (3-5 units)

Theory and practice in teaching psychology for students in the MA in Psychology (Community College Teaching emphasis). Regular meetings with faculty sponsor and supervised experience which may include course and syllabus development; lecturing; tutoring; developing, administering, and scoring examinations; developing and grading paper assignments; leading discussion groups; setting up and supervising laboratories, projects, or classroom activities; and in-depth directed readings of relevant topics. Prerequisite: consent of faculty sponsor and approval by Chair of Department of Psychology. [By Petition]

PSYC 694 Critical Literature Review Master's Thesis (5)

Critical literature review in an approved area of psychology conducted under the supervision of a faculty committee. Preparation of an approved proposal, carrying out the approved library research, preparation of a final report in accord with the *Publication Manual of the American Psychological Association,* and an oral explanation and defense of the thesis. Offered on a credit, no-credit basis only. Prerequisite: limited to classified level students in the MA in Psychology (General Psychology emphasis) with the approval of the thesis committee chair and Chair of the Department of Psychology. [By Petition]

PSYC 695 Empirical Master's Thesis (5)

Empirical research in an approved area of psychology conducted under the supervision of a faculty committee. Preparation of an approved proposal, carrying out the approved empirical research, preparation of a final report in accord with the *Publication Manual of the American Psychological Association,* and an oral explanation and defense of the thesis. Offered on a credit, no-credit basis only. Prerequisite: limited to classified level students in the MA in Psychology (Doctoral Preparation emphasis) with the approval of the thesis committee chair and Chair of the Department of Psychology. [By Petition]

PSYC 698 Directed Graduate Study in the Instruction of Psychology (1-5)

Theory and method in undergraduate and graduate instruction in psychology. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, proctoring self-paced instructional units, course development, discussion group leadership, treatment simulation supervision, observing psychological test administrations, and in-depth directed readings of relevant topics. Offered on a credit, no-credit basis only. Prerequisite: consent of instructor who will serve as sponsor, and approval by Chair of Department of Psychology whose responsibility it is to monitor the appropriateness of the student's responsibilities. [By Petition]

PSYC 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. Offered on a credit, no-credit basis only. [By Petition]

PUBLIC ADMINISTRATION (MPA) AND HEALTH CARE MANAGEMENT (MSA)

Program Coordinator: R. Steven Daniels
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Faculty: S. Daniels, S. Frisch, B. J. Moore

Program Description

The Masters degrees in Public Administration and in Health Care Management (conferred as a Master's degree in Administration) offer broad programs appropriate for the individual aspiring to professional administrative positions in the public, private nonprofit, and volunteer sectors, or to the rapidly growing private, public, and nonprofit health services field. The programs are designed to develop or enhance expertise in administration, supervision, and practice. The National Association of Schools of Public Affairs and Administration (NASPAA) accredits the MPA and MSA programs.

Admission Criteria

1. Possession of a baccalaureate degree from an accredited college or university;
2. A grade point average of not less than 2.75 in all undergraduate course work or not less than 3.00 in all upper division course work;
3. Completion of the Graduation Writing Assessment Requirement (GWAR);
4. The quality of previous educational and professional experiences measured by:
   a. Biographical and career data (resumes, examples of reports, letters of recommendation, etc.), and
   b. Professional training in fields such as budgeting, management, and supervision in the public, health, or nonprofit sectors.
5. For applicants whose preparatory education is principally in a language other than English, **a TOEFL score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL exam)**.

Application and Admission

Admission to either of the programs is a two-step process. Interested students must first apply to the University. To receive application materials, prospective students should contact:

Office of Admission and Records
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Students may also apply online at the following webiste: www.csumentor.edu.

Students must indicate on their CSU Application for Graduate Admission that they are interested in the MPA program (Code 21021) or the MSA in Health Care Management (Code 12021). Admission to the University does not constitute admission to the MPA and MSA programs. Once admitted to the University, the student will be contacted by the Program Coordinator. If contact is not made soon after receiving notification of being admitted to the University, the student should immediately contact the Program Coordinator.

Student Classification

The admission standards recognize the need for different measures to establish the standard of quality between pre-service and in-service students. Final judgment on admission will be made by the department based on a combination of several of the above eligibility factors. Students who meet all four criteria can be admitted as fully classified graduate students. Students who meet all criteria except the GWAR may be admitted as conditionally classified graduate students until the GWAR is met. Students who do not meet the GPA requirements can be admitted as post-baccalaureate unclassified graduate students, but will be required to successfully complete a contract of specified courses with a "B" average.

Graduate Requirements

At least sixty (60) units of approved coursework and five (5) units of a culminating activity are required for the MPA and MSA degree programs.

Master of Public Administration (MPA)

This graduate program prepares individuals aspiring to managerial and administrative position in the public and nonprofit sectors and is geared to career preparation, enrichment, and advancement.

MPA Graduate Core (45 quarter units)

1. PPA 500 Environments of Public Administration
2. PPA 501 Analytical Methods in Administration
3. PPA 502 Program Evaluation

4. PPA 610 Public Human Resources Administration and Labor Relations
5. PPA 611 Finance and Budgeting
6. PPA 624 State, Local, and Intergovernmental Management
7. PPA 671 Graduate Survey of Public Policy and Administration
8. PPA 680 Public Management and Organizational Change
9. PPA 691 Public Policy and Analysis

MPA Electives (15 approved quarter hours)

Students in the MPA program must complete three additional approved courses at the 500- or 600-level, offered by the Department of Public Policy and Administration. Electives presented by other departments may be taken upon approval of a petition to the MPA Graduate Coordinator. Graduate students may take 400-level courses if augmented to reflect graduate credit.

Students with no experience in the public or nonprofit sector are required to take an internship or similar experience. Contact the Internship Coordinator for further information.

Culminating Activity (5 credit hours)

PPA 698 Culminating Activity – Candidates for the MPA degree must complete a culminating activity in accordance with Title V of the California Administrative Code. The purpose of this activity is to demonstrate competency acquired in the graduate program. This includes mastery of knowledge in the discipline and in the ability to use theory and method in the preparation of an applied research project. Candidates must complete PPA 691 before they may begin the culminating activity.

Master of Science in Administration – Health Care Management (MSA – HCM)

This graduate program prepares individuals aspiring to managerial and administrative positions in the public, nonprofit, and health care sectors and is geared to career preparation, enrichment, and advancement.

MSA – HCM Graduate Core (45 quarter units)

1. PPA 500 Environments of Public Administration
2. PPA 501 Analytical Methods in Administration
3. PPA 502 Program Evaluation
4. PPA 504 Contemporary Issues in Health Care Management
5. PPA 610 Public Human Resources Administration and Labor Relations
6. PPA 611 Finance and Budgeting
7. PPA 618 Health Policy and Analysis
8. PPA 680 Public Management and Organizational Change
9. PPA 689 Legal and Ethical Issues in Health Care

MSA Electives (15 approved quarter hours)

Students in the MSA program must complete three additional approved courses at the 500- or 600-level, offered by the Department of Public Policy and Administration. Electives presented by other departments may be taken upon approval of a petition to the Graduate Coordinator. Graduate students may take 400-level courses if augmented to reflect graduate credit. Students with no experience in health care management are required to take an internship or similar experience. Contact the Internship Coordinator for further information.

Culminating Activity (5 quarter hours)

PPA 698 Culminating Activity Candidates for the MSA degree must complete a culminating activity in accordance with Title V of the California Administrative Code. The purpose of this activity is to demonstrate competency acquired in the graduate program. This includes mastery of knowledge in the discipline and in the ability to use theory and method in the preparation of an applied research project. Candidates must complete PPA 618 before they may begin the culminating activity

COURSE DESCRIPTIONS

PPA 500 Environments of Public Administration (5)

This graduate seminar introduces and examines a variety of environmental forces, including social/sociological, micro/macro economics, political, constitutional/legal, that shape public administration. It discusses and analyzes the essential theories, principles, structures and trends in those areas that affect American public policy and administration, and provides a foundation for further graduate study of public administration, and provides a foundation for further graduate study of public administration. May be taken as a senior elective with department approval.

PPA 501 Analytical Methods in Administration (5)

This graduate seminar provides an introduction to applied research and basic statistical techniques for decision-making in public administration and the management of health care and nonprofit agencies. The course covers experimental, quasi-experimental and non-experimental research designs; measurement; data gathering techniques and sources, including survey research; and the evaluation and communication of research findings. The course will prepare students for options in the graduate culminating experience. May be taken as senior with the department approval. Students should have familiarity with interval level statistics.

PPA 502 Program Evaluation (5)
(Application of skills acquired in PPA 501)

This course deals with the application of research methods to the evaluation of social service programs, particularly in health and human service agencies. This form of research provides knowledge of and about services, identifies the intended and unintended consequences of service interventions, and contributes information for policy decisions. Furthermore, program evaluation is an action based form of research and, therefore, this course is designed as an action based learning experience. Prerequisite: PPA 501.

PPA 504 Contemporary Issues in Health Care Management (5)

Using case studies and class presentations, this graduate seminar introduces and examines the internal and external political, social, economic and legal forces that affect the organization of health service. It explores health care policy innovations, the application of management theory to current health services problems, and the future of health services. May be taken as a senior elective with department approval.

PPA 505 Managed Health Care (5)

As a result of political and social forces, the American health care delivery system is undergoing fundamental change; the caregivers, care, institutions and relationships between and among system components have all been altered recently. Central to understanding this change process is the concept of "managed care." This course explores the history, current impact and implications for the future of managed care. From case management issues, through operational concerns, to the policy challenges of managed competition and Medicare and Medicaid managed care. Course participants will also have the opportunity to explore and discuss the ethical dilemmas specific to a managed care environment.

PPA 515 Public Health Administration (5)

This seminar deals with the concepts, policies and practices of the field of public health, which are expressed, in the structure and process of public health programs. These are defined by geography and various levels of government. Discussions will include the evolution and development of public health services as they arose out of the gradually recognized need for community efforts to protect and promote the health of the population in a defined geographic area. This focus on the common good sets public health apart from traditional health care services primarily directed toward the individual.

PPA 519 Non-Profit Management (5)

This elective seminar will provide students with the managerial and supervisory techniques need to administer, develop and market volunteer, nonprofit, and community-based organizations that provide health and human services at the local level.

PPA 520 Grantsmanship and Financial Development

This elective seminar is designed to provide individuals with the practical skills to be a successful grant writer. Topics to be covered include: how to write successful grant proposals; gather information about potential sources (federal, state, local or foundations); evaluate your chances for success, and make agency contacts. Also, how to evaluate and develop alternative funding beyond grants, to include planned giving and fund-raising strategies.

PPA 525 Administrative Law (5)

This elective seminar surveys administrative law and government regulation, the legal functions of administrative agencies, and the legal aspects of the process by which such agencies carry out their policies. It reviews the evolution of administrative authority and Title 5 of the U.S. Code, examining delegation doctrine, rule making, enforcement, adjudication, and judicial review. While this course focuses primarily on the federal system, it also includes an orientation on the California State Administrative law system.

PPA 530 Administration in Multicultural Settings (5)

This elective seminar surveys the theory and practice of effective management in multicultural contexts. The increased presence of ethnic minorities and women within the structures of service organizations combined with increased services to multicultural communities and clients have provided challenges and opportunities to management and supervisors to reassess traditional supervisorial practices. Students will explore those facets of organizational culture, which are in this process of change.

PPA 550 The Disabled in America (5)

With an estimated 50 million disabled Americans, approximately 20 percent of the population, this course investigates the policy, bureaucratic, and organizational issues germane to people functioning with physical and mental disabilities in today's world. Issues include: understanding the medical and epidemiological dimensions of disabilities, and the impact of these dimensions in such settings as the workplace, the delivery of social services, access to public accommodations; the ability of organizations to respond to the needs of the disabled; the role that government plays in protecting the rights of the disabled. The course may focus attention on specific disabilities, such as Acquired Immunodeficiency Syndrome (AIDS) or mental illness.

PPA 571 Seminar in the Administration of Justice (5)

This elective seminar emphasizes research and field investigations of current justice administrative and policy problems, which cut across the total system. Topics may vary each quarter.

PPA 573 Emergency Management (5)

This elective seminar surveys public and private sector responses to emergencies, disasters, and crises. Private and volunteer agencies and federal, state, and local government roles are discussed. Emphasis is on public policy development and interagency/intergovernmental relations. Discussion of emergency management phases: mitigation, preparedness, response, and recovery. Consideration of: technological and man-made hazards, natural disasters, including floods, earthquakes, civil disorder and terrorism.

PPA 577 Selected Topics in Public Policy and Administration (5)

In-depth study of selected topic or topics not covered in regular courses. Topics vary each quarter; prerequisites announced for each topic. Conducted on a seminar basis.

PPA 599 Individual Graduate Study (1-5)

Supervised investigation of an approved project leading to a written report. Project selected in conference with instructor in area of major interest; regular meetings to be arranged with instructor. Department determines application and number of units. May only be used for elective credit.

Graduate: the following courses require Classified standing.

PPA 610 Public Human Resources Administration and Labor Relations (5)

This graduate core seminar provides an in-depth study of the personnel and civil service systems in the federal, state, and local governments and in nonprofit and health care organizations. Review of the methods of recruitment, promotion, discipline, and termination are explored through case studies, discussion, and simulations. Contemporary issues in collective bargaining and labor relations are extensively explored.

PPA 611 Finance and Budgeting (5)

This graduate seminar provides a survey of current public policies, principles, and issues in public and healthcare finance and budgeting. Topics may include: economic functions and economic goals of public and healthcare entities; public and healthcare fiscal policies; revenues and taxation; debt; public and healthcare budgeting trends; financial methods related to the management and control of public healthcare and human service institutions; the use of cost efficiency techniques; and the application of third party reimbursement through insurance, Medicaid and Medicare.

PPA 618 Health Policy and Analysis (5)

This MSA core seminar explores government's involvement in and regulation of health and human services emphasizing the political, environmental, economic, and social factors influencing health services planning. This integrating MSA-HCM capstone graduate seminar focuses on initiation, formulation, and implementation of health policies. Explores policy models and policy analysis purposes and methodology. Includes an overview of political, legal, economic, and social institutions and their impact on public health policy.

PPA 624 State, Local and Intergovernmental Management (5)

This seminar emphasizes state, local, and intergovernmental administration in the context of: (a) the Federal intergovernmental system; (b) the Constitutional/ legal system; (c) the political and social environments; and, (d) the nonprofit sector.

PPA 671 Graduate Survey of Public Policy and Administration (5)

This MPA graduate core seminar examines the major concepts and issues in public administration. The history and the development of the modern public service and the bureaucracy. The students will do an investigation of the role of the public sector in American society, law, economy, and current trends in the public sector. Key course areas are the national political institutions and processes, and professional standards and ethics are studied.

PPA 677 Selected Topics in Public Policy and Administration (5)

In-depth study of selected topic or topics not covered in regular courses. Topics vary each quarter; prerequisites announced for each topic.

PPA 680 Public Management and Organizational Change (5)

In this graduate core seminar, the student will critically examine organization and management concepts and behavior. Emphasis will be on exploring the dynamics of planned organizational change as well as models of organizational development in the public management context. Prerequisite: PPA 500 for MPA & PPA 504 for MSA.

PPA 689 Legal and Ethical Issues in Health Care (5)

This graduate seminar explores legal and ethical issues in health care policy and administration. The legal aspects consist of constitutional issues, laws, administrative regulations, and court interpretation. Exploration of ethical issues will include a look at moral systems, identification of ethical principles and the introduction of analytical techniques to help in choosing alternative decisions and actions. The interplay between legal and ethical elements will be emphasized.

PPA 691 Public Policy and Analysis (5)

This integrating MPA capstone graduate seminar focuses on initiation, formulation, and implementation of public policies. Explores policy models and policy analysis purposes and methodology. Selected contemporary policy areas such as energy, the environment, criminal justice, welfare, and education are explored. Includes an overview of political, legal, economic, and social institutions and their impact on public policy.

PPA 696 Internship (5)

An internship experience provides the student with an opportunity for exposure to and practical experience in the managerial setting of an organization. The student is encouraged to use the opportunity to apply knowledge acquired in the classroom and work independently on a program plan or project. While this internship is encouraged for all students, it may be required for individuals who are considered pre-service (MPA Program) or have not had supervisory experience in a health care organization (MSA-HCM Program).

PPA 698 Culminating Activity (5)

This course is a practicum, which demonstrates competency acquired in the masters programs. Each student will complete a thesis like project that requires the application of both theory and methods. This is the capstone course in both the MPA and MSA programs. It is strongly recommended that students do not enroll in other courses while taking this course. Prerequisite: PPA 691.

PPA 699 Individual Graduate Study (5)

Supervised investigation of an approved project leading to a written report. Project selected in conference with instructor in the area of major interest; regular meetings to be arranged with instructor. Department determines application and number of units.

SOCIAL WORK (MSW)

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Faculty: J. Chandy, D. Chenot, P. Henry, D. Morrison-Orton, M. Thomas, L. Etue, B. Reifel

Program Description

For more than 100 years, the profession of social work has upheld a tradition of commitment to social justice and equity, and has advocated for oppressed and vulnerable populations. Today, social workers can be seen in fields such as mental and physical health, family and child welfare, aging, corrections, juvenile justice, youth services, substance abuse and industrial social work and deal with the increasingly complex and difficult problems of our age. Poverty, homelessness, chronic mental illness, drug abuse, family violence, youth and adult criminal behavior, aging and AIDS are a few of those difficult issues that confront professional social workers in their practice.

Master of Social Work

The Master of Social Work (MSW) program provides graduate level education and prepares students for advanced social work practice. New graduates will be able to explore exciting job opportunities in direct service, management and administration, community organizations, and consultation to numerous public and private organizations. The program involves 90 quarter units of academic work including 1000 hour internship in social work agencies under qualified supervisors and a thesis or comprehensive examination. The program has two concentrations: Families and Children Services and, Health and Mental Health Services. Both full time and part time options are available.

Admission to the Program

Students to the MSW program are admitted for Fall quarter only. Admission materials will be available at the department during January of each year. Early application is encouraged. Students send the application to the Office of Admissions and Records.

Requirements for Admission

1. Possession of a Bachelors degree from a recognized college or university. For U.S degrees, this means it must be from an institution that is accredited by one of the six regional accrediting associations.
2. A cumulative undergraduate GPA of at least 2.5 (on a four point scale) or for the last 60 semester units (90 quarter units).
3. A completed University application form, which is obtainable from any CSU campus.
4. A completed departmental application.
5. Two official sealed copies of transcripts of all colleges attended.
6. A word-processed personal statement (guidelines in the application packet).
7. Three letters of reference.
8. Submission of GRE scores.
9. Application fee of $55.
10. Satisfactory completion of at least 58 quarter hours of liberal arts courses in such fields as Economics, Political Science, History, Literature, Sociology, Psychology and Philosophy.
11. A course in Human Biology.
12. Basic computer literacy including the ability to use commonly used software in word-processing and spreadsheet.
13. Graduation writing assessment requirement (this is a CSU system policy that requires all degree candidates demonstrate upper division writing competency).

Classification Levels

Conditionally Classified Level – Students who have not met one or more of the requirements 10 through 13 may be admitted as conditionally classified. Deficiencies must be rectified before enrollment in the program.

Classified Level – Students who have met all the admission requirements will be admitted at the classified level. These students may take any graduate course meeting the requirements of their Plan of Study as long as the appropriate prerequisites are met.

Advanced Standing – Applicants who have graduated with a baccalaureate degree in social work from a

program accredited by the Council on Social Work Education (CSWE) may request advanced standing. These students follow a 56 units Plan of Study involving waiver of all Foundation courses (34 units). The following additional conditions must be met for advanced standing:

1. The student must have completed Bachelor's degree in Social Work (BSW) within five years prior to admission to the graduate program.
2. The applicant must have an overall GPA of 3.0 for the baccalaureate degree.
3. All social work courses must have a grade of 3.0 or better. Courses with a grade of less than 3.0 will not be waived.
4. SW 530 Research Methods for Social Work must be tested out at 80th percentile.

International Students

In addition to meeting the requirements for admission given above, international students must take **TOEFL and have a score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL exam).**

Immigration Requirements for Licensure

On August 27, 1996, Governor Pete Wilson issued Executive Order W-135-96 which requested that the CSU and other state agencies implement "as expeditiously as reasonably practicable" the provision of The Personal Responsibility and Work Opportunity Reconciliation Act (PRAWORA) of 1996 (P.L. 104-193). The Act, also known as the Welfare Reform Act, included provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the new Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure.

Accreditation

The MSW program at CSUB has received Candidacy status from the Council on Social Work Education (CSWE), the accrediting body in Social Work. The initial accreditation is expected to be achieved by 2002, which will cover students who are admitted during Fall 2000.

Life or Work Experience

In accordance with the standards of our accrediting body, the CSWE, it is the policy of the Department not to grant academic credit for previous life or work experience at either the undergraduate or graduate level.

MSW Curriculum

MSW courses provide two levels of competencies, namely Foundation and Concentration. The following are Foundation courses:

SW 510 Social Policy and Services (5)
SW 520 Foundations of Human Behavior (5)
SW 530 Research Methods for Social Work (5)
SW 540 Generalist Social Work Practice I (5)
SW 541 Generalist Social Work Practice II (5)
SW 550 Field Practicum I (3)
SW 551 Field Practicum II (3)
SW 552 Field Practicum III (3)

Concentrations

There are two concentrations for the MSW program at CSUB: Families and Children Services, and Health and Mental Health Services. Practice courses and field practice are different for these concentrations. The following are concentration courses:

Concentration Courses in Families and Children Services

SW 610 Advanced Social Policy and Services (5)
SW 620 Advanced Human Behavior for Social Workers (5)
SW 630 Advanced Research Methods for Social Work Practice (3)
SW 640 Advanced Practice in Families and Children Services I (5)
SW 642 Advanced Practice in Families and Children Services II (5)
SW 644 Social Work Administration in Families and Children Services (5)
SW 650 Advanced Field Practicum I (3)
SW 652 Advanced Field Practicum II (3)
SW 654 Advanced Field Practicum III (3)

Concentration Courses in Health and Mental Health Services

SW 610 Advanced Social Policy and Services (5)
SW 620 Advanced Human Behavior for Social Workers (5)
SW 630 Advanced Research Methods for Social Work Practice (3)

SW 641	Advanced Practice in Health and Mental Health I (5)
SW 643	Advanced Practice in Health and Mental Health II (5)
SW 645	Social Work Administration in Health and Mental Health (5)
SW 651	Advanced Field Practicum I (3)
SW 653	Advanced Field Practicum II (3)
SW 655	Advanced Field Practicum III (3)

Elective Course Work

The MSW course of study includes 15 units of Elective courses. At least one of the electives must be chosen from the list of Diversity electives given below. These courses provide advanced knowledge about cultural and social justice issues of diversity groups such as Native Americans, African Americans, Latino Americans, Asian Americans, Women, and others. The list of Diversity electives follows:

SW 570/SOC 335	The Latino Experience in the United States (5)
SW 571/SOC 336	The Asian Experience in the United States (5)
SW 572/SOC 337	The African Experience in the United States (5)
SW 573/SOC 338	The Indigenous Experience in the Modern Americas (5)
SOC 527	Advanced Theories of Race, Nation, and Ethnicity (5)
SOC 564	Sociology of Family (5)
SOC 565	Seminar in Sexual In Equality (5)
SW 574/ANTH 370	Third World Communities (5)
SW 575/ANTH 438	The Anthropology of Women (5)

Students may take the remaining electives from other departments including Economics, Psychology, Sociology, Public Administration and Nursing. The following courses are proposed as electives:

ECON 410	International Economic Development (5)
ECON 510	Health Economics (5)
NURS 626	Introduction of Epidemiology and Care (5)
NURS 627	Health Law, Ethics and Public Policy (5)
PSYC 415	Developmental Psychopathology (5)
PSYC 418	Mental Health and Aging (5)
PSYC 432	Industrial and Organizational Psychology (5)
PSYC 510	Human Development: Childhood and Adolescence (4)
PSYC 511	Human Development: Adulthood and Aging (4)
PSYC 602	Seminar in Organizational Psychology (5)
SOC 442	Conflict Mediation and Dispute Resolution (5)
SOC 450	Contemporary Global Issues (5)
SOC 464	Family and Stress (5)
SOC 541	Complex Organizations (5)
SOC 555	Seminar on Alcohol and Drugs (5)
PPA 504	Contemporary Issues in Health Care Management (5)
PPA 505	Managed Health Care (5)
PPA 515	Public Health Administration (5)
PPA 519	Non-Profit Management (5)
PPA 520	Grantsmanship and Financial Development (5)
PPA 573	Emergency Management (5)
PPA 618	Health Services Planning and Policy (5)
EDCS 510	Developmental Counseling: Children and Adolescents (5)
EDCS 515	Developmental Counseling: Adulthood and Aging (4)

Field Practicum

Field practicum is an integral part of MSW education. It will be concurrent with the coursework. Students will spend 16 hours (two days) a week throughout the two years of study in a community agency setting under the supervision of a qualified field instructor. This amounts to a total of 960 clock hours for field practicum. Field practicum offers the students opportunity to integrate and apply theoretical knowledge to Social Work practice situations. Field practicum includes a seminar that will help the students examine the link between classroom and the practice settings as well as learn from other students' experiences. The Coordinator of Field Education will be responsible for this component of the curriculum.

Students must be prepared to travel approximately a radius of 100 miles of Bakersfield as suitable placements may not be available to all students in the city of Bakersfield. Additionally students must purchase the Field Practicum manual and the student handbook, available at the University bookstore, to learn about additional policies and procedures of field practicum.

Thesis or Comprehensive Examination

California State University system requires a culminating experience for graduate education in the form of a thesis, a project or comprehensive examination. The MSW program requires the students to choose a thesis (5-9 units) in an area of their Concentration or the Comprehensive examination (1-5 units).

Degree Requirements

The University confers the MSW degree upon fulfillment of the following requirements:

1. Completion of 90 hours of graduate credit for the regular program or 56 credit hours for the advanced standing in accordance with the Plan of Study, including at least one course (5 units) from the list of Diversity electives.
2. Completion of a Thesis or Comprehensive exam.
3. Grade point average of 3.0, or grade of "B," or better in all courses taken to satisfy the requirements for the degree as specified in each student's Plan of Study.
4. Satisfactory completion of both Field practicum.
5. Completion of 64 credits in residence for regular students and 32 for the Advanced standing students.
6. All coursework leading to MSW degree must be completed within 4 years from first enrollment.

Advancement to Graduate Candidacy

Regular MSW students may be advanced to candidacy upon completion of the Foundation curriculum and the Advanced Standing students during their second quarter of their studies. Advancement to candidacy is based upon a formal review and recommendation by the graduate program coordinator and approval by the Dean for Graduate Studies and Research. Advancement to candidacy is required prior to completion of thesis or comprehensive examination.

COURSE DESCRIPTIONS

SW 200 Social Welfare, Social Work and Social Services (5)

This course is designed to provide a beginning level of knowledge of the field of social services, current and dominant issues of social welfare, welfare state, and the nature of social work within the transaction between the individual and the environment. Knowledge and the value base of the profession of social work and the historical landmarks of its development and of social welfare will be examined. Classroom sessions, student assignments, readings and guest speakers will be used to examine what social workers do in concert with a diverse client population and the nature of their contribution to solving major social problems within our society. Prerequisite: sophomore or junior standing or permission of the instructor.

SW 510 Social Policy and Services (5)

Overall introduction to social welfare policies in relation to social work practice. Students will gain an understanding of the historical and philosophical background of social welfare policies and the social work profession. Important issues in social policy formulation and models of policy analysis will be presented. The impact of social policies on diverse populations such as ethnic minorities, children, women, the poor, and other oppressed groups will be examined. Prerequisite: admission to the program or permission of the instructor.

SW 520 Foundations of Human Behavior (5)

Review of a broad spectrum of bio-psycho-social theories of human development as they relate to families, groups, organizations, institutions and communities. Interactions of biological, social, psychological and cultural factors as they promote health and well-being during early, middle, late adulthood and old age are considered. Unique situations of diverse populations such as ethnic minorities, children, women, the poor, and other oppressed groups will be examined in the context of the social systems with which the person interacts. Prerequisite: admission to the program or permission of the instructor.

SW 530 Research Methods for Social Work (5)

Introduction to social work research methods, including research designs for both quantitative and qualitative studies. Focus on research strategies that are appropriate to clinical practice and administrative demands; responsibility for contributing to the professional body of social work knowledge; develop an ability to critically examine, interpret, and utilize research findings in relation to everyday social work practice; acquire skills in using and understanding of statistical procedures most commonly used in social work settings. Prerequisite: admission to the program or permission of the instructor.

SW 540 Generalist Social Work Practice I (5)

The assumptions, concepts, principles, and values of generalist practice examined from a cross-cultural perspective in regard to professional relationships, social work roles, treatment processes, and service delivery models with individuals, families, and groups. The course emphasizes problem solving processes including defining problems, collecting and analyzing data, planning and contracting, deciding alternative interventions, implementing, evaluating, and termination. Special issues relating to diverse populations such as ethnic minorities, children, women, the poor, and other oppressed groups will be examined. Prerequisite: admission to the program or permission of the instructor.

SW 541 Generalist Social Work Practice II (5)

Contextual framework of generalist social work practice with particular emphasis on communities and organizations as social systems. The course focuses on analysis of the community as a social system with emphasis on the dynamic aspects of community systemic interface; common strategies of producing change in community work; the nature of formal organizations as environments through which social services are provided in the community; and the knowledge and skills necessary to affect change within organizations. Prerequisites: admission to the program or permission of the instructor.

SW 550 Field Practicum I (3)

Supervised practice experience in a community social agency, selected on the basis of student's learning needs, interest and area of concentration, to provide opportunities to apply Foundation knowledge, skills, values and ethics to practice with individuals, families, groups and communities. The student will develop awareness of self in intervention, skills in applying what is learned in the classroom, written and oral professional communication, use of supervision to enhance learning and critically assess agency policy within ethical guidelines. Prerequisites: admission to the program; concurrent enrollment with SW 540.

SW 551 Field Practicum II (3)

Continuation of Field Practicum I. Prerequisites: admission to the program; SW 550.

SW 552 Field Practicum III (3)

Continuation of Field Practicum II. Prerequisites: admission to the program; SW 551.

SW 561 Social Work Practice with Gay, Lesbian, and Transgender Populations (5)

This course presents the brief modern history of gay, lesbian, bisexual, and transgendered persons. Special emphasis will be given to the bio-psycho-social-spiritual issues associated with this population and current social work trends in working with this population. Prerequisites: Graduate students in Social Work or instructor permission.

SW 562 Domestic Violence and Family Dynamics (5)

This course will examine the dynamics of domestic violence within the family with an emphasis on understanding the cycle of violence and the impact of domestic violence on women and children. This course will also focus on the bio-psycho-social-spiritual models and theoretical approaches to interventions with this population and society. Prerequisites: Graduate students in Social Work or instructor permission.

SW 563 Clinical Practice with Death and Dying (5)

This course will examine the impact of grief and loss throughout the life cycle with an emphasis on loss through terminal illness and the trauma of death. There will also be an emphasis on clinical interventions and the current theoretical perspective from a bio-psycho-social-spiritual paradigm. Prerequisites: Graduate students in Social Work or instructor permission.

SW 564 Social Work Interventions with African-American Families (5)

This course is designed to provide the student an understanding of communication, family dynamics, extended and fictive kinship impact on psychosocial service delivery within the African American family, within the context of the African American experience in the United States. Prerequisite: Graduate Students in Social Work or instructor permission.

SW 565 Family Treatment (5)

This course is designed to provide the student with an understanding of advanced specialized skills needed to work with families. The focus will be on clinical work with families emphasizing the ecosystem, strength based, and multicultural perspectives. Techniques of various family theorists as employed in the stages of family treatment will be taught in a lecture and experiential format. Prerequisite: Graduate Students in Social Work or instructor permission.

SW 566 Social Work and the Law (5)

Overview and analysis of the interaction of the social work and legal professions. Legal procedures and issues of special relevance to social work practice will be presented. Legislation and court decisions as well as pending litigation affecting the delivery of social services will be reviewed and discussed. Emphasis will be on child welfare and juvenile court issues, but topics related to homelessness, education, mental health, domestic violence and the elderly will also be examined. Prerequisite: Graduate Students in Social Work or instructor permission.

SW 610 Advanced Social Policy and Services (5)

The course prepares students to understand major services and policies relating to Families and Children Services and Health and Mental Health Services, which will serve as basis for examination of social work interventions in problem areas. Interaction between politics and legislative process in policy formulation is emphasized. International, national and state perspectives on problem areas in health care and child welfare will be examined. Prerequisite: SW 510.

SW 620 Advanced Human Behavior (5)

Understanding of theories, processes and standardized diagnostic criteria related to the development and manifestation of abnormal, deviant and dysfunctional behavior. The focus is on the biological, psychological, social and environmental forces that influence and impact upon human behavior. All ranges of behaviors with a cross-cultural perspective are examined. Specific assessment techniques including formal and informal mental status examinations, global assessment of functioning techniques and diagnostic assessment using the current edition of the Diagnostic and Statistical Manual shall be explored. Prerequisites: SW 520.

SW 630 Advanced Research Methods for Social Work Practice (5)

It is designed to provide the graduate student with adequate grounding in applied program evaluation so that she/he can knowledgeably participate in design execution and consumption of program planning, program monitoring and program assessment. This course will also facilitate the thesis requirement of the MSW students. Prerequisites: SW 530.

SW 640 Advanced Practice in Families and Children Services I (5)

The focus of this course is on the application of theories, concepts, and principles in the direct treatment of children and families. It is designed to prepare students to carry out social work roles and practice intervention skills with individuals and families across the life cycle in social agencies. The course will acquaint the student with the range of services and settings that constitute the field of practice of Families and Children. Prerequisites: SW 540 and SW 541.

SW 641 Advanced Practice in Health and Mental Health I (5)

This course is designed to provide a framework for social work practice in health care settings with special focus on physical health. The student will learn about impact of illness on human behavior and the wide range of roles and skills that social work contributes as part of a health care team. Social work practice theory and skills vital in holistic health practice will be examined including biopsychosocial assessment, interventions including discharge planning, case management, advocacy and outreach, and interdisciplinary collaboration, a range of brief therapies such as crisis, grief, and supportive counseling and medical family therapy. Prerequisites: SW 540 and SW 541.

SW 642 Advanced Practice in Families and Children Services II (5)

This is the second practice course within the Families and Children Services concentration. The focus of this course is to provide macro content in the concentration area. Specific themes of community practice in children and families, social policy development, client advocacy and practice in diverse community groups will be discussed. Prerequisite: SW 640.

SW 643 Advanced Practice in Health and Mental Health II (5)

This course is designed to provide a framework for social work practice in health care settings with special focus on mental health. The purpose of this course is to provide the practice theory base for practice in mental health. The student will learn about impact of illness on human behavior and the wide range of roles and skills that social work contributes as part of a health care team. Behavioral and mental health topics will be explored as inherent in a holistic approach to social work practice in health. Prerequisite: SW 641.

SW 644 Social Work Administration in Families and Children Services (5)

The focus of this course is management and organizational behavior within human services; leadership; decision making; conflict resolution; program and staff development; fiscal management; and, work with boards and volunteers. This course will prepare students to work more effectively and responsively within complex organizational settings and expand students' knowledge of the organizational context of social work practice, while focusing on settings that primarily serve families and children. Prerequisites: SW 640 and SW 642.

SW 645 Social Work Administration in Health and Mental Health (5)

The focus of this course is management and organizational behavior within human services; leadership; decision making; conflict resolution; program and staff development; fiscal management; work with boards and volunteers. This course will prepare students to work more effectively and responsively within complex organizational settings and expand students' knowledge of the organizational context of social work practice, while focusing on health and mental health settings. Prerequisites: SW 641 and SW 643.

SW 650 Advanced Field Practicum I (3)

Supervised practicum that engages students in supervised direct service activities in families and child welfare and provides practice experiences for application of their skills acquired in all foundation areas. The goal is to produce a professionally reflective, self-evaluating, knowledgeable and developing social worker. Students are prepared for entry into a specialized area of practice, with the ability to utilize a variety of intervention techniques in diverse settings and populations. Prerequisites: SW 640 and SW 552.

SW 651 Advanced Field Practicum I (3)

Supervised practicum that engages students in supervised direct service activities in Health and Mental Health and provides practice experiences for application of their skills acquired in all foundation areas. The goal is to produce a professionally reflective, self-evaluating, knowledgeable and developing social worker. Students are prepared for entry into a specialized area of practice, with the ability to utilize a variety of intervention techniques in diverse settings and populations. Prerequisites: SW 641 and SW 552.

SW 652 Advanced Field Practicum II (3)

Continued supervised social work practice experience in Families and Children Services in a community agency at an advanced level of practice with individuals, families, groups, organizations and communities with emphasis on cross-cultural practice. Prerequisite: SW 650.

SW 653 Advanced Field Practicum II (3)

Continuation of supervised practice experience in Health and Mental Health Services in a community social agency on an advanced level of practice with individuals, families, groups, organizations and communities with emphasis on cross-cultural practice. Prerequisites: SW 651.

SW 654 Advanced Field Practicum III (3)

Continued supervised social work practice experience in Families and Children Services in a community agency at an advanced level of practice with individuals, families, groups, organizations, and communities with emphasis on cross-cultural practice. Prerequisite: SW 652.

SW 655 Advanced Field Practicum III (3)

Continuation of supervised practice experience in Health and Mental Health Services in a community social agency on an advanced level of practice with individuals, families, groups, organizations, and communities with emphasis on cross-cultural practice. Prerequisite: SW 653.

SW 690 Comprehensive Examination (1-5)

A comprehensive written examination on all graduate coursework and/or a reading list covering major works in social work as determined by the faculty. Prerequisite: successful completion of all graduate course work.

SW 691 Thesis (5-9)

A tutorial class in which the student completes an individual research project in an advanced area of social work practice in the selected concentration which meets University thesis requirements.

SOCIOLOGY

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Program Description

The Master of Arts in Sociology program seeks to educate graduate students in the advanced study of human social relations, embedded as they are in institutional, structural, and historical patterns and trends at the global, macro, and micro levels. The program is primarily designed for working students seeking a Ph.D., career advancement, or wishing to pursue a career in community college teaching. For that reason, the program offers three options or "tracks": a Thesis Option, a Teaching Option, and a Special Project Option. The program of study is enhanced by opportunities for qualified students to work on campus as a Research Assistant in the Applied Research Center, as Teaching Assistants in the Department or in area community colleges, or work in the community via the Internship programs available.

REQUIREMENTS FOR MASTER OF ARTS IN SOCIOLOGY

The MA in Sociology program has common admission and continuation requirements for all graduate students in the program, but different requirements for course work, advancing to candidacy, and graduation, depending on the graduating option chosen by each student.

Requirements for Admission

Admission to the Master of Arts in Sociology program requires that the following basic criteria be met:

1. Baccalaureate degree.
2. GPA of 2.5 overall and 3.0 in the major and 1400 combined score in the three areas on the GRE test, with no less than 450 in any one test area.
3. A satisfactory TOEFL score (a minimum of 500) for International students.
4. In lieu of the requirements listed in item 2 above, a student may petition the Graduate Program Coordinator for an exception.

Persons seeking admission to the Master of Arts in Sociology program must:

1. Apply to the Office of Admissions and Records for admission to the University; this application for general admission at the post-baccalaureate level will be processed by the university. Applications are available in the Department of Sociology and Anthropology office, as well as the Office of Graduate Studies and Research.
   a. Admission to graduate study by the University does not constitute acceptance into the Sociology MA Program. It does, however, permit students to take courses as Unclassified post-baccalaureate students and to begin the process.
   b. Upon admission to the University, students must immediately notify the Sociology Graduate Coordinator of their intention to pursue the Sociology MA degree. The Graduate Coordinator will familiarize the student with the requirements and timetable of the Sociology MA program.
2. Apply to the department for admission to the Master of Arts in Sociology program. Applications are available in the Department of Sociology and Anthropology. The following materials must accompany the departmental application:
   a. Formal letter of intent.
   b. Three letters of reference.
   c. Example of writing ability (published paper, conference paper, term paper, etc.).
   d. Graduate Record Examination (GRE) test scores. (A student may petition the Graduate Program Coordinator for an exception.)

Once an application file is complete, the Graduate Program Coordinator, with the advice of the faculty, will consider the application and notify the candidate of his/her admission status.

STUDENT CLASSIFICATIONS

There are four classifications for students in the Sociology MA Program:

Post-Baccalaureate/Unclassified Standing

Students accepted by the university for post-baccalaureate study may take Sociology courses with approval from the instructor. These courses may be taken for personal pleasure or as a means of establishing a record in the Department of Sociology and Anthropology that will lead to Classified standing. Up to 15 400-level or 500-level units taken by the student while in this classification may be credited by the Sociology Graduate Coordinator to the student upon being admitted to the MA in Sociology Program.

Conditionally Classified Standing

Students may seek to be Conditionally Classified (a requirement for financial aid) by consulting with the Sociology Graduate Coordinator and demonstrating a commitment to work toward an MA in Sociology. Generally, students found in this classification will have applied for the Sociology MA Program and will have been admitted to the Program with conditions, such as taking certain courses or examinations. Upon completion of such conditions, students must petition the Graduate Coordinator to advance to Classified status.

Classified Standing

Students who meet the admissions requirements (above) will be admitted as Classified Graduate Students.

Advancement to Candidacy

Advancement to Candidacy requires the following:

1. Classified status.
2. Completion of 25-quarter units of graduate work applied toward the MA in Sociology, all of which are at least at the 500-level or above, with a GPA of 3.0 or better in graduate course work at CSUB.
3. A Thesis Proposal approved by the Thesis Committee and filed with the Department; or a Project Proposal approved by the student's committee and filed with the Department; or an approved proposal for the Teaching Track Option.

Graduate Advisor

It is the student's responsibility, in consultation with the appropriate faculty members, to choose a graduate advisor, choose an MA track or fields of study, and organize a thesis or examination committee leading to Advancement to Candidacy.

Academic Advising

Until an advisor is selected, the Graduate Program Coordinator will serve as interim advisor. Upon admission, however, the student should select an advisor as soon as possible. Failure to do this may result in the Graduate Program Coordinator assigning the student an advisor.

Transfer of Credit

A student may transfer up to 13-quarter units of credit from another school. A student may apply, with the approval of his/her committee, up to 10-quarter units of credit taken at CSUB while an Unclassified Graduate Student.

Continuation

Continuation in the program is dependent upon the following:

1. The maintenance of a GPA of 3.0 or higher in all graduate work at CSUB.
2. Achieving no grade less than a "C" (2.0) in any course applied to the MA in Sociology, and no more than one course with a grade of "C" (2.0) will be accepted toward the MA in Sociology.
3. Continuous enrollment (being registered for credit-bearing study for three out of four consecutive academic quarters). Students who have not completed all requirements for the thesis must register every quarter.
4. Students failing to meet these stipulations may be dropped from the program. To re-enter, a student would have to reapply to the program.
5. Prior to completion of 20 units, a student must complete the following:
   a. Select an advisor, form a committee (of at least three faculty members), and file the completed and approved "Declaration of Committee" form with the Department.
   b. File an approved "Requirements and Plan of Study" with the Department.

Graduation

Only classified students who have met the following requirements are eligible for graduation.

1. Completion of the Plan of Study.
2. GPA of 3.0 or better in graduate work at CSUB applied toward the MA in Sociology, at least a "C" (2.0) in all courses. No more than one course with a grade of "C" (2.0) will be accepted toward the MA in Sociology.
3. Completion of all culminating experience requirements as stipulated under the Thesis or Non-Thesis options, below.
4. All requirements for the MA in Sociology must be completed before the student may participate in graduation ceremonies.

MA PROGRAMS IN SOCIOLOGY

The Department of Sociology and Anthropology offers three tracks for the MA in Sociology: the Thesis Option, the Teaching Option, and the Special Project Option. Three courses are required of all Masters students (BEHS 500 Quantitative Methods in the Behavioral Sciences; BEHS 501 Advanced Research Design and Analysis; and SOC 502 Advanced Sociological Theory) with the remaining units being comprised of course work established in the Plan of Study developed by the student and his/her committee. Only five independent study units can be applied to the student's Plan of Study.

Requirements for the MA in Sociology—Thesis Option (45 Total Units)

Required Course Work (15 Units)

BEHS 500 Quantitative Methods in the Behavioral Sciences
BEHS 501 Advanced Research Design and Analysis
SOC 502 Advanced Sociological Theory

Elective Course Work (21 Units)

These units, 10 of which must be at the 500 level and the remaining at the 400 level or above, will be selected based on the advice and recommendation of the student's advisor and faculty committee.

Thesis Experience (SOC 695) (9 Units)

May be taken over several quarters and must be devoted to the following sequential activities:

1. Write and submit a thesis prospectus for Thesis Committee approval. This prospectus must include thesis objectives, proposed literature review, proposed methodology, and predicted findings.
2. Once the prospectus is approved, thesis work up to and including the successful defense of the thesis.

Requirements for the MA in Sociology—Teaching Option (50 Total Units)

Required Course Work (25 Units)

BEHS 500 Quantitative Methods in the Behavioral Sciences
BEHS 501 Advanced Research Design and Analysis
SOC 502 Advanced Sociological Theory
SOC 597 Special Issues in Teaching Sociology *
SOC 598 Directed Study in Teaching Sociology*
SOC 693 Culminating Experience in Teaching Sociology

* In collaboration with a community college in area.

In addition, all students will be required to serve as a teaching assistant for a lower division sociology class at CSUB for which they will not earn any academic credits.

Elective Coursework (25 Units)

These units, 10 of which must be at the 500-level or above, will be selected based on the advice and recommendation of the student's advisor and faculty committee.

Culminating Experience in Teaching Sociology (SOC 693) (4 Units)

Students must prepare the following:

1. Detailed syllabi for two sociology classes, one of which must be an introductory sociology class and the other a course agreed upon with the student's advisor.
2. A detailed list of books and reading materials that could be used in the two classes above.
3. A detailed outline of tests, paper topics and guidelines, homework exercises and other items by which students who are enrolled in the above mentioned classes might be evaluated.
4. A research paper on a topic of relevance to the elective class.
5. A sample class lecture on the same topic open to faculty and students-at-large.

Requirements for the MA in Sociology—Special Project Option (50 Total Units)

Required Course Work (20 units)

BEHS 500 Quantitative Methods in the Behavioral Sciences
BEHS 501 Advanced Research Design and Analysis
SOC 502 Advanced Sociological Theory
SOC 694 Culminating Experience in Special Projects

Elective Course Work (30 units)

These units, 15 of which must be at the 500-level or above, must be approved by the student's advisor and faculty committee.

Culminating Experience

There are two ways of culminating the MA in Sociology – Special Project Option, both of which occur by taking for credit, no-credit SOC 694 Culminating Experience in Special Projects, under the supervision of the student's advisor and faculty committee:

1. Agency-Based Project
   a. Submit for approval to the student's faculty committee a prospectus for the Proposed Project which shall include a description of the intended project, its objectives, methods that will be used, the scholarly literature that will be consulted, and the timetable proposed for all stages of the project.
   b. Present and defend a Final Report on the project to the student's faculty committee in a meeting open to faculty and students-at-large.

2. Mastery of Two Areas of Sociology
   a. Submit for approval to the student's faculty committee a prospectus for two area papers, which shall include the identification of the two areas of sociology the student intends to demonstrate mastery over, two lists of proposed readings, and a timetable for the preparation, writing, and submission of each area paper.
   b. Examination of student on each area by his/her faculty committee in a meeting open to the faculty and students-at-large.

COURSE DESCRIPTIONS

BEHS 500 Quantitative Methods in the Behavioral Sciences (5)

(For course description, see listing under "Interdisciplinary Courses.") [F]

BEHS 501 Advanced Research Design and Analysis (5)

(For course description, see listing under "Interdisciplinary Courses.") [W]

SOC 502 Advanced Sociological Theory (5)

Examination of current sociological theorizing, including contemporary formulations of classical theory and new theoretical innovations and applications. Introduction to theory construction and formal theoretical expressions. Prerequisite: SOC 301 or its equivalent. [S]

SOC 506 The Modern World-System (5)

Advanced seminar on the structural processes, history, current condition, and future trends of the five-century-old modern world-system. Topics include a discussion on what constitutes historical social systems, the origins and expansion of the modern world-system, cycles of hegemony and economic expansion, the core, semiperiphery and periphery, the interstate system, the interenterprise system, the global transformations of the post-world-war period, and the role and impact of the antisystemic movements over the last three centuries. [W]

BEHS 512 Advanced Social Psychology (5)

(For course description, see listing under "Interdisciplinary Courses.") [S]

SOC 524 Seminar on Deviance (5)

An in-depth examination of major theoretical positions advanced in the sociology of deviance. Emphasis is placed on the research and policy implications, which follow from these statements. Prerequisite: SOC 324. [F]

SOC 527 Advanced Theories of Race, Nation, and Ethnicity (5)

Advanced seminar on the theories of race, nation, and ethnicity, and their effectiveness in understanding the historical transformations of peoplehood in the modern world-system up to the present time. The approach will be global and interdisciplinary, comparing and contrasting selected cases. [W]

SOC 540 Social Organization (5)

Examines theories of societal organization, the major social institutions characteristic of modern societies, and the interrelationships among these institutions. [F]

SOC 541 Complex Organizations (5)

Examination of organizations which have people as their primary product. Analysis includes consideration of both formal and informal structure, the effect of the organization and its goals on both the staff and the people being served, as well as the implications for the larger society. [S]

SOC 564 Sociology of Family (5)

An analysis of the family as it appears in different social class and ethnic groups in the United States. Specific attention will be given to Latino, African-American, and Asian families. Demographic trends in household composition, divorce, remarriage, immigration, and fertility and the impact of these trends on the family will be addressed. Some consideration may also be given to family systems in other countries. The intent of the course is to provide a critical and informed look at the family and its sociological significance as a central social institution. [W]

SOC 565 Seminar in Sexual Inequality (5)

In this seminar we will explore the social organization of sex and gender, and sexual inequality, from diverse sociological and empirical perspectives. The course contents will include a variety of readings dealing with and exploring the role of women in various societies; sex and gender stratification systems; the feminization of poverty; and gender differences in personality, cognition, and emotion. Throughout the seminar, focus will be on how being a woman effects chances for survival and well-being both within the United States and cross-culturally. The seminar carries a significant reading load and students are expected to actively participate in seminar discussions.

SOC 577 Advanced Topics in Sociology (1-5)

Exploration at an advanced level of selected topics in sociology. May be repeated for different course content. [By Petition]

SOC 597 Special Issues in Teaching Sociology (1)

This is a practicum course designed to prepare students to teach sociology. Topics covered include managing large classes, facilitating small group discussions, encouraging in-class presentations, incorporating technology in the classroom, selecting films, teaching about non-western societies, and teaching sensitive topics. [By Petition]

SOC 598 Directed Study in Teaching Sociology (5)

This is a practicum course to be conducted under the supervision of a faculty mentor from a community college in CSUB's service region. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: SOC 597 and consent of instructor, who will serve as sponsor, and approval by Chair of Department of Sociology and Anthropology. [By Petition]

SOC 693 Culminating Experience in Teaching Sociology (4)

Students who have completed all other prerequisites for the MA in Sociology – Teaching Option must culminate their graduate program by taking and passing this course. Upon satisfactorily preparing, completing, and presenting the following tasks to the student's faculty committee, the student will be granted the MA in Sociology: a detailed syllabus for two sociology classes, one of which must be an introductory sociology and the other should be in a substantive area of the student's choosing; a detailed list of books and reading materials that should be used in these two classes; a detailed outline of tests, paper topics and guidelines, homework exercises and other items by which students who are enrolled in the these classes might be evaluated; a critical literature review on a topic of relevance to the elective class; and, finally, deliver a sample class lecture to the faculty committee on the same topic in a session open to faculty and students-at-large. Offered on a credit, no-credit basis only. [By Petition]

SOC 694 Culminating Experience in Special Projects (5)

Students who have completed all other prerequisites for the MA in Sociology – Special Projects Option must culminate their graduate program by taking and passing this course. There are two ways of passing this course: (a) by performing an agency-based project; or (b) by demonstrating mastery of two areas of sociology. Upon satisfactorily preparing, completing, and presenting the tasks associated with either type of special project to the student's faculty committee, the student will be granted the MA in Sociology. Offered on a credit, no-credit basis only. [By Petition]

SOC 695 Master's Thesis in Sociology (1-9)

[By Petition]

SOC 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. [By Petition]

POST-BACCALAUREATE CERTIFICATE PROGRAMS

CSUB offers the following post-baccalaureate certificate programs, all of which involve a specific set of courses at the advanced level:

- Certificate in Hydrogeology (Geology)
- Certificate in Writing (English)
- Language Development Specialist Certificate (Education)
- Resource Specialist Certificate of Competence (Education)
- Post Master's Nursing Certificate (Nursing)

Students wishing information about any of these post baccalaureate certificate programs should contact the respective programs directly.

CENTERS AND INSTITUTES

CSUB Centers and Institutes are auxiliary organizations created to encourage applied activity around particular themes and functions. The following centers and institutes conduct studies, carry out research, and provide service in particular subject matter fields.

- **Applied Research Center** (ARC) has as its primary interests to conduct applied research relevant to practical and pressing issues in the Greater Bakersfield community, Southern San Joaquin Valley, and state of California. The Center specializes in experimental designs, longitudinal studies, and evaluation research.

- **Archaeology Information Center** maintains archaeological site record information for Fresno, Kern, Kings, Madera, and Tulare counties.

- **Business Research and Education Center** is a focal point for faculty research projects, coordinated student efforts, such as internship and scholarship programs, and interactive efforts and programs between the School of Business and Public Administration and the business and government communities. It assists the local community with the practice and application of professional, ethical, and effective business activities. The Center includes the Family Business Institute, the Kern County Technology Transfer Group, the Export Facilitator Internship Program, and the Kern County Export Trade Program.

- **California Well Sample Repository** conducts and collects, classifies or processes, and stores representative samples of California rocks, including subsurface rocks from wells, investigative borings and other subsurface information. The collection is available to bona fide investigators,

- **Center for Archaeological Research** conducts archeological studies on a consulting basis to governmental and private agencies. The Center provides excellent opportunities for students to develop the skills and knowledge of Archaeology.

- **Center for Biomedical Research** support faculty engaging in research and scholarly activities in the biomedical sciences (e.g., microbiology, physiology, molecular biology, and biochemistry).

- **Center for Economic Education and Research** has the following purposes: to further the goal of economic literacy by providing in-service workshops and curriculum consultation for teachers and school districts; offering enrichment programs for teachers and special publics; sponsoring lectures and symposia; to support the goals of the Economics Department, including applied regional research and scholarly efforts; and to facilitate externally funded research and contractual work in economics and economics education.

- **Center for Environmental Studies (Facility for Animal Care and Treatment)** shall: conduct research including empirical, simulation and literature-based studies which facilitate understanding environmental issues; provide a forum for the intellectual exchange of ideas central to planning the wise use of urban, rural and wild lands; assist with activities and operations of the Environmental Studies Area (ESA); serve as an advocate for university and community awareness of environmental issues by conducting workshops and public events which focus on environmental problems; and, coordinating and disseminating information.

- **Center for Living and Learning** does research on matters related to aging; facilitates related community service programs; delivers educational programs relevant to the population of older adults in the community; and, encourages the development of interdisciplinary programs in gerontology and related subjects.

- **Center for Research in Agriculture and Biology** promotes community outreach, education and service to Kern County, especially the agricultural sector, to the mutual benefit of both local agribusiness and the University; facilitates research, scholarly activity to advance agricultural productivity, biological knowledge. The Center also serves as a vehicle for student experiential learning, by coordinating student research projects with local agricultural challenges.

- **Center for Virginia Woolf Studies** was established to further knowledge about the work of Virginia Woolf, especially her feminism and anti-fascism during the 1930s by, among other things: maintaining a website which publishes Woolf's *Reading Notes* manuscripts and provides contextual resource materials related to the online edition thereof; offering enrichment programs for scholars, students and significant segments of the public; and, sponsoring lectures, symposia and other events related to the person and work of Virginia Woolf.

- **Kegley Institute of Ethics** conducts and encourages research, promotes interdisciplinary teaching, provides in-setting consultation, and disseminate information pertaining to ethics theory and practice.

- **Politics Research Center** does research and consulting that enhance student training and faculty teaching and professional competence in the following areas; elections and participation in the United States; intergovernmental relations in the United States; fiscal and regulatory policies in the United States; international trade, commerce, and environmental issues; and, human rights issues.

- **Public Service Institute** (PSI) makes available university-based resources and expertise to public, nonprofit and health care agencies in the southern San Joaquin Valley. Specifically, PSI has a three-fold mission: to provide state-of-the-art technical, supervisory and managerial training and assistance to public and nonprofit agencies in the service area; to maintain, utilize, and advance the Meryl Ruoss International Repository of Public Administration Documents; and, to build international linkages that benefit students and practitioners.

For information on any of these and other CSUB Centers please contact the Office of Graduate Studies and Research at (661) 664-2231.

FACULTY DIRECTORY 2001-2003

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Associate Professor of English
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Chair and Professor of Communications
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Alexander, Johanna A. (1982)
Librarian
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Allen, Mary J. ..... (1972)
Director of the Faculty Teaching and Learning Center; Professor of Psychology
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Arciniega, Tomás ..... (1983)
President of the University; Professor of Education
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Attaran, Mohsen ..... (1984)
Professor of Operations Management
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Bacon, Leonard ..... (1979)
Professor of Accounting
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Bacon, Steven ..... (1994)
Assistant Professor of Psychology
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Bailey, Nancy ..... (1974)
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Barbour, Wendell ..... (1996)
Vice President for Information Resources
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Bedell, Michael ..... (1998)
Assistant Professor of Management
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Berglund, Jorgen ..... (1999)
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Bragg, C. Kaye ..... (1990)
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Brown, Keith Alan ..... (1997)
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Byrd, Gary W. ..... (1980)
Professor of Communications
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Coach of Women's Basketball; Lecturer in Physical Education
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Carlisle, Robert ..... (1987)
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Carlson, Nils ..... (1987)
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Carter, Steven M. ..... (1985)
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Carvajal, Rudy ..... (1972)
Director of Athletics
BA, MA, University of California, Berkeley

Chandy, Joseph ..... (1998)
Director of Masters in Social Work Program; Chair and Professor of Social Work
BA, MA, University of Kerala, India; PhD, University of Minnesota

Chung, Woogon ..... (2001)
Associate Professor of Computer Science
BS, Sung Kyun Kwan University, Korea; MS; PhD, Rutgers University, New Jersey

Clark, Henry ..... (1996)
Head Coach of Men's Basketball; Lecturer in Physical Education
BS, MA, Eastern Montana College

Clark, Stanley E. ..... (1972)
Professor of Political Science
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Clymer, Lorna ..... (1994)
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Cohen, David C. ..... (1973)
Professor of Psychology
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Cohn, Kim C. ..... (1972)
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Corral, Helia M. ..... (1974)
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Craig, Charles ..... (1972)
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Daniels, R. Steven ..... (2000)
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Davis, John Douglas ..... (1982)
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Deegan, Jess ..... (1993)
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Diboll, Donald ..... (1997)
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Dirkse, John P. III ..... (1980)
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Dolkart, Ronald H. ..... (1973)
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Doucet, Mary ..... (1998)
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Dutton, Melvyn L. ..... (1971)
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El-Ansary, Mohamed G. ..... (1983)
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Evans, Mark O. ..... (1978)
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Falero, Frank Jr. ..... (1972)
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Farrell, Anne ..... (1999)
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Fiedler, Joseph ..... (1989)
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Flachmann, Kim ..... (1978)
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BA, Washington University; MA, MFA, PhD, University of Oregon

Flachmann, Michael ..... (1972)
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BA, University of the South; MA, University of Virginia; PhD, University of Chicago

Flanagan, Michael ..... (1986)
Professor of Management
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Fleming, Barbara H. ..... (1978)
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Gallegos, Gene ..... (1989)
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Gove, David ..... (1989)
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BBA, MBA, Wichita State University; DBA, University of Colorado

Haas, Stephen ..... (1996)
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Haddad, Kamel ..... (1992)
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Hall, Doris ..... (1997)
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Hamann, Janet ..... (1996)
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Harrie, Jeanne ..... (1976)
Professor of European History
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Hartlep, Karen L. ..... (1976)
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Harvey, Donald F. ..... (1991)
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Hecht, Laura ..... (1996)
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BS, MA, University of Wisconsin; PhD, Indiana University

Hemphill, Brian ..... (2001)
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Heivly, Michael ..... (1975)
Professor of Studio Art
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Henry, Patricia ..... (1999)
Assistant Professor of Social Work
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Hersberger, Rodney M. ..... (1984)
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BS, MLS, Indiana University; MBA, Northern Illinois University

Hibbard, George B. ..... (1970)
Vice President for Student Affairs; Professor of Education
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Hill, Willis ..... (1973)
Associate Director of Counseling and University Ombudsman
BS, MA, California Polytechnic State University, San Luis Obispo; EdD, BringhamYoung University

Hinds, Annette ..... (1995)
Associate Professor of Biology
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Howell, Christina ..... (2000)
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Hudson, Glenda ..... (1988)
Professor of English
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Hughes, Ron ..... (1989)
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Ishida, Theodore Ken ..... (1988)
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Kebede, Alemseghed ..... (2000)
Assistant Professor of Sociology
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Kegley, Jacquelyn A. ..... (1973)
Professor of Philosophy
BA, Allegheny College; MA, Rice University; PhD, Columbia University

Kellenberger, Lon R. ..... (1971)
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Kemnitz, Carl ..... (1998)
Assistant Professor of Chemistry
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Kerr, Terrence J. ..... (1984)
Head Coach of Wrestling; Lecturer in Physical Education
BS, San Jose State University

Kerzie, Ted L. ..... (1976)
Chair and Professor of Studio Art
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Kessler, Gary E. ..... (1970)
Chair of Philosophy and Religious Studies; Professor of Religious Studies
BA, Luther College; MDiv, Luther Theological Seminary; PhD, Columbia University

Ketterl, George W. ..... (1970)
Professor of Studio Art
BS, Moorhead State College; MFA, Claremont Graduate School

Kirkland, Janice ..... (1970)
Supervising Librarian, Catalog and Periodicals (FERP)
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Kleinsasser, Jerome ..... (1972)
Professor of Musicology
BS, MA, PhD, University of Minnesota

Knapp, Shayne ..... (1999)
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Kohl, Joyce ..... (1988)
Professor of Stuido Art
BS, Empire State College; MA, California State University, Fullerton

Kohli, Vandana ..... (1991)
Chair of Liberal Studies and Associate Professor of Sociology
BA, Lucknow University, India; MA, Punjab University, India; PhD, Michigan State University

Kolb, Kimberly ..... (2000)
Assistant Professor in Biology
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Kosakowski, David C. ..... (1977)
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LaFever, Roy ..... (1996)
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Larson, Rebecca ..... (1988)
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Larson-McKay, Cary ..... (1997)
Lecturer in Child Development
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Lasseter, Victor K. ..... (1970)
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Laughner, James ..... (2000)
Assistant Professor of Secondary Education
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Leapley, Margaret J. ..... (1982)
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Lowenstein, Henry ..... (2000)
Dean of School of Business and Public Administration; Professor of Management
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Lutz, Michael ..... (2000)
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Martinez, Eugene J. ..... (1991)
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Martinez, Thomas ..... (1984)
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Chair of Sociology and Anthropology; Professor of Sociology
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Mehling, Gordon R. ..... (1974)
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Meyer, Thomas ..... (1988)
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Meyers, Christopher ..... (1986)
Professor of Philosophy
BA, University of California, Santa Cruz; MA, PhD, University of Tennessee

Mikhail, Blanche ..... (1991)
Professor of Nursing
BS, MPH, Alexandria University; DNS, Boston University

Millar, Janet ..... (1999)
Student Services Professional
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Mitchell, Steven W. ..... (1980)
Professor of Geology
BS, MS, Wayne State University; PhD, George Washington University

Moe, L. Maynard ..... (1976)
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Moody, R. Dale ..... (1970)
Professor of Education (FERP)
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Moore, B. J. ..... (1994)
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Morrison-Orton, Debra ..... (2000)
Lecturer in Social Work
BS, Kansas State University; MSW, Washington University

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Professor of Marketing
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Murphy, Cliona ..... (1990)
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BA, MA, National University of Ireland; PhD, State University of New York, Binghamton

Murphy, Ted D. ..... (1972)
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Negrini, Robert M. ..... (1985)
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Nevin, Mary Lou ..... (1992)
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Newberry, Paul ..... (1985)
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Coach and Athletic Trainer
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Noel, Richard C. ..... (1971)
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Orliski, Constance ..... (2000)
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Paris, Phillip Sanchez ..... (1982)
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Park, Eun-Ja Kim ..... (1990)
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Patten, James ..... (1982)
Associate Professor of Accounting
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Pawlowski, Merry ..... (1990)
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Peck, Roger ..... (1991)
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BA, Cameron University; MS, PhD, University of Texas

Pfettscher, Susan ..... (1998)
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Price, John ..... (1997)
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Provencio, Roberto ..... (1988)
Professor of Music
BM, University of Arizona; MM, Southwest Texas State University; DMA, University of Colorado

Raczkowski -Trigos, Sophia ..... (1992)
Assistant Professor of Mathematics
BA, University of Michigan; MA, PhD, Wesleyan University

Raupp, Carol ..... (1985)
Professor of Psychology
BS, Michigan State University; MS, PhD, Pennsylvania State University

Rector, Cherie ..... (2000)
Professor of Nursing
BS, California State University, Long Beach; MS, California State University, Fresno; PhD, University of Southern California

Rees, Mandy ..... (2000)
Assistant Professor of Performing Arts
BA, Pomona College; MFA, University of California, Davis

Reyna, Jose R. ..... (1984)
Professor of Spanish
BA, Michigan State University; MA, PhD, University of California, Los Angeles

Rienzi, Beth A. ..... (1990)
Professor of Psychology
BA, MA, California State University, Bakersfield; PhD, California School of Professional Psychology, Fresno

Rink, Oliver A. ..... (1975)
Professor of History
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Ritter, Kathleen Y. ..... (1974)
Professor of Education
BA, University of Utah; MS, EdS, Emporia State University; PhD, University of New Mexico

Roberts, Sharon K. ..... (1974)
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Robinson, Julia G. ..... (1984)
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Schmidt, Josephine A. ..... (1984)
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Sherwin, Gary H. ..... (1999)
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Silverman, Philip ..... (1971)
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Stone, Shelley C. III ..... (1983)
Professor of Art History
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Suleiman, Mahmoud F. ..... (1999)
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Suter, Steven E. ..... (1970)
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Talamantes, Jorge R. ..... (1990)
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Associate Professor of Management
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Taylor, Laird E. ..... (1973)
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Thomas, Marc P. ..... (1981)
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Trigos-Arrieta, Francisco Javier ..... (1991)
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Weber, Carlene E. ..... (1990)
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Wolfersberger, Mary Ann ..... (1994)
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Wood, Forrest G. ..... (1970)
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Yohe II, Robert ..... (1999)
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Yviricu, Jorge ..... (1981)
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Coash, John ..... (1970)
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Fujiki, Sumiko ..... (1983)
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West Health Home Care

Anderson, Carl, MSN, RN
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Ansolabehere, Marion, RN
Clinica Sierra Vista

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Bakersfield Family Medical Center

Beaty, Barbara, RN
Mercy/Memorial Home Care

Berchtold, Beth, RN
Hoffmann Specialized Home Health

Bergamo, Sherri, RN, NP
San Dimas Medical Group

Bloodgood, Joan, RN
Bakersfield City School District

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Kaiser Permanente

Brandt, Charlotte, MA, RN
Kern County Superintendent of Schools

Broughton, Sandra, RN
Mercy/Memorial Home Health

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Kern County Department of Mental Health

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Mercy Hospital Southwest

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Private Practice

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Fallgatter, Georgette, BSN, RN
Kaiser Permanente

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Hoffmann Hospice of the Valley

Frazier, Kathy, RN
Rosedale School District

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Health South/Bakersfield Regional Rehab Hospital

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California Avenue Community Health Center

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CSUB Health Services

Lowe, Brenda, MSN, RN
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Miles, Michael
Hearthstone Alzheimer Residential Care

Moyes, Dan, MS, RN, FNP-C
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Morton, Jan, RN, NP
San Dimas Medical Group

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Nelson, Kevin, PA-C, NP
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Kern County Health Department

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Tulare District Hospital

Woods, Debbie, RN
Delano School Nurse

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Private Practice

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Kern Medical Center

Berry, Martin, MD
Private Practice

Boghal, Madhu, MD
Private Practice

Brechner, Theresa, MD
Private Practice

Bustamante, Javier, MD
Private Practice

Claiborne, Ronni, MD
Private Practice

Comelli, Ruben, MD
Private Practice

Doughtery, David, MD
Mercy/Memorial Medical Association Inc.

Ferguson, William, MD
Private Practice

Flynn, George, MD
Private Practice

Frelinger, Richard, MD
Private Practice

Garcia, Antonio, MD
Private Practice

Gupta, Anil, MD
Private Practice

Herriot, Dale, MD
Private Practice

Ho, Sze, MD
Private Practice

Jothikumar, Thankaraja, MD
Private Practice

Kimpo, Joy, MD
Private Practice

Kubo, Calvin, MD
Family and General Practice

Kumar, Vinod, MD
Private Practice

Kumari, Suresh, MD
Private Practice

Madrilejo, Nelson, MD
Clinicians Medical Group

Murphy, Monica, MD
Murphy Medical Clinic

Owens, John, MD
Private Practice

Paul-Gorden, Jacqueline E., MD
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Ragland, Alan Scott, DO
Kern Medical Center

Rajguru, Sarojian, MD
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Seminario, Oscar, MD
Private Practice

Seidenstricker, Keith, MD
Sandrini Clinic

Shakespeare, Cary, MD
Women's Care Center

Shumacher, Robert, MD
Private Practice

Sorenson, Vernon, MD
Private Practice

Stewart, Dale, MD
Budget Medical Clinic

Thomas, Anthony, MD
Bakersfield Family Medical Center

Tulin, Kip, MD
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Wales, Dirk, MD
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Walker, Armi, MD
Women's Care Center

Yokoyama, Larry, MD
Clinicians Medical Group

Zahed, Farah, MD
Private Practice

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Kern High School District

Bell, Vernon
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Brummer, Steven
Chief of Police, City of Bakersfield

Burrows, Bud
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Christiansen, Karen
Principal, Liberty High School

Clark, Michal
Director, Kern Regional Center for Developmentally Disabled

DeArmond, Margaret
Coordinator, Academic Standards,
Kern County Superintendent of Schools

Gaede, June
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Garrett, Margaret
Field Experience Coordinator, Multiple Subjects
Antelope Valley

Gayles, Vivian
Principal, Liberty High School

Hacker, Kathy
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Hansen, Kathy
BTSA Coordinator
Kern County Superintendent of Schools

Hatfield, Dean
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Herndon, Janie
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Hirai, Debra
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Johnson, Nellis
Panama/Buena Vista School District

Knapp, Daniel
Superintendent, Richland-Lerdo School District

Kohn, Carol
Bakersfield City School District

Lacey, Phil
Kern High School District

Martin, Carolyn
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Greenfield Union School District

McCalley, Merry
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Kern County Superintendent of Schools

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Oliver, Larry
Stockdale High School

Olsen, Carl
Superintendent, Fruitvale School District

Payne, Jennifer
Assistant Superintendent, Fruitvale School District

Peeler, James Daniel
Assistant Superintendent, Fruitvale School District

Pierucci, Richard
Assistant Superintendent, Norris School District

Ramos, Michael
Assistant Superintendent, Bakersfield City School District

Rice, Patricia
Coordinator, Foreign Language and Bilingual Education
Kern County Superintendent of Schools

Schuetz, Jack
Kern High School District

Thompson, Joe
Principal, Foothill High School

Weigelt, Richard
Kern High School District

Williams, Nancy
Department Chair, Modern Language
Kern High School District

A

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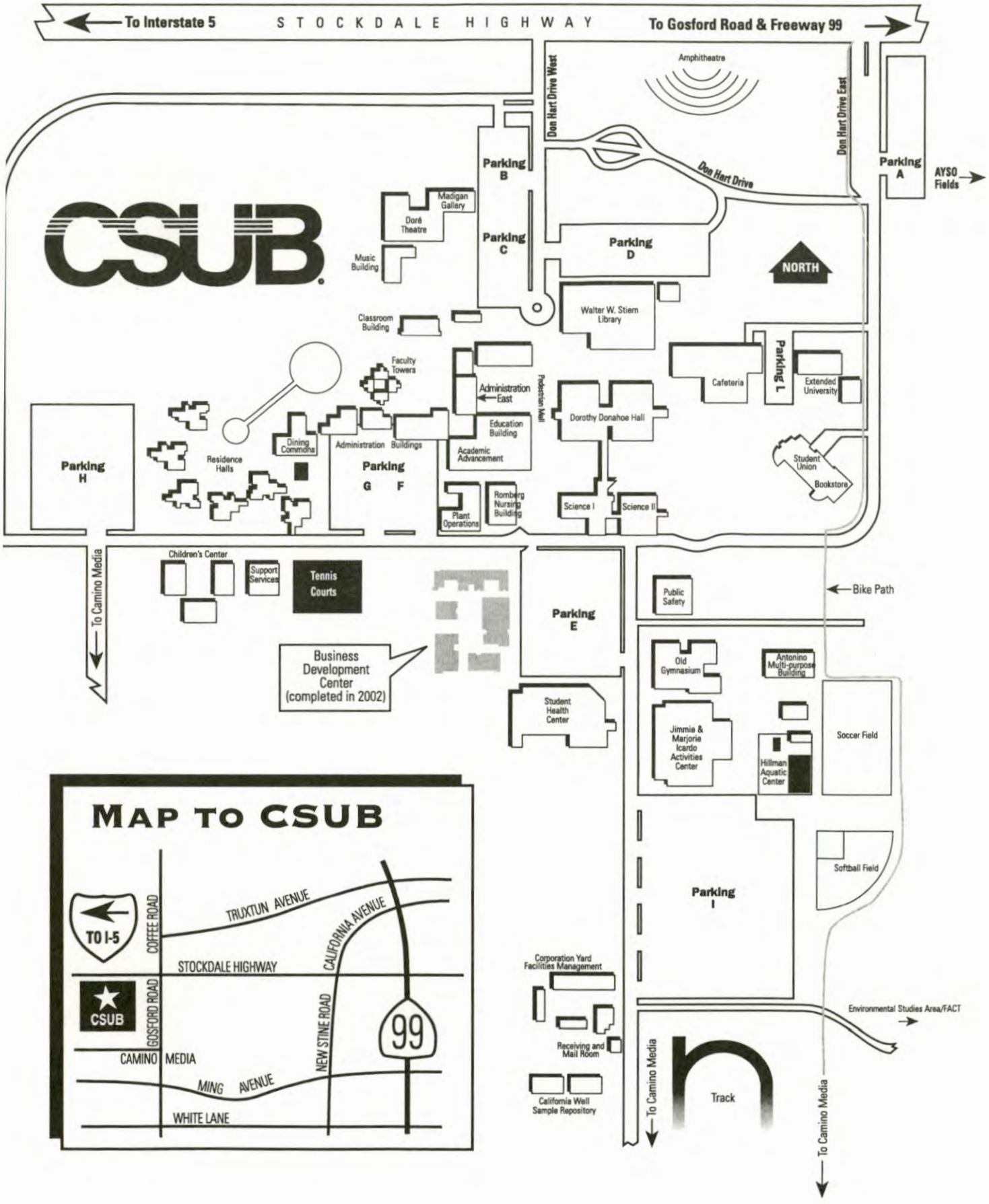
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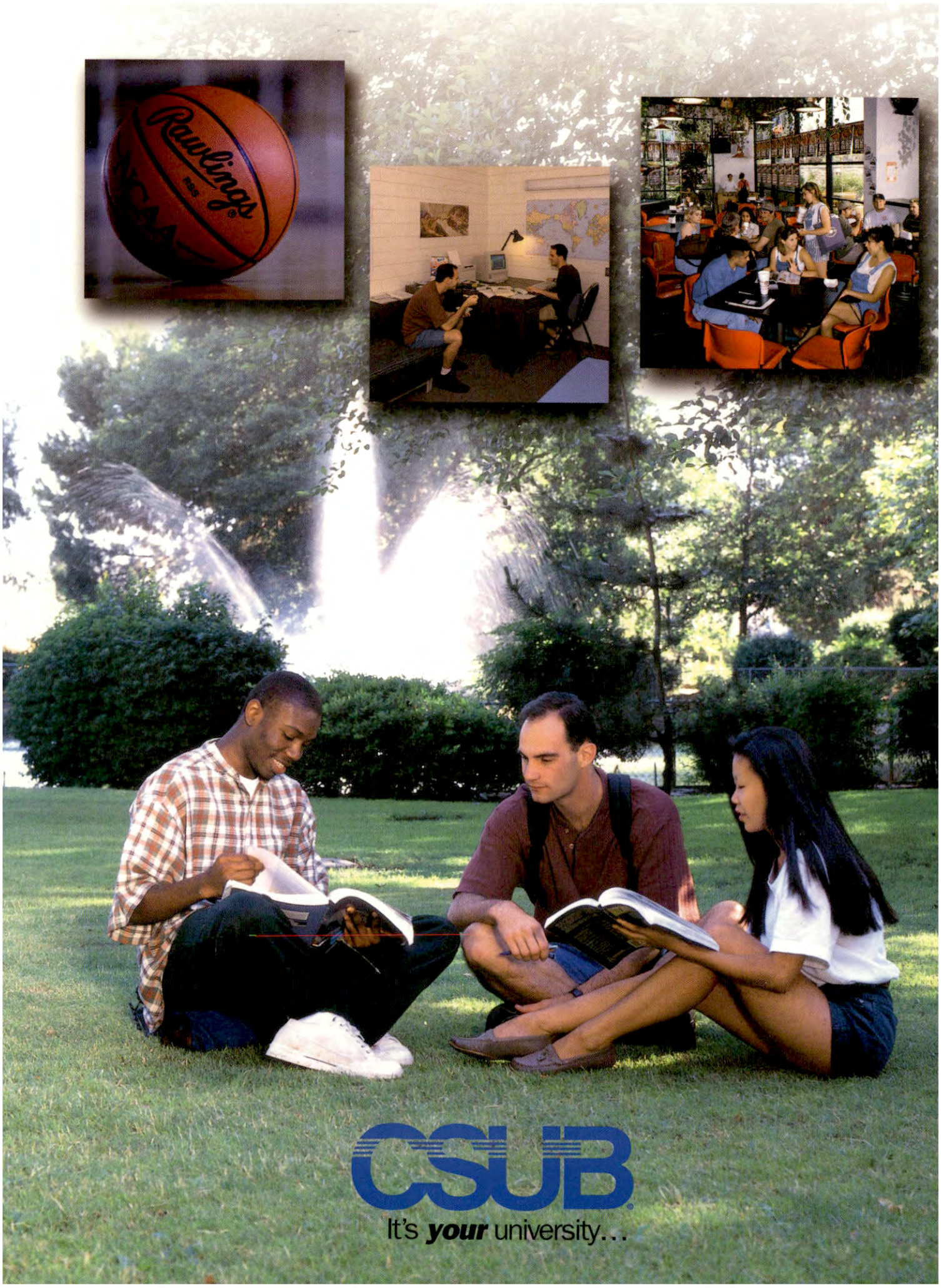
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