1997-1999 CATALOG

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CALIFORNIA STATE UNIVERSITY BAKERSFIELD

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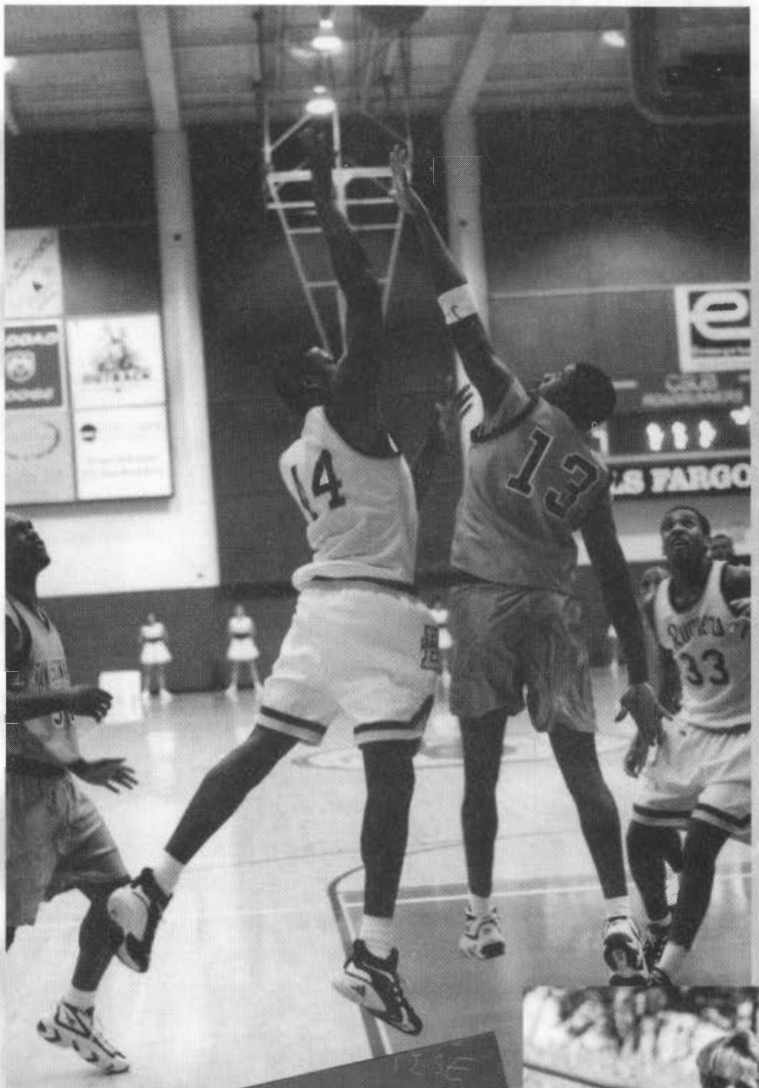
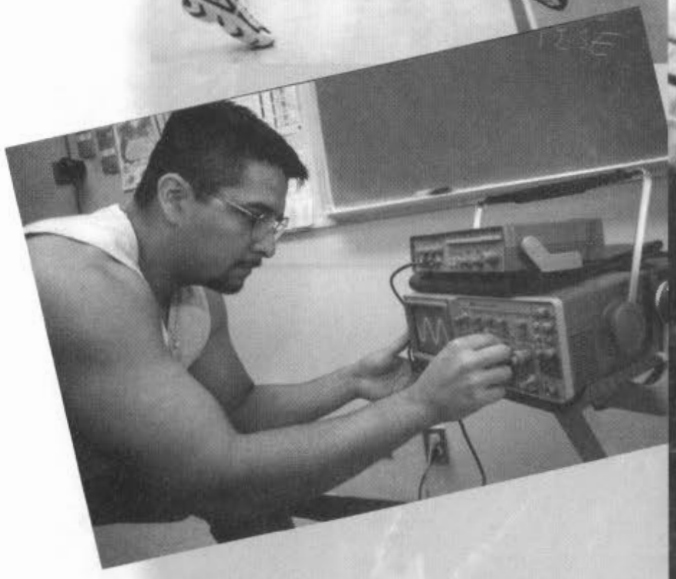
1997-1999 CATALOG





California State University, Bakersfield

A Campus of the California State University

Letter from the President . . .

Welcome to California State University, Bakersfield. I extend to you a most cordial invitation to visit our campus through the pages of this general catalog. I hope that you then will follow it up with a personal visit. Students, faculty, alumni, and staff will offer you a view of the California State University, Bakersfield they know by sharing their experiences and views of life on our campus.

Our students are the heart and soul of the University. We are singularly proud of ours. Their outstanding achievements and their scholarship are best underscored by the impressive rate at which they are admitted into post graduate programs in the most prestigious universities in the nation. Particularly noteworthy is their acceptance into top medical and law schools and into first-rate doctoral programs.

CSUB is a community of students, faculty, and staff that is extraordinarily diverse—ethnically, linguistically, culturally and socio-economically. Its diversity is reflected by the wide range in the age of our students; including significant numbers of older returning students; by students who are first-in-the-family to attend college; by international students learning about democracy and the free market—all of whom add to the fabric of our University Community and help form a tapestry of many fine threads and with their presence enrich us all.

We are dedicated to helping our students succeed, so we provide a wide range of support services, including counseling, academic advising, and financial aid services. Our Honors Program offers academic enrichment and support of high achieving students, as well as special tutorial support to students who need it. In short, we are committed to making the collegiate experience at Cal State Bakersfield a truly exceptional and rewarding one for all students.

Here at CSUB, we are proud of the close linkages we have at every level of the regional community we serve. This University plays an important and central role in the development of the entire region. This close relationship provides an interesting array of opportunities for students to become involved in collaborative efforts between CSUB and public and private local agencies. Over the years, our students have been active in the public schools, worked with small businesses to improve their operations, carried out environmental studies for new construction projects, lent support to the Battered Women's Center downtown, and assisted low-income children through churches and other civic organization—to name a few of the activities. All of these represent wonderful learning opportunities for students and add additional dimensions to their educational experiences at Cal State Bakersfield.

As we approach the new millennium with the problems and possibilities that it presents, we are deeply involved in meeting the challenges of the changing times solving the complexities of the new era. We invite you to join us in these exciting times as we strive to make these modern day complexities a part of the learning experiences of our students to prepare them better for the future. I am confident that at CSUB you will find a exceptionally rewarding collegiate experience.

I extend my warmest personal regards. I look forward to meeting and welcoming you to the Cal State Bakersfield family.

Tomás A. Arciniega

Tomás A. Arciniega, President
California State University, Bakersfield

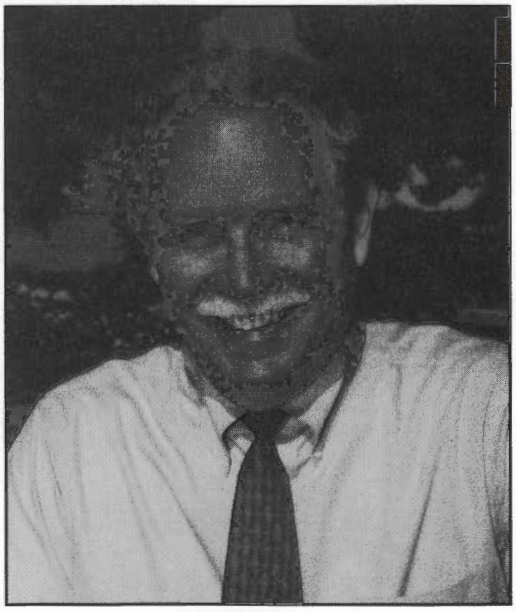


Table of Contents

4 Academic Calendar 1997/98
7 The California State University
8 CSU System Map
9 CSU Campuses
10 Trustees of the California State University
10 Office of the Chancellor

11 Campus Leadership
15 The CSUB Campus
21 Campus Phone Numbers

23 Student Opportunities and Services
24 Academic Advancement Center
25 Advising and Information Center
26 Athletics
27 Career Planning and Placement
28 The Counseling Center
29 Services For Students With Disabilities
30 Student Health Services
31 Intensive English Language Center
32 Center for International Education
33 Instructional Television Home Participation (ITV)
34 Walter W. Stiern Library
35 The Office of Student Life
36 University Outreach

37 Admission Information
38 Admission Procedures and Policies
51 Schedule of Fees, 1997-99
53 Student Services
58 Office of Financial Aid and Scholarships

65 Academic Information
91 Graduate Studies & Research
103 Extended University Division
109 Inter-School Programs/ General Studies
112 Child Development
118 Environmental Resource Management
122 Liberal Studies
128 Teacher Preparation/Subject Matter Programs

137 School of Arts & Sciences
140 Interdisciplinary Programs
148 Art
152 Biology
160 Chemistry
164 Computer Science
170 Criminal Justice
174 Economics
180 English/ Communications
196 Foreign Language
202 History
210 Math
216 Nursing
232 Performing Arts
242 Philosophy/ Religious Studies
250 Physics/Geology
262 Political Science
270 Psychology
284 Sociology/Anthropology

301 School of Business and Public Administration
308 Accounting/Finance
314 Management/Marketing
324 Master of Business Administration
328 Public Policy and Administration

337 School of Education
342 Advanced Educational Studies
360 Physical Education
366 Teacher Education

380 Faculty Directory 1997-99
393 Index

The information listed in this catalog are offered by the following academic and business units of CSUB:

School of Arts and Sciences ..... Dr. Ray Geigle, Dean
School of Business and Public Administration ..... Dr. Ron Eaves, Dean
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Division of Undergraduate Studies ..... Dr. James H. George, Jr., Dean
Student Services ..... Dr. George Hibbard

Acknowledgements:

Special thanks to the following persons/companies for their long hours and dedication in making this catalog possible:

Dr. James H. George, Jr. ..... Associate Vice President, Academic Affairs
Ms. Penny Lampkins ..... Editor
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Mr. David Koeth ..... Cover Design; Photography
Ms. Liz Snyder ..... Photography
Motion Media ..... Interior Design
Custom Printing Company ..... Printing

Academic Calendar 1997/98

Fall Quarter 1997

September 02 ..... ALL FACULTY DUE ON CAMPUS
Sep 02–05 ..... Telephone Registration for Continuing Students
September 05 ..... Orientation and Registration for New Students
September 08 ..... Registration and Class Schedule/Administrative Adjustments
September 09 ..... First Day of Classes; beginning of Late Registration
September 16 ..... Last day to Add classes; last day of Late Registration
September 16 ..... Last day to change between audit and letter grading
September 19 ..... Last day to apply for Fall Graduation
September 23 ..... Deadline to apply for refundable part of Student Services fees
September 29 ..... Census Day
September 29 ..... Last day to change between credit/no-credit and letter grading
September 29 ..... 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 13–24 ..... Academic Advising for Continuing Students
October 16 ..... Orientation and Advising for New Students
Oct 20–31 ..... Telephone Registration for Continuing Students
October 27 ..... Last day to withdraw from classes for a serious and compelling reason
Nov 03–07 ..... SOCI Week
November 11 ..... HOLIDAY - Veterans Day
November 18 ..... Last Day of Classes (Falls on a Tuesday; is a Tuesday schedule)
November 18 ..... Last day to submit completed Masters Thesis to Graduate Studies & Research
November 19 ..... Study / Reading Day
Nov 20–25 ..... Examination Period
November 26 ..... Evaluation Day
Nov 27–28 ..... HOLIDAY - Thanksgiving
December 01 ..... Grades Due

Fall Quarter Break: December 2, 1997 - January 1, 1998

Winter Quarter 1998

Dec 30–Jan 02 ..... Telephone Registration for Continuing Students
January 01 ..... **HOLIDAY** - New Year's Day
January 02 ..... ALL FACULTY DUE ON CAMPUS
January 02 ..... Orientation and Registration for New Students
January 05 ..... First Day of Classes; beginning of Late Registration
January 12 ..... Last day to Add classes; last day of Late Registration
January 12 ..... Last day to change between audit and letter grading
January 16 ..... Last day to apply for Winter Graduation
January 19 ..... **HOLIDAY** - Martin Luther King Day
January 20 ..... Deadline to apply for refundable part of Student Services fees
January 26 ..... Census Day
January 26 ..... Last day to change between credit/no-credit and letter grading
January 26 ..... 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
Feb 02–13 ..... Academic Advising for Continuing Students
February 05 ..... Orientation and Advising for New Students
Feb 09–20 ..... Telephone Registration for Continuing Students
February 16 ..... Washington's Birthday - Regular Classes Scheduled
February 23 ..... Last day to withdraw from classes for a serious and compelling reason
Mar 02–06 ..... SOCI Week
March 16 ..... Last Day of Classes (Falls on a Monday; is a Monday schedule)
March 16 ..... Last day to submit completed Masters Thesis to Graduate Studies & Research
March 17 ..... Study / Reading Day
Mar 18–21 ..... Examination Period
March 23 ..... Grades Due

Spring Break: March 24 - 29, 1998

Academic Calendar 1998

Spring Quarter 1998

Mar 24–27 ..... Telephone Registration for Continuing Students
March 30 ..... Orientation and Registration for New Students
March 30 ..... ALL FACULTY DUE ON CAMPUS
March 31 ..... First Day of Classes; beginning of Late Registration
April 07 ..... Last day to Add classes; last day of Late Registration
April 07 ..... Last day to change between audit and letter grading
April 10 ..... Last day to apply for June Commencement
April 14 ..... Deadline to apply for refundable part of Student Services fees
April 20 ..... Census Day
April 20 ..... Last day to change between credit/no-credit and letter grading
April 20 ..... 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
May 04–15 ..... Academic Advising for Continuing Students
May 11–22 ..... Telephone Registration for Continuing Students
May 18 ..... Last day to withdraw from classes for a serious and compelling reason
May 25 ..... HOLIDAY - Memorial Day
May 26 ..... Regular Classes (falls on a Tuesday; is a Monday schedule)
May 26–29 ..... SOCI Week
June 09 ..... Last Day of Classes (falls on a Tuesday; is a Tuesday schedule)
June 09 ..... Last day for completion of work by Master's Candidates to graduate in June
June 09 ..... Last day to submit completed Masters Thesis to Graduate Studies & Research
Omitted ..... Study / Reading Day
Jun 10–13 ..... Examination Period
Jun 12–13 ..... Commencement
June 15 ..... Grades Due

Summer Sessions 1998

June 12 ..... Last day to apply for Summer Session Graduation
Jun 22–Jul 31 ..... First Session
Aug 03–21 ..... Second Session

Fall Quarter 1998

September 08 ..... ALL FACULTY DUE ON CAMPUS
Sep 08–11 ..... Telephone Registration for Continuing Students
September 11 ..... Orientation and Registration for New Students
September 14 ..... Registration and Class Schedule/Administrative Adjustments
September 15 ..... First Day of Classes; beginning of Late Registration
September 22 ..... Last day to Add classes; last day of Late Registration
September 22 ..... Last day to change between audit and letter grading
September 25 ..... Last day to apply for Fall Graduation
September 29 ..... 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
Oct 19–30 ..... Academic Advising for Continuing Students
October 22 ..... Orientation and Advising for New Students
Oct 26–Nov 06 ..... Telephone Registration for Continuing Students
November 02 ..... Last day to withdraw from classes for a serious and compelling reason
Nov 09–13 ..... SOCI Week
November 11 ..... **HOLIDAY** - Veterans Day
November 24 ..... Last Day of Classes (falls on a Tuesday; is a Wednesday schedule)
November 24 ..... Last day to submit completed Masters Thesis to Graduate Studies and Research
November 25 ..... Study / Reading Day
Nov 26–27 ..... **HOLIDAY** - Thanksgiving
November 30 ..... Study / Reading Day
Dec 01–05 ..... Examination Period
December 07 ..... Grades Due

Fall Quarter Break: December 8, 1998 - January 1, 1999

Continued on next page...

Academic Calendar 1999

Winter Quarter 1999

Dec 28–31 ..... Telephone Registration for Continuing Students
January 01 ..... **HOLIDAY** - New Year's Day
January 04 ..... ALL FACULTY DUE ON CAMPUS
January 04 ..... Orientation and Registration for New Students
January 05 ..... First Day of Classes; beginning of Late Registration
January 12 ..... Last day to Add classes; last day of Late Registration
January 12 ..... Last day to change between audit and letter grading
January 15 ..... Last day to apply for Winter Graduation
January 18 ..... **HOLIDAY**–Martin Luther King Day
January 19 ..... Regular Classes (falls on a Tuesday; is a Monday schedule)
January 20 ..... Deadline to apply for refundable part of Student Services fees
January 26 ..... Census Day
January 26 ..... Last day to change between credit/no-credit and letter grading
January 26 ..... 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
Feb 01–12 ..... Academic Advising for Continuing Students
February 04 ..... Orientation and Advising for New Students
Feb 08–19 ..... Telephone Registration for Continuing Students
February 15 ..... Washington's Birthday - Regular Classes Scheduled
February 23 ..... Last day to withdraw from classes for a serious and compelling reason
Mar 01–05 ..... SOCI Week
March 16 ..... Last Day of Classes (falls on a Tuesday; is a Tuesday schedule)
March 16 ..... Last day to submit completed Masters Thesis to Graduate Studies and Research
Omitted ..... Study / Reading Day
Mar 17–20 ..... Examination Period
March 22 ..... Grades Due

Spring Break: March 23 - 28, 1999

Spring Quarter 1999

Mar 23–26 ..... Telephone Registration for Continuing Students
March 29 ..... Orientation and Registration for New Students
March 29 ..... ALL FACULTY DUE ON CAMPUS
March 30 ..... First Day of Classes; beginning of Late Registration
April 06 ..... Last day to Add classes; last day of Late Registration
April 06 ..... Last day to change between audit and letter grading
April 09 ..... Last day to apply for June Commencement
April 13 ..... Deadline to apply for refundable part of Student Services fees
April 19 ..... Census Day
April 19 ..... Last day to change between credit/no-credit and letter grading
April 19 ..... 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
May 03–14 ..... Academic Advising for Continuing Students
May 10–21 ..... Telephone Registration for Continuing Students
May 17 ..... Last day to withdraw from classes for a serious and compelling reason
May 24–28 ..... SOCI Week
May 31 ..... HOLIDAY - Memorial Day
June 1 ..... Regular Classes (falls on a Tuesday; is a Monday schedule)
June 08 ..... Last Day of Classes (falls on a Tuesday; is a Tuesday schedule)
June 08 ..... Last day for completion of work by Master's Candidates to graduate in June
June 08 ..... Last day to submit completed Masters Thesis to Graduate Studies and Research
Omitted ..... Study / Reading Day
June 09–12 ..... Examination Period
June 11–12 ..... Commencement
June 14 ..... Grades Due

Summer Sessions 1999

June 11 ..... Last day to apply for Summer Session Graduation
Jun 21–Jul 30 ..... First Session
Aug 02–20 ..... Second Session

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.

The oldest campus—San Jose State University—was founded as a Normal School in 1857 and became the first institution of public higher education in California. California State University, Monterey Bay, became the CSU's 21st campus in September 1994. The California Maritime Academy in Vallejo, founded in 1929, joined the CSU as its 22nd campus in July 1995. The CSU's 23rd campus—California State University, Channel Islands—is in the planning stage to serve students in the Ventura County region.

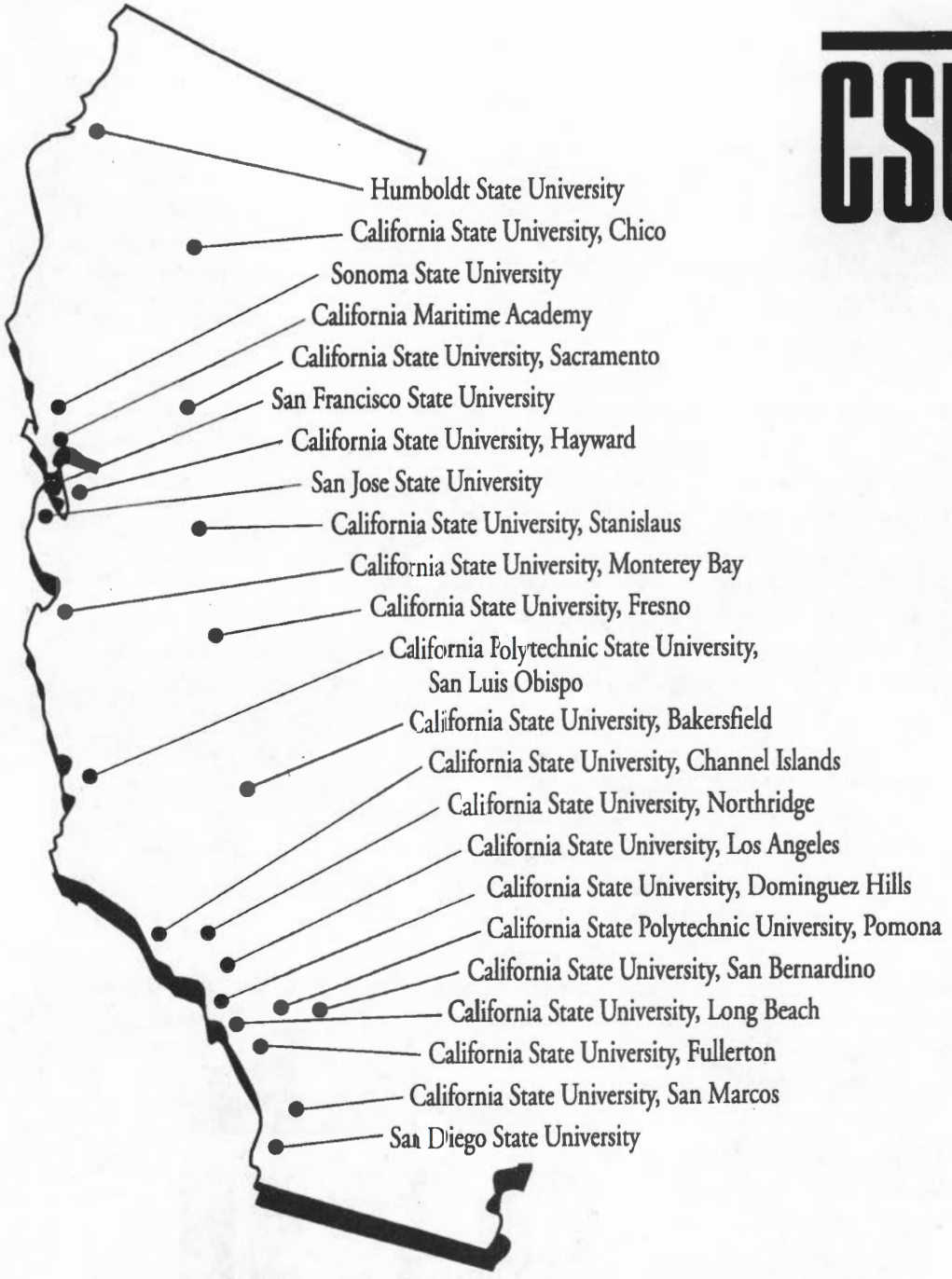
Responsibility for The California State University is vested in the Board of Trustees, consisting of ex officio members, alumni and faculty representatives, and members appointed by the Governor. The Trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, 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 1,500 bachelor's and master's degree programs in some 200 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, or by distance learning from home or work via computer or television. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

In fall 1996, the system enrolled approximately 336,000 students, taught by more than 17,000 faculty. Last year the system awarded over 50 percent of the bachelor's degrees and 30 percent of the master's degrees granted in California. More than 1.2 million persons have been graduated from the 22 campuses since 1960.



THE CALIFORNIA STATE UNIVERSITY

The Campuses in the CSU System

California State University, Bakersfield
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Los Angeles, CA 90032
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Mr. Jerry Aspland, President (Interim)
(707) 648-4200

California State University, Monterey Bay
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Seaside, CA 93955-8001
Dr. Peter P. Smith, President
(408) 582-3330

California State University, Northridge
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Northridge, CA 91330
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Pomona, CA 91768
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Dr. Ruben Armiñana, President
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California State University, Stanislaus
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Turlock, CA 95380
Dr. Marvalene Hughes, President
(209) 667-3122

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Governor of California
State Capitol, Sacramento 95814

The Honorable Gray Davis
Lieutenant Governor of California
State Capitol, Sacramento 95814

The Honorable Cruz Bustamante
Speaker of the Assembly
State Capitol, Sacramento 95814

The Honorable Delaine Eastin
State Superintendent of Public Instruction
721 Capitol Mall, Sacramento 95814

Dr. Barry Munitz
Chancellor of The California
State University
400 Golden Shore, Long Beach 90802-4275

OFFICERS OF THE TRUSTEES

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President

Ms. Martha C. Fallgatter
Chairman

William Hauck
Vice Chairman

Chancellor Barry Munitz
Secretary-Treasurer

APPOINTED TRUSTEES

Appointments are for a term of eight years, except for a student Trustee, an alumni Trustee, and a faculty Trustee, whose terms are for two years. Terms expire in the year in parentheses. Names are listed in order of appointment to the Board.

Mr. Roland E. Arnall (1998)
Ms. Martha C. Fallgatter (2003)
Mr. William D. Campbell (2003)
Mr. Ralph R. Pesquiera (2004)
Mr. Ted J. Saenger (1997)
Mr. Anthony M. Vitti (1997)
Mr. James H. Gray (1998)
Mr. Ronald L. Cedillos (1999)
Dr. Bernard Goldstein (1997)
Mr. William Hauck (2001)
Dr. Joan Otomo-Corgel (2001)
Mr. Michael D. Stennis (2000)
Mr. Stanley T. Wang (2002)
Mr. Frank Y. Wada (1997)
Mr. Ali C. Razi (2001)
Mr. Laurence K. Gould (2004)

Correspondence with Trustees should be sent:
c/o Trustees Secretariat
The California State University
400 Golden Shore, Suite 134
Long Beach, California 90802-4275

Office of the Chancellor

The California State University
400 Golden Shore
Long Beach, California 90802-4275
(562) 985-2500

Dr. Barry Munitz
Chancellor – CSU System

Ms. Molly Corbett Broad
Executive Vice Chancellor

(Vacant)
Senior Vice Chancellor, Academic Affairs

Mr. Sam Strafaci
Interim Senior Director, Human Resources

Mr. Richard West
Senior Vice Chancellor, Business
and Finance

Dr. Douglas X. Patiño
Vice Chancellor, University Advancement

Ms. Christine Helwick
General Counsel

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 1996/97 (including capital outlay funding in the amount of $150,000,000) is $1,936,061,000. However, the total cost of education for CSU is $2,522,307,000, which must provide support for a projected 255,501 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 which relate to capital outlay, the average cost of education per FTE student is $9,872. Of this amount, the average student fee support per FTE is $2,094 (The State University Fee, application fee, and nonresident tuition are included in the average costs paid by the students; individual students may pay less or more than $2,094, depending on whether they are part-time, full-time, resident, or nonresident students.)

	1996/97 Amount	Average Cost per FTE Student	%Perc.
Total Cost of Education	$2,522,307,000	$9,872	100.0
• State Appropriation*	1,786,061,000	6,990	70.8
• Student Fee Support	535,062,000	2,094	21.2
• Support from Other Sources	201,184,000	787	8.0

* Includes $10,121,000 to fund retirement rate increases during 1996/97; does include $1,761,000 reappropriated for lease bond payments.

Campus Leadership

Office of the President

Tomás A. Arciniega
President
Ph.D., University of New Mexico

Stella Chavez
Administrative Assistant to the President

Terrence Dunn
Director, Institutional Planning & Research
Ph.D., University of Illinois

Tomás Martinez
Interim Assistant to the President for Affirmative Action & Special Projects
Ph.D., University of Southern California

W. Michael Chertok
Vice President for University Advancement & Executive Director, Cal State Bakersfield Foundation
A.B., University of South Carolina

Laura Lollar Wolfe
Director of Development
B.A., University of California, Santa Barbara

Coral Webb
Foundation Manager
B.S., Fresno State University

Jill Ford
Director of Alumni Relations
M.B.A., University of New Mexico

Michael J. Stepanovich
Director of Public Relations
B.A. CSU Sacramento

Patricia Wright
Public Information Officer
A.B., University of California, Berkeley

David M. Koeth
Graphic Designer
B.F.A., The University of Akron

Instruction

Fred H. Dorer
Provost & Vice President
Ph.D., University of Washington

Wanda Lacava
Faculty Affairs Specialist & Assistant to the Provost & Vice President
M.B.A., Cal Poly Pomona

James H. George
Associate Vice President & Dean of Undergraduate Studies
Ph.D., University of Wisconsin, Madison

Ray A. Geigle
Dean, School of Arts and Sciences
Ph.D., University of Washington

Marla Iyasere
Associate Dean, School of Arts and Sciences
Ph.D., SUNY Binghamton

Ronald Eaves
Interim Dean, School of Business & Public Administration
Ph.D., UCLA

Betty Greathouse
Dean, School of Education
Ph.D., Arizona State University

Lon Kellenberger
Associate Dean, School of Education
D.Ed., University of Oregon

Selina Ganopole
Dean, Graduate Studies & Research
Ed.D., UCLA

David Ost
Dean, Extended University
Ph.D., University of Iowa

Information Services

Wendel Barbour
Vice President for Information Resources
J.D., John Marshall Law School

Rodney M. Hershberger
Director of Libraries
M.B.A., Northern Illinois University

Ronald Langley
Director, Computer and Telecommunication Services
Ph.D., University of Zagreb

Clarke Sanford
Director of Media Services
M.L.S, SUNY Albany

Business & Administrative Services

Michael A. Neal
Vice President for Business & Administrative Services
M.B.A., CSU Bakersfield

Sharon Taylor
Assistant Vice President, Fiscal & Support Services
M.B.A., CSU Bakersfield

Gary Gleed
Director of Accounting Services
M.S., CSU Bakersfield

Mike Williams
Director of Procurement & Support Services
B.S., Cal Poly San Luis Obispo

Kellie Garcia
Director of Personnel Services
M.B.A., CSU Bakersfield

Daniel E. Glines
Director of Facilities Management
M.P.A., Golden Gate University

Roland Krug
Director of Public Safety
M.S., National University, Sacramento

Student Services

George B. Hibbard
Vice President for Students Affairs
Ed.D., Michigan State University

Homer S. Montalvo
Associate Vice President for Admissions & Enrollment Services
Ed.D., University of Southern California

Vacant
Student Information Systems Administrator

Lee Adams
Division Director of Educational Support Services
M.S., CSU Bakersfield

Edward Ochoa
Admissions Counselor
M.A., CSU Bakersfield

Lynece Edwards
Director, Academic Advancement Center
B.A., CSU Bakersfield

Steve Herndon
Division Director of Financial Aid & Scholarships
Ph.D., University of California, Los Angeles

John Casdorph
Associate Director of Financial Aid
M.A., University of Missouri, Kansas City

Irma Jasso-Mendez
Scholarship Coordinator
B.A., University of California, Santa Cruz

Richard M. Swank
Division Director of University Services
Ph.D., Purdue University

Willis Hill
Associate Director of Counseling & University Ombudsman
Ed.D., Brigham Young University

Roberta L. George
Associate Director of Counseling & Director of Re-Entry
Ed.D., Brigham Young University

Diane Hendrickson
Director of Children's Center
Ed.D., University of LaVerne

Vacant
Director, Services for Students with Disabilities

William Perry
Vice President for Student Life
Ed.D., Brigham Young University

Diana Cozzi
Director of Student Activities.
M.S., Cal Poly San Luis Obispo

Robert Fallon
Director of Housing
M.A., Eastern New Mexico University

Oscar Rico
Student Health Center
Medical Director
M.D., University of Guadalajara

Jeffrey Zielinski
Physician
M.D., University of Wisconsin

Carolyn Krone
Associate Director of Student Health Services
M.S.N., CSU Bakersfield

Armanda Ghilarducci
Nurse
R.N., St Joseph's College of Nursing

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The CSUB Campus

It is especially fitting that Cal State 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.

Cal State Bakersfield strives for excellence in its three academic schools—Arts and Sciences, Business and Public Administration, and Education—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 Arts and Sciences offers general education and majors programs in all but a few of the traditional disciplines. 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 Education prepares teachers and provides state credential and postbaccalaureate programs for educators in its service area.

Cal State 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 5,500 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.

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.

Accreditation and Memberships

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 Board of 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 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 School of Arts and Sciences has established active chapters of Phi Alpha Theta the international history honor society, the Society of Sigma Xi the national honorary in the sciences, and Sigma Delta Pi the national Spanish honorary society. 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.

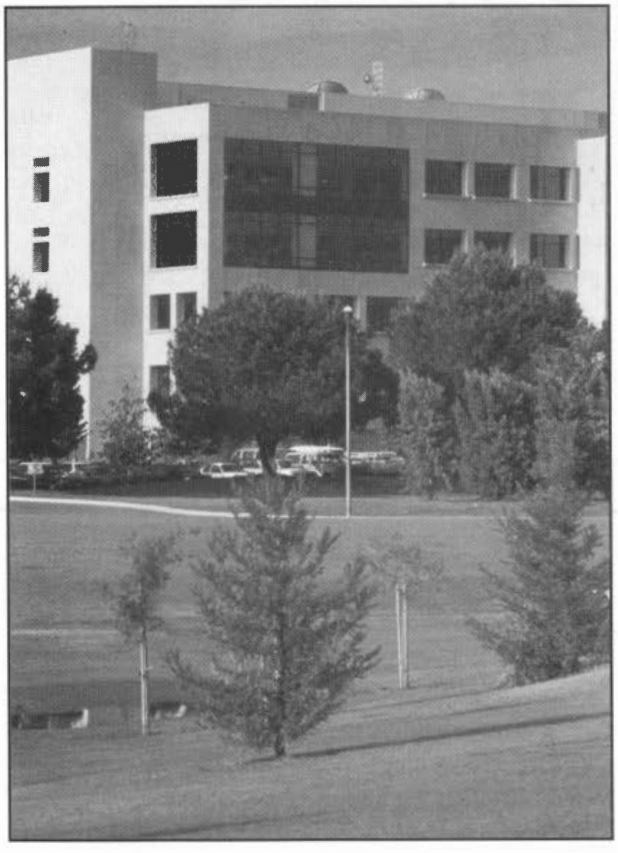
Getting To Know The Campus

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 pre-registration 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 audio-visual 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 set-up 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 audio-visual 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 ARA Services, Campus Dining Division. The Cafeteria is open Monday through Thursday 7:30 am. to 6:30 p.m. and Friday 7:30 am. to 1:30 p.m. 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.

Parking Regulations - 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

Sale of Parking Permits - 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.

Effective Parking Permit Validity - 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.

Parking Areas- 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 Space - 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 Associated Students, Inc. and the Cal State Bakersfield Foundation.

Academic and Research Centers

Cal State 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, Center for Environmental Studies and the Facility for Animal Care and Treatment, 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, and the Center for Living and Learning.

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.

ARC also operates the Geographical Information Systems (GIS) Laboratory which conducts research on a variety of spatially relevant sociodemographic phenomena. The lab is equipped with state of the art computer hardware necessary for analyzing, interpreting and predicting social trends over time and space. In addition to serving the research needs of the University faculty and Greater Kern County community, the lab provides an ideal setting for training students in GIS methodology.

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.

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.

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. lectures, and scholarly research on a wide range of economic topics.

Center for Archaeological Research

The Cultural Resource Facility (CRF) 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.

FACT

The Facility for Animal Care and Treatment 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.

The Well Sample Repository

The Well Sample Repository at Cal State 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.

The 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 realted subjects at the university.

Office or Department	Building #
Academic Advancement Center	10
Accounting Office	09
Administrative Services	09
Administration, Vice President for	09
Admissions	10
Albertson Room	39
Alumni Office	07
Amphitheater	62
Applied Research Center	32
Associated Students	53
Athletics	52
Bookstore	38
Cafeteria	38
California Well Sample Repository	58
Campus Police/Public Safety	60
Career Planning & Placement	08
Children's Center	14
Classroom Building	01
Computer Services	03
Counseling	35
Dean of Students	10
Development/Public Affairs	07
Dining Commons	23
Disability Services	10
Doré Theatre	39
Dormitories	24 — 29
Environmental Studies Area	64
Equal Opportunity Program	05
Evaluations	10
Extended University	63
Facility for Animal Care & Treatment	64
Fine Arts	2, 4, 39, 39A
Financial Aid & Scholarships	10
Foundation Offices	07
Graphic Design/Publications	07
Health Services	35
Instructional Television	43
Instructional Electronic Tech Center	43
Library	43
Madigan Art Gallery	39
Media Services	43
Nursing	31
News Bureau/Public Information	07
Orientation	35
Outreach Services	05
Payroll	08
Personnel	09
Photo ID Office	53
Planning	08
Plant Operations	37
Pool/Hillman Aquatic Center	45
Provost & VP Academic Affairs	34
President's Office	09
Print Shop	11
Procurement Office	13
Records	10
Reprographics/Word Processing	11
The Runner/Student Newspaper	36
Safe 1 Credit Union	53
School of Education	34
School of Business & Public Admin.	32
School of Arts & Sciences	32
Science Building 1	30
Science Building 2	36
Sports Information	52
STAAR Program	24
Student Activities	53
Student Union	53
Summer Sessions	63
Telecommunication	11
Testing Center	35
Undergraduate Studies	34
Veterans Affairs	10

Campus Phone Numbers

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ADM 100 664-2241

Provost & VP, Academic Affairs ..... Fred H. Dorer
EDUC 243 664-2154

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EDUC 241 664-3409

Assoc. VP/Dean,
Undergrad. Studies ..... James H. George, Jr.
EDUC 247 664-3420

Academic Scheduling ..... Margie Lynch
EDUC 240 664-3100

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

Dean, School of Arts & Sciences ..... Ray Geigle
DDH B102 664-2221

Associate Dean,
School of Arts and Sciences ..... Marla Iyasere
DDH D100 664-3337

Art Chair ..... Shelley Stone
FAC 102F 664-2283

Biology Chair ..... David Hinds
SCI 219 664-2226

Chemistry Chair ..... Melvyn Dutton
SCI 260 664-3041

Computer Science Chair ..... Laird Taylor
SCI 417 664-3197

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

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

English & Communications Chair ..... Solomon Iyasere
FAC 202B 664-2169

Foreign Languages Chair ..... Jorge Yviricu
DDH B117 664-3049

History Chair ..... Oliver Rink
FAC 301D 664-2170

Mathematics Chair ..... Laird Taylor
SCI 114C 664-3197

Nursing Chair ..... Peggy Leapley
RNEC 101A 664-3110

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

Philosophy/Religious Studies Chair ..... Christopher Meyers
FAC 103F 664-2072

Physics/Geology Chair ..... Robert Horton
SCI 357 664-3059

Political Science Chair ..... Stanley E. Clark
DDH B113 664-2353

Psychology Chair ..... Richard Noel
DDH D103 664-3467

Sociology/Anthropology Chair ..... Mark Q. Sutton
DDH BB206 664-3153

Dean, School of Business & Public Admin.
DDH A100 664-2157

Accounting Chair ..... Robert Fletcher
DDH A117 664-2328

Finance Chair ..... Robert Fletcher
DDH A117 664-2328

Management Chair ..... Curt Stiles
DDH C117 664-3087

Marketing Chair ..... Curt Stiles
DDH C117 664-3087

Public Policy & Administration Chair ..... James Slack
DDH C103 664-2318

Dean, School of Education ..... Betty Greathouse
EDUC 124 664-2219

Assoc. Dean, School of Education ..... Lon Kellenberger
EDUC 124A 664-3066

Physical Education Chair ..... Nancy Bailey
EDUC 140 664-2348

Advanced Educational Studies Chair ..... Louis Wildman
EDUC 237 664-3047

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

Counseling Coordinator ..... Nils Carlson
EDUC 224 664-3137

Early Childhood Coordinator ..... Juan Morales-Flores
EDUC 216 664-2274

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

Special Education Coordinator ..... Eun-Ja Kim Park
EDUC 219 664-3140

Graduate Studies Coordinator ..... Dianne Turner
EDUC 145 664-2422

Teacher Education Chair ..... Ray Brie
EDUC 115 664-3164

Curriculum/Instruction Coordinator ..... Dale Moody
EDUC 138 664-2271

Elem. Educ. Field Experience Coordinator .. Mary Lou Nevin
EDUC 111 664-3002

Elementary Education Director ..... Ron Hughes
EDUC 109 664-3471

Literacy Coordinator ..... Marilyn Saunders
EDUC 117 664-2095

Secondary Field Experience Coordinator ..... Patricia Folkerth
EDUC 143 664-2234

Secondary Education Director ..... Barbara Schaudt
EDUC 118 664-2377

Child Development Coordinator ..... Lon Kellenberger
EDUC 124A 664-3066

Mini-Corps Program Coordinator ..... Maria Lourdes Lule
MB4 417 664-3379

Dean, Graduate Studies
& Research ..... Selina Ganopole
DDH C100 664-2231

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

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

Director, Libraries ..... Rodney Hersberger
LIB 148 664-3042

Director, Inst. Telecomm. & Media Services ... Clarke Sanford
LIB 105 664-2393

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

Asst. VP, Fiscal Services ..... Sharon Taylor
ADM 102 664-2216

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

Director, Public Safety ..... Roland Krug
Public Safety 664-2111

Foundation Executive Director
Student Center 664-2252

VP, Student Services ..... George B. Hibbard
SADM 101 664-2161

Assoc. VP, Admissions & Enrollment Services ..... Homer Montalvo
SADM 107 664-2160

Registrar
SADM 112 ..... 664-2147/2123

Division Director, University Services ..... Richard Swank
Health Center 664-3377

Assoc. Director, Counseling & Ombudsman ..... Willis Hill
Health Center 664-3366

Assoc. Dir., Counseling & Dir. of Re-Entry .... Roberta George
Health Center 664-3366

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

Director of Disabled Services ..... Tim Bohan
SADM 145 664-3360

Director, Health Services ..... Oscar Rico
Health Center 664-2394

Asst. VP, Student Life ..... William Perry
AA 106A 664-3035

Career Advisor ..... Priscilla Frye
AA 102A 664-3034

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

Director, Student Activities ..... Diana Cozzi
Student Union 664-3091

Assoc. Dean, Educational Support Services ..... Lee Adams
SADM 107 664-2276

Director, Academic Advancement Center ..... Lynece Edwards
SADM 132 664-3124

Director, STAAR Prog. and Talent Search ..... Donald Towns
Lorien 304 664-2281

Assoc. Dean, Fin. Aid & Scholarships ..... Steve Herndon
SADM 120 664-3016

Assoc. Director, Fin. Aid ..... John Casdorph
SADM 114 664-3016

Coun. & FWS Coordinator, Fin. Aid ..... John Downs
SADM 114 664-3016

FFELP Coordinator, Fin. Aid ..... Leonard Gonzales
SADM 114 664-3016

Coun. & Scholarship Coord., Fin. Aid ..... Irma Jasso-Mendez
SADM 114 664-3016

Coun. & Asst. FFELP Coord., Fin. Aid ..... Maxine Waitley
SADM 114 664-3016

Coun., Financial Aid ..... Rayanne Braun
SADM 114 664-3016

Technician, Financial Aid ..... Patricia Quijada
SADM 114 664-3016

Scholarship/Financial Aid Technician ..... Ron Radney
SADM 114 664-3016

Dean, Extended University & Regional Programs ..... David Ost
MB 320 664-2441

The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The *CSUB Class Schedule* is published quarterly and is available through the campus bookstore. Students should refer to the *Class Schedule* for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.

Student Opportunities and Services

Academic Advancement Center

If a student has several academic needs but the time to visit just one office, the Academic Advancement Center is the place to visit. The AAC provides a wide but thorough array of academic support services from tutoring to personal counseling. By visiting the AAC, students find a wide array of services and avoid the hassle of a campus "run around" which plagues so many new students.

The AAC staff is professional and well informed yet down-to-earth and easy to relate to as a student. It provides several personal-help services which include: academic advising to help plan your next courses; academic intervention assistance to help you stay afloat mid-quarter; short-term personal counseling; and assistance with financial aids and housing difficulties.

Academic Advising — Several staff members are on call to help students with academic advising. Planning each academic quarter can prove a daunting task to a student that does not know the university system well, but by visiting the AAC, your planning needs are assisted. Through professional, full-time staff members and several student peer advisors, the planning of your schedule can be well-informed and easy.

Tutoring Program — The Academic Advancement Center offers tutoring for most lower and upper division general education courses. Also, tutoring in basic English courses, cognates for business majors, and the pre-requisites for nursing is offered if the need is ascertained at the beginning of the quarter. Tutoring in these courses is often free or at a minimal price for all CSUB students. For other courses, the AAC can refer you to a qualified list of private tutors with which you can make personal arrangements with you for private tutoring.

Target Courses Program — Every quarter, the AAC selects roughly ten courses which prove particularly difficult for students and fill an important general education goal. In an effort to improve academic performance, the AAC provides skilled tutors for these "Target Courses." Target Tutors sit through class lectures with students to help to give tutoring which covers specific information covered by that class' professor. These courses include basic Philosophy, Math, Geology, Biology, Sociology, History, and others. In-class Target Tutors are still students themselves and can provide you with great help in improving your scholastic performance.

Academic Support Courses — Several courses are offered by the Academic Advancement Center on a regular basis. The intention of these courses is to help students to become better students and adapt to the new mindset often associated with being a college student. AAC support courses include Becoming a Master Student, Thinking Critically, CSUB Orientation, and Advancing Academic Confidence. Such courses coupled with the other services of the AAC make it the ideal place for a troubled student to come to find friendly assistance in a troubled time.

Advising and Information Center

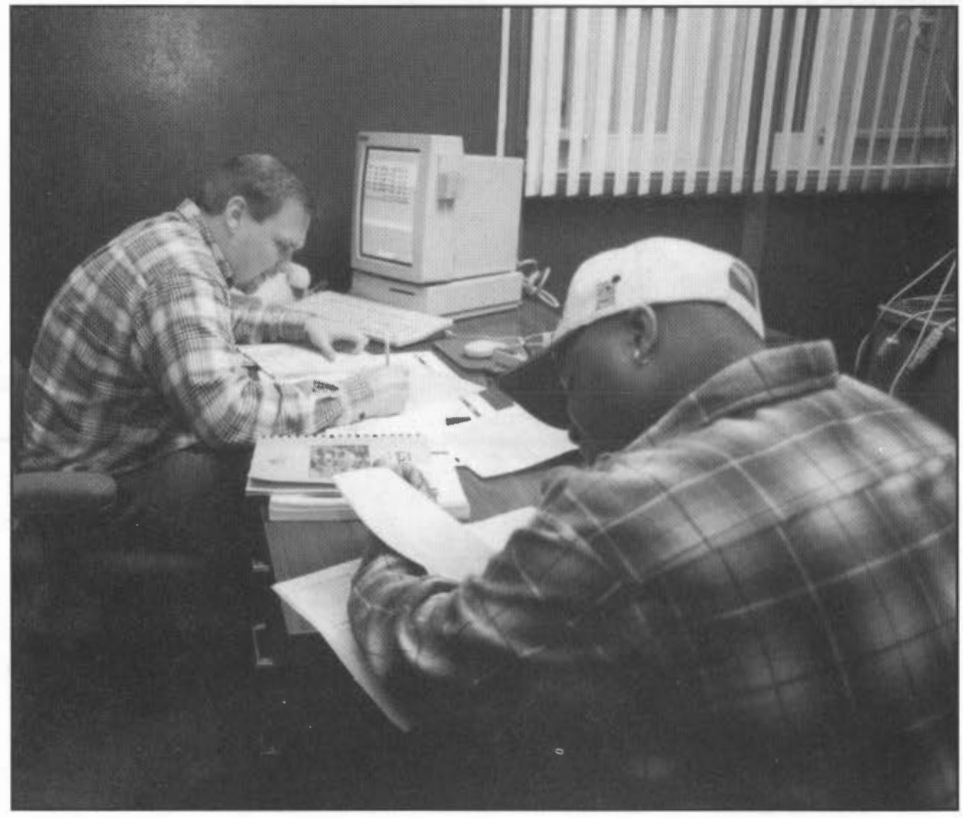
An individual experienced in the *do's and don'ts* of any campus may be a student's best friend when it comes time for quarterly registration questions. The Advising and Information Center of CSUB tries to provide such a relationship on a professional level. Whether taking your first steps on the CSUB campus or preparing for final graduation, the Advising Center can help you with the answers to many academic questions.

First, the Advising Center helps students with an undeclared major become knowledgeable in any area of study that proves interesting. By exploring all avenues of scholarship, appropriate minors and majors are chosen more easily. Also, the Advising Center can help students with particular difficulties they are having in understanding the requirements for a particular major. Every department has different requirements you must fulfill for your degree, and the Advising Center staff can help you discover these requirements in advance.

The Advising Center provides information for:

- Planning your quarterly class schedule;
- General Education requirements (the thirteen goals);
- Change of Major
- Current status of your degree program
- Application for final graduation.

What is Academic Advising — Each undergraduate student is expected to consult with his or her advisor at least once every quarter. The advising period is typically two weeks long, and in this time students must make an appointment with a staff member or faculty to plan out their next quarter. In fact, freshmen students are required to see an advisor before even allowed to register for classes. With the Advising Center in place, such advising becomes easy. The Center's staff is always there, even outside of the two week advising period, to help you through the often complex planning process of your academic career.



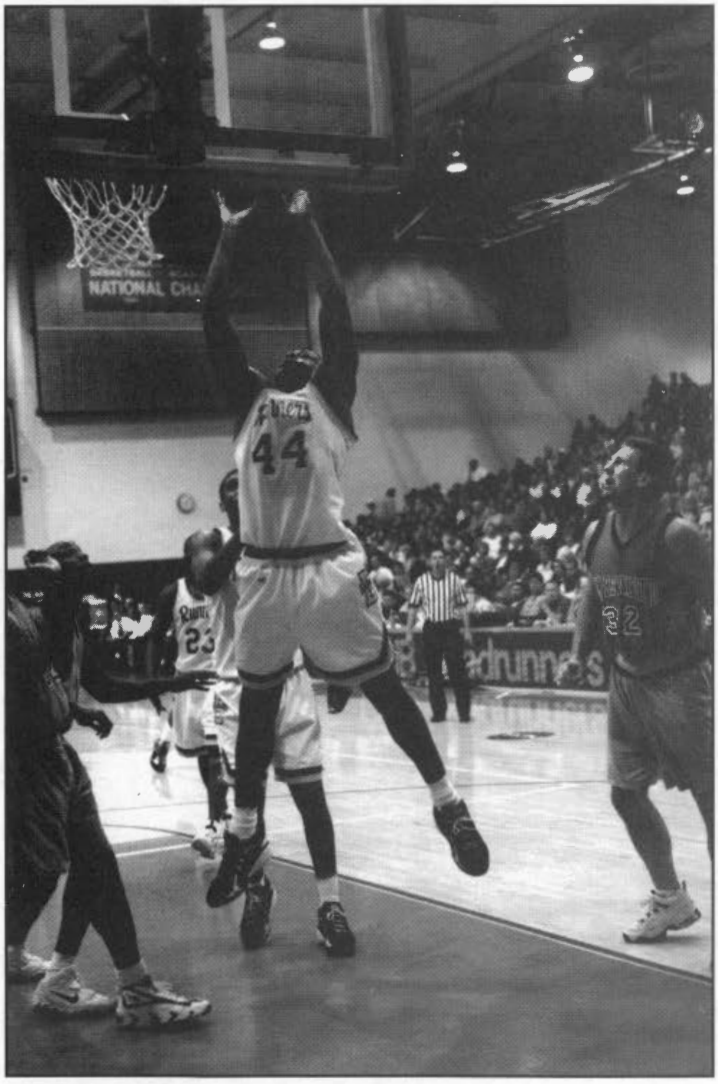
Advising Center Staff — CSUB's advising system is designed to insure that all students obtain the information they need to meet their educational objectives. The Advising Center has a staff of academic counselors which can help you do just that. By appointment or on a walk-in basis, you can meet with an academic counselor to discuss your registration and quarterly goals. Many of the counselor are CSUB graduates themselves, so their knowledge of campus requirements is thorough. There are also student peer counselors available for such meetings; they are CSUB students themselves and can help you by providing personal examples and experiences. Both types of staff member are willing and able to help you set up your academic schedule in a way that will be beneficial to your personal lifestyle.

Athletics

For those interested in college athletics, the CSUB Roadrunners are definitely among the best. CSUB teams have captured 23 National Championships in the last 21 years, a record unmatched at any NCAA level. With teams in 12 different sports including men's basketball, men's golf, soccer, softball, swimming, women's tennis, track and field, women's volleyball, and wrestling, we are sure to offer you the competition you are interested in. By regularly earning conference titles and personal coach and athlete awards, Roadrunner Athletics continues to prove itself among the best.

Also, with programs and coaches that are equally interested in both academic and athletic performances, CSUB has some of the best athletic minds in the nation. Fifty CSUB athletes earned All-America honors in the 1995-96 school year, and traditions such as this continue every year. Athletic students are given personal and academic advice by both coaches and special athletic advisors who will help them be at the top of their game in every aspect of college life.

Accomplishments — Those attending CSUB are given a chance to participate in and/or watch the exiting athletic seasons which have included the following highlights:



Basketball:
- 3 NCAA Championships
- 8 Final Four Appearances
- 4 All-Americans

Soccer:
- 4 NCAA Appearances
- 5 All-Americans

Softball:
- 3 NCAA Championships
- 7 NCAA Appearances
- 4 All-Americans

Swimming:
- 8 NCAA Championships
- 77 National Champions
- 3 Olympians
- 200+ All-Americans

Women's Tennis:
- 16 NCAA Appearances
- 4 National Champions
- 18 All-Americans

Track and Field:
- 16 National Champions
- 6 Olympic Qualifiers
- 175 All-Americans

Volleyball:
- 1 National Championship
- 9 NCAA Appearances
- 19 all-Americans

Wrestling:
- 8 NCAA Championships
- 39 NCAA Champions
- 5 Olympians
- 125+ All-Americans

Career Planning and Placement

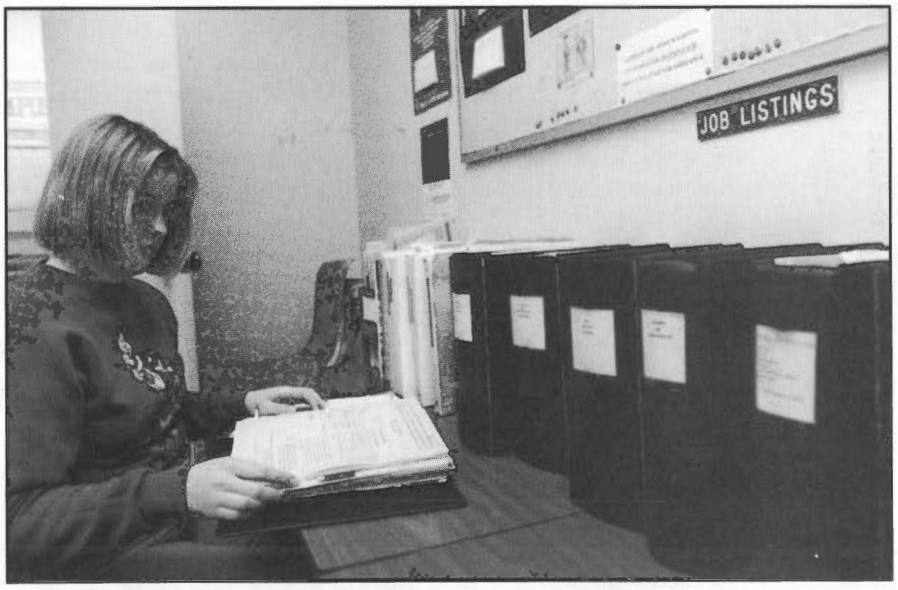
For many young minds, one of the more rigorous parts of a college education is finding a job to see them through to graduation. Solutions and assistance are offered through CSUB's Career Planning and Placement program. Career Planning and Placement helps you, the student, by providing long-range career planning, placement in part-time and summer jobs, an extensive career library used for student employment/career research, and knowledgeable career counselors. Furthermore, CSUB alumni are extended placement opportunities in full-time career positions as well as placement services that continue after graduation.

Career Counseling — Career counseling is a crucial part of any college education, and the staff at Career Planing and Placement is very much aware of this; they, therefore, provide this counseling at the very start of a student's career. By giving you tips on job interviews and assessing your strengths and weaknesses, they can counsel you on how to possibly gain "that perfect college job."

Also, many on-campus and community employers post job-notices through the Career Planning and Placement office, and the staff will help you find the job you are best suited for. They will discuss the entry level requirements, give examples of positions other CSUB students have acquired, and even evaluate your own desires and interests to provide a well paying and rewarding job.

Career Library — An extensive collection of materials on long-term careers, employment trends, and job search skills is available at the Career Library. Also, the Career Library contains information on an individual company or agency's hiring needs as well as information of graduate schools and videos on Resume Writing and Interviewing information. Sources covering *all college majors* may be found at the Career Library including:

Education for Allied Health Care
Exploring Careers in the Humanities
A Career Guide to California State Government
Careers in Communications Media
Federal Career Directory
The Classical Book for Business(Men and Women)
Developing a Career in Sports
Life After Shakespeare
Computer Graphics Career Handbook



EUREKA (California Career Information System) — This computerized career search tool is found in the Career Planning and Placement center and can assist students seeking information on specific career options and occupations, and how to improve job hunting tactics.

Career Placement Manual — This manual is a comprehensive guide designed as a reference to assist students in job searching. The manual examines such areas as resume writing and the always crucial employment interview. It's available to all seniors, and the staff is always ready to assist if needed.

Career Planning and Placement is there to help you in times of financial need. Whether looking for work on campus or an off campus job which can give you more "hours" every week, Career Planning and Placement will help see you through from introduction to interview to your first paycheck.

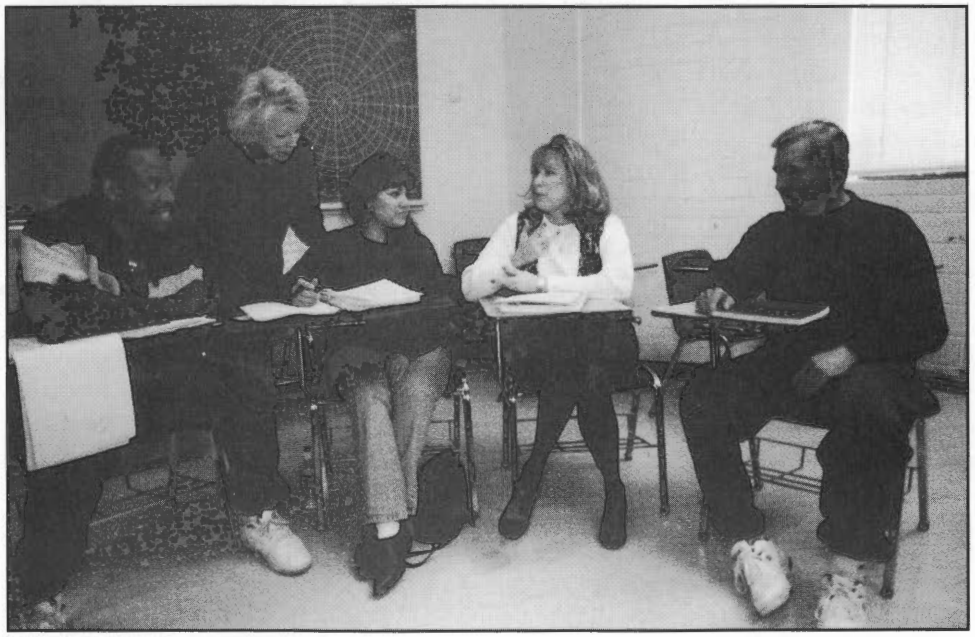
The Counseling Center

While at CSUB, you will largely manage your own life; your decisions will be made on your own, and personal life, social affairs, and day-to-day activities will be governed only by *your* decisions. The Student Counseling Center is dedicated to the idea that you and every student will be able to meet the challenge of these important decisions on your own accord. The services of the Center are designed to help you grow in self understanding and in developing relationships with others that will fulfill your potential. Counselors at the Center help you adjust to a new, often demanding, college lifestyle.

Staff and Services — The professional staff of the Student Counseling Center is concerned with questions of work, study, career, and your relationships to others, yourself, and life. The Center's staff shares a common interest with you: to help you make the most of your college experience by assisting you through difficulties. All the services below are available to students on a voluntary basis. You need only stop in or make an appointment for counseling. There are no charges for counseling services. And the Center's services are in place to help you, the student:

- Think through and identify possible solutions to personal and social problems which may interfere with your educational experience;
- Develop a better understanding of yourself and your personal problems;
- Plan your long-term educational and life goals;
- Develop self-improvement skills;
- Recognize and respond to any of the "depression danger signs;"
- Cope with any stresses or crisis situations that leave you unsure of where to turn or what to do;
- Adjust to the many factors involved in living as a student.

The Ombudsman — "Ombudsman" is a term originated in Scandinavia and loosely means "representative of the people." The Ombudsman at CSUB works from the Counseling Center and helps to solve problems often outside the realm of the regular councilor. Should you have any concerns or complaints with the university faculty or staff, the Ombudsman is an objective mediator who helps resolve such conflicts. If a problem arises while you are attending CSUB, the Ombudsman or a regular counselor at the Center is well trained to help you bring it to a close.



Services For Students With Disabilities

California State University, Bakersfield was planned with a dedication to academic excellence and an emphasis on accommodating individual student needs. This philosophy is extended to *all* students and is implemented for those students with disabilities through the Office of Services for Students with Disabilities.

The goal of the Services for Students with Disabilities, then, is to see that equal opportunities are provided for any students with disabilities. SSD helps mainstream such students into the college environment at their optimum level by taking advantage of the services and support provided by various campus departments. An important part of college life is found in not just the classroom but in campus programs and activities as well. Services for Students with Disabilities provides opportunities for all students to integrate into these campus social elements and not just the classroom.

Accessibility — CSUB is accessible to all students both in its architectural planning and in the attitudes of faculty and staff. Our campus is compact and built on flat terrain, so travel from building to building poses little or no difficulty. Due to the careful planning of CSUB's administration with crucial imput from Services for Students with Disabilities, all classrooms and services meet the national disabilities requirements. Students will find proper ramping to buildings, roomy elevators accessing every multi-floor building, accessible drinking fountains, restrooms, and telephones as well as markers indicating our few inclines not intended for wheelchair travel.

Disabilities Served — Services for Students with Disabilities recognizes the following disabling conditions which may impede the educational process, and it provides all necessary service to such students:

Visual Limitation: Blindness or partial vision.
Communication Disabilities: Limitation in the process of speech and / or hearing.
Mobility Limitation: Limitation in locomotive or motor functions.
Specific Learning Disabilities: Such as dyslexia, dyscalculia, or dysgraphia.
Temporary Disabilities: Injuries or illnesses that are temporary.

Services — Campuses are always hectic and often perceived as difficult for any student to manage. To help facilitate the needs of students with disabilities, therefore, several services are provided by the staff at SSD:

Registration: Assistance is available for mobility, reading, writing, and communications needs that may occur in the process of class registration. Priority registration is given to students with disabilities to assure that the proper classes are available.

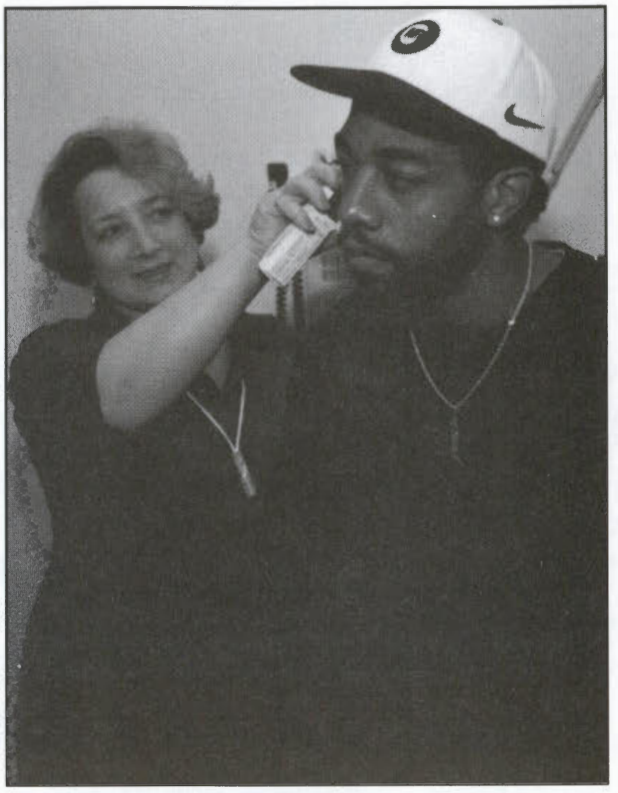
Parking: Parking areas for persons with physical disabilities are reserved near each major building on the CSUB campus.

Support Staff: A full complement of readers, notetakers, test proctors, scribes, and interpreters are provided as students may require.

Adaptive Equipment: An array of technical equipment is available in SSD such as tape recorders, assistive listening devices, a wheelchair, a Kurzwell reading machine, a brailer, CCTV large text display, and adapted computer access.

The physical campus, the Services for Students with Disabilities, and the imagination and drive of our students make CSUB suitable for everyone. Our goal at CSUB is to provide all students with a quality and rewarding educational life. Our SSD offices help to ensure this goal.

Student Health Services



Often medical problems and the high costs of the public health system pose a problem for students. With California State University's Student Health Services, however, students need not worry about where they will receive basic medical attention. The Student Health Service exists to provide quality basic health and preventive services to the students of CSUB. By providing such care, Student Health Services aims to assist each and every student to maintain his or her health—both mentally and physically.

All students currently enrolled for classes are eligible for fine medical care at the Campus Health Center. This care is essentially pre-paid each quarter by your regular fees and is typically free-of-charge thereafter as a result. The care includes basic outpatient medical services and "at-cost" medicines from our student pharmacy. The large, friendly staff sees student patients on a drop-in or appointment basis throughout the week. The staff at the Student Health Services firmly believes that a healthy mind and body lead to a healthy life and a healthy grade point average for the students, and it does its best to get these results.

Staff — Health Services has a professional staff of twelve full time members. This staff maintains the strictest patient confidentiality, allowing no members of the university's management, staff or faculty access to health records. The staff has an impressive array of medical qualifications including several M.D.s, an RN and L.V.N, two R.Ph.s in the pharmacy, and a supporting clerical staff.

Basic Medical Services

- Immunizations are important for the preventative health needs of the entire campus community and are thus provided by Student Health Services. Immunizations are often free of charge and include: measles, rubella, tetanus/diphtheria, influenza, hepatitis B, and also TB, and Cocci (Valley Fever) skin tests.
- Programs in health education, including preventive medicine, nutrition, and weight control, are provided for the entire student body.
- Family planning and gynecologic health care is provided for women.
- Information and treatment is available on sexually transmitted diseases, and HIV testing is provided in conjunction with the Kern County Health Department.

The Health Center and Student Health Services are an important part of the campus environment. As a student, you have certain rights, and Health Services strives to fulfill your right to be treated with dignity and respect; to be provided with courteous and considerate care; and, most importantly, to participate in decisions involving your own health care. By providing you a means to these rights, Student Health Services will make your tenure at California State University, Bakersfield a happy and healthy one.

Intensive English Language Center

For students from abroad, the transition from native tongue to regular communication in the English language can prove difficult. The Intensive English Language Center is here on campus to make this a smooth transition.

The Intensive English Language Center offers an intensive American language program designed to prepare students for successful academic study in the United States. It offers courses which improve the reading, writing, comprehension, speaking, and pronunciation skills of students in both academic and "every day" living. Also, courses are offered in American culture, study skills and TOEFL preparation to fully round out the program.

Faculty — The Intensive English Language Center faculty are experienced teachers with Master's degrees in appropriate fields of study and have special training in English as a Second Language. IELC teachers are supportive and understanding of the needs and cultural differences of international students. They have all been through college life themselves and can relate to you, the student.

Who Should Attend — High school graduates with two years of English language study are eligible for and encouraged to apply for the IELC program. Once in the program, several special features are available to you:

- American language conversation partners are available to Intensive English Language Center students during certain quarters. Actively speaking a language is one of the best ways to learn, and such conversation should increase your English skills.
- Regular campus services are available to IELC students— such as a wide array of medical attention through Student Health Services, a university photo ID to use for access to campus facilities such as the Walter Stiern Library, and others.
- Academic advising is given by the Intensive English Language Center director on a one-on-one basis. This service helps you to shake off anxiety about campus course requirements and properly choose classes you need in order to meet your educational goals.
- Transportation to the campus is providee by the Intensive English Language Center once you arive in Bakersfield. Staff members of the IELC will pick you up at the Meadows Field airport here in town or even the Los Angeles International Airport only two hours away.

Housing — Several interesting options for housing are available through the Intensive English Language Center. The first is a the convenient CSUB dormitories. Living on campus provides you with an opportunity to develop social relationships with your peers on and around campus. Second, a "Homestay Program" exists which will let you live in a home with an American family. Such an experience teaches a great deal about true American culture. Living "within the language" is a good way to learn it, and the Intensive English Language Center helps you comfortably do just that.

Center for International Education

In order to enhance our services to international students, CSUB established the Center for International Education, or the CIE, in 1988. Since then, our tradition of providing personal services and individual attention has become well known throughout the state of California and beyond. The size of the CSUB international student body has grown large enough to represent many countries, and the Center for International Education has made it seem small enough to allow for close, personal interactions.

The CIE provides a host of functions which help to serve our international students, including:

- Responses to queries from prospective international students;
- Close contact with international student-applicants;
- Academic and cultural orientation of new international students;
- General assistance to international students with academic and personal concerns;
- Initial academic advising for lower-division international students.

Courses and Programs — The CIE helps international students to become more comfortable in the American classroom environment. It begins this process by being one of the few CSU's which admit international students for all three academic quarters (Fall, Winter, and Spring). Also, it offers a course entitled "Meet the World" which allows students to share stories about their native countries and regions to other American and international students. And by taking English 90 (English as a Second Language) the classroom language barrier is broken.

At least half of the CSUB international students pursue one of the four major disciplines offered by the Business Administration office; they get a Bachelor's or Master's Degree in Accounting, Finance, Management, or Marketing. International students also major in other fields, however, including Computer Science, English and Communications, Mathematics, Pre-Engineering, and programs in Medical Technology and Nursing. Assistance in fulfilling the goals of all of these fields of study is offered by the CIE.

International Student Exchange Program — The local International Student Exchange Program, or ISEP, is run by CSUB's Center for International Studies. With ISEP sponsorship, American students can study abroad at any of over one hundred universities in thirty-eight countries. These countries include Australia, Fiji, Costa Rica, Brazil, Argentina, Colombia, Finland, Netherlands, and Korea. CSU Bakersfield is the only public university in California selected for institutional membership in ISEP, and to study at one of these other colleges, you only need to pay the cost of tuition, room, and board at CSUB's rate. Through the ISEP program and the others offered by the CIE, students at CSUB are truly given the experience of a "Global Village" while attending the university.

Instructional Television Home Participation (ITV)

With the invent of many modern communications technologies, the classroom is now able to come to your home, virtually. And the Instructional Television Office, or ITV, allows this to happen. By simply subscribing to one of several local cable companies, you gain the ability to take CSUB courses over a cable line instead of traveling to campus. Most general education courses and many others are offered through ITV, and anyone with a cable television can participate.

By watching the live class broadcasts, students enrolled in an ITV course gain the same quality education as do the students in the classroom. An advanced audio system on campus allows the student telephone access to their instructor during class; this feature allows you to actively join discussion, ask questions for clarification of subject matter, and make relative comments.

Benefits — The benefits to enrolling in an ITV live-interaction course include being able to view a class without leaving home. You may record the program to augment your class notes, and the stress of finding and paying for child care, getting through the fog, or even driving to campus to after a long day's work becomes eliminated through ITV.

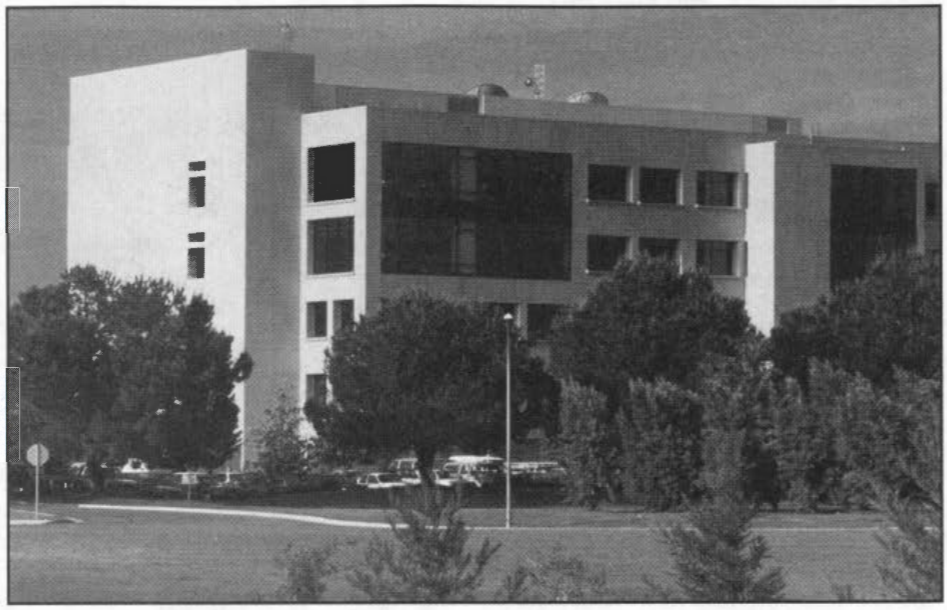
Young Scholar Program — ITV's Young Scholar Program is designed to benefit high school students by offering college instruction on various high school campuses in the area. ITV offers live, interactive courses that allow high school students to gain college credit without leaving the halls of their own high schools. The Young Scholar Program provides college bound students with transferable university credit and a great chance to explore new career areas. Plus, the registration fee is only $2.00 a course—much less than it will be when the time comes to be a regular CSUB student.

To be eligible to enroll in the Young Scholar Program, a student must fulfill these requirements:

- Attend a participating high school;
- Be a junior or senior;
- Have a 3.0 GPA or higher;
- Be recommended by a guidance counselor or principal;
- Apply to CSUB through the Young Scholar Program.

Through ITV, regular and high school students can register for classes and even study from home. Programs such as these continue to make CSUB an institution of higher learning and high technology as well a fine choice for an academic career.

Walter W. Stiern Library



One of the most prominent features of our campus is the Walter W. Stiern Library. Completed in 1994, the library is the first and tallest building seen by campus visitors; it stands five stories tall with a generous 150,000 square feet of space. While it adds an important leg to the physical body of our campus, the Walter W. Stiern Library serves as the intellectual center with the latest information and technologies for both the campus and the local community.

In fact, the library contains more than one third of a million volumes, subscribes to over 2000 periodicals, and has an extensive array of microform, microfiche, and bound publications. Media Services, Computer Support, and Telecommunication Service occupy the lower floor and provide the campus with the newest interactive and communication technologies. The library houses a series of computer labs providing students and faculty teaching and learning areas and free access to powerful personal computing and internet use.

Services and Features—The library's friendly staff remembers their college days and wants to help new students in navigating their educational goals with the following services and features:

- The Walter W. Stiern Library provides the campus community access to a well-established *Interlibrary Loan* network. This grants students, faculty, and staff the exploration of not only our library but those on every campus of the California State University system, the University of California system, and many other colleges nationwide as well.
- Throughout the building are several group-study rooms and personal-study carrels providing areas for school work and reflection. Also, the first floor holds the *Dezember Reading Room*, a cozy, comfortable place for quiet mingling and those all night study sessions.

Media Services—Helps to provide the perfect marriage of traditional classroom teaching techniques and the excitement of multi-media presentations.

- Every classroom on campus is linked to the *library's Media Services distribution system.* This campus distribution system provides phone operated video feeds for classes, enabling faculty to show films and video clips to students.
- Media Services is stocked with a variety of equipment and software that allows faculty and students to prepare professional presentations. Our printers, scanners, poster makers, film recorders, and laminators allow our students to prepare multi-media presentations to add to thier oral report projects.

Communication and Technology—The Walter Stiern Library has been called "a library without walls" due to our efforts to acquire the newest computer technologies:

- The library has a site on the World Wide Web which may be accessed within the library or anywhere in the world. This homepage serves as the Stiern Library's catalog and accesses other campus catalogs, a dozen indexes to articles and periodicals, and the giant Lexis Nexis on-line file.
- One hundred computers, both Macintosh and PC, are found on the lower level of the library and are a great place for students to write papers, do on-line research, and surf the internet all at the click of a mouse. The lower level also contains six computer classrooms which our faculty and library staff use to bring computer literace within the grasp of any student who desires it.

The Office of Student Life

The newly named Office of Student Life is located in the Student Union and acts as the epicenter of extracurricular campus activities. Whether an incoming freshman or a long time senior, the staff at the Office of Student life is there to make your years at CSUB memorable, meaningful and of course educational. Fraternities, sororities, campus clubs and organizations are all organized from this office, and students from every background are encouraged to become involved.

Campus Clubs — Currently, there are over 70 registered campus organizations. Virtually any individual interest is covered by at least one campus club, and each club provides valuable extracurricular and social interaction. Several times each quarter, the *Interclub Council* meets; it exists to grant opportunities for club representatives to meet and coordinate campus-wide activities. This Council provides a "network" which politically active students can tap for greater effectiveness.

Some of our current organizations include:

- Philosophy Club
- AASU (African American Student Union)
- MEChA
- Asian Cultural Exchange
- University Democrats
- College Republicans
- Roadrunner Christian Fellowship
- Alpha Kappa Psi Business Fraternity
- BMOC (Black Males on Campus)
- Biology Club

Fraternities and Sororities — Several popular Greek organizations are established on campus and run using the Office of Student Life as their base of operations. Membership periods, or *rushes*, may be found from time to time at CSUB. Typically, they are held the second week of Fall and Spring Quarters for the fraternities and Fall and Winter Quarters for sororities. Involvement in Greek organizations provide yet another chance to become involved in both the social life on our campus and educational and philanthropic programs as well.

CSUB's Greek Organizations:

- Gamma Phi Betta
- Delta Sigma Theta
- Phi Sigma Sigma
- Gamma Rho
- Sigma Pi
- Kappa Alpha Order
- Theta Chi
- Kappa Alpha Psi

Student Resource Center — The SRC is located within the Office of Student Life, and it provides you with any resource materials and equipment needed for the publicity of your student or Greek organization. It allows for quality campus promotion of your activities and meetings at minimal or no cost.

Leisure Activities — An average of three various leisure activities are offered each quarter to provide you with great chances for relaxation and interaction in the midst of your regular quarterly duties. In the past such activities have included Magic Mountain discount tickets, Annual Back to School *Spud Parties*, fun yet informative alcohol awareness and sexual education seminars, and various bands and regular visits by the Comedy Sportz improvisation troupe in Willey's Pub here on campus. Whether a student wants to become involved in CSUB's political scene or simply relax in the Pub, the Office of Student Life is there to help.

University Outreach

Preparing for college is an important task for any junior high or high school student. University Outreach is here to assist students for this life transition. The staff at University Outreach makes itself available in the classrooms of local young students in order to help them prepare for college life. Outreach undertakes the task of recruiting students for California State University, Bakersfield and promoting college education throughout the region.

This is done by presenting information to junior high and high school students and by assisting in Community College transfers. Through a regular routine of presentations and "Open Campus" days, Outreach helps to advise students on everything from college preparation courses to application paperwork. Outreach staff members and student assistants also provide tours to anyone interested in seeing CSUB firsthand.

High School Involvement — The office of University Outreach provides many services for regional high schools that will help young students prepare for CSUB. These services include presentations in college preparation classes (9th-12th grade), and a *College Readiness Program* that gives information to 9th and 10th grade students about CSU requirements. This program helps to motivate these students to pursue college education as a viable option after high school. Outreach provides such services to high schools as far away as Fresno and Los Angeles, its main focus is on the following high schools: Centennial, Ridgeview, North, South, East, West, Highland, Stockdale, Foothill, Bakersfield, Shafter, Wasco, Delano, McFarland, Arvin, Taft, Tehachapi, Kern Valley, and Porterville.

Community College Transfers — Outreach concentrates on both high school students and those transferring from community colleges. It does this by sending staff members to community colleges to advise students on what classes are transferable and to assist in completing CSUB applications. Any local community college is eligible for a visit, but the following colleges are most often targeted: Cerro Coso, Antelope Valley, Porterville, Bakersfield College, and Taft.

Open Campus — Every Fall, the University Outreach office conducts Open Campus Day. This is a day devoted to student tours, faculty presentations, and peer assistance with applications to CSUB. Noted faculty and deans give presentations on the different schools and a variety of majors so that students will leave CSUB with a greater understanding of our campus. By hosting events such as Open Campus and visiting both high schools and community colleges, University Outreach helps to prepare the many incoming students for life at CSUB.

Admission Information

Admission Procedures and Policies

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 admission office. Applications may be obtained from the admission office at any of the campuses of the California State University or at any California high school or community college. Electronic versions of the CSU undergraduate and graduate applications are accessible on the World Wide Web at http://www.calstate.edu.

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).

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.

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 before 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, 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 December 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.

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.

Graduate and Postbaccalaureate Application Procedures

All graduate and postbaccalaureate applicants (e.g., master's degree applicants, those seeking credentials, and those interested in taking graduate level courses for personal or professional growth) must file a complete a graduate application as described in the graduate and postbaccalaureate 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 postbaccalaureate 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 of any California State University campus in addition to the sources noted for undergraduate applications.

Application Filing Periods

Terms in 1997-98	*Applications First Accepted*	*Filing Period Duration*	*Student Notification Begins*
Summer Quarter 1997	February 1, 1997	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.	March 1997
Fall Semester or Quarter 1998	November 1, 1996		December 1996
Winter Quarter 1998	June 1, 1997		July 1997
Spring Semester or Quarter 1998	August 2, 1997		September 1997

Application Acknowledgment

You may expect to receive an acknowledgment from your first choice campus within two to four weeks of filing the application. A notice that space has been reserved for you 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 admission requirements. 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 admission office regarding specific policies governing hardship admission.

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.

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 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.

Provisional Admission

California State University, Bakersfield may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned for the senior year. The campus will monitor the 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.

- 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/theater, or music.
- Electives, 3 years: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture.

Alternate Admission Criteria

UC Prepared Applicants — Beginning with the academic year 1995-96 and continuing through 1998-99, 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 – Disabled student applicants 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

Eligibility Index Table for California High School Graduates or Residents of California

GPA	ACT Score	SAT I Score	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			2.81	14	660	2.60	18	820	2.39	22	990	2.18	26	1160
			2.80	14	660	2.59	18	830	2.38	22	1000	2.17	26	1170
			2.79	14	670	2.58	18	840	2.37	22	1010	2.16	27	1180
2.99	10	510	2.78	14	680	2.57	18	850	2.36	23	1020	2.15	27	1180
2.98	10	520	2.77	14	690	2.56	19	860	2.35	23	1020	2.14	27	1190
2.97	10	530	2.76	15	700	2.55	19	860	2.34	23	1030	2.13	27	1200
2.96	11	540	2.75	15	700	2.54	19	870	2.33	23	1040	2.12	27	1210
2.95	11	540	2.74	15	710	2.53	19	880	2.32	23	1050	2.11	28	1220
2.94	11	550	2.73	15	720	2.52	19	890	2.31	24	1060	2.10	28	1220
2.93	11	560	2.72	15	730	2.51	20	900	2.30	24	1060	2.09	28	1230
2.92	11	570	2.71	16	740	2.50	20	900	2.29	24	1070	2.08	28	1240
2.91	12	580	2.70	16	740	2.49	20	910	2.28	24	1080	2.07	28	1250
2.90	12	580	2.69	16	750	2.48	20	920	2.27	24	1090	2.06	29	1260
2.89	12	590	2.68	16	760	2.47	20	930	2.26	25	1100	2.05	29	1260
2.88	12	600	2.67	16	770	2.46	21	940	2.25	25	1100	2.04	29	1270
2.87	12	610	2.66	17	780	2.45	21	940	2.24	25	1110	2.03	29	1280
2.86	13	620	2.65	17	780	2.44	21	950	2.23	25	1120	2.02	29	1290
2.85	13	620	2.64	17	790	2.43	21	960	2.22	25	1130	2.01	30	1300
2.84	13	630	2.63	17	800	2.42	21	970	2.21	26	1140	2.00	30	1300
2.83	13	640	2.62	17	810	2.41	22	980	2.20	26	1140	Below 2.00 does not qualify for regular admission		
2.82	13	650	2.61	18	820	2.40	22	980	2.19	26	1150			

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

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.

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.

Transfer Requirements

You will qualify for admission as a 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).
2. You were eligible as a freshman at the time of high school graduation and have been in continuous attendance in an accredited college since high school graduation.
3. You were eligible as a freshman at the time of high school graduation except for the subject requirements, have made up the missing subjects, and have been in continuous attendance in an accredited college since high school graduation.
4. You have completed at least 56 transferable semester (84 quarter) units and have made up any missing subject requirements (see "Making Up Missing College Preparatory Subjects" section). Nonresidents must have a 2.4 grade point average or better.

   Applicants who graduated from high school 1988 or later:

   - You have completed all subject requirements in effect when you graduated high school (you can use both high school and college coursework) **OR**

   You have completed at least 30 semester units of college coursework 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.

   Applicants who graduated from high school prior to 1988:

   - You have completed 4 years high school English and 2 years high school math, with grades C or better **OR**

   You have completed a baccalaureate course with a grade of C or better that meets the general education requirement in written communication and a course with a grade of C or better that meets the general education requirement in mathematics/ quantitative reasoning **OR** IGETC requirements in English composition and mathematical concepts and quantitative reasoning. The course meeting either general education math requirement must be above the level of intermediate algebra.

Transferable courses are those designated for baccalaureate credit by the college or university offering the courses.

Making Up Missing College Preparatory Subject Requirements

Undergraduate 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 admission office for further information about alternative ways to satisfy the subject requirements.

Test Requirements

Freshman and transfer applicants who have fewer that 56 semester or 84 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index" on page 40), from either the Scholastic Aptitude Test (SAT) of the College Board or the American College Testing Program (ACT). If you are applying to an impacted program and are required to submit test scores, you should take the test no later than early December if applying for fall admission or no later than November if applying to San Luis Obispo. Test scores are also used for advising and placement purposes. Registration forms and dates for the SAT 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 592
Princeton, New Jersey 08541
(609) 771-7588

American College Testing Program (ACT)
Registration Unit, P.O. Box 168
Iowa City, Iowa 52240
(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.

Systemwide Tests Required of Most New Students

The CSU requires new students to be tested in English and mathematics as soon as possible after they are admitted. These are not admission tests, but a way to determine whether you are prepared for college work and, if not, to counsel you how to strengthen your preparation. You might be exempt from one or both of the tests if you have scored well on other specified tests or completed appropriate courses.

English Placement Test (EPT) – The CSU English Placement Test must be completed by all non-exempt undergraduates* prior to placement in appropriate university English coursework. Exemptions from the test are given only to those who present proof of one of the following:

- A score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Advanced Placement program.
- A score on the CSU English Equivalency Examination that qualifies the student for "Pass for Credit" or "Exemption" prior to July 1993.
- A score of 470 or above on the Verbal section of the College Board Scholastic Aptitude Test (SAT) taken prior to March 1994.
- A score of 470 or above on the Verbal section of the College Board SAT I** Reasoning Test taken between **March 1994 and March 1995**. (If taken after March 1995, see note below.)
- A score of 550 or above on the Verbal section of the College Board SAT I** Reasoning Test taken **on or after April 1, 1995.** (See note below)
- A score of 600 or above on the College Board Achievement Test** in English Composition with essay taken prior to January 1994.
- A score of 600 or above on the College Board SAT II** Writing Test taken between **January 1994 and March 1995**. (If taken after March 1995, see note below.)
- A score of 660 or above on the College Board SAT II** Writing Test taken **on or after April 1, 1995.** (See note below.)
- A score of 22 or above on the American College Testing (ACT) English Usage Test taken prior to October 1989.
- A score of 25 or above on the enhanced ACT English Test taken October 1989 or later.
- For transfer students, completion and transfer to the CSU of a college course that satisfies the General Education Breadth requirement or the Intersegmental General Education Transfer Curriculum requirement in English composition, provided such a course was completed with a grade of C or better.

* Undergraduates admitted with 56 or more transferable semester units and who are subject to a campus catalog or bulletin earlier than 1986-87 are not required to complete the EPT.

** **NOTE:** The College Board SAT and Achievement Tests were replaced by SAT I and SAT II, respectively, beginning March 1994. Beginning April 1, 1995, the SAT I and SAT II exams have been scored on a new scale.

Entry Level Mathematics (ELM) Exam – The ELM examination tests for entry level mathematics skills acquired through three years of rigorous college preparatory mathematics coursework (normally Algebra I, Algebra II, and Geometry). All undergraduate students must take the test or be exempted from it prior to placement in appropriate university mathematics coursework. Specific policies regarding retesting and placement will be determined by the campus. Exemptions from the test are given only to those students who can present proof of one of the following:

- A score of 3 or above on the College Board Advanced Placement mathematics examination (AB or BC).
- A score of 560 or above on the mathematics section of the College Board SAT taken prior to March 1994.
- A score of 560 or above on the College Board Mathematics Achievement Test** Level I or Level II taken prior to March 1994.
- A score of 560 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, II, or IIC (Calculator) taken **on or after March 1, 1994.** (See note below.)
- A score of 24 or above on the American College Testing Mathematics Test taken prior to October 1989.
- A score of 25 or above on the enhanced ACT Mathematics Test taken October 1989 and later.
- For transfer students, completion and transfer to the CSU of a college course that satisfies the General Education Breadth requirement or the Intersegmental General Education Transfer Curriculum requirement in Quantitative Reasoning, provided such a course was completed with a grade of C or better.

These tests should be taken at the next opportunity after admission or as soon as possible thereafter.

** **NOTE:** The College Board SAT and Achievement Tests were replaced by SAT I and SAT II, respectively, beginning March 1994. Beginning April 1, 1995, the SAT I and SAT II exams are scored on a new scale; however, the SAT scores qualifying for exemption from the ELM remain the same.

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.

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.

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 Dr. Kim Flachmann, Campus Composition Coordinator (664-3083, FT 102B).

GRADUATE AND POSTBACCALAUREATE ADMISSION REQUIREMENTS

Admission Requirements

Graduate and postbaccalaureate 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 postbaccalaureate studies at a California State University campus are in accordance with university regulations as well as Title 5, chapter 1, subchapter 3 of the California Code of Regulations. Specifically, a student shall: (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 postbaccalaureate studies, you will be considered for admission in one of the four following categories:

Postbaccalaureate Unclassified – To enroll in graduate courses for professional or personal growth, you must be admitted as a postbaccalaureate unclassified student. By meeting the general requirements, you are eligible for admission as a postbaccalaureate 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

Postbaccalaureate 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 postbaccalaureate 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 postsecondary 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.

Admissions of 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.

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.

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. This is **not** an admission requirement, but shall be required of students by the beginning of their second term 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. Proof shall be provided to the Student Health Center.

GENERAL INFORMATION ABOUT ADMISSION AND EVALUATION OF ACADEMIC RECORDS

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.

Admission of 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.

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 Social Security account number in designated places on applications for admission pursuant to the authority contained in Title 5, *California Code of Regulations*, Section 41201. The Social Security account number is used as a means of identifying records pertaining to the student as well as identifying the student for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution.

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.

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.

WITHDRAWAL FROM THE UNIVERSITY

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.

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 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, 68121, 68123, 68124, 89705-89707.5, and 90408 and in Title 5 of the California Code of Regulations, Sections 41900-41912. A copy of the statutes and regulations is available for inspection at the campus Office of Admissions.

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. Steps must be taken at least one year prior to the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residence. The steps necessary to show California residency intent will vary from case to case. Included among the steps may be registering to vote and voting in elections in California; filing resident California state income tax forms on total income; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active 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; maintaining permanent military address and home of record in California if one is in the military service.

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

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

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

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

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

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		Semester Term Campuses	
Fall	September 20	Fall	September 20
Winter	January 5	Winter	
Spring	April 1	(Stanislaus Only)	January 5
Summer	July 1	Spring	January 25

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 for one year to enable the student to qualify as a resident student.
2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and entirely self-supporting for that period of time.

3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult, 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.
4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. The exception, once attained, is not affected by retirement or transfer of the military person outside the state.
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.
6. Effective January 1, 1996, 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 California resident who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous residence is maintained at an institution.
8. Graduates of any school located in California that is operated by the United States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as continuous attendance is maintained by the student at an institution.
9. Certain credentialed, full-time employees of California school districts.
10. Full-time State University employees and their children and spouses; State employees assigned to work outside the State and their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for one year.
11. Certain exchange students.
12. 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.

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
400 Golden Shore
Long Beach, CA 90802-4275

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 Office of Admissions. 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 Registration

Students may participate in registration by telephone. This occurs during the seventh and eighth week of the preceding quarter. Information on telephone 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.

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:

1. Social and Cultural Development Activities: provides for the coordination of various student activities, student organizations, student government, and cultural programs.
2. Counseling: includes the cost of counselor's salaries and clerical support plus operating expenses and equipment.
3. Testing: covers the cost of test officers, psychometrists, clerical support, operating expenses, and equipment.
4. Placement: provides career information to students and faculty for academic program planning and employment information to graduates and students.
5. Financial Aids Administration: includes the cost of the counseling and business services provided in connection with the financial aid programs.
6. 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.
7. Housing: includes the cost of personnel providing student housing information and monitoring housing services.
8. 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.

Institutional and Financial Assistance Information

The following information concerning student financial assistance may be obtained from Dr. Steven Herndon, Director, Financial Aid and Scholarships, (SA 121, 805/664-3016).

1. Student financial assistance programs available to students who enroll at California State University, Bakersfield;
2. The methods by which such assistance is distributed among student recipients who enroll at California State University, Bakersfield;
3. The means, including forms, by which application for student financial assistance is made and requirements for accurately preparing such application;
4. The rights and responsibilities of students receiving financial assistance; and
5. The standards which the student must maintain in order to be considered to be making satisfactory progress for the purpose of establishing and maintaining eligibility for financial assistance.

The following information concerning the cost of attending California State University, Bakersfield is also available from Dr. Steven Herndon, Director, Financial Aid and Scholarships (SA 121, 805/664-3016).

1. Fees and tuition (where applicable);
2. Estimated costs of books and supplies;
3. Estimates of typical student room and board costs or typical commuting costs; and
4. Any additional costs of the program in which the student is enrolled or expresses a specific interest.

Information concerning the refund policy of California State University, Bakersfield for the return of unearned tuition and fees or other refundable portions of costs is available from Sharon Taylor, Assistance Vice President for Business Affairs (ADM 102A, 805/664-2251).

Information concerning California State University, Bakersfield's policies regarding any refund due to the federal Title IV student assistance programs as required by the regulations is available from Sharon Taylor, Assistant Vice President for Business Affairs, (ADM 102A, 805-664-2251)

Academic Program Information

Information concerning the academic programs of California State University, Bakersfield may be obtained from the Dr. Fred Dorer, Provost and Academic Vice President (EDUC 243, 805/664-2154). This information may include:

1. The current degree programs and other educational and training programs;
2. The instructional, laboratory, and other physical plant facilities which relate to the academic program;
3. The faculty and other instructional personnel;

4. Data regarding student retention at California State University, Bakersfield and, if available, the number and percentage of students completing the program in which the student is enrolled or expressed interest; and
5. The names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution's accreditation, approval, or licensing.

Information regarding special facilities and services available to handicapped students may be obtained from Dr. Richard Swank, Director, Counseling and Testing, (SHC, 805-664-3377).

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 Roland Krug, Chief of University Police (SSS 106, 805-664-2111).

Information concerning California State University, Bakersfield's annual campus security report may be obtained from Roland Krug, chief of University Police (SSS 106, 805-664-2111).

Information concerning the prevention of drug and alcohol abuse may be obtained from Dr. Richard Swank, director, Counseling and Testing (805-664-3366, HC 1).

Career Placement

The Career Planning and Placement Center furnishes 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.

Information for the Handicapped

Information regarding special facilities and services available to handicapped students may be obtained from the Director, Services for Students with Disabilities, 9001 Stockdale Highway, Bakersfield, California 93311-1099; 805/664-3360.

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) and California Education Code Section 67100 et seq., 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 purpose is: The Family Educational Rights and Privacy Act Office (FERPA), U.S. Department of Education, 330 "C" St., Room 4511, Washington, DC 20202.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" includes the student's name, address, and telephone listing, 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, 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.

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, CA 93311-1099.

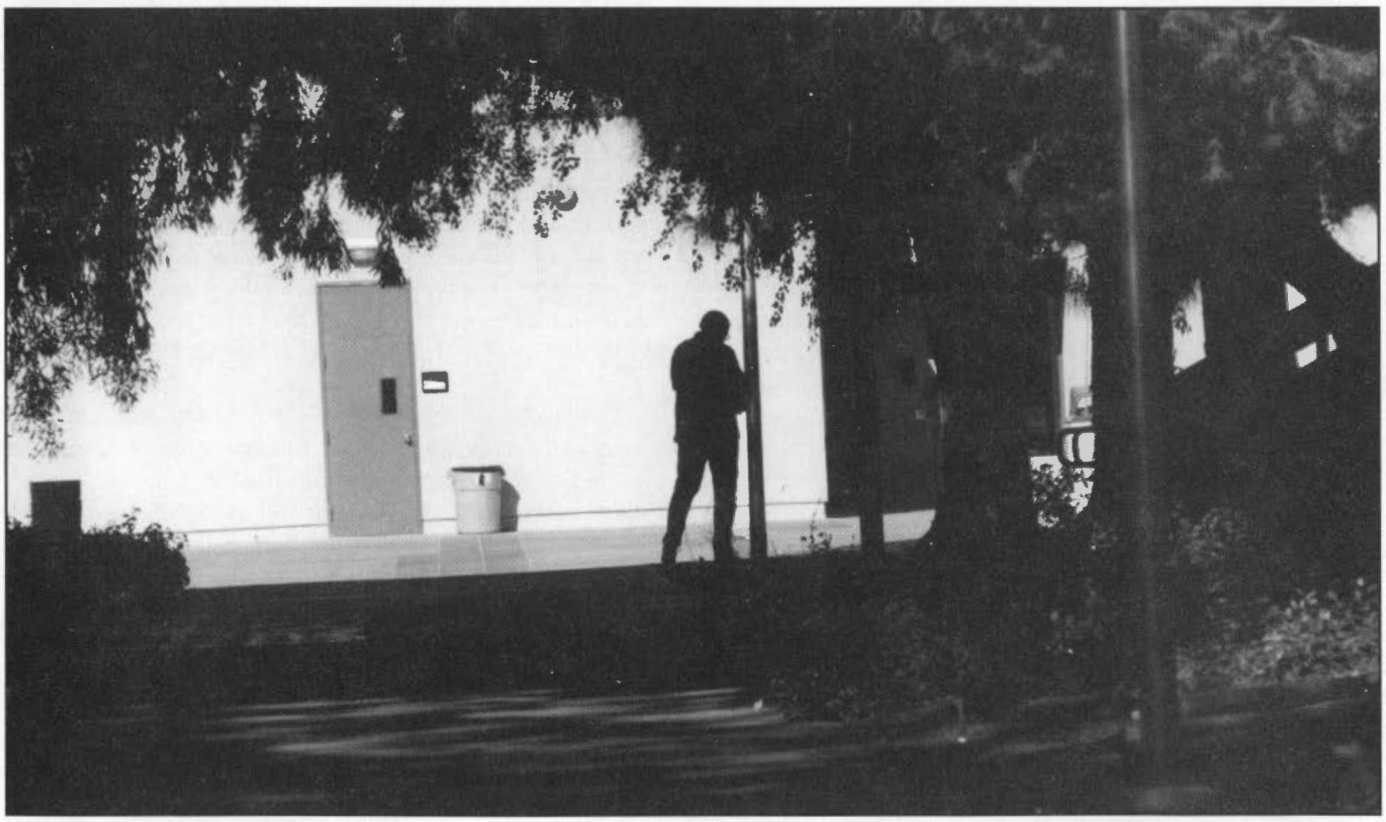
The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons are those who have responsibilities in connection with the campus' academic, administrative or service functions and who have reason 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).

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 a student body fee may be established by student referendum with the approval of 2/3 of those students voting. The Student Body Fee was established at California State University, Bakersfield by student referendum on October 10, 1977. The same fee can be abolished by a similar 2/3 approval of students voting on a referendum called for by a petition signed by 10% of the regularly enrolled students (Education Code, Section 89300). The level of the fee is set by the Chancellor. An increase in the student body fee may be approved by the Chancellor only following a referendum on the fee increase approved by a majority of the students voting. Student body fees support a variety of cultural and recreational programs, child care centers, and special student support programs.



SCHEDULE OF FEES, 1997-99

Legal residents of California are not charged tuition. The following reflects applicable fees and nonresident tuition for both the quarter and the semester systems. (Fees are subject to change without notice.)

All Students

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

State University Fee for all campuses **except** California State University, Stanislaus:

Units	*Per Semester*	*Per Quarter*	*Per Academic Year*
0.1 to 6.0	$459	$306	$918
6.1 or more	$792	$528	$1,584

California State University, Stanislaus:

Units	*Per Semester*	*Winter Quarter*	*Per Academic Year*
0.1 to 6.0	$388	$142	$918
6.1 or more	$721	$142	$1,584

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

The non-resident fee for California State University, Stanislaus, is the same as the semester unit charge, $246.

The total fee paid per term will be determined by the number of units taken, including those in excess of fifteen.

No fees of any kind shall be required of or collected from those individuals who qualify for such exemption under the provisions of the Alan Pattee Scholarship Act.

Special Session

Standard course fee per summer quarter unit ..... $ 90.00

Note: Fees are subject to change without advance notice.

No fees of any kind shall be required of or collected from those individuals who qualify for such exemption under the provisions of the Alan Pattee Scholarship Act.

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 (non-transferable and non-refundable) 55.00
Late Registration Fee (non-refundable) 25.00
Graduation Fee 25.00
Graduation Re-application 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 fee
- One quarter 15.00
- Two quarters 20.00
- Three quarters 25.00
- *With refund of $5.00*

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

**Note: 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 bank credit cards may be used for payment of student fees.

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 non-residents 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 Sharon Taylor, Assistant Vice President for Business Affairs (664-2251, ADM 102A).

CSUB

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/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 coursework for the quarter designated on the "grad check" will not be eligible for graduation for that specific quarter. Incomplete coursework 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 three 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 referral to the Academic Advancement Center.

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. Referral to the Career Planning and Placement for additional information is often utilized.

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 a number of 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, Reentry Rap, 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 and indicates which sessions include preregistration options. 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 Student Center (3373).

American College Test (ACT)
Scholastic Assessment Tests I & II (SAT)
Graduate Record Examination (GRE)
Graduate Management Admissions Test (GMAT)
Praxis
Test of English as a Foreign Language (TOEFL)
English Placement Test (EPT)
Entry Level Math Exam (ELM)
California Basic Education Skills Exam (CBEST)
Upper Division Writing Competency Exam (UDWCE)
College Level Examination Program (CLEP)
Miller Analogies
Campbell Interest and Skills Survey (CISS)
Myers-Briggs Type Indicator (MBTI)

CSUB is not a designated test center 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 considered 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 out-patient 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 Office of Career Planning and Placement Services 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.

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.

Career Placement Career Planning and Placement maintains an active program of relations with business, industry, government, and education 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 average starting salaries, and projections of employment for specific careers. The information provided may include data collected from either graduates of the campus or graduates of all campuses in the California State University system.

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. In addition 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. 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). The Campbell Interest and Skill Inventory can help you evaluate your present interests and skills systematically. Results of the interest 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, Denmark, France, Germany, Israel, Italy, Japan, 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 (Foreign) Student Services International (foreign) student assistance is available in the Center for International Education (DDH CC217, 664-2354) to help students regarding their academic concerns, personal, and cultural requirements. A variety of special programs and services are also available to assist international (foreign) students become better acquainted and adjusted to university life, including an orientation for new students, special interest programs, the Nations (a monthly 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 underrepresented 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 and more)
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 consolidated 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. California State University, Bakersfield's Transfer Center assists transfer-eligible community college students in making the transition to the Cal State 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 (805) 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 underrepresented groups in postsecondary 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 underrepresented 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 purpose of the STAAR Program is to identify low-income, first generation college students, or disabled students, who are accepted for enrollment at the university and to provide educational support services for these students. The program provides orientation activities for new students; personal and academic counseling; peer counseling; career guidance; instruction in study, learning, and college survival skills; ELM tutoring and preparatory workshops; field trips to graduate schools; and activities to help students obtain admission and financial assistance in graduate and professional programs.

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 postsecondary education; to encourage them to continue in and graduate from secondary schools; and to enroll them in programs of postsecondary education. The program provides information regarding postsecondary 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.

OFFICE OF FINANCIAL AID AND SCHOLARSHIPS

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 their high school counselor, community college financial aid office, or the Office of Financial Aid and Scholarships at Cal State Bakersfield for filing 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 the following programs:

Grants/Fellowships

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

Federal Pell Grant Undergraduate students working on their first degree who are making satisfactory progress toward completion of their degree objective are eligible to apply by filing a Free Application for Federal Student Aid (FAFSA). Within four weeks an eligibility report (Student Aid Report-SAR) will be returned to the student. This report should be submitted to the Financial Aid Office for processing. All undergraduate students who wish to be considered for financial aid must apply for the Pell Grant.

State University Grant This grant is intended specifically to offset fee increases for needy California State University (CSU) students. Applicants must be California residents in either an undergraduate or graduate course of study. Subject to available funding, students who meet the required eligibility criteria are awarded State University Grants (SUG) of up to the full amount of the State University Fee component of total fees.

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 are known as Alan Pattee scholars. For further information contact the Admissions/Registrar's Office, which determines eligibility.

Federal Supplemental Educational Opportunity Grant SEOG is awarded at CSUB according to a formula based on student need and generally will range from $100 to $1,000 per academic year. The SEOG program can aid eligible students until they receive their first undergraduate degree, subject to the standards of normal academic progress.

California Educational Opportunity Grant This program provides up to a maximum of $650 per year to a limited number of full-time students. Recipients of this grant must be admitted to the University's Educational Opportunity Program.

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 aware approximating $1,500. Student may apply by filing a FAFSA. Contact the Office of Graduate Studies and Research (805-664-2231) for the fellowship application.

Loans

Some financial aid programs allow eligible students to borrow money to pay their living and educational expenses.

Federal Perkins Loans (National Direct Student Loan Program) This is a long-term government loan, interest free while students are enrolled in college. A limit of $15,000 is placed on the total that may accrue during the student's undergraduate program. An additional $5,000 may be borrowed each year for graduate or professional study, or a maximum aggregate of $30,000 for undergraduate and graduate borrowing.

Federal Nursing Loan (NL) Program is available to students accepted into the Nursing Program as bona fide nursing candidates. The Program provides $2,500 per academic year with a maximum of $4,000 per year for third and fourth year nursing students. Repayment begins nine (9) months after a person ceases to be at least a half-time student. The total repayment period may extend up to 10 years, and during repayment 5% simple interest is charged on the unpaid balance of the loan principal. No repayment is required for up to three (3) years if a student is serving in the Armed Forces or Peace Corps (does not include VISTA). Additional information concerning deferment and cancellation provisions prior to 9/29/79 is available through the Financial Aid Accounting Office at (805) 664-2236.

Federal Family Education Loan Programs

The FFELP loan programs, which consisted primarily of the Stafford Loan programs both subsidized and unsubsidized, have been replaced at CSU Bakersfield, by the William D. Ford DIRECT Student Loan program. The Direct Loan program is virtually identical to the FFELP program, 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, have converted from the FFELP program to the Direct Loan program as we believe it will better serve 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 needs analysis process. For subsidized direct loans, there is no interest as long as the student is continuously enrolled on at least a half-time basis (except for summers). Repayment, including interest, begins six months after a student is no longer enrolled on at least a half-time basis. The interest rate on new loans with a first disbursement on or after July 1, 1996, is 7.66%.

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 scholarships or other resources, then that freshman could borrow, as an UNSUBSIDIZED Direct loan, any amount he/she wished, 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 approximately $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. 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 Parent Loan. Typically, the direct parent loan takes the place of whatever calculated parent contribution (resulting from the need analysis process) which the parents cannot actually provide from current income and or savings. Parent 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 $8,700 for an academic year, then the parents of a dependent student may borrow any amount they feel they need up to $8,700. However, if the student was to receive scholarships totaling $1,000, the parents could only borrow up to $7,700. 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 on new PLUS loans with a first disbursement on or after July 1, 1996, is 8.72%.

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 University Foundation Office and is for the purpose of assisting students with unanticipated temporary emergency situations. 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 Room 107, Academic Administration Building.

Work Part-time employment opportunities on and off-campus.

Federal Work-Study This program provides employment on or off-campus for students who demonstrate financial need. Students pay for a portion of their educational expenses through this employment.

Academic Scholarships

Campus-Based Scholarships:

The following list is a sampling of campus-based academic scholarships offered at California State University, Bakersfield. Incoming freshmen are advised to contact the Department of Undergraduate Studies for an Incoming Freshman Scholarship Application. Incoming students who plan to major in an arts or sciences field should also contact the School of Arts & Sciences for an Arts & Sciences Merit Scholarship Application. Transfer and continuing CSUB students are advised to contact the Office of Financial Aid & Scholarships for an Academic Scholarship Application.

Arts & Sciences Merit Scholarship Program This program is sponsored by the Advisory Board for the School of Arts & Sciences. 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 one of the Arts & Sciences programs and to graduate with a baccalaureate degree within four years. Each merit scholarship will be awarded on the basis of academic achievement and commitment to complete one of the twenty-four (24) majors in the School of Arts & Sciences within a four-year time frame. Interested students must meet the following minimum criteria: 3.8 cumulative GPA; or 1000 on the SAT; or 25 on the ACT.

Associated Students, Inc. Three (3) $500 scholarships are awarded annually to three incoming freshmen. Selection criteria include academic achievement (at least 3.25 cumulative high school grade point average) and extracurricular activities (evidence of leadership experience through involvement in associated students or other campus-related organizations).

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 to CSUB. Eligible applicants must be B.C. 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.

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. The potential recipient 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 will be 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. 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 student must be California residents, graduate from a California high school, meet regular CSU admission requirements, enter the CSU 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 805-664-3016.

G. A. Holtz Scholarship This scholarship was established by Mrs. Grace Holtz in memory of her late husband, G. A. Holtz. Four awards of $300 each and one award of $400 will be made 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.

Harold G. Hull Scholarship One scholarship in the amount of $300 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 two (2) annual scholarships in the amount of $500 each to incoming freshmen who are Kern County residents. Selection criteria include academic excellence, community service, and financial need.

Dr. Robert C. Marshall Endowed Scholarship This scholarship program was created out of the generosity of Dr. Robert C. Marshall, M.D., 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 $2,000 annual scholarship 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.

Gladys Rachal Scholarship Fund This scholarship fund was bequeathed to the Cal State Bakersfield Foundation through the estate of Gladys Rachal, a prominent Kern County resident. Two (2) $300 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.

Pelletier Presidential Scholarship Program Through the generosity of Mr. Robert Pelletier, a prominent businessman in the Bakersfield community, CSUB is able to offer this program. This scholarship program invites each high school and community college in our service area to nominate an outstanding student from their school/college to be considered for these awards. From the nominees, thirty (30) $750 non-renewable scholarships are awarded to the most deserving high school seniors and/or transfer students who meet the minimum scholarship requirements, i.e., minimum 3.0 GPA, evidence of community and school involvement, leadership potential, and demonstration of financial need. Contact your high school/college for an application.

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 & Scholarships at CSUB.

Filipino Excellence Scholarship The Filipino Excellence Scholarship was established to promote students of Filipino ancestry and financially assist them with their educational endeavors. Typically, two to ten $1,000 scholarships are awarded annually. Interested students must meet the following criteria: be a full-time student; a new or re-entry CSUB student 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 805-664-2264.

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 Hispanic students who display leadership potential. Typically, 60, $1,000 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 805-664-2160 or 805-664-3052.

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 at 805-664-3366.

Other Scholarships In addition to all 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 requires completing the CSUB Academic Scholarship Application and two recommendation forms.

Athletics

Ayars Brothers Memorial Scholarship in Soccer
Sean Baxter Memorial Scholarship (Basketball)
Friends of CSUB Wrestling Endowment
The Fred McDonnell Memorial Scholarship (Soccer)

Arts & 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 (Crimiral Justice)
San Joaquin Valley Chapter of the American Petroleum Institute

Fine Arts Scholarships

Bill Burton Memorial Scholarship (Music)
Howard Dallimore Memorial Scholarship (Music, Pub. Admin.)
Dorian Society Scholarship (Art, Music, Theatre)
Armand Hammer's Scholarship in the Arts (Fine Arts)
Instrumental Music Scholarship
Dwayne Gholston Endowment (Music)
Margaret Rogers Lovallo Scholarship (Music)
Mary Osborne Memorial Scholarship (Music)
Robert Scherb II Endowment (Choral)
Bobby JoShannon Straight-Line Music Scholarship
Ham & Wry Production Theatre Scholarship
Pearle Zalud Music Scholarship

History/Political Science

Tim & Jeanelle Palmbach Scholarship (Political Science)
Joe Wooldridge Memorial (Law)
Thomas M. Watts Peace Foundation Award

Natural Science and Mathematics

Cancer Federation Research Scholarship
Fairie A. Decker Memorial Scholarship (Biology)
C. E. Strange Scholarship (Physics, Geology)

Nursing

Bakersfield Memorial Hospital Foundation
Business & Chairity Golf Link Scholarship
Haidee DuRelle Endowment Fund For Nursing
Kaiser Permente Nursing Scholarship Fund
Kern County Medical Society
Kern Medical Center Auxiliary
Kern Registered Nurses Scholarship
Operating Room Nurses Association Scholarship
Marion Reed Endowment Scholarship
San Joaquin Community Hospital 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)
Howard Dallimore Memorial (Public Admin. or Music)
CSUB Human Resource Management Scholarship
Emerson Erb Accounting Scholarship
Don Hopkins Advertising Club Scholarship
Elmer F. Karpe Memorial Real Estate Scholarship
Kern County Management Council (Public Admin./or Music)
CSU Robert M. Odell Endowed Scholarship (Accounting)
J.A. and Flossie Mae Smith Scholarship (Accounting)
Trans-West Securities Services Scholarship (MBA)

Education

M. Marie Brown Scholarship Loan Program
California Retired Teachers - Laura E. Settle 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)
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 include 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.

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*. These sections are as follows:

Article 1.1, Title 5, *California Code of Regulations*

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 of 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,

non-academic 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.

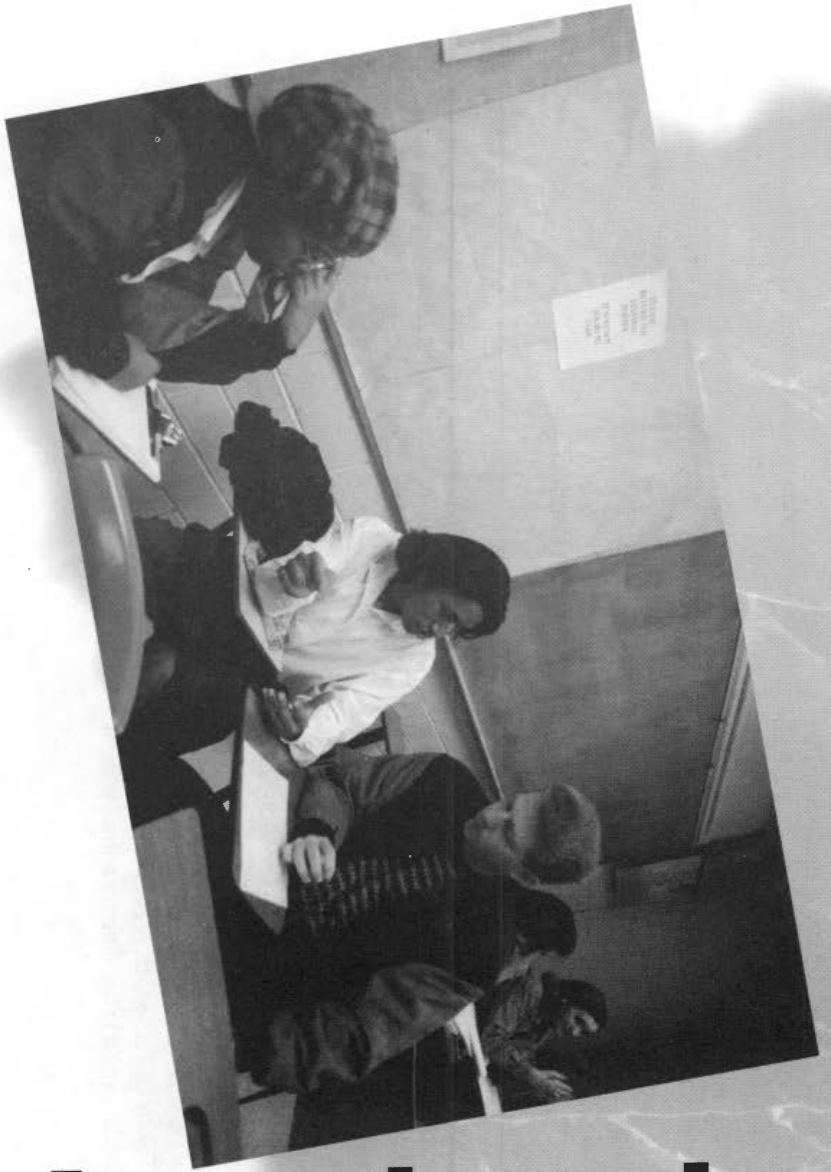
The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt 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.



Academic Information

Academic Information

ACADEMIC AFFAIRS

The University's Provost and Academic Vice President, Dr. Fred H. Dorer, is responsible for all academic programs. The degree programs are administered by school deans and housed in three schools: the School of Arts and Sciences (DDH B-100, 664-2221), the School of Business and Public Administration (DDH A-100, 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 three 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 Students 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 Academic Grievance 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.

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 Division of Undergraduate Studies (664-3420).

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 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.

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 p. 69. 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 p. 142).
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 ..... 58 quarter units

Total units required for graduation ..... 186 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 p. 69. The minimum requirements are as follows:

General Education ..... 72 quarter units
Minimum major, including
Senior Seminar ..... 55 quarter units
Electives ..... 59 quarter units

Total units required for graduation ..... 186 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. 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 p. 141]

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 two of these toward the minor. Also, 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."

	Undergraduate Programs ¤ Denotes Interdisciplinary				Graduate Programs ¤ Denotes Interdiciplinary			
	BA	BS	Concen	Minors	MA	MS	MBA/ MPA	Concen
Accounting (BS–Bus Adm)			•					
Administration (MS)					•			
Anthropology (BA, MA)	•			•	•			•
Applied Ethics				¤				
Applied Statistics				•				
Art (BA)	•			•				
Art History (BA–Art)			•					
Art Studio (BA-Art)			•					
Asian Studies				¤				
Bilingual/Bicultrual (MA–Educ)								•
Biochemistry (BS-Chemistry)			•					
Biology (BS)		•		•				
Black Studies				¤				
Business Administration (BS, MS, MBA)		•		•		•	•	
Chemistry (BS)		•		•				
Chicano Studies			¤	¤				
Child Development (BA)	¤							
Communication (BA)	•			•				
Computer Science (BS)		•		•				
Counseling (MS)						•		
Curriculum and Instruction (MA–Educ)								•
Criminal Justice (BA)	¤			•				
Early Childhood Education (MS–Education)								•
Economics (BA, BS)	•	•		•				
Education (MA)					•			
Educational Administration (MA–Educ)								•
English (BA, MA)	•		•	•	•			
Environmental Resources Management (BS)			¤	•				
Environmental Studies (BS–Biol; BS–Phys; BA–Econ)				•				
Ethnic Studies (BA–Soc)			•					

	Undergraduate Programs ¤ Denotes Interdisciplinary				Graduate Programs ¤ Denotes Interdiciplinary			
	BA	BS	Concen	Minors	MA	MS	MBA / MPA	Concen
Finance (BS–Bus Admin)			•					
Film & Modern Art				¤				
French				•				
Geology (BA, BS, MS)	•	•		•		•		
Gerontology				¤				
Hazardous Materials Management (BS–ERM)			¤					
Health Care Management (MS–Admin)								•
History (BA, MA)	•			•	•			
Hydrogeology (MS–Geology)								•
International Economics (BA–Economics)				•				
International Relations (BA-Political Science)			¤					
Land Use Planning and Policy (BS–EMR)			¤					
Latin-American Studies				¤				
Liberal Studies (BA)	¤							
Management & Operations Analysis (BS–Bus Adm)			•					
Management Information Systems (BS–Bus Adm)			•					
Marriage, Family & Child Counseling (MS–Counseling, MS-Psychology*)								•
Marketing (BS–Bus Adm)			•					
Mathematics (BS)		•		•				
Music (BA)	•			•				
Natural Science (BA)			¤					
Nurse Practioner (MS–Nursing)						•		
Nursing (BS; MS)		•				•		
Petroleum Geology (MS–Geology)								•
Philosophy (BA)	•			•				
Physical Education (BS)		•		•				
Physics (BS)		•		•				
Political Science (BA)	•			•				
Pre Law (BA–Econ, BA–Phil, BA–Political Science)			¤					
Psychology (BA, MA, MS)	•			•	•	•		
Public Administration (BA, MPA)	•			•			•	
Pupil Personnel Services (MS–Education)								•
Reading (MA–Educ)								•
Religious Studies (BA)	•			•				
School Counseling (MS–Counseling)								•
Sociology (BA, MA)	•		•	•	•			•
Spanish (BA)	•			•				
Special Education (MA–Educ)								•
Special Major (BA)	•							
Speech & Theatre				¤				
Theatre Arts (BA)	•			•				
Urban Planning (BA–Soc)			•					
Women's Studies				¤				

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 Arts and Sciences and Business and Public Administration, there are the following program emphases:

Arts and Sciences

Within the Computer Science program (BS in Computer Science), the student may emphasize:
- Hardware and Systems Software
- Application Software

Within the English MA program, the student may emphasize:
- Writing
- Literature

Within the History program (MA in History), the student may emphasize:
- American History
- European History

Business and Public Administration

Within the concentration in Accounting (BS in Business Administration), the student may emphasize:
- General Accounting
- Public Accounting

Within the concentration in Finance (BS in Business Administration), the student may emphasize:
- General Finance
- Real Estate

Within the concentration in Management (BS in Business Administration), the student may emphasize:
- General Management
- Human Resources Management
- Operations Management
- Small Business Management
- Services Management

Within the concentration in Marketing (BS in Business Administration), the student may emphasize:
- General Marketing;
- Consumer Marketing and Advertising Strategy
- Organizational Marketing
- Services Marketing

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:

- **Arts and Sciences**
  - Certificate in Chicano Studies
  - Certificate in Environmental Management
  - Certificate in Hydrogeology
  - Certificate in Land Resources Management
  - Certificate in Writing
  - Certificates in Communication, three Options
- **Business and Public Administration**
  - Certificate in Public Administration
- **Education**
  - Certificate in Adapted Physical Education

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:

- Advanced Supervisory Skills
- Attorney Assistant
- Computers for Executives,
- 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 (805) 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 Cal 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.

Recommended Courses

Minimum requirements at most institutions include course sequences in mathematics, physics, and chemistry. A sample schedule for well-prepared high school graduates is given below.

First Year

Fall		*Winter*		*Spring*	
ENGL 100	(5)	ENGL 110	(5)	PHIL 102	(5)
MATH 201*	(5)	MATH 202	(5)	MATH 203	(5)
CHEM 211	(5)	CHEM 212	(5)	CMPS 140 or 212	(5)
GST 160	(1)	ENGR 160	(1)	ENGR 161	(2)
Quarter Units	16		16		17

Second Year

Fall		*Winter*		*Spring*	
COMM 108	(5)	PLSI 101	(5)	HIST 231	(5)
MATH 204	(5)	MATH 302	(5)	PHYS 240/241	(5)
PHYS 221	(6)	PHYS 222	(6)	PHYS 223	(6)
Quarter Units	16		16		16

* Students who need to take pre-calculus could delay the math sequence by one quarter.

The Chemistry and Physics sequences may be interchanged. Some General Education requirements may be satisfied by other courses.

Although individual schedules may vary, it is emphasized that MATH 201-204, 302, CHEM 211, 212, and PHYS 221-223 should be completed for ease in transfer after two years. Departures from these course sequences may result in a serious extension of the time required to receive a BS in Engineering.

Students who do not have a strong background in mathematics will have to modify their course selection sequences and are strongly urged to plan individual programs, with an appropriate advisor, as soon as possible.

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 201, 202, 203, 204--Analytical Geometry and Calculus
MATH 302 Differential Equations
CHEM 211, 212 Chemistry for science majors
PHYS 221, 222 Classical Physics, calculus based
PHYS 223 Modern Physics
PHYS 240/241 Statics
COMPS 140 FORTRAN programming
ENGR 160, 161 Introduction to Engineering
ENGL 110 Composition
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 pre-law advisor in the Political Science Department (DDH B113, 664-2353).

The University offers three pre-law 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 (p. 243, p. 175 and p. 264) 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:

Mathematics:	201, 202
Computer Sciences:	294
Physics:	221, 222, 223 or 201, 202, 203
Chemistry:	211, 212, 213, 331, 332, and 333 or 340
Biology:	210, 212, 255, 304, 311, 351

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, 805-664-3089), Chemistry (SCI II Room 273, 805-664-3027), and Psychology (DDH D107, 805-664-2363) or the Office of the Dean of Arts and Sciences (DDH B102, 805-664-2221).

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 coursework, 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 CR/NC 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 CR/NC 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 (DDH–AA203; 664-3159).

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 coursework, 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).

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 non-profit 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 CR/NC basis.

Students interested in this program should contact the Cooperative Education Office (DDH CC208, 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 non-profit, 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 (DDH CC208, 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 view participation via cable; others require attendance at specific sites. All courses are televised live at the time of instruction at CSUB. The region served by the program broadcast varies from course to course. The general area is from Porterville on the north to Arvin 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 courses telephone (805) 664-2448.

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:

1. be a full-time student at CSUB (at least 12 units)
2. be a sophomore or junior during the term of exchange
3. have a cumulative GPA of at least 2.5.

Tuition assessed is the in-state (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).

Center for International Education

The Center for International Education (DDH CC217, 664-2354) is responsible for the coordination of academic services to international students, including the following functions:

1. Responses to inquiries from all prospective international students.
2. Informational contact with international applicants for admission.
3. Academic and cultural orientation of new international students.
4. Initial academic advising of lower-division international students.
5. General assistance to international students with academic and personal concerns.

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 Center for International Education (DDH CC217, 664-2354).

Université d'Orléans - Orléans, France: This program is based on balanced one-to-one exchanges of CSUB and Université d'Orléans students. Student pays CSUB tuition and fees before departure to host institution. Room and board is arranged through the Université d'Orléans. Students must have a 2.75 GPA to apply to the Université d'Orléans. 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 Université d'Orléans, CSUB students enroll directly in the host institution and are integrated with native students. Most majors at CSUB are offered by the Université d'Orléans. Contact Dr. Joanne Schmidt, (DDH B119, 664-2317).

MICEFA (Mission interuniversitaire de coordination des échanges franco-américains - 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 Universités 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 Université 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 17 countries, the International Programs also offers a wide selection of study locales and learning environments.

Australia
The University of Western Sydney

Brazil
Universidade de São Paulo

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, i.a.

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

France
Institut des Etudes Françaises 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, V, VI, VIII, X, XI, XII, XIII

Germany
The institutions of higher education in the German
Federal State of Baden-Württemberg, including:
Ruprecht-Karls-Universität (Heidelberg)
Universität Hohenheim
Fachhochschule Nürtingen
Fachhochschule Reutlingen
Berufsakademie Stuttgart
Universität Stuttgart
Eberhard-Karls-Universität (Tübingen)

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
Universidad Pedagógica Nacional (Mexico City)
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
Kingston University (Greater London)
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 college if they can meet this requirement. 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 from or by writing to The California State University International Programs, 400 Golden Shore, Suite 122, Long Beach, California 90802-4275. Visit us on the World Wide Web at http://www.calstate.edu/csuienet/.

UNDERGRADUATE DEGREE POLICIES AND PRACTICES

Requirements for the Baccalaureate Degree

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

Units

A minimum of 186 quarter units is required, 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.

Scholarships

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 breath 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.

Alternatively, completion of the year-long English Communication Seminar.

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 sub-areas:

C1. Art or performing arts (music or theater)
C2. Foreign languages (103 level or above fluency courses),
C3. History
C4. Literature
C5. Philosophy/religious studies

Alternatively, ten quarter units in the World Civilizations Seminar and five quarter units (one course) in any of the sub-areas listed above.

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 sub-areas:

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

Alternatively, five quarter units in the World Civilizations Seminar and ten quarter units (two courses) in any two of the sub-areas listed above.

Lower-Division Seminar Alternatives

Native CSUB students may complete Area A by taking a year-long English Communication Seminar. Normally, the seminar will be taken in the first year of study. This seminar is designed to enable students to more thoroughly develop their English communication and critical thinking skills through increased feedback and developmental assignments. The English Communication Seminar is interdisciplinary in nature and jointly taught with faculty from different disciplines.

Students may partially complete Area C (10 quarter units) and Area D (5 quarter units) through a year-long World Civilizations Seminar. Normally, the seminar will be taken in the second year of study. This seminar is designed to enable students to more thoroughly explore the development of civilizations (Western and non-Western) throughout the world. The World Civilizations Seminar is interdisciplinary in nature and jointly taught with faculty from different disciplines.

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 CR/NC. 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 on 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.

The University has established several policies effecting the 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 sub-committee 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 may satisfy a portion or all of the lower division requirements through previous coursework.

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.

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 Goal I within the first 45 baccalaureate credit quarter units at CSUB;
   b. Complete Goals II and III within the first 60 baccalaureate credit quarter units at CSUB;
   c. Complete Goal IV 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 Goal I, II, and III within the first 45 baccalaureate credit quarter units at CSUB;
   b. Complete Goal IV within the first 60 baccalaureate credit quarter units at CSUB. Students who do not complete the Basic Skills Goals 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 D115, 664-2363). 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. US History to 1865
HIST 232. US History from 1865
HIST 370. Early California
HIST 371. Modern California
HIST 445. History of the American West
HIST 455. The Social Fabric: A History of American Life
HIST 465. History of Black America to 1865
HIST 466. History of Black America Since 1865
HIST 475. Constitutional History of the United States

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.

Upper Division and Graduate Writing Competency Requirement

In May 1976, the CSU Board of Trustees established a systemwide 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 Upper Division Writing Competency Examination or by achieving a grade of "C", (CR) or better in any of the following courses: COMM 304, 306, or 311, ENGL 310, 410, 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 work, including the Basic Subjects requirement in English (English 110), 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 upper division writing competency 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 both parts of the examination at one administration. Results will be sent to the addresses registrants provide on the day of the examination.

Brochures with more information on the UDWCE are available in the Testing Center, the Department of English and 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).

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 (p. 78). 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 non-accredited 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.

* **Note:** 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.

GRADUATION PRACTICES AND PROCEDURES

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 or Winter 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 during the quarter in which the degree is earned, 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 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 and CSUB grade point average *both* reach the following standard:

3.3-3.59	cum laude
3.6-3.89	magna cum laude
3.9-4.0	summa cum laude

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 the 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 COLLEGE). 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, but may also be open to lower division students, which do not give graduate credit.
400-499	Upper division courses of junior and senior level, not open to lower division students, which may give post-baccalaureate or graduate credit.
500-599	Graduate courses also open to seniors and credential candidates.
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 relicensure 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 on 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 instructor 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 on 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, 833-2133) 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 CR/NC 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 (SS 105, 833-2123) 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 non-attendance. Students not attending a class are responsible for completing the appropriate forms and submitting them to the Records Office.

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.

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

Removal of Previous Terms

In exceptional circumstances a student may be granted permission to have up to one year of undergraduate course work, 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.

Current procedures regarding removal of previous coursework are available in the Registrar's Office (SA 103, 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 Trustees of The California State University, the Chancellor of The California State University, or the President of the campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies 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, set forth on page 85, augmented by the assignment of two progress points per unit for the CR grade.

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. For graduate students, the minimum grade point average is 3.0. 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 the cumulative grade point average at the University are 2.0 or higher.

A student may be placed on 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	35 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 classwork 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
3. For all other purposes, undergraduate students registering for 12 quarter units or more of credit

Part-Time

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

POLICIES ON THE RIGHTS OF INDIVIDUALS

Nondiscrimination Policies

Race, Color, or National Origin

The California State University complies with the requirements of Title VI 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).

Sex

The California State University does not discriminate on the basis of sex 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 Vice President for Administrative Services (664-2287), the campus officer assigned the administrative responsibility of reviewing such matters or to the Regional Director of the Office for Civil Rights, Region 9, 50 UN 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.

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 personnel 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, Administration 108, 664-2266. Complaints involving sexual harassment of students should be made to the Ombudsman, located in the Counseling Center, Health Services 13, 664-3366. Such complaints will be investigated without delay in accordance with university procedures and appropriate action taken.

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 in its implementing regulations. Inquiries concerning compliance may be addressed to this person at the Services for Students with Disabilities Office (805) 664-3360; TDD (805) 664-4263.

Student Academic Grievance

A student has the right to grieve an academic sanction imposed by a faculty. The grievances can concern only two types of sanctions; they are allegations of academic dishonesty and an assigned final course grade.

The grievance must be pursued according to the University's Student Academic 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 Non-Academic Grievance

A student also has the right to grieve other University actions. Non-academic 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 Non-Academic 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.

Graduate Studies & Research

Science Building I, Room 104
Voice: 805-664-2231
Fax: 805-664-3342
Email: nmyers@csubak.edu

Dean: Selina Ganopole

Division of Graduate Studies and Research

California State University, Bakersfield (CSUB), as part of the 23-campus California State University system, is committed to the development of quality graduate curricula to meet important student and regional needs. The graduate curricula provide students the opportunity to meet academic, professional, and other career needs. The graduate course work may culminate in a master's degree, an advanced teaching credential, or a special post-baccalaureate 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 (CTC).

CSUB is also a member of the Council of Graduate Schools (CGS) and the Western Association of Graduate Schools (WAGS).

GRADUATE PROGRAMS

The Division of Graduate Studies and Research works closely with the School Deans, the Graduate Senate (comprised of the Graduate Program Coordinators) 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 a graduate student from application to graduation.

Presently, CSUB offers 13 master's degree programs:

The School of Arts and Sciences

Master of Arts (M.A.)
- Anthropology
- Thesis Option
- Non-Thesis Option
  Teaching
  Special Projects
- English
- History
- Psychology
- Community College Teaching Emphasis
- Doctoral Preparation Emphasis
- General Psychology Emphasis
- Sociology
- Thesis Option
- Non-Thesis Option
  Teaching
  Special Projects

Master of Science (M.S.)
- Geology
- Hydrogeology Option
- Petroleum Geology Option
- Nursing
- Education Option
- Nursing Administration Option
- Family Nurse Practitioner Option
- Psychology
- Marriage, Family, and Child Counseling

School of Education

Master of Arts (M.A.)

- Education
- Specializations:
- Bilingual/Bicultural Education Concentration
- Curriculum and Instruction Concentration
- Early Childhood Education Concentration
- Educational Administration Concentration
- Pupil Personnel Services Concentration
- Reading Concentration
- Special Education Concentration

Master of Science (M.S.)

- Counseling
- Marriage, Family, and Child Counseling Option
- School Counseling Option

SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

Master of Business Administration (M.B.A.)

Master of Public Administration (M.P.A.)

Master of Science (M.S.)

- Administration
- Health Care Management

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 (listed below), or the Office of the Dean, Graduate Studies and Research.

ADVANCED CREDENTIAL PROGRAMS

The School of Education offers the following advanced services and specialist credential programs:

- Administrative Services Preliminary Credential
- Pupil Personnel Services Credential
- Educational Administration Professional Credential
- Bilingual/Cross-Cultural Education Specialist Credential
- Learning Handicapped Specialist Credential
- Severely Handicapped Specialist Credential
- Reading Specialist Credential

Students wishing information about any of these advanced credential programs should contact the School of Education directly.

POST-BACCALAUREATE CERTIFICATE PROGRAMS

CSUB has been authorized to offer the following post-baccalaureate certificate programs, all of which involve a specific set of courses at the advanced level:

- Certificate in Hydrogeology (Geology program)
- Certificate in Writing (English program)
- Language Development Specialist Certificate (Education)
- Resource Specialist Certificate of Competence (Education)
- Post Master's Nursing Certificate (Nursing program)

Students will be awarded a certificate by CSUB upon completion of the specific set of courses required by the certificate program. Students wishing information about any of these post-baccalaureate certificate programs should contact the respective programs directly.

COUNCIL OF GRADUATE PROGRAM COORDINATORS

Program	Coordinator	Office	Telephone
MA, Anthropology	Phillip Silverman	DDH CC206	805-664-2389
MA, Education	Dianne Turner	EDUC 135	805-664-3137
MA, English	Victor K. Lasseter	FT 102A	805-664-2125
MA, History	Oliver A. Rink	FT 301D	805-664-2170
MA, Psychology	Ken Ishida	DDH D123	805-664-2375
MA, Sociology	Vandana Kohli	DDH AA206	805-664-2390
MBA, Bus Admin	Tom Mishoe	DDH C101	805-664-3099
MPA, Pub Admin	Jack Goldsmith	DDH A109	805-664-2323
MS, Admin: Health Care Mgt	Jack Goldsmith	DDH A109	805-664-2323
MS, Counseling	Nils Carlson	EDUC 224	805-664-3137
MS, Geology	Robert A. Horton	SCI-II 357	805-664-3059
MS, Nursing	Collette York	RNC 113	805-664-3115
MS, Psychology	Ken Ishida	DDH D123	805-664-2375

GRADUATE ADMISSION REQUIREMENTS

Graduate Program 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:**

M.A. (Anthropology, Education, English, Psychology, or Sociology) or M.S. (Counseling, Geology, Nursing, or Psychology):

- 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.
- 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 coursework. *Each graduate program may require a higher GPA and/or specific prerequisite courses.*
- 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.

M.B.A. (Business Administration), M.P.A. (Public Administration), or M.S. (Administration: Health Care Management):

- 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.
- Overall 2.75 GPA (A = 4.00) for **all upper-division course work.**
- 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) score of 900 or higher, with a score of 450 or higher on each of the following two subtests--quantitative and verbal.
- 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 as a graduate student, applicants whose preparatory education is principally in a language other than English must have a **TOEFL score of 550 or higher.** 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:

- 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.
- Overall 2.50 GPA (A = 4.00) in the last 90 quarter units (60 semester units) of college or university coursework.
- Be in good standing at the last college or university attended.

In addition to meeting the above **minimum** requirements for admission to the University as a post-baccalaureate unclassified student, applicants whose preparatory education is principally in a language other than English must have a **TOEFL score of 550 or higher.** 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. The acceptability of the evidence and its review will be determined by the Dean of Graduate Studies and Research or other appropriate campus authorities. Admission by special action will be based upon the judgment that the evidence clearly supports sufficient academic, professional, and other potential pertinent to the applicant's educational objectives.

GRADUATE PROGRAM 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 (as listed above) to discuss admission requirements for the specific graduate program and the application process for admission to the graduate program prior to submitting any application materials for admission to either the graduate program or the University. 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 as early as possible the School of Education for any of the advanced credential programs or the appropriate office responsible for each of the post-baccalaureate certificate programs 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 non-credit program offers daily instruction in reading/vocabulary, writing/grammar, and listening/speaking. TOEFL preparation is available (see IELC, page 31).

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 requirements 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.

Applications from Students Who Are Enrolled at Other Campuses

Students who are enrolled as a graduate student at another campus may be admitted to CSUB at the discretion of 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 satisfy the following requirements:

- 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.
- 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, the student must contact the appropriate graduate program coordinator. 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 Former CSUB Graduate or Post-Baccalaureate Students Who Have "Stopped-Out"

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 which the student completed prior to "stopping-out" will be re-assessed by the graduate program coordinator as to their application to the 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.

Applications from International (Foreign) Students

All graduate program and post-baccalaureate 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. Documentation must be provided in *original form* by the testing institution; copies submitted by the applicant are not acceptable. Exceptions to the 550 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, Graduate Studies and Research, or the appropriate graduate program coordinator (as listed above) 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 with appropriate graduate program faculty the admission requirements for the specific graduate program, the application process for admission to the graduate program, program prerequisites and requirements, equivalency of courses taken at the foreign university, academic and career goals, passport and visa requirements, required fees and general cost of living matters, and general student and community characteristics.

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 to the graduate program will be evaluated by the respective graduate program coordinator. For additional details, consult also the section, "CSU Admission Application Procedures," on page 38.

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 credit units of courses applicable to his/her graduate program to comply with immigration laws. Students who wish to enroll through Extended Studies must have formal permission from the appropriate graduate program coordinator, the Dean for Graduate Studies and Research, and 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 non-accredited college or university should contact the appropriate graduate program coordinator to discuss the equivalency of their degree and coursework 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.

GRADUATE AND POST-BACCALAUREATE STUDENT STANDINGS

Graduate Student Standings

Graduate 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 coursework.

Graduate Conditionally Classified. A student may be formally 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.

Post-Baccalaureate 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 expected to meet with the Dean for Graduate Studies and Research for academic advising.

Post-Baccalaureate 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 Graduate or Post-Baccalaureate 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 (p. 97) or without Continuous Enrollment status (p. 99) will be reclassifed in a non-active student status. All students who have been reclassified in a non-active student status must submit an application for admission to the University and pay the nonrefundable application fee. Graduate students wishing to return must also submit an application for admission to the respective graduate program. (See also the section on "Applications from Former CSUB Graduate or Post-Baccalaureate Students Who Have 'Stopped-Out' " on p. 95.)

ACADEMIC ISSUES FOR GRADUATE AND POST-BACCALAUREATE STUDENTS

Academic Advising

All graduate students formally admitted to a master's degree program will work closely with the graduate program coordinator and an assigned faculty advisor in the development of a plan of study which will specify the courses 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 graduate 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 for Graduate and Post-Baccalaureate Students

Graduate 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 qualify for 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. All planned educational leaves of absence must be formally approved by the appropriate graduate program coordinator or faculty advisor and the Dean for Graduate Studies and Research.

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.

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 on performance will be based upon a review by the graduate program coordinator and the approval of 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 school 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 school dean. Academic disqualification for post-baccalaureate unclassified students will be based upon review 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, school 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 school 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.

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 review further the problem or to appeal a decision, the student should then consult, in sequential order, with the appropriate department chair, school 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 allowed for a thesis or project (see culminating experience requirements). Each graduate student should discuss with the graduate program coordinator of his/her respective master's degree program regarding the details of thecredit unit requirements.

Advancement to Graduate Candidacy

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. 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 may be required for enrollment in the required culminating experience for the graduate program and is 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 Administrative Code, 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 fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and 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, 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 Competency Requirement

All graduate students who apply for a master's degree must demonstrate upper-division writing competency. If the student has completed this requirement during his/her baccalaureate program with a score/grade which meets the minimal requirements specified by the graduate program, then certification of the upper-division writing competency will be accepted. Students who have not yet completed this requirement may register for and pass the Upper-Division Writing Competency Examination, which is offered at CSUB at least three times each academic year, or may enroll in and satisfactorily complete one of the following approved courses: COMM 304, 306, 311, or 405; ENGL 310, 410, or 410.900; or HIST 300. All graduate students should check with the appropriate graduate program coordinator to discuss the specific requirements, including acceptable scores or grades, of their respective program.

Time Limits for Completing Graduate Program Requirements

The California Administrative Code, 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. All petitions for extension of time limits must be approved also by the Dean of Graduate Studies and Research.

Transfer Credits to a Graduate Program

If accepted by the faculty of the respective master's degree program, graduate credit from another accredited college or university may be applied toward the fulfillment of requirements in the student's graduate program at CSUB. In addition, graduate-level course work taken through Extended Studies 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 Extended Studies 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 **non-optional** 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 and have completed all course work required by the master's degree program, but have not completed the culminating experience (thesis, project, or comprehensive examination), may enroll in a special course available for each graduate program 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. If the student is unable to complete the culminating experience requirement within the maximum units allowed by the graduate program, then the student may register for a special 700 course, at zero (0) credit units, through the Extended University to maintain "continuous enrollment" for purposes of using University facilities, in particular the library. Call 664-2441 for the current fee.

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 make-up the deficiencies and re-apply for graduation.

Candidates for the master's degree to be awarded at the end of a regular academic term 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 requirements of their plan of study. 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 requirements, including the culminating experience (thesis, project, or comprehensive examination), have been completed prior to the date of commencement.

FINANCIAL AID PROGRAMS FOR GRADUATE STUDENTS

Financial aid programs for graduate students are limited 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:

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.

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 in the State of California.

Graduate Equity Fellowships. State-funded awards are made to resident students with demonstrated financial need who are admitted to a graduate degree program. Eligible students are from ethnically underrepresented groups, students with disabilities, and women in academic disciplines where they have been historically underrepresented. 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.

California Pre-Doctoral Scholars. The California State University makes competively-based awards to resident students who are qualified to be 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 ethnically underrepresented groups, students with disabilities, and women in academic disciplines where they have been historically under-represented. 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.

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.

Student Loans. Various long-term, low-interest student loans are available to eligible applicants.

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.

LICENSURE FOR MARRIAGE, FAMILY, AND CHILD COUNSELING (MFCC)

Academic preparation for the Marriage, Family, and Child Counseling (MFCC) licensure is available at CSUB within the Master of Science programs in Counseling and in Psychology. Course work will include graduate-level study in human development, human sexuality, psychopathology, cross-cultural mores and values, interpersonal communications, theories of marriage and family counseling, methods of research and evaluation, professional ethics and law, and applied psychotherapeutic techniques of MFCC counseling.

Following completion of the approved sequence of course work and award of the master's degree and completion of the required supervised field work hours (taken after the completion of the master's degree), students must register for and pass an examination administered by the California Board of Behavioral Science Examiners (BBSE). The BBSE is responsible for the final decision regarding the granting of an MFCC license for the purpose of private practice in the State of California. For additional information regarding the MFCC licensure, students should contact Dr. Ken Ishida, graduate program coordinator for Psychology, Dr. Nils Carlson, graduate program coordinator for Counseling, or the Office of the Dean, Graduate Studies and Research.

RESEARCH AND FACULTY DEVELOPMENT PROGRAMS

In addition to the coordination of graduate studies at CSUB, Graduate Studies and Research is responsible for the coordination of all research and sponsored programs. These programs provide the faculty and students the opportunity to become engaged in research, scholarship, and creative activities. In addition, faculty have opportunities for professional development in terms of teaching, learning, and course development.

The Dean for Graduate Studies and Research is a member of the Council for Undergraduate Research (CUR), National Council of University Research Administrators (NCURA), Professional and Organizational Development (POD) Network, and Society of Research Administrators (SRA).

Grant Proposal Development

Graduate Studies and Research is responsible for supporting the pre-award activities in the development of proposals for grants and contracts being prepared by CSUB faculty and staff. The pre-award activities include:

- searching for funding sources,
- providing general information about the University and the community, including demographic information,
- preparing the budget,
- completing all necessary assurance forms,
- reviewing the proposal to ensure conformance with the technical requirements of the program guidelines,
- routing the proposal for signatures,
- duplicating required copies of the proposal, and
- packaging and mailing all copies to the funding agency in accord with specified deadlines.

Intramural Support for Faculty Development

The University provides three programs for supporting research, scholarship , and creative activities of the faculty:

- Faculty Diversity Program awards up to $5,000 mini-grants and six (6) weighted teaching units of assigned time to tenure-track and tenured faculty at the ranks of Assistant and Associate Professor. The awards are to support those activities, including course development, necessary for the faculty to be tenured and/or promoted.
- University Research Council (URC) awards up to $5,000 mini-grants and one (1) course "release" to tenured and tenure-track faculty at all ranks. While these awards serve many of the same purposes as the Faculty Diversity Program, the URC awards are limited to research, scholarship, and creative activities that help faculty establish their professional record. In addition, potential for extramural support is a significant consideration in making the awards.
- Student Research Scholars (SRS) Program awards $2,000 to a faculty-student team to carry out a project that builds upon the faculty member's established record in research, scholarship, or creative activity. The student participant is to serve as a "junior" research associate under the mentorship of the faculty member for the one-year duration of the project. This program is funded by the Cal State Bakersfield Foundation.

CSUB also provides limited financial support for faculty development in teaching and learning through the "Writing Across the Curriculum" Program and travel support for activities sponsored by the Institute of Teaching and Learning (ITL) of the California State University. Graduate Studies and Research also provides limited financial support for selected faculty to present papers accepted through a peer review process at a regional or national professional meeting.

Intramural Support for Student Research

Undergraduate and graduate students may become involved in faculty research projects through any of the above specified programs as student assistants. The Student Research Scholars (SRS) Program is unique in the sense that the student actually writes the proposal in consultation with the faculty sponsor and serves a "junior" research associate under the mentorship of the faculty member.

Students have an opportunity to present their research results at the annual CSUB Student Research Competition held in early June. Graduate Studies and Research provides support to undergraduate and graduate students to present their research at the annual CSU Student Research Competition held at one of the CSU campuses in early May. Finally, Graduate Studies and Research provides limited support for selected graduate students to present papers accepted through a peer review process at a regional or national professional meeting.

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)

Dr. Kenneth L. Nyberg, Director; 805-664-2109/2173. Purpose: to conduct applied behavioral and organizational research (surveys for needs assessments, marketing, planning, evaluations) relevant to practical and pressing issues in the southern San Joaquin Valley.

ARCHEOLOGICAL INFORMATION CENTER (AIC)

Dr. Phillip Silverman, Director; 805-664-2289. Purpose: to maintain archaeological site record information for Fresno, Kings, Madera, and Tulare counties.

BUSINESS RESEARCH AND EDUCATION CENTER

School Dean, Director; 805-664-2157. Purpose: to provide regional capability for understanding the dynamics of business changes which enable decision makers to determine what actions should be taken.

CALIFORNIA WELL SAMPLE REPOSITORY

Dr. Ray Geigle, Director; 805-664-3054. Purpose: to conduct and collect, classify or process, store, and make publicly available representative samples of California rocks, including subsurface rocks from wells, investigative borings and other subsurface information.

CENTER FOR THE ADVANCEMENT OF SCIENCE AND TECHNOLOGY EDUCATION

Dr. David H. Ost, Director; 805-664-2441. Purpose: to be an advocate for quality science and technology education within the University and the region it serves; further scientific literacy and public understanding of science; facilitate externally funded research and other scholarly activities which advance science and technology education; and coordinate the delivery and monitor the quality of interdisciplinary science and science and technology education courses.

CENTER FOR ARCHAEOLOGICAL RESEARCH (CAR)

Dr. Mark O. Sutton, Director; 805-664-3153. Purpose: to conduct archaeological studies on a consulting basis to governmental and private agencies.

CENTER FOR ECONOMIC EDUCATION AND RESEARCH

Dr. Mark O. Evans, Director; 805-664-2461. Purpose: to further the goal of economic literacy through providing in-service workshops, enrichment programs, lectures and symposia; to raise and allocate funds to support the goals of the Economics Department; and to facilitate externally funded research and contractual work in economics and economics education.

CENTER FOR ENVIRONMENTAL STUDIES

Director: Vacant. Purpose: to conduct research which will facilitate understanding environmental issues; provide forum for exchange of ideas central to planning the wise use of urban, rural and wild lands; and serve as an advocate for University and community awareness of environmental issues.

FACILITY FOR ANIMAL CARE AND TREATMENT (FACT)

Dr. Ted D. Murphy, Director; 805-664-3021. Operates under auspices of Center for Environmental Studies.

CENTER FOR LIVING AND LEARNING

Dr. Selina Ganopole, Administrator; 805-664-2024. Purpose: to support and undertake research on matters related to aging, facilitate community service programs, and facilitate delivery of educational programs revelant to older adults.

COMPUTER SOFTWARE DEVELOPMENT AND CONSULTING CENTER

Dr. Abbas "John" Youssefi, Director; 805-664-3180. Purpose: to provide computer science faculty opportunities to consult with local corporations; to provide computer science students opportunities to gain practical knowledge in developing computer programs for applied problems; to facilitate and encourage faculty research in computer science; and to facilitate opportunities for grant project development.

DIRECT MARKETING INSTITUTE

Dr. V. V. "Kris" Bellur, Director; 805-664-3086. Purpose: to promote direct marketing education by conducting seminars and certificate programs, developing courses to be offered in the academic curriculum, and conducting research related to direct marketing.

PUBLIC SERVICE INSTITUTE

Dr. James D. Slack, Director; 805-664-2318. Purpose: to promote management and supervisory training in the public and non-profit sectors within CSUB service area and engage in research focused on public and non-profit sector issues and need.

KEGLEY INSTITUTE OF ETHICS

Dr. Christopher Meyers, Director; 805-664-3149. Purpose: to conduct and encourage research, promote teaching, provide consultation, and disseminate information pertaining to ethical issues.

Extended University Division

Modular Building 3, Suite 320
Voice: 805-664-2441
Fax: 805-664-2447
Email: dost@csubak.edu
WWW: http://www.csubak.edu/home/acadpro/extuniv

Dean: David H. Ost

Extended University Division

It is the responsibility of the University to provide access to higher education beyond the traditional patterns of campus-based education and programs. This task is assigned to the Extended University Division (EUD). It administers a variety of programs, courses, workshops, seminars and conferences designed for those 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 which meet the general community needs.

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 have satisfied the academic or experiential prerequisites for the particular courses in which they intend to enroll or obtain the permission of the instructor.

Enrollment in courses through the EUD does **not** in itself, constitute formal acceptance into the University.

Programs

Special Sessions include courses offered during the summer and other offerings such as special courses offered during the academic break between fall and winter quarters. These courses are closely aligned with regular on-campus classes and generally afford the student regular residence credit.

The **Summer Program** is divided into two general sessions. There is some overlapping of longer course offerings, and a variety of specialized courses may be offered in an intensive format. The summer course schedule is available in January. There is **no** differentiation of fees for out-of-state students.

Open University provides students the opportunity to concurrently enroll in regular University classes through EUD on a space available basis after approvals are obtained by the student from the instructor and other offices. The 1997-98 fee for enrollment through the Open University is $90/quarter unit for lecture classes. There is **no** additional fee for out-of-state students. Students are limited to a maximum of 36 quarter units of undergraduate or 13 quarter units of graduate credit through Open University for use in degree programs.

Degree Programs are offered through EUD at various sites throughout the service region. Currently the University is authorized to deliver the following degrees: a B.S. in Business Administration, an M.S. in Administration, an M.A. in Education, a B.A. in Liberal Studies, and a B.A. in Economics.

Regional Programs are provided throughout Kern, Inyo, Mono, and portions of Tulare and Los Angeles counties. Regional Programs may include any of the EUD courses, certificates, and programs. Regional Programs may also include the delivery of regular academic courses and complete undergraduate or graduate degrees drawn from the university curriculum.

Extended Studies courses available through EUD are offered separately from regular quarter academic and professional programs. Most offerings are scheduled in the evenings or on weekends. For information on Extended Studies programs, please call (805) 664-2427, FAX a request to (805) 664-2447, or visit our website.

Regular extension courses carry degree credit subject to the University limitations of 36 quarter units which may be included in a bachelor's degree program, or 13 units applied toward a master's degree. The acceptability of courses toward major or minor concentrations is subject to approval of the 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 needs in the community.

Special courses and programs designed for relicensure or other forms of continuing education are offered along with professional development courses.

Certificate Programs

Certificate Programs are designed for individuals seeking formal recognition for completing an organized, integrated, 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. Please call (805) 664-2427 for information. Certificate programs currently offered by EUD include:

- Advanced Supervisory Skills
- Attorney Assistant
- Drug and Alcohol Studies
- Environmental Resource Management
- Human Resource Management

- Management of Innovation/Technology
- Purchasing Management
- Safety Management
- Strategic Management
- Total Quality Management
- Workers' Compensation Law

Telephone (805) 664-2427 for additional information.

Professional Symposium Series

A series of symposia are offered each year to offer our community professional development opportunities. Working with local professionals, Extended Studies develops day-long conferences on subjects that compliment our Certificate Programs. A generic calendar follows:

January	Technology/Computer Symposium
February	Purchasing Symposium
March	Safety Symposium
April	Supervisory Symposium
May	Drug and Alcohol Counselors Symposium
June	Paralegal Symposium
September	Human Resource Management Symposium
October	Total Quality management Symposium
November	Workers' Compensation Symposium

These symposiums are continuously updated to meet current demands. Please call (805) 664-3088 for more information.

Fees

The State of California does not provide financial resources to support EUD instructional programs. All courses and programs must be totally financed by student fees and operated on a self-supporting basis. Over the years fees for special programs and Special Sessions programs have been somewhat higher than those charged for regular residence attendance. Course fees vary considerably based on the type of program offered, location, and other factors. All fees are subject to change as determined by the Board of Trustees of the California State University System. Financial aid may be available for qualified students enrolled in External Degree and Regional Program offerings. Additional information is available in the quarterly bulletin or can be obtained by calling (805) 664-2441.

Instructional Television (ITV) Program

Selected university courses are televised live. This electronic instruction makes it possible for students to enroll in regular courses at selected off-campus sites or to participate in the classes while at home. Students participate in the class by telephone (toll-free) and they may tape the course for future personal use. The majority of the ITV courses are carried on Cox Cable, Time Warner Cable, and Valley Popvision.

A variety of academic programs are delivered by this distant learning system. The ITV schedule regularly includes lower and upper division general education courses as well as courses in the Liberal Studies program. Through a special program, high school students may register for selected courses that carry university credit. The fee is greatly reduced.

A special effort is made to offer the community courses in other areas (including business, environmental management, nursing, and general interest programming). The CSUB class schedule and the Extended University's quarterly bulletin provide details of courses, instructors and time. For more information check the Class Schedule, telephone (805) 664-2448, or FAX (805) 664-2449.

Registration for ITV courses is usually as a regular resident student. However, for those individuals who are not admitted to the University, registration through the Open University may be the preferred method. For additional information concerning the Open University registration, telephone (805) 664-2441.

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. All IELC classes are taught by experienced ESL teachers. Class sizes are small with much individual attention given to each student.

The Center offers four sessions throughout the year: Three 11-week quarters and a 9-week summer session. 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 their language skills.

The 9-week summer session provides courses for graduate and undergraduate students who have already been accepted at the university and who want to improve their English language skills. Special attention is given to academic writing, textbook book reading, and oral presentations skills.

For further information phone: 805-664-2014 or FAX: 805-664-2447.

Inter-School Programs

GENERAL STUDIES

Advising Center:
Dorothy Donahoe Hall, Room C102
Voice: 805-664-3061
Fax: 805-664-6950
Email: dcisneros@csubak.edu
Director: D. Cisneros

Division Office:
Education Building, Room 251
Voice: 805-664-3420
Fax: 805-665-6911
Email: nhiggins@csubak.edu
Dean: J. H. George

Division of Undergraduate Studies

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, they 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, Celebrating Diversity through Film) 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.

PERSONALIZED HONORS PROGRAM

The University offers to selected and interested freshman students the opportunity to participate in the Personalized Honors Program. This program is designed to serve the well qualified and highly motivated student who seeks to find the maximum challenge and thereby derive the maximum benefit from a University education.

The students who are invited to participate in the Honors program are awarded "Honors at Entrance." The awarding of "Honors at Entrance" is not dependent upon student participation in the two-year Honors program.

Honors students may elect to participate in the two-year Honors program. To remain in the Honors program, the students must commit themselves to the entire two-year program. The first and second year component involves three Honors seminars, taught by faculty members of the Honors Council. In addition to being part of the Honors program, each course satisfies a segment of the general education requirements.

The Honors Council is composed of six faculty members from the School of Arts and Sciences who supervise the Honors program and act as academic advisors to the participating students.

Information regarding the Personalized Honors Program is available from Dr. Michael Flachmann, the Chair of the Honors Council (FT 201D, 664-2121) or in the Office of the Dean of Undergraduate Studies (EDUC 251, 664-3420).

Inter-School Programs/ General Studies

GENERAL STUDIES COURSES

GST 115. Academic Success Via Vocabulary This course will address the history, use, and effects of the English vocabulary in American culture. Such topics will include poetry, short stories, novels, newspaper and magazine articles, television, and careers. There will be class discussions, lectures, and writing assignments. Sample assignments will be to create poetry, read and analyze various writings, and to interpret the use of vocabulary and the author's intent.

GST 118. Making it in College 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.

GST 119. Techniques of Peer Advising 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 which will allow them to offer assistance to fellow students.

GST 121. Introduction to University Studies A series of seminars designed to aid the transition to the University studies for students with non-traditional 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 128. Stress Management Too much stress can affect your performance in school. This course will provide general information, guides for stress management, and wellness.

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. CR/NC Limited enrollment.

GST 131. Assertiveness Training 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 non-academic settings. Limited enrollment.

GST 136. Thinking Critically 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.

GST 138. Math Anxiety Reduction Group 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.

GST 142. Cinco de Mayo Plan, develop and carry out major activities of the Cinco de Mayo celebration and other Chicano cultural activities at CSB. 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 150. Lecture Series 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 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 which 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. CR/NC, enrollment limited.

GST 157. Advancing Academic Confidence 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 students do better academically.

GST 158. Procrastination: Writer's Block and Creativity This course deals with the psychological blocks, especially those that keep us from fulfilling those priorities we have set for ourselves. Discover the sources and symptoms of procrastination, blank-page panic, print overdose, and other blockages associated with creative lags of all kinds. (Enroll, don't put it off!)

GST 160. Orientation to California State University, Bakersfield 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.

GST 161. Re-entry Rap 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.

GST 162. Coping with Test Anxiety 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.

GST 166. Community Service Projects 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, (805) 664-2411.

GST 173, 174, 175. Afro-American Experience I, II, and III 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.

GST 178. Human Sexuality Seminars (Done Once Each Spring) The Annual Human Sexuality Seminars feature nationally and internationally recognized authors, lecturers, and others of prominence. Presentations explore a variety of current topics that are of interest to both men and women regarding who we are and how do we function in a fast paced, rapidly changing society. To earn credit you must attend the key-note address and 3 other sessions. Written papers on the 4 are required and the seminars are open to all students and the community. Can be taken without registering, but must be registered to obtain credit. Class packet can be obtained at the Counseling Center. Call 664-3366 for further information.

GST 185. U.L.T.I.M.A.T.E. I, II, and III 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 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 200. Meet the World 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.

GST 201. Fundamentals for International Students (3) Enrollment is limited to International Students and their American student buddies. It will serve as both GST 160 Orientation to CSUB and GST 390 Introduction to Microcomputers. It earns 3 quarter units and will showcase the Walter Stiern Library's latest technology resources.

GST 205. Career/Job Search 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 210. Succeeding in College 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."

GST 211. Succeeding in Careers 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.

GST 212. Succeeding in Life Discussion of the strategies and planning college 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."

GST 219. Eating Management--Caring About Self 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 223. Introduction to the Computer Algebra System--MAPLE The student will be introduced to the Algebraic, Numeric and Graphical capabilities of the Computer Algebra System, MAPLE. Problems will be chosen from Calculus, Linear Algebra, and Differential Equations.

GST 224. Dynamic Geometries (Elementary and Review Geometry through Dynamic Geometries) 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 261. Leadership, Public Service, and Citizenship 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. STAAR Network: Networking with High School Students 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 277. Special Topics Courses provide 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. Topics may be proposed by students as well as faculty. May be repeated for different offerings. Special Topics courses do 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 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? 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 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 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 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 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 296. Internship 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 only on a CR/NC basis.

GST 300. Colloquium on Experiential Integration Arena to share problems and insights on job-related activities, formulation, investigating and resolving difficulties based on a wide spectrum of conceptual frameworks. Invited speakers from CSUB and industry. Designed to integrate upper-division core subjects with work experiences. CR/NC basis only.

GST 390. Microcomputers This course introduces students to various uses of the microcomputer. Different sessions of the course will use the IBM but the MacIntosh microcomputers are the basic unit used. This course meets the Liberal Studies Credential microcomputer prerequisite requirement.

GST 393. Introduction to Microcomputers-IBM PC 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. We will learn to use an editor, a word processor, a spreadsheet, and other applications depending on the interest of the class. This course meets the Liberal Studies Credential microcomputer prerequisite requirement.

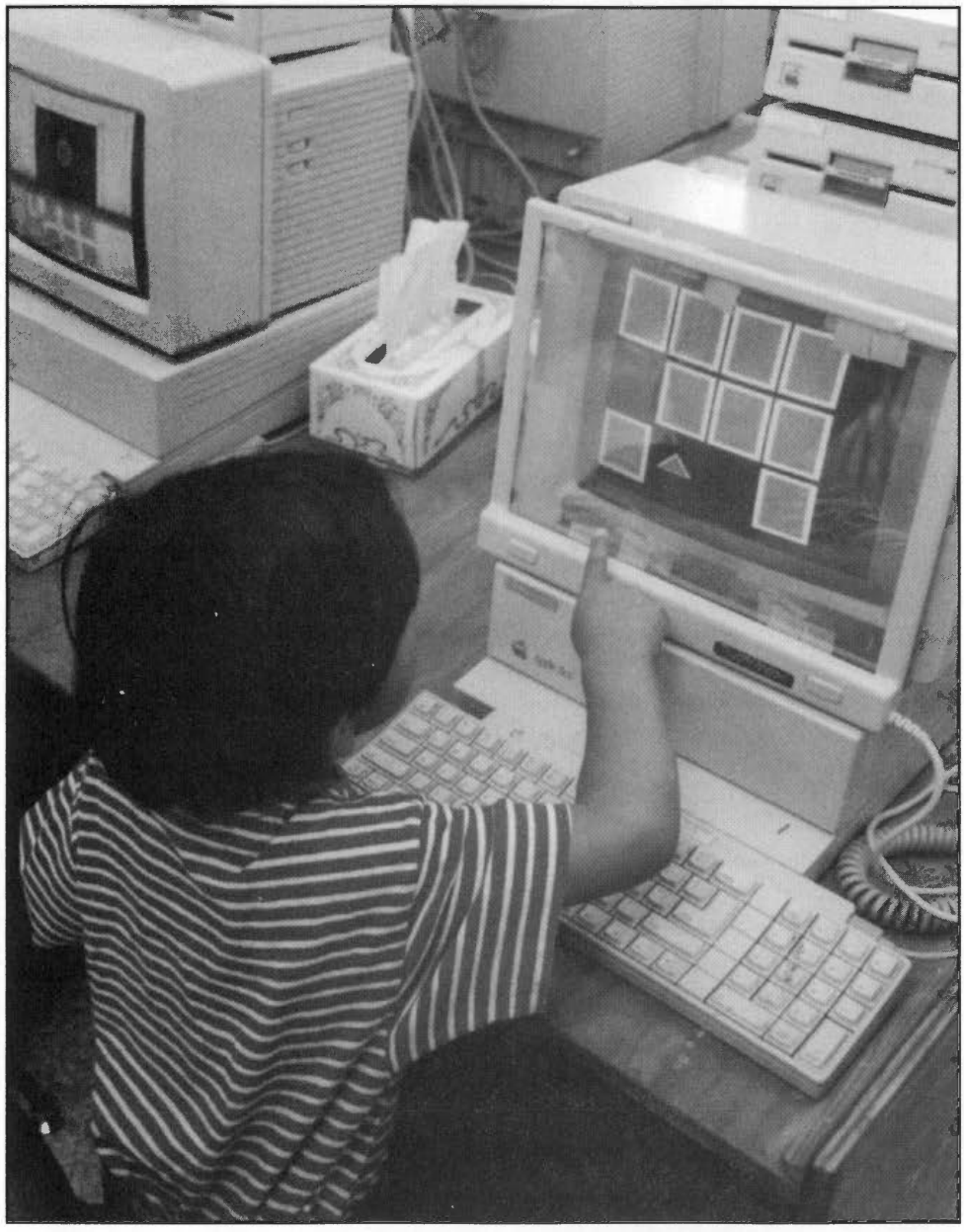
GST 395. Introduction to Computers and Spreadsheets This course introduces students briefly to computer technology, operating systems, and word processing. Emphasis will be placed on developing proficiency in the use of spreadsheets for data analysis.

HCOR 396. Community Service 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 CR/NC basis only.

CHILD DEVELOPMENT

Child Development is an interdisciplinary major that focuses upon the biological, psychological, and sociological foundations of child behavior and development. Through a variety of courses, laboratory experiences, and selected field work, students gain an intensive, as well as global, understanding of the development needs, patterns, and problems of children. The program includes the study of normal and atypical development, with a focus upon infancy through adolescence.

There are two options to the Child Development Program. These are: (a) the Child Development major only or (b) the Child Development subject matter program for the Multiple Subjects Credential program.



Education Building,
Room 124
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Email: lwhite@csubak.edu

Program Coordinator:
Lon Kellenberger

Child Development Major Only Program

The Child Development Major only approach is of specific interest to persons who plan to enter professions or occupations that call for "child development specialist." These include positions as teachers and administrators of public and private kindergartens, preschools, and day-care centers; playground and recreation supervisors; counselors in child guidance clinics and adoption agencies; and other service positions involving work with young children and their families. The program provides the academic preparation for post-baccalaureate training in a number of child-related professions in the behavioral sciences and education, such as those dealing with juvenile delinquency and special programs for the disadvantaged, developmentally delayed, handicapped, and the gifted.

Child Development Subject Matter Program for the Multiple Subjects Credential

The Child Development subject matter program has been approved by the Commission on Teacher Credentialing (this program is an alternative to the Liberal Studies waiver program). Persons interested in a teaching career may elect to follow this option. The successful completion of the program waives the subject matter examination (MSAT) required for licensing to teach in the public schools (Multiple Subject instruction.)

Several of the courses will involve students in laboratory, field, and/or case study work and will assume, at the very least, minimal quantitative skills. Final enrollment in any course with a field placement component is contingent upon successful placement of the individual student in a field setting deemed appropriate by the instructor of that course.

All students desiring to major in Child Development, and especially those who desire also to fulfill the requirements for the Multiple Subjects Credential in the State of California, must plan a program of study in consultation with an advisor assigned by the program coordinator (EDUC 124, 664-3486.)

Requirements for the Major Only Program

The Child Development Program is currently undergoing revision. Contact the Child Development Office (EDUC 124, 664-3486) for further information.

For the Bachelor of Arts degree in Child Development, a student must demonstrate competency with the basic theoretical, conceptual, and methodological perspectives underlying a broad interdisciplinary approach to the study of child development.

Prerequisites

1. PSYC 100. Perspectives in Psychology (5 GE)
2. BIOL 100. Perspectives in Biology (5 GE)

Select one of the following:

1. MATH 140. Elementary Statistics (5 GE)
2. PHYC 200. Statistical Methods in Psychological Research (5 GE)

Core

1. CDEV 208. Child, Family and Community
2. CDEV 210. Practicum in Child Development
3. CDEV 300. Introduction to Developmental Research Methods
4. *CDEV 320. Individual and Family Development in Selected Non-Western Cultures
5. CDEV 411. Infant Stimulation and Development
6. CDEV 412. Growth and Development of Children
7. CDEV 413. Adolescent Growth and Development
8. CDEV 414. Advanced Field Experience in Child Development
9. CDEV 490. Senior Seminar
10. BIOL 372. Fundamentals of Nutrition
11. PSYC 310. Child Psychology
12. SCI 270A. Human Biology

Select two of the following:

1. PSYC 411. Cognitive and Perceptual Development
2. PSYC 412. Personality and Social Development
3. PSYC 413. Language Development

Select two of the following:

1. BEHS 318. Culture and Personality
2. *BEHS 435. Family and Kin Around the World
3. SOC 364. Family and Society
4. SOC 366. Childhood and Society
5. SOC 464. Family and Stress

Recommended:

1. EDEC 443. Supervision and Administration of Early Childhood Education
2. EDEC 444. Internship in Administration and Supervision of Children's Programs

Requirements for the Child Development Subject Matter Program for the Multiple Subjects Credential

The Child Development Program is currently undergoing revision. Contact the Child Development Office (EDUC 124, 664-3486) for further information.

The CSUB Child Development Subject Matter Program for the Multiple Subjects Credential has been certified by the Commission on Teacher Credentialing (CTC) as satisfying subject-matter examination waiver requirements for the State of California Multiple Subjects Credential. A degree requires a minimum of 186 quarter units, including at least 60 upper division. This degree option requires approximately 200 quarter units of coursework in twelve subject areas including a concentration in child development. For a B.A. in child development with a subject-matter examination waiver leading to a teaching credential, the student must complete the following requirements:

Area One: Language (30)

1. Composition. Completion of the following two courses, appropriate tests, or equivalent transfer courses.
   a. ENGL 110 Expository Writing or equivalent
   b. ENGL 310 College Composition or ENGL 410 Modes of Writing with a grade of C- or better or 8 on the Upper Division Writing Competency Examination
2. Literature. Completion of a literature course.
   a. One Upper Division Literature Course
3. Oral Communication. Completion of one of the following courses or the equivalent transfer course.
   a. COMM 108 Strategies of Public Communication or THTR 232 Acting I
4. Grammar. Completion of the following course or its upper division equivalent.
   a. ENGL 319 Structure of English
5. Language. Completion of one of the following courses or the upper division equivalent.
   a. ED-B1 476 Introduction to English as a Second Language, ENGL 415 Introduction to Linguistics or ENGL 420 Sociolinguistics: Language, Society and Education, SPAN 412 Introduction to Spanish Linguistics or SPAN 420 Southwest Spanish or SPAN 201 Intermediate Spanish Grammar.

Area Two: Mathematics (15)

1. Mathematical Concepts. Completion of one college-level statistics course or transfer equivalent.
   a. MATH 140 or PSYC 200 or an equivalent transfer course
2. Completion of the following two courses or upper division equivalent.
   a. MATH 320. An Introduction to Number-Systems
   b. MATH 321. Basic Concepts of Geometry and the Real Numbers

Area Three: Sciences (15)

1. Life Science. Completion of the following life science courses or their articulated transfer equivalent.
   a. SCI 270A. Human Biology
2. Physical Science. Completion of the following physical science course or its articulated transfer equivalent.
   a. SCI 101. Principles of Physical Science
3. Integrated Science Principles. Completion of the following course or its upper division equivalent.
   a. SCI 314. Science for Elementary School Teachers

Area Four: Social Sciences (45)

1. U.S. History and Government. Completion of the following two courses or their articulated transfer equivalent.
   a. HIST 231. Survey of American History to 1865
   b. PLSI 101. American Government and Politics
2. World History and Culture. One course from each of the following areas.
   a. Early Western Civilization: Completion of one of the following courses or a transfer course that studies early Western Civilization (prior to 1800).
      (1) 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
3. Non-Western Culture. Completion of one of the following courses or a transfer course that studies a Non-Western Culture.
   a. ANTH 370 Third World Communities, CDEV 320 Individual and Family Development in Selected Non-Western Cultures, HIST 222 Modern Pacific Asia, HIST 250 History of Africa, PLSI 208 The Politics of Change in Asian Societies or PLSI 308 Government and Politics of China, or RS 111 Religion in Asian Culture, RS 331 Islam, RS 345 India, or RS 348 China and Japan
4. Geography. Completion of the following course or a cultural geography course from another institution.
   a. GEOG 302. Cultural Geography
5. Economic Perspectives. Completion of the following course or an equivalent transfer course.
   a. ECON 309. Economy and Society
6. Psychological Perspectives. Completion of the following course, or an equivalent transfer lower division or upper division course.
   a. PSYC 310. Child Psychology
7. Completion of one of the following courses, or an equivalent upper division course.
   a. PSYC 411 Cognitive and Perceptual Development, PSYC 412 Personality and Social Development, PSYC 413 Language Development
8. Anthropological/Sociological Perspectives. Completion of one of the following courses, or an equivalent upper division course.
   a. BEHS 318 Culture and Personality, SOC 366 Childhood and Society, SOC 364 (Family & Society, SOC 464 Family & Stress, or BEHS 435 Family & Kin Around the World

Area Five: Humanities (10)

1. Critical Thinking. Completion of one of the following courses, passage of a waiver examination, or a transfer course satisfying the CSUB general education's critical thinking requirement.
   a. PHIL 102 Logical Reasoning, HUM 102 Critical Thinking and Writing, or SOC 120 Critical Thinking and Contemporary Problems.
2. Philosophical and Ethical Perspectives. Completion of one of the following courses or a philosophy or ethics course from another institution.
   a. PHIL 100 Introduction to Philosophy, PHIL 201 Introduction to Ethics, PHIL 334 Law and Morality, or PHIL 478 Special Topics in Applied Ethics, or INST 333 (Political Philosophy and Thought

Area Six: Visual and Performing Arts (10)

Appreciation and understanding of visual and performing arts.

1. Visual or performing art for the elementary classroom. Completion of one of the following courses:
   a. ART 401 Theory and Practice of Art, MUS 401 Foundation of Music Education, or 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.
3. Music. Completion of one course in music. The course used for 1a or 1b may also satisfy this requirement.

Area Seven: Health and Physical Education (5)

1. Awareness of the issues connected to alcohol, drugs, and nutrition as they affect elementary school age children. Completion of the following course or the equivalent transfer course.
   a. BIOL 320. Current Health Problems
2. Principles of physical education as they affect elementary school age children. Completion of the following course or an upper division equivalent.
   a. PED 412. Physical Education in the Elementary School

Area Eight: Human Development (10)

Understanding all the domains of human development from childhood through adolescence. Completion of the following two courses.

Students planning to teach in the primary grades, complete the following courses:

1. CDEV 208. Child, Family and Community
2. CDEV 411. Infant Stimulation and Development

Students planning to teach in the upper grades, complete the following courses:

1. CDEV 208. Child, Family and Community
2. CDEV 413. Adolescent Growth and Development)

Area Nine: Ethnic, Gender, Cultural and Handicapped Perspectives (10)

Understanding and appreciating the perspectives of gender, racial, and ethnic minorities, and non-majority cultures.

1. Hispanic, Asian, or African-American. Completion of one of the following courses or a transfer course that focuses on the Hispanic and/or African-American culture.
   a. BEHS 351 Social Psychology of the Ghetto/Barrio), ENGL 364 Studies in Fiction: The African-American Experience, ENGL 420 Sociolinguistics: Language, Society and Education, HIST 466 History of African-Americans since 1865) or HIST 468 Mexican-American History, RS 354 Ethnic Religion, SOC 327 Race and Ethnic Relations or RS 333 Mexican American in Contemporary Society, or SPAN 425 Chicano Literature
   b. A second course selected from the list of courses satisfying the Women or Ethnic/Racial Minority Culture Minority Requirement or an equivalent transfer course. The two courses must not both focus primarily on the same ethnic, racial, or cultural minority group. Please note that CDEV 320 Individual and Family Development in Selected Non-Western Cultures, an integral part of the Child Development major, is included in the list of these courses.

Area Ten: Technology (7)

1. **Computer Competency**. Completion of one of the following courses, and articulated equivalent transfer course or the CSUB computer competency waiver exam.
   a. GST 390. Introduction to Micro Computers
   b. One course from the list of General Education courses in goal 13 focusing on technology

Area Eleven: Field Experience (2)

1. Experience in an elementary school setting. Completion of one of the following courses or transfer equivalent.
   a. CDEV 210. Field Experiences in Child Development
   b. EDEL 240. Early Field Experience in the Elementary School

Area Twelve: Assessment

Subject matter competency will be determined upon completion of the Child Development Waiver Program.

Area Thirteen: Concentration (19)

The concentration provides the capstone for the Child Develpment major. A majority of the courses within the major are strategically placed in appropriate areas as identified by the CTC guidelines. The interdisciplinary nature of the Child Development program provides an ideal opportunity to address content in a number of these subject areas. The concentration requires the completion of four related courses including the senior seminar for a total of 19 quarter units. It does not include those specific courses that are used to meet requirements in subject areas. Upper division courses taken at other institutions can be substituted with the approval of the advisor and program coordinator.

Child Development. Completion of the following courses:

1. BIOL 372. Fundamentals of Nutrition
2. CDEV 300. Research Methods in Child Development
3. CDEV 490. Senior Seminar
4. CDEV 412. Growth and Development of Children

COURSES

Note: Among the courses comprising the Child Development major (see above), those not found elsewhere in this catalog are listed below.

CDEV 208. Child, Family and Community (5) An introductory course to child development. Main theories of child development that relate to child, family and community dynamics and the impact of social influences will be studied. Focus on patterns of family living, cultural and social factors on child development from a theoretical and practical approach. Students will explore child, family and community issues through reflective and small group activities and class presentations.

CDEV 210. Practicum in Child Development (2) Observation and participation in preschool and / or elementary (K-3) settings. This course is designed to aid prospective early childhood education teachers' conceptual understanding of a developmentally appropriate curriculum and teaching strategies. Weekly reflective activities and assigned readings are required of students who enroll in this course.

CDEV 296. Human Corps (1) One unit of credit for 30 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 occasional meetings with a faculty sponsor are 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.

CDEV 299. Individual Study (5).

CDEV 300. Introduction to Developmental Research Methods (5) Assumptions and methods of scientific research and evaluation in the area of child development. Topics include data collection techniques, measurement and assessment principles, and analysis of data in longitudinal, cross-sectional, cross-cultural, and experimental research. Lectures and six hours of laboratory, and field work. Prerequisite: One college-level course in statistics and PSYC 310 or equivalent.

CDEV 320. Individual and Family Development in Selected Non-Western Cultures (5) An exploration of the values, attitudes, child rearing practices, family and social relationships in a variety of non-western cultural settings including China, India, Japan, Korea and "indigenous" Mexico. The impact of these factors on the 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 give attention to an analysis of immigrant experiences in the United States.

CDEV 411. Infant Stimulation and Development (5) Interdisciplinary focus on growth and development from conception through the first two years of life. Special emphasis is given to contemporary research in physiological and motor development, socio-emotional development, cognitive development, health and nutrition, child rearing practices and infant stimulation. Cultural and ethnic influences are also considered. Lecture and discussion. Prerequisite: CDEV 208.

CDEV 412. Growth and Development of Children (5) Advanced study in growth and development from preschool through elementary school years. Contemporary research and evidence from field experiences with children in a variety of environments, examination of patterns and causes of behavior, lectures, reflective papers, cooperative learning activities and class presentations. Prerequisite: CDEV 208.

CDEV 413. Adolescent Growth and Development (5) Advanced study of the physical, social, emotional, and intellectual development of preadolescents and adolescents. Contemporary research and evidence from field experiences with children in a variety of environments; examination of patterns and causes of behavior. Lectures, small group activities, reflective papers, cooperative learning activities and class presentations. Prerequisite: CDEV 208.

CDEV 414. Advanced Field Work in Child Development (2) This off-campus course is designed as an advanced practicum in child development, allowing the student to participate in a group program for young children. Emphasis of the course will be on developing an understanding of the behaviors of preschool and elementary children

in a variety of cross-cultural and socioeconomic settings. Students will use naturalistic observation and participant observation procedures to record the actions, behaviors and dialogues of young children. In addition, the students will interact with the children by reading trade books and other assigned activities. Each student will be assigned an average of six hours of practicum a week. In addition, the students will be required to attend individual and group conferences. Prerequisites: CDEV 210 and classification as a sophomore, junior or senior.

CDEV 481. Directed Research in Child Development (1-5) Students conduct research investigation 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 and Dean of the School of Education.

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 (6) Consideration of the nature of child development. Integration of materials from other courses. Examination of child development as a profession and its relationships to other fields of study, from historical and contemporary viewpoint. Prerequisites: CDEV 300, senior standing, and permission of instructor.

CDEV 497. Cooperative Education (5).

CDEV 499. Individual Study (5).

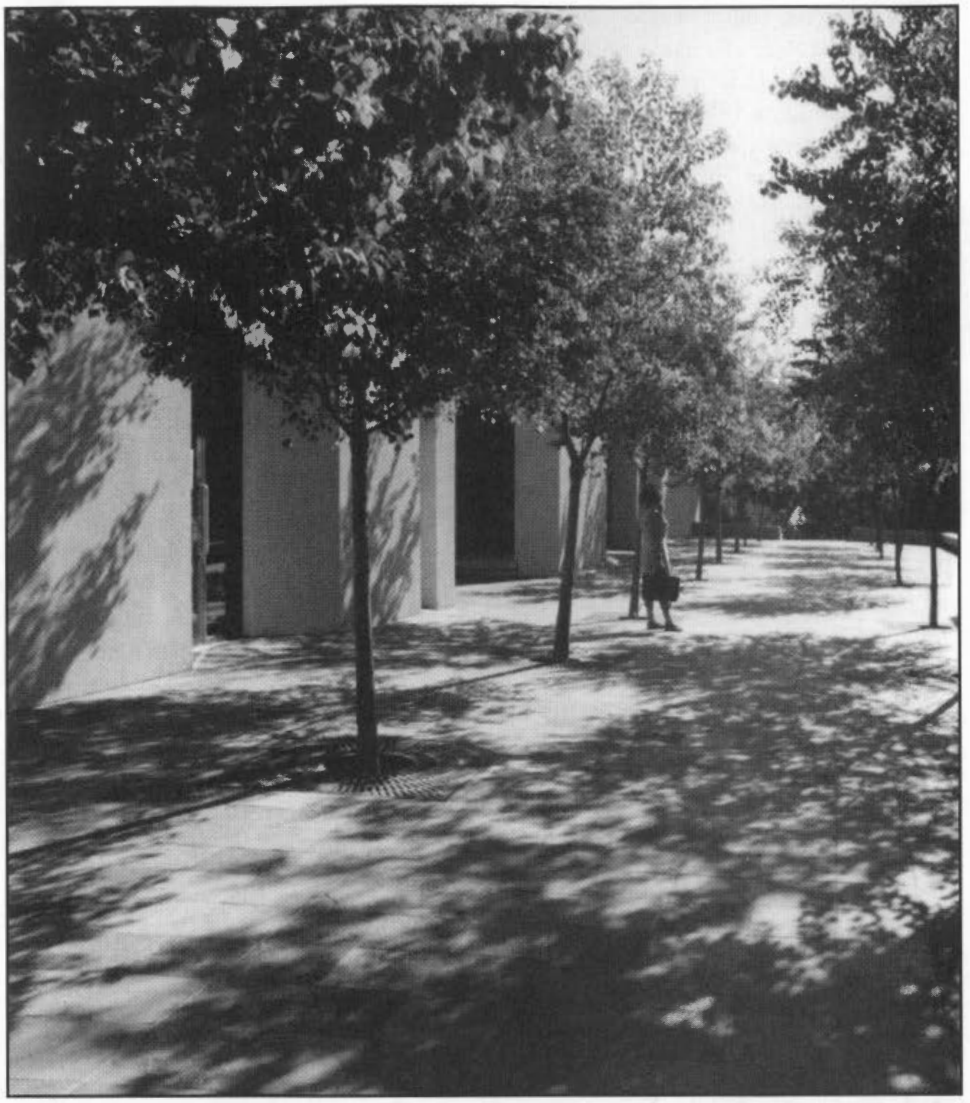
The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The CSUB Class Schedule is published quarterly and is available through the campus bookstore. Students should refer to the Class Schedule for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.

ENVIRONMENTAL RESOURCE MANAGEMENT



Modular Building 3, Room 310
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Email: sobrien@csubak.edu

Chair: M. Evans

Environmental Resource Management is an interdisciplinary major administered by the Dean of the School of Arts and 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 some basic skills courses in areas such as communications, computers, statistics, and general business.

The 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 and Environmental Hazardous Materials Technology programs offered by nearly 40 community colleges throughout the western 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.

Requirements for the Major

1. CORE REQUIREMENTS
   A. Computer and Statistical Skills
      One of the following:
         CMPS 120. Computer Skills and Concepts
         MIS 200. Computers and Information Systems
         SCI 294, Computer Skills. Natural Sciences
      MATH 140. Elementary Statistics
   B. Communication and Management Skills
      COMM 304. Technical & Report Writing
      FIN 345. Financial Decision Making
      One of the following:
         INST 435. Negotiation and Conflict Management
         SOC 442. Conflict Mediation and Dispute Resolution
      One of the following:
         ECON 451. Managerial Economics
         MGMT 460. Total Quality Management
   C. Life Science
      One of the following two-course sequences:
         BIOL 103, Ecology, and BIOL 255 or 300 (Physiology / Human Biol) BIOL 210 or 211 (Plants or Animals) and BIOL 306, Ecology
   D. Physical Science
      CHEM 150 or CHEM 211 (Chem Principles or General Chem)
      CHEM 203. Organic Chemistry
      One of the following:
         GEOL 201. Physical and Historical Geology
         GEOL 205. Environmental Geology
         GEOL 320. Hydrologic Systems
         PHYS 360. Energy and Technology
   E. Environmental Policy Analysis
      ECON 201. Microeconomics
      INST 369. Environmental Politics
      Two of the following:
         ECON 370. Environmental & Safety Regulation
         ECON 371. Agricultural and Natural Resource Economics
         ECON 404. Law and Economics
   F. Law
      ERM 411. Environmental Law I
      ERM 412. Environmental Law II
   G. ERM 490. Senior Seminar

2. CONCENTRATION
   One of the following concentrations or four (4) approved electives must be completed.

   Hazardous Materials Management Concentration
   EHMT 10. Safety and Emergency Response
   EHMT 15. Hazardous Materials Management Applications
   EHMT 20. Hazardous Waste Stream Generation, Reduction, Treatment
   EHMT 30. Health Effects of Hazardous Materials
   EHMT 40. 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. Geographic Information Systems
One of the following:
   ANTH 415. Cultural Resource Management
   PSYCH 477. Environmental Psychology
   SOC 452. Population Dynamics and Demography
   SOC 367. Urban Sociology
One of the following:
   ECON 495. Urban and Regional Economics
   GEOG 395. Economic Geography
One of the following:
   FIN 475. Real Estate Appraisal
   FIN 485, Land Use and Public Policy
   PPA 479. Urban Planning and Public Policy

COURSES

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'98]

ERM 412. Environmental Law II (5) Administrative law, the legislative process, and rule-making 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. [W99]

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. [S99]

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 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.

ERM 490. Senior Seminar (6 units) 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: LRM 412 and ECON 370 or 452. [S]

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.

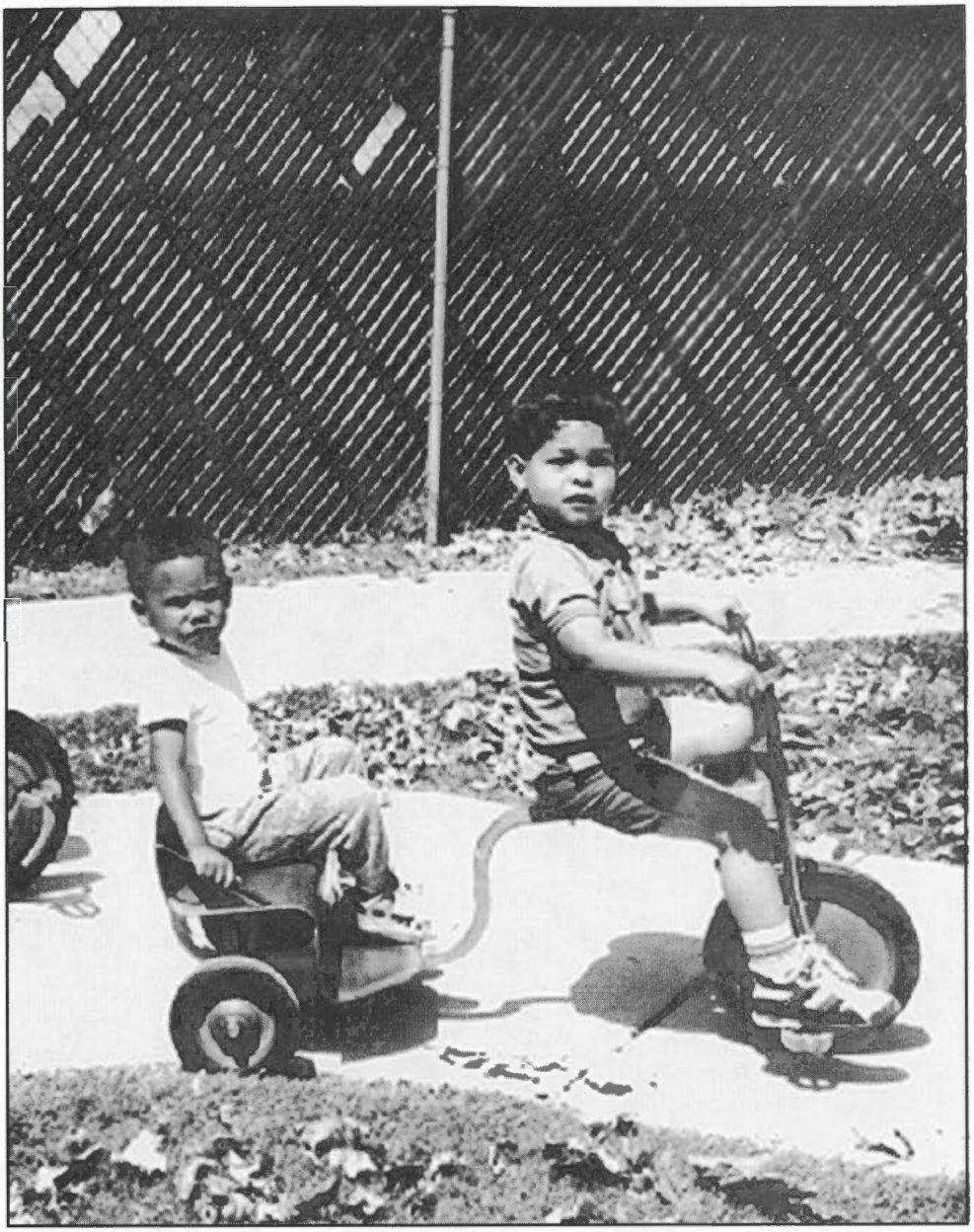
The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The CSUB Class Schedule is published quarterly and is available through the campus bookstore. Students should refer to the Class Schedule for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.

LIBERAL STUDIES



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Chair: M. Iyasere

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 Commission on Teacher Credentialing 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 Associate Dean of the School of Arts and Sciences (DDH D100, 805-664-3337).

Requirements for the Major in Liberal Studies

Core

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 Commission on Teacher Credentialing (CTC), satisfies all of the following University requirements:

- General Education
- Upper Division Writing Competency
- Women/Ethnic Studies
- American Institutions
- Arts & Sciences courses for CLAD and BCLAD
- Multiple Subject Credential Program prerequisites

As directed by CTC, all multiple subjects credential programs must now prepare students for work 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 the Arts & Sciences 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 (Expository Writing)
   b. ENGL 305 (Modes of Writing) or ENGL 310 (College Composition) with a grade of C or better or 8 on the Upper Division Writing Competency Examination
2. **Literature**. Completion of the following two courses:
   a. ENGL 101 (Introduction to Literature)
   b. An upper division literature course in ENGL
      or
      BCLAD: SPAN 301 (Spanish Literature I) or 302 (Spanish Literature II) or 303 (Hispanic-American Literature) or 416 (Contemporary Hispanic-American Poetry) or 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. **Grammar**. Completion of the following course or upper division equivalent:
   a. ENGL 319 (Structure of English)
5. **Language**. Completion of one of the following courses or upper division equivalent:
   a. CLAD: ENGL 318 (History of English) or 415 (Introduction to Linguistics) or 416 (Phonology) or 417 (Syntax) or 420 (Sociolinguistics)
      or
      BCLAD: SPAN 311 (Advanced Spanish Grammar) or 409 (Advanced Spanish Syntax) or 412 (Spanish Linguistics) or 415 (Workshop in Translation) or 420 (Southwest Spanish)

Area Two: Mathematics

1. **Mathematical concepts**. Completion of the following two courses or upper division equivalent:
   a. MATH 320 (An Introduction to Number-Systems) Prerequisite: MATH 220 or passing score on 220 waiver exam
   b. MATH 321 (Concepts of Geometry: Elementary Probability and Statistics)

Area Three: Sciences

1. **Life Science**. Completion of the following course:
   a. BIOL 100 (Perspectives in Biology) Note: For science concentration, take BIOL 103 *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 *instead of* SCI 101.
3. **Integrated Science Principles**. Completion of the following course or its upper division equivalent:
   a. SCI 314 (Science for Elementary School Teachers) Note: For science concentration, take LS 493 *instead of* SCI 314.

Area Four: Social Sciences

1. **U.S. History and Government**. Completion of the following two courses:
   a. HIST 231 (Survey of American History to 1865)
   b. PLSI 101 (American Government and Politics)
2. **World History and Culture**. One course from each of the following areas:
   a. Early Western Civilization. Completion of one of the following courses:
      HIST 202 (Western Civilization I) or 204 (Western Civilization II) or RS 110 (Religion in Western Civilization) or 401 (Religion and Ancient Western Civilizations)
   b. Non-Western Culture. Completion of one of the following courses:
      ANTH 250 (Peoples of Africa) or 251 (Peoples of South America) or 252 (Native Peoples of North America) or 340 (Cultural Ecology) or 350 (Peoples of Mexico) or 370 (Third World Communities), or HIST 222 (Modern Pacific Asia), PLSI 208 (The Politics of Change in Asian Societies) or 308 (Government and Politics of China), or RS 111 (Religion in Asian Culture) or 331 (Islam) or 345 (India) or 348 (China

and Japan) or SOC 336 (The Asian Experience in the United States) or 338 (The Indigenous Experience in Modern Americas) or ECON 311 (The Pacific Rim Economics) or 312 (The Middle East & North Africa)

3. **Geography**. Completion of the following course:
   a. GEOG 302 (Cultural Geography) or ECON 395 (Economic Geography) or HIST 330 (Historical Geography)
4. **Economic Perspectives**. Completion of the following course:
   a. ECON 309 (Economy and Society)

Area Five: Humanities

1. **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 Problems)
2. **Philosophical and Ethical Perspectives**. Completion of one of the following courses:
   a. PHIL 100 (Introduction to Philosophy), 201 (Introduction to Ethics), 334 (Law and Morality), or 478 (Special Topics in Applied Ethics), or INST 333 (Political Philosophy and Thought)

Area Six: 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 (Theory and Practice of Art), MUS 401 (Foundation of Music Education), 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 Seven: 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. PED 412 (Physical Education in the Elementary School)

Area Eight: Human Development

1. Understanding the development of the child. Completion of one of the following courses:
   a. CDEV 412 (Growth and Development of Children) or 413 (Adolescent Growth and Development), PSYC 310 (Child Psychology) or 410 (Theories of Development), or SOC 366 (Childhood and Society)

Area Nine: 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. ENGL 364 (Studies in Fiction: The African-American Experience) **or** 370 (Literature by Women of Color) **or** 420 (Sociolinguistics)
   HIST 466 (History of Black African-Americans Since 1865) **or** HIST 468 (Mexican-American History)
   RS 354 (Ethnic Religion)
   SOC 327 (Race and Ethnic Relations) **or** SOC 335 (Latino Experience in the United States) **or** SOC 337 (African Experience in the United States)
   SPAN 320 (Hispanic-American Culture and Civilization) **or** SPAN 321 (320 taught in Spanish) **or** SPAN 424 (Culture of Mexico and Mexican-Americans) or SPAN 425 (Chicano Literature) **or** SPAN 426 (Southwest Hispanic Folklore)
   or
   BCLAD: SOC 335, SPAN 320, 321
2. A five-unit course at the 102 level or above in a language other than English with a grade of C or better; (study of a language other than English is required for CLAD certification) **or** a 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 or an upper division course in Spanish language or literature (taught in Spanish; grade of C or better).

Area Ten: Technology

1. **Computer competency**. Completion of one of the following courses:
   a. CMPS 120 (Computer Skills and Concepts), GST 390 or 393 (Introduction to Microcomputers)

Area Eleven: Cross-Cultural Studies

1. **Theories of cross-cultural and bilingual education.** Completion of the following two courses or upper division equivalents:
   a. EDBI 475 (Introduction to Cross-Cultural Education)
   b. EDBI 476 (Introduction to Teaching English as a Second Language)

Area Twelve: Field Experience

1. **Experience in an elementary school setting.** Completion of the following course:
   a. EDEL 240 (Early Field Experience in the Elementary School)

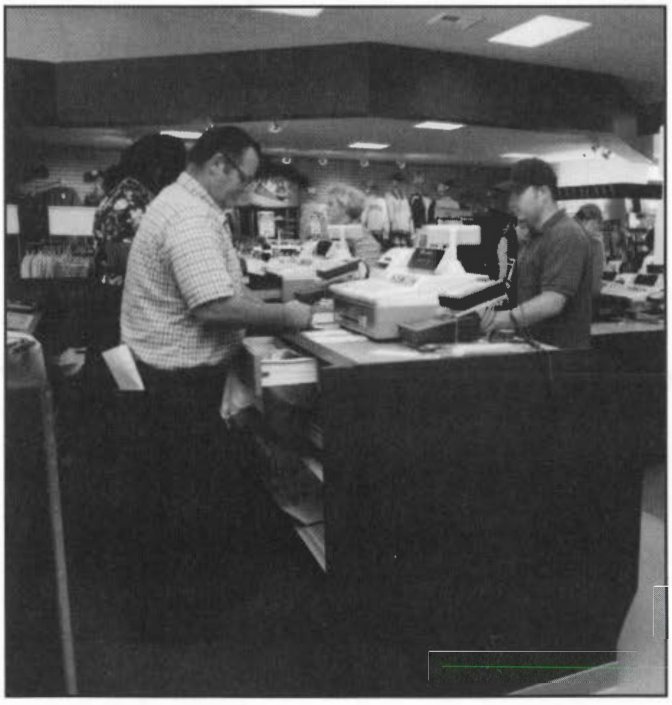
Area Thirteen: Subject Matter Competency

Subject matter competency is determined upon completion of the Liberal Studies Waiver Program.

UPPER DIVISION CONCENTRATION

Area Fourteen: 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. Upper division courses taken at other institutions may be substituted but only with the approval of the advisor and the program coordinator. 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.) Approved concentrations and the courses that meet the concentration requirements are found below.



1. **Double Major**
2. **Language**
   a. Three upper division courses to be selected from ENGL 318, 415, 416, 417, 418, 420; SPAN 412, 413; PSYC 413.
   b. LBST 491.
3. **Literature**
   a. Three upper division literature courses to be selected from those courses offered by the English and Communications Department
   b. LBST 491.
4. **Science**
   a. BIOL 103 and 210 or 211.
   b. CHEM 150 and 203
   c. PHYS 150 or 201
   d. GEOL 201 or 205
   e. LBST 493
5. **Mathematics**
   a. MATH 191 and 192.
   b. One other math course (excluding General Education math courses and MATH 120, 220, 320, and 321).
   c. LBST 494
6. **American History, Government, and Society**
   a. Three upper division courses to be selected from HIST 351, 352, 355, 356, 357, 358, 370, 371, 445, 450, 451, 455, 460, 461, 465, 466, 468, 469, and 475; PLSI 314, 315, 316, 317, and 320; RS 381; SOC 323, 327, and 440.
   b. LBST 492.
7. **World Civilization and Culture**
   a. Three upper division courses to be selected from ANTH 340, 350, 370; BEHS 435; HIST 301, 302, 303, 304, 305, 306, 307, 308, 309, 325, 340, 424, 425, 426, 435; HUM 378; INST 486; PHIL/RS 343, 374, 375, 376; PLSI 305, 306, 308, 309; and SPAN 320; or any upper division course, not previously counted, from the list of approved courses for General Education Goals VIII or IX.
   b. LBST 491 or 492.
8. **Humanities**
   a. Three upper division courses to be selected from ENGL 391 and 393; HUM 395; INST 333 and 362; PHIL 302, 303, 304, 332, 334, 343 and 478; RS 301, 302, and 361.
   b. LBST 491.
9. **Communications**
   a. Three upper division courses in Communications offered by the English/Communications Department.
   b. LBST 491 or 492

10. **Art**
    a. Three upper division courses in Art, including at least one art history and one art studio course.
    b. LBST 491.

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 or ART 304 (Drawing) and ART 214 or ART 307 (Painting). One of these courses must be taken at the upper-division level.
(2) ART 313 (Ceramics).
(3) An upper division art history course.
(4) ART 401.
(5) An additional art course.

11. **Theatre Arts**
    a. Three upper division Theatre courses.
    b. LBST 491.
12. **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 or 492.
13. **Spanish**
    a. Three upper division Spanish courses selected from those offered by the Foreign Languages Department. The courses selected must be taught in Spanish.
    b. LBST 491.
14. **Physical Education**
    a. Three courses from the 213 - 219 series.
    b. Two upper division courses to be selected from PED 300, 401, 402, 403, 420, 430, 435, 440, 450, 480.
    c. LBST 492 or 493.
15. **Health and Wellness**
    a. Three upper division courses to be selected from the following: BIOL 370/371; INST 312 and 465; PSYC 315, 316, 403; SOC 324, 326, and 464.
    b. LBST 492.
16. **Environmental Studies**
    a. BIOL 103.
    b. Two of the following, one of which must be upper division. GEOG 201; GEOL 205, 330; INST, 369, and ECON 370.
    c. LBST 492 or 493.
17. **Child Development**
    a. Any three of the following courses. BIOL 258 and 370; PSYC 320, 341, 411, 412, 415; CDEV 412 or 413; BEHS 435 or CDEV 320.
    b. LBST 492.

Bilingual Emphasis

Requirements for a bilingual emphasis have been incorporated into the major as BCLAD (Bilingual, Cross-Cultural, Language and Academic Development).

General Major

A general Liberal Studies track is offered for students interested in the broad liberal arts experience but not in obtaining a teaching credential. Information is available in the program office, DDH D100.

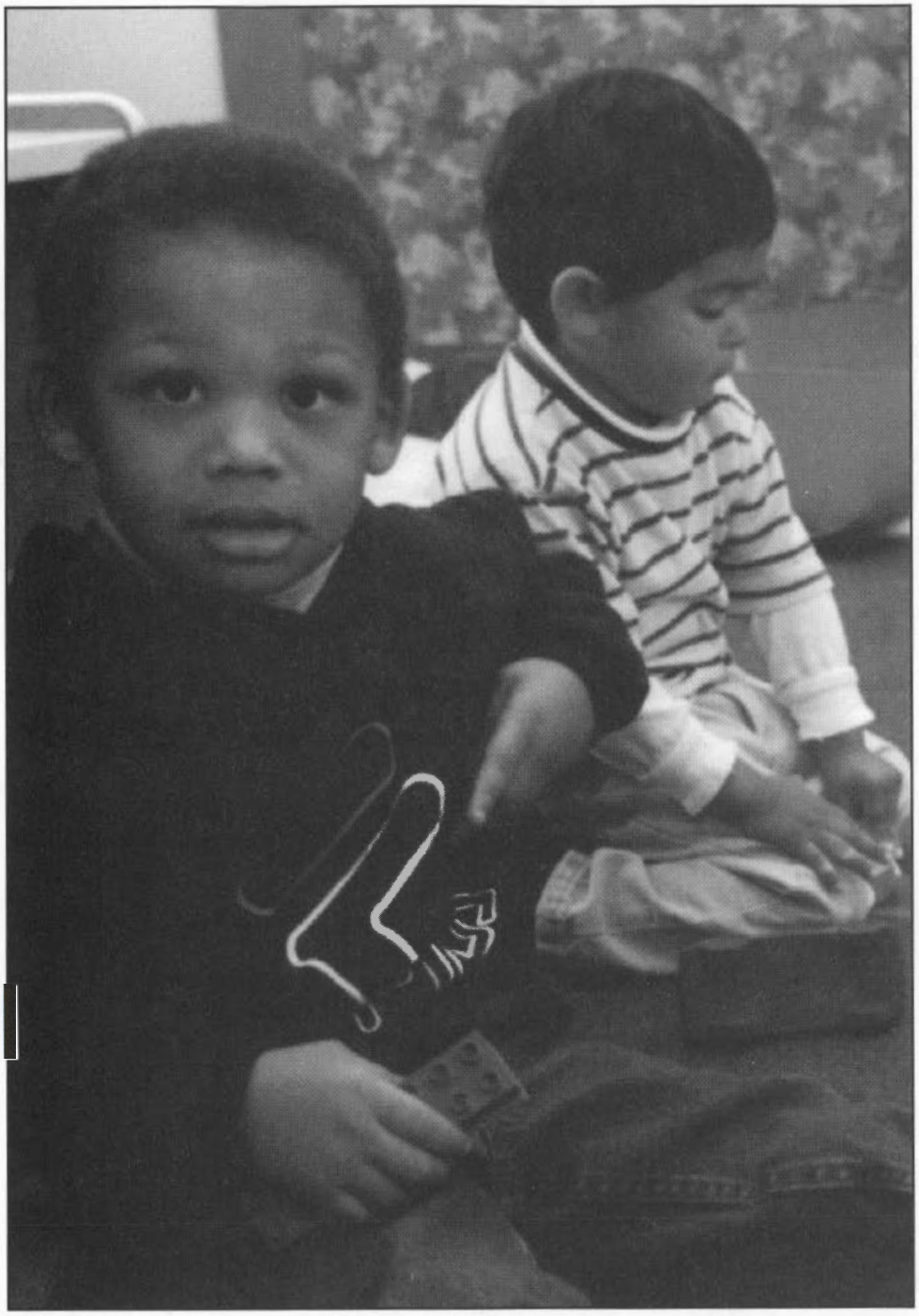
Liberal Studies Courses

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)
492 (Behavioral Science)
493 (Natural or Physical Science)
494 (Math)

LBST 497. Cooperative Education

TEACHER PREPARATION/ SUBJECT MATTER PROGRAMS



The University offers a number of programs that prepare students to become credentialled 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 the a larger degree program. If you are interested in pursuing a particular program, you contact the responsible department. The office locations and telephone numbers are listed in the sections below.

MULTIPLE SUBJECT PREPARATION PROGRAMS

Child Development Subject Matter Program

The Child Development subject matter program has been approved by the Commission on Teacher Credentialing. Persons interested in a teaching career may elect to follow this option. The successful completion of the program waives the subject matter examination (MSAT) required for licensing to teach in the public schools (Multiple Subject instruction).

All students desiring to major in Child Development, and especially those who desire also to fulfill the requirements for the Multiple Subjects Credential in the State of California, must plan a program of study in consultation with an advisor assigned by the program coordinator (EDUC 124, 664-3966). For a B.A. in child development with a subject-matter examination waiver leading to a teaching credential, the student must complete the following requirements:

Area One: Language (30)

1. Composition. Completion of the following two courses, appropriate tests, or equivalent transfer courses.
   a. ENGL 110 Expository Writing or equivalent
   b. ENGL 310 College Composition or ENGL 410 Modes of Writing with a grade of C- or better or 8 on the Upper Division Writing Competency Examination
2. Literature. Completion of a literature course.
   a. One Upper Division Literature Course
3. Oral Communication. Completion of one of the following courses or the equivalent transfer course.
   a. COMM 108 Strategies of Public Communication or THTR 232 Acting I
4. Grammar. Completion of the following course or its upper division equivalent.
   a. ENGL 319 Structure of English
5. Language. Completion of one of the following courses or the upper division equivalent.
   a. ED-B1 476 Introduction to English as a Second Language, ENGL 415 Introduction to Linguistics or ENGL 420 Sociolinguistics: Language, Society and Education, SPAN 412 Introduction to Spanish Linguistics or SPAN 420 Southwest Spanish or SPAN 201 Intermediate Spanish Grammar.

Area Two: Mathematics (15)

1. Mathematical Concepts. Completion of one college-level statistics course or transfer equivalent.
   a. MATH 140 or PSYC 200 or an equivalent transfer course
2. Completion of the following two courses or upper division equivalent.
   a. MATH 320. An Introduction to Number-Systems
   b. MATH 321. Basic Concepts of Geometry and the Real Numbers

Area Three: Sciences (15)

1. Life Science. Completion of the following life science courses or their articulated transfer equivalent.
   a. SCI 270A. Human Biology
2. Physical Science. Completion of the following physical science course or its articulated transfer equivalent.
   a. SCI 101. Principles of Physical Science
3. Integrated Science Principles. Completion of the following course or its upper division equivalent.
   a. SCI 314. Science for Elementary School Teachers

Area Four: Social Sciences (45)

1. U.S. History and Government. Completion of the following two courses or their articulated transfer equivalent.
   a. HIST 231. Survey of American History to 1865
   b. PLSI 101. American Government and Politics
2. World History and Culture. One course from each of the following areas.
   a. Early Western Civilization: Completion of one of the following courses or a transfer course that studies early Western Civilization (prior to 1800).
      (1) 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
3. Non-Western Culture. Completion of one of the following courses or a transfer course that studies a Non-Western Culture.
   a. ANTH 370 Third World Communities, CDEV 320 Individual and Family Development in Selected Non-Western Cultures, HIST 222 Modern Pacific Asia, HIST 250 History of Africa, PLSI 208 The Politics of Change in Asian Societies or PLSI 308 Government and Politics of China, or RS 111 Religion in Asian Culture, RS 331 Islam, RS 345 India, or RS 348 China and Japan
4. Geography. Completion of the following course or a cultural geography course from another institution.
   a. GEOG 302. Cultural Geography
5. Economic Perspectives. Completion of the following course or an equivalent transfer course.
   a. ECON 309. Economy and Society
6. Psychological Perspectives. Completion of the following course, or an equivalent transfer lower division or upper division course.
   a. PSYC 310. Child Psychology

7. Completion of one of the following courses, or an equivalent upper division course.
   a. PSYC 411 Cognitive and Perceptual Development, PSYC 412 Personality and Social Development, PSYC 413 Language Development
8. Anthropological/Sociological Perspectives. Completion of one of the following courses, or an equivalent upper division course.
   a. BEHS 318 Culture and Personality, SOC 366 Childhood and Society, SOC 364 (Family & Society, SOC 464 Family & Stress, or BEHS 435 Family & Kin Around the World

Area Five: Humanities (10)

1. Critical Thinking. Completion of one of the following courses, passage of a waiver examination, or a transfer course satisfying the CSUB general education's critical thinking requirement.
   a. PHIL 102 Logical Reasoning, HUM 102 Critical Thinking and Writing, or SOC 120 Critical Thinking and Contemporary Problems.
2. Philosophical and Ethical Perspectives. Completion of one of the following courses or a philosophy or ethics course from another institution.
   a. PHIL 100 Introduction to Philosophy, PHIL 201 Introduction to Ethics, PHIL 334 Law and Morality, or PHIL 478 Special Topics in Applied Ethics, or INST 333 (Political Philosophy and Thought

Area Six: Visual and Performing Arts (10)

Appreciation and understanding of visual and performing arts.

1. Visual or performing art for the elementary classroom. Completion of one of the following courses:
   a. ART 401 Theory and Practice of Art, MUS 401 Foundation of Music Education, or 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.
3. Music. Completion of one course in music. The course used for 1a or 1b may also satisfy this requirement.

Area Seven: Health and Physical Education (5)

1. Awareness of the issues connected to alcohol, drugs, and nutrition as they affect elementary school age children. Completion of the following course or the equivalent transfer course.
   a. BIOL 320. Current Health Problems
2. Principles of physical education as they affect elementary school age children. Completion of the following course or an upper division equivalent.
   a. PED 412. Physical Education in the Elementary School

Area Eight: Human Development (10)

Understanding all the domains of human development from childhood through adolescence. Completion of the following two courses.

Students planning to teach in the primary grades, complete the following courses:

1. CDEV 208. Child, Family and Community
2. CDEV 411. Infant Stimulation and Development

Students planning to teach in the upper grades, complete the following courses:

1. CDEV 208. Child, Family and Community
2. CDEV 413. Adolescent Growth and Development)

Area Nine: Ethnic, Gender, Cultural and Handicapped Perspectives (10)

Understanding and appreciating the perspectives of gender, racial, and ethnic minorities, and non-majority cultures.

1. Hispanic, Asian, or African-American. Completion of one of the following courses or a transfer course that focuses on the Hispanic and/or African-American culture.
   a. BEHS 351 Social Psychology of the Ghetto/Barrio), ENGL 364 Studies in Fiction: The African-American Experience, ENGL 420 Sociolinguistics: Language, Society and Education, HIST 466 History of African-Americans since 1865) or HIST 468 Mexican-American History, RS 354 Ethnic Religion, SOC 327 Race and Ethnic Relations or RS 333 Mexican American in Contemporary Society, or SPAN 425 Chicano Literature
   b. A second course selected from the list of courses satisfying the Women or Ethnic/Racial Minority Culture Minority Requirement or an equivalent transfer course. The two courses must not both focus primarily on the same ethnic, racial, or cultural minority group. Please note that CDEV 320 Individual and Family Development in Selected Non-Western Cultures, an integral part of the Child Development major, is included in the list of these courses.

Area Ten: Technology (7)

1. **Computer Competency**. Completion of one of the following courses, and articulated equivalent transfer course or the CSUB computer competency waiver exam.
   a. GST 390. Introduction to Micro Computers
   b. One course from the list of General Education courses in goal 13 focusing on technology

Area Eleven: Field Experience (2)

1. **Experience in an elementary school setting**. Completion of one of the following courses or transfer equivalent.
   a. CDEV 210. Field Experiences in Child Development
   b. EDEL 240. Early Field Experience in the Elementary School

Area Twelve: Assessment

Subject matter competency will be determined upon completion of the Child Development Waiver Program.

Area Thirteen: Concentration (19)

The concentration provides the capstone for the Child Develpment major. A majority of the courses within the major are strategically placed in appropriate areas as identified by the CTC guidelines. The interdisciplinary nature of the Child Development program provides an ideal opportunity to address content in a number of these subject areas. The concentration requires the completion of four related courses including the senior seminar for a total of 19 quarter units. It does not include those specific courses that are used to meet requirements in subject areas. Upper division courses taken at other institutions can be substituted with the approval of the advisor and program coordinator.

Child Development. Completion of the following courses:

1. BIOL 372. Fundamentals of Nutrition
2. CDEV 300. Research Methods in Child Development
3. CDEV 490. Senior Seminar
4. CDEV 412. Growth and Development of Children

Liberal Studies Subject Matter Program

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 invirtually 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 Commission on Teacher Credentialing 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 Associate Dean of the School of Arts and Sciences (DDH D100, 664-3337).

Requirements for the Major

Core

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 Commission on Teacher Credentialing (CTC), satisfies all of the following University requirements:

- General Education
- Upper Division Writing Competency
- Women/Ethnic Studies
- American Institutions
- Arts & Sciences courses for CLAD and BCLAD
- Multiple Subject Credential Program prerequisites

As directed by CTC, all multiple subjects credential programs must now prepare students for work 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 the Arts & Sciences 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 (Expository Writing)
   b. ENGL 305 (Modes of Writing) or ENGL 310 (College Composition) with a grade of C or better or 8 on the Upper Division Writing Competency Examination
2. Literature. Completion of the following two courses:
   a. ENGL 101 (Introduction to Literature)
   b. An upper division literature course in English
      or
      BCLAD: SPAN 301 (Spanish Literature I) or 302 (Spanish Literature II) or 303 (Hispanic-American Literature) or 416 (Contemporary Hispanic-American Poetry) or 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. Grammar. Completion of the following course or upper division equivalent:
   a. ENGL 319 (Structure of English)
5. Language. Completion of one of the following courses or upper division equivalent:
   a. CLAD: ENGL 318 (History of English) or 415 (Introduction to Linguistics) or 416 (Phonology) or 417 (Syntax) or 420 (Sociolinguistics)
      or
      BCLAD: SPAN 311 (Advanced Spanish Grammar) or 409 (Advanced Spanish Syntax) or 412 (Spanish Linguistics) or 415 (Workshop in Translation) or 420 (Southwest Spanish)

Area Two: Mathematics

1. Mathematical concepts. Completion of the following two courses or upper division equivalent:
   a. MATH 320 (An Introduction to Number-Systems) Prerequisite: MATH 220 or passing score on 220 waiver exam
   b. MATH 321 (Concepts of Geometry: Elementary Probability and Statistics)

Area Three: Sciences

1. Life Science. Completion of the following course:
   a. BIOL 100 (Perspectives in Biology) Note: For science concentration, take BIOL 103 *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 *instead of* SCI 101.
3. Integrated Science Principles. Completion of the following course or its upper division equivalent:
   a. SCI 314 (Science for Elementary School Teachers) Note: For science concentration, take LS 493 *instead of* SCI 314.

Area Four: Social Sciences

1. U.S. History and Government. Completion of the following two courses:
   a. HIST 231 (Survey of American History to 1865)
   b. PLSI 101 (American Government and Politics)
2. World History and Culture. One course from each of the following areas:
   a. Early Western Civilization. Completion of one of the following courses:
      HIST 202 (Western Civilization I) or 204 (Western Civilization II) or RS 110 (Religion in Western Civilization) or 401 (Religion and Ancient Western Civilizations)
   b. Non-Western Culture. Completion of one of the following courses:
      ANTH 250 (Peoples of the World) or 251 (Peoples of South America) or 252 (Native Peoples of North America) or 340 (Cultural Ecology) or 350 (Peoples of Mexico) or 370 (Third World Communities), or HIST 222 (Modern Pacific Asia), PLSI 208 (The Politics of Change in Asian Societies) or 308 (Government and Politics of China), or RS 111 (Religion in Asian Culture) or 331 (Islam) or 345 (India Sociology) or 348 (China and Japan) or 336 (Asian Experience in the United States) or 338 (The Indigenous Experience in the United States) or ECON 311 (The Pacific Rim Economics) or 312 (The Middle East & North Africa)
3. Geography. Completion of the following course:
   a. GEOG 302 (Cultural Geography) or ECON 395 (Economic Geography) or HIST 330 (Historical Geography)
4. Economic Perspectives. Completion of the following course:
   a. ECON 309 (Economy and Society)

Area Five: Humanities

1. 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 Problems)
2. Philosophical and Ethical Perspectives. Completion of one of the following courses:
   a. PHIL 100 (Introduction to Philosophy), 201 (Introduction to Ethics), 334 (Law and Morality), or 478 (Special Topics in Applied Ethics), or INST 333 (Political Philosophy and Thought)

Area Six: 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 (Theory and Practice of Art), MUS 401 (Foundation of Music Education),
   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 Seven: 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. PED 412 (Physical Education in the Elementary School)

Area Eight: Human Development

1. Understanding the development of the child. Completion of one of the following courses:
   a. CDEV 412 (Growth and Development of Children) or 413 (Adolescent Growth and Development), PSYC 310 (Child Psychology) or 410 (Theories of Development), or SOC 366 (Childhood and Society)

Area Nine: 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. ENGL 364 (Studies in Fiction: The African-American Experience) or 370 (Literature by Women of Color) or 420 (Sociolinguistics)
      HIST 466 (History of Black African-Americans Since 1865) or HIST 468 (Mexican-American History)
      RS 354 (Ethnic Religion)
      SOC 327 (Race and Ethnic Relations) or SOC 335 (Latino Experience in the United States) or SOC 337 (African Experience in the United States)
      SPAN 320 (Hispanic-American Culture and Civilization) or SPAN 321 (320 taught in Spanish) or SPAN 424 (Culture of Mexico and Mexican-Americans) or SPAN 425 (Chicano Literature) or SPAN 426 (Southwest Hispanic Folklore)
      or
      BCLAD: SOC 335, SPAN 320, 321
2. A five-unit course at the 102 level or above in a language other than English with a grade of C or better; (study of a language other than English is required for CLAD certification) or a 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 or an upper division course in Spanish language or literature (taught in Spanish; grade of C or better).

Area Ten: Technology

1. Computer competency. Completion of one of the following courses:
   a. CMPS 120 (Computer Skills and Concepts), GST 390 or 393 (Introduction to Microcomputers)

Area Eleven: Cross-Cultural Studies

1. Theories of cross-cultural and bilingual education. Completion of the following two courses or upper division equivalents:
   a. EDBI 475 (Introduction to Cross-Cultural Education)
   b. EDBI 476 (Introduction to Teaching English as a Second Language)

Area Twelve: 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 Thirteen: Subject Matter Competency

Subject matter competency is determined upon completion of the Liberal Studies Waiver Program.

UPPER DIVISION CONCENTRATION

Area Fourteen: 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. Upper division courses taken at other institutions may be substituted but only with the approval of the advisor and the program coordinator. 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.) Approved concentrations and the courses that meet the concentration requirements are found below.

1. Double Major
2. Language
   a. Three upper division courses to be selected from ENGL 318, 415, 416, 417, 418, 420; SPAN 412, 413; PSYC 413.
   b. LBST 491.
3. Literature
   a. Three upper division literature courses to be selected from those courses offered by the English and Communications Department.
   b. LBST 491.
4. Science
   a. BIOL 103 and 210 or 211.
   b. CHEM 150 and 203
   c. PHYS 150 or 201
   d. GEOL 201 or 205
   e. LBST 493.
5. Mathematics
   a. MATH 191 and 192.
   b. One other math course (excluding General Education math courses and MATH 120, 220, 320, and 321).
   c. LBST 494.
6. American History, Government, and Society
   a. Three upper division courses to be selected from HIST 351, 352, 355, 356, 357, 358, 370, 371, 445, 450, 451, 455, 460, 461, 465, 466, 468, 469, and 475; PLSI 314, 315, 316, 317, and 320; RS 381; SOC 323, 327, and 440.
   b. LBST 492.
7. World Civilization and Culture
   a. Three upper division courses to be selected from ANTH 340, 350, 370; BEHS 435; HIST 301, 302, 303, 304, 305, 306, 307, 308, 309, 325, 340, 424, 425, 426, 435; HUM 378; INST 486; PHIL/RS 343, 374, 375, 376; PLSI 305, 306, 308, 309; and SPAN 320; or any upper division course, not previously counted, from the list of approved courses for General Education Goals VIII or IX.
   b. LBST 491 or 492.
8. Humanities
   a. Three upper division courses to be selected from ENGL 391 and 393; HUM 395; INST 333 and 362; PHIL 302, 303, 304, 332, 334, 343 and 478; RS 301, 302, and 361.
   b. LBST 491.
9. Communications
   a. Three upper division courses in Communications offered by the English/Communications Department.
   b. LBST 491 or 492
10. Art
    a. Three upper division courses in Art, including at least one art history and one art studio course.
    b. LBST 491.

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 or ART 304 (Drawing) and ART 214 or ART 307 (Painting). One of these courses must be taken at the upper-division level.
(2) ART 313 (Ceramics).
(3) An upper division art history course.
(4) ART 401.
(5) An additional art course.

11. Theatre Arts
    a. Three upper division Theatre courses.
    b. LBST 491.

12. 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 or 492.
13. Spanish
    a. Three upper division Spanish courses selected from those offered by the Foreign Languages Department. The courses selected must be taught in Spanish.
    b. LBST 491.
14. Physical Education
    a. Three courses from the 213 - 219 series.
    b. Two upper division courses to be selected from PED 300, 401, 402, 403, 420, 430, 435, 440, 450, 480.
    c. LBST 492 or 493.
15. Health and Wellness
    a. Three upper division courses to be selected from the following: BIOL 370/371; INST 312 and 465; PSYC 315, 316, 403; SOC 324, 326, 355, 368, and 464.
    b. LBST 492.
16. Environmental Studies
    a. BIOL 103.
    b. Two of the following, one of which must be upper division. GEOG 201; GEOL 205, 330; INST, 369, and ECON 370.
    c. LBST 492 or 493.
17. Child Development
    a. Any three of the following courses. BIOL 258 and 370; PSYC 320, 341, 411, 412, 415; CDEV 412 or 413; BEHS 435 or CDEV 320.
    b. LBST 492.

Bilingual Emphasis

Requirements for a bilingual emphasis have been incorporated into the major as BCLAD (Bilingual, Cross-Cultural, Language and Academic Development).

General Major

A general Liberal Studies track is offered for students interested in the broad liberal arts experience but not in obtaining a teaching credential. Information is available in the program office, DDH D100.

Liberal Studies Courses

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 (5)
492 (Behavioral Science)
493 (Natural or Physical Science)
494 (Math)

LBST 497. Cooperative Education (5)

SINGLE SUBJECT PREPARATION PROGRAMS

Art Single Subject Preparation Program

Students wishing to complete the single-subject examination waiver requirements for the California Single Subject Credential in Art should consult with the department chair or an appropriate Art faculty advisor regarding the appropriate courses. The Commission on Teacher Credentialing is in the process of certifying programs according to a new set of standards, so students and advisors must consult carefully. After completing the Subject Matter Preparation Program in Art, qualified students may then pursue a single subject credential.

Science Teacher Preparation Program

The Commission on Teacher Credentialing has authorized CSUB to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This coursework 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 B.A. degree in Natural Sciences with a major in the area of primary concentration and a minor in the secondary concentration.

Additional information may be obtained from the Chemistry Department office (805-664-3027), the Geology/Physics Department (Sci II 273, 664-3027), or Biology Department (Sci I 227, 664-3089).

English Single Subject Preparation Program

The Commission on Teacher Credentialing has authorized CSUB to offer a single subject matter preparation program in English. Please consult the Department of English and Communications for additional courses that may be required for the major in English.

Both A and B must be completed. NOTE: Courses may not be double-counted.

A. Core Requirements

All of the following courses are required (10 courses, 51 units):
1. ENGL 300: Practical Criticism
2. ENGL 315: English Literature Survey I **or** ENGL 316: English Literature Survey II
3. ENGL 383: American Literature Survey I **or** ENGL 384: American Literature Survey II
4. ENGL 366: Ethnic American Literature
5. ENGL 319: Structure of Modern English
6. ENGL 335 **or** 336: Shakespeare

7. ENGL 418: Second Language Acquisition
8. ENGL 310: College Composition
9. **One** of the following courses: ENGL 304 **or** 305; COMM 306 **or** 311
10. ENGL 490: Senior Seminar

B. Breadth Requirements

Select one of the following sets of courses.

Literature (five courses, 25 units)
1. **One** of the following courses: ENGL 320, 325, 330 or 337
2. **One** of the following courses: ENGL 350, 351, 360 **or** 361
3. **One** of the following courses: ENGL 380, 381 **or** 382
4. **One** of the following courses: ENGL 207, 364, 365, 366, 370, 372 **or** 469
5. **One** of the following courses: ENGL 362, 363, 373, 375, 391 **or** 393

Journalism (five courses, 26 units)
1. **All** of the following courses are required: COMM 306, 312 **and** six units of 414
2. **Two** of the following courses: COMM 311. 314. 404

Theatre Arts (five courses, 25 units)
Five 5-unit courses chosen from at least **two** of the following groups:
Acting: THTR 232, 233, 234, 201, 401
Technical Theatre: THTR 241, 352, 202, 203, 402, 403
Directing: THTR 361

Language and Linguistics (five courses, 25 units)
All of the following courses are required: ENGL 318, 415, 416, 417 **and** 420

Comparative Literature (five courses, 25 units)
Five of the following courses: ENGL 290, 294, 295, 391, 392, 393

Creative Writing (five courses, 25 units)
All of the following courses are required: ENGL 272, 402, 403, 404 **and** 475

Ethnic Minority Literature (five courses, 25 units)
ENGL 207 plus **four** of the following courses: ENGL 364, 365, 366, 370 **and** 372

Mathematics Teacher Preparation Program

The Commission on Teacher Credentialing 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 at (805) 664-3195, Science Building 1, Room 114F.

All of the following courses are required (19 courses, 93 units):

1. Lower Division
   MATH 201, 202, 203 and 204
   CSCI 212
   EDSE 241 (2 units)
2. Upper Division
   MATH 300, 330, 331, 340, 341, 363, 420, 425, 430, 450 and 491
3. Cognates
   At least two five-unit courses in one of the following disciplines: Biology or Chemistry or Geology or Physics

Social Science Teacher Preparation Program

The Commission on Teacher Credentialing has authorized CSUB to offer an approved single subject matter preparation program in Social Science. Students complete the requirements below as they earn a degree in Economics (MB 310, 6642460), History (FT 301E, 664-2247), or Political Science (DDH B115, 664-2141).

I. Basic Core Requirements (13 courses, 65 quarter units)
   1. Early U.S. History (1 course)
      HIST 231
   2. Modern U.S. History (1 course)
      HIST 232
   3. Foundations of Western Civilization (1 course)
      HIST 202 or 204
   4. Making of the Modern World (1 course)
      HIST 102 or 206
   5. World Civilization: Asia, Africa (1 course)
      HIST 424, 425 or 426
   6. Cultural Geography (1 course)
      ECON 395, GEOG 302, HIST 330, PLSI 332
   7. American Govt./U.S. Constitution (1 course)
      PLSI 314, 315, 316 or 317
   8. International Relations/Comp. Govt (1 course)
      HIST 436
   9. Microeconomics (1 course)
      ECON 201
   10. Macroeconomics (1 course)
      ECON 202
   11. Cultural/Ethnic Perspectives (1 course)
      HIST 465, 466, or 468
   12. Gender Perspectives (1 course)
      ANTH 338, HIST 462, PSYC 421, or SOC 365
   13. California Perspectives (1 course)
      HIST 370 or 371

II. Breadth and Perspective (5 courses, 22 units)
   14. U.S. History (1 course)
      HIST 351, 352, 355, 356, 357 or 358
   15. World Civ.: Europe, Latin America (1 course)
      HIST 306, 307, 308, 309, 325 340, 442 or 443
   16. International Comparative Economics (1 course)
      ECON 410 or 440
   17. Ethical/Religious Perspectives (1 course)
      RS 110, 111, 331, 345, 348, or INST 313
   18. Integrative Course (1 course)
      INST 390

Students may use courses taken for the Social Science Teacher Preparation Program into apply toward a major and/or minor in Economics, History or Political Science. Please see the information provided by those departments (pages 74, 202, and 262).

Music Subject Matter Preparation Program

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. The Commission for Teacher Credentialing is in the process of certifying programs according to a new set of standards, so students and advisors must consult carefully. After completing the B.A. degree, qualified students must complete the Single Subject Credential program of the School of Education.

Physical Education Single Subject Matter Preparation Program

Students interested in majoring in Physical Education should obtain general information about the program early in their lower division career. After declaring a major in Physical Education, they should meet with their advisor to plan a course of study.

Many courses are offered only once per year and some require prerequisites.

Teaching Physical Education Option

Required Courses

1 PED 200. Perspectives in Physical Education
2. PED 212. 230 Introduction to Teaching Series (See Note)
3. PED 300. Motor Learning
4. PED 310. Measurement and Evaluation
5. PED 312. Teaching Physical Education (3)
6. PED 330. History of Physical Education and Sport
7. PED 401. Kinesiology, Prereq: BIOL 250 Anatomy
8. PED 403. Adapted Physical Education
9. PED 404. Physiology of Exercise, Prereq: BIOL 255 Physiology
10. PED 412. Elementary School Physical Education
11. PED 420. Physical Education and Sport Sociology
12. PED 470. Administration of Physical Education and Athletic Programs
13. PED 480. Physical Education and Sport Psychology
14. PED 490. Senior Seminar in Physical Education

Note: A total of 18 units must be taken in the Professional Activities Series 212-232 and they must include dance, aquatics, gymnastics, and outdoor education.

Fifteen or more units from the following courses:

1. PED 290. Prevention and Treatment of Athletic Injuries
2. PED 315. Aquatics
3. PED 316. Lifesaving and Water Safety
4. PED 317. Water Safety Instructors
5. PED 351-357. Coaching Series
6. PED 362. Sports Officiating
7. PED 370 Advanced Coaching Series
8. PED 392. Exercise Rehabilitation in Athletic Training
9. PED 402. Practicium in Adapted Physical Education
10. PED 405. Motor Development
11. PED 406. Sports Medicine
12. PED 410. Movement Education
13. PED 430. Women in Sport
14. PED 435. Recreation and Leisure Services
15. PED 440. Recreational Leadership
16. PED 441. Community Recreation
17. PED 450. Recreational Programming, Management of Areas and Facilities
18. PED 492. Advanced Athletic Training

Others: Transfer credits approved by the department chair

Spanish Teacher Preparation Program

The Commission on Teacher Crdentialing has authorized CSUB to offer a single subject matter prepration 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, 321 or 424 or 426, 412 or 420 and 490, plus two additional upper division courses taught in Spanish.

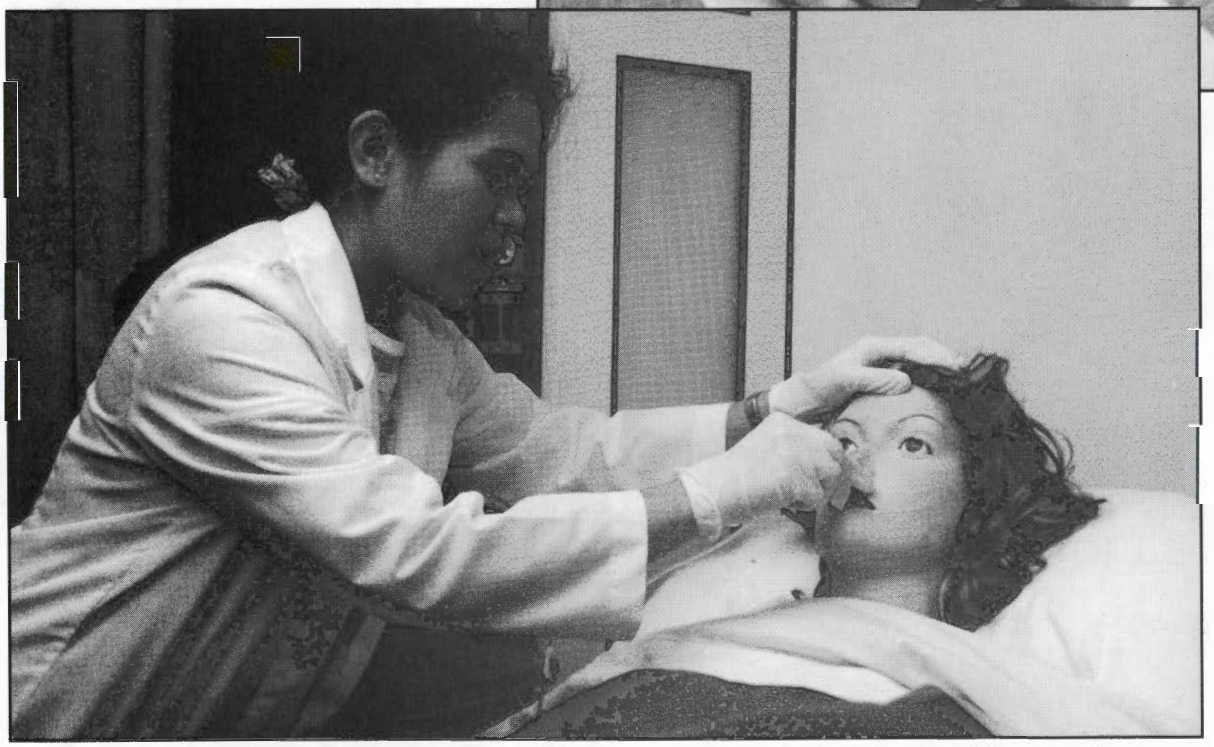
School of Arts & Sciences

Dorothy Donahoe Hall, Room B102
Voice: 805-664-2221
Fax: 805-664-2132
Email: llowrimore@csubak.edu

Dean: R. Geigle

School of Arts and Sciences

Higher learning plays a decisive role in western civilization. The "liberal arts," defined as those studies suitable to a free individual, first became an opportunity rather than a privilege in this country. Their broad scope further expanded, and formed the basis for study in the professions. At the same time, the freedom of mind thus achieved carries with it the responsibility for service as well as for criticism.



Programs in the School of Arts and Sciences combine an appreciation of the relevance of humanistic studies with an understanding of social concepts, set in the biological and physical environment. The school is committed to the development of the creative intellectual ability and concern of all educated men and women, through a curriculum which emphasizes breadth of intellectual inquiry and the interrelated nature of knowledge.

The faculty of the school are charged with the task of explaining to an increasingly mature student body from increasingly disparate backgrounds the reasons for existence of their discipline, its development and its relevance, its tools and its limits. They are also charged with challenging students to accept increasing responsibility for their own education, which includes not only mastery of the concepts of the discipline but also the ability to think logically and critically, to employ observation and analysis, and to present understandable solutions to problems. This intellectual development is accomplished in part by advancement through curricular sequences from introductory courses and basic skills to courses dealing with concepts of each discipline and the analysis of problems.

Finally, as part of a public institution, the school is obligated to provide opportunity for study of real problems and change in the cultural, economic, environmental, political, and social areas of the communities in which we live. The school seeks ways of expanding its services to the community.

Dean: Ray A. Geigle

John Coash (Emeritus Dean of Arts and Sciences)

Associate Dean: Marla Iyasere

INTERDISCIPLINARY

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.

Interdisciplinary Concentrations

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.

Requirements:

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 nine courses will be those listed as required courses for the Chicano Studies Minor.

2. Six optional courses chosen from those listed for the Chicano Studies Minor.

Students interested in pursuing this concentration should contact the School of Arts and Science (DDH B100, 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 Arts and 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.

PHIL 201 - Introduction to Ethics *is required* of all students. In addition, selection must be made from any three courses from at least two departments from the following:

1. INST 362. Psychotechnology and Human Values
2. ECON 305. Economic Philosophy and Political Economy
3. COMM 317. Ethics in the Media
4. BA 370. Legal Environment of Business
5. BA 374. Business and Society
6. PLSI 315. Civil Liberties
7. PHIL 333. Political Philosophy and Thought
8. PLSI 310. Political Campaign Management
9. PHIL 332. Ethical Theory

10. PHIL 334. Law and Morality
11. PHIL 478. Special Topics in Applied Ethics
12. PHIL 496. Internship in Applied Philosophy

Total units required: 20

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.

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. ART 320. Survey of the Arts of India, China, and Japan
2. CDEV 320. Individual and Family Development in Selected Non-Western Cultures
3. CHIN 101. Introductory Chinese (or CHIN 102 or CHIN 103)
4. ECON 311. Pacific Rim Economies
5. HIST 222. Modern Pacific Asia
6. HIST 424. China from Qin to Qing, 256BCE-1839CE
7. HIST 425. China from the Opium War to the Founding of the PRC, 1839-1949
8. HIST 426. Revolutionary China, 1949-Present
9. PHIL/RS 343. Asian Philosophy
10. PLSI 208. The Politics of Change in Asian Societies
11. PLSI 308. Government and Politics in China
12. PLSI 322. Government and Politics in Japan
13. RS 111. Religion in Asian Cultures
14. RS 345. India
15. RS 348. China and Japan
16. 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. Education and Ethnic Diversity
3. ENGL 207. Ethnic-Minority American Literature
4. ENGL 364. Studies in Fiction: The Black Experience
5. ENGL 469. Modern African Literature
6. HIST 250. A History of Africa
7. HIST 437. The Afro-Creole Caribbean
8. INST 207. Perspectives on Blacks in American Society
9. MUS 381. Music of Black Americans
10. PLSI 377. Contemporary Political Issues: Black Politics
11. SOC 327. Race and Ethnic Relations
12. SOC 337. The African Experience in the United States
13. SOC 440. Social Stratification

Chicano Studies Minor

Four courses are required for the Chicano Studies Minor.

Required courses: Three courses (one from each group)

1. HIST 468. The Chicano Experience
2. SOC 327. Race and Ethnic Relations or SOC 335. The Latino Experience in the United States
3. SPAN 425. Chicano Literature, or SPAN 420, Southwest Spanish, or SPAN 426, Southwest Hispanic Folklore

Optional Courses (select one additional course):

1. ANTH 350. Peoples of Mexico
2. HIST 441. Ancient Mexico
3. HIST 442. Colonial Mexico
4. HIST 443. Modern Mexico
5. SPAN 303. Introduction to Hispanic-American Literature
6. SPAN 416. Contemporary Hispanic-American Poetry
7. SPAN 419. The Contemporary Hispanic-American Novel
8. SPAN 424. Culture and Civilization of Mexico and the Chicano/Mexican Americans
9. SPAN 495. Workshop in Mexican-American Literature

Or other courses 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.

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 ca. 1865-1970
2. ENGL/COMM 460. Film History, 1894-1941

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 Western Art, ca. A.D. 1400 to Present
3. COMM 240. Media Arts
4. HIST 206. Western Civilization III (1815 to the Present)
5. PLSI 218. Politics in the Novel and Film
6. ART 484. Contemporary Directions in Art
7. COMM/ENGL 367. Film Analysis
8. COMM/ENGL 368. Special Topics in Film
9. HIST 309. Europe Since 1914
10. MUS 483. Music of the Early Twentieth Century
11. 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. Reform and Revolution in 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. Introduction to Hispanic-American Literature
13. SPAN 320. Culture and Civilization of Latin America
14. SPAN 416. Contemporary Hispanic-American Poetry
15. SPAN 419. The Contemporary Hispanic-American Novel
16. SPAN 424. Culture and Civilization of Mexico and the Chicano/Mexican Americans
17. PLSI 309. Government and Politics in 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

Four courses are required for the Social Gerontology Minor, selected from the following:

Required

1. BEHS 382. The Aged
2. PPA 419. Aging Services Administration

Electives (select two additional courses)

1. ANTH 460. Seminar in Aging: Culture and Ethnicity
2. INST 465. Death and Aging in a Technological Society
3. INST 496. Internship in Gerontology
4. PSYC 477. Mental Health and Aging

Total of 20 quarter units required.

Speech and Theatre Minor

The minimum requirement for a Speech and Theatre Minor is completion of twenty-six quarter units as stipulated in A through E below:

1. Prerequisite for the Minor (5 quarter units)
   One course from among the following:
   a. COMM 108. Rhetorical Strategies of Communication
   b. THTR 232. Acting I

2. Performance (6 quarter units)
   Any combination of the following:
   a. COMM 212/412. Intercollegiate Forensics (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. Principles of Communication Criticism
   b. COMM 409. 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
   c. THTR 272. Survey of Theatre History II

5. Elective (5 quarter units)
   One course from among the following:
   a. COMM 303. Principles of Communication Criticism
   b. COMM 309. Theories of Communication
   c. COMM 316. Principles of Group Discussion
   d. COMM 376. Interpersonal Communication
   e. COMM 377. Studies in Public Communication
   f. COMM 409. 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 courses (select three of the following courses)

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 Selected Non-Western Cultures
5. CRJU 325. Women and the Criminal Justice System
6. ENGL 370. Literature ~~of~~by Women of Color
7. ENGL 373. Images of Women in Literature and Film
8. FNRT 402. Contemporary Women in the Fine Arts
9. FREN 425. The Novels of Colette in Translation
10. FREN 426. French Women Writers in Translation
11. HIST 462. Women in History
12. HIST 463. The Family in History
13. HUM 395. Comparative Literature: Mirror of Western Civilization
14. NURS 327. Women's Health
15. PHIL 478. Feminist Issues in Health Care Ethics
16. PED 430. Women in Sport
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. Twentieth Century Women Playwrights

Interdisciplinary Courses

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. Culture and Personality (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 subnational levels. Emphasis on American metropolitan communities. Major concepts are space, structure, participation, leadership, and change. Policy analysis from the literature and local sources. Lecture and 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 and 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 and 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, nonparametric 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.

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 395. Economic Geography (5) An examination of the spatial organization of economic activity. Pertinent to regional and international perspectives. Topics include population dynamics and migration, natural resources and location, transportation and communications networks, agriculture and rural land use, urban land use, city location

and urban hierarchies, industrial location, world economic and cultural regions, international investment patterns, cultural conflict and diffusion.

GEOG 477. Special Topics in Geography (1-5) Topics and prerequisites to be announced. May be repeated for different topics.

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 either 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; lectures and 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.

INST 106ABC. Freshman English Seminar (15) This seminar is made up of three courses that will integrate critical thinking and logical reasoning, writing and reading, and speaking and listening. Throughout the three-quarter seminar, students will engage in comprehension, interpretation, synthesis, and analysis. All skills will be reinforced concurrently, although one set of skills will be emphasized each quarter. Reading, writing, and speaking assignments will reinforce these skills. Carries credit in Communication, English, and Philosophy. [F, W, S]

INST 205. Perspectives on Women In Society (5) An interdisciplinary analysis of women which is intended to promote a fuller understanding of the multi-dimensional nature of women and the socialization of men and women. Subjects for discussion and lecture 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 362. Psychotechnology and Human Values (5) The scientific and philosophical-humanistic implications of psychotechnology are explored. Topics include electrical stimulation of the brain, psychosurgery, artificial intelligence, man-machine systems, behavior change technology, and biochemical analysis/ treatment of psychological disorders. Prerequisite: One of the following: BIOL 100, PHIL 100, or PSYC 100. Carries credit in either Philosophy or Psychology.

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 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.

IS 292. International Study, Lower Division (5-15)

IS 492. International Study, Upper Division (5-15)

IS 692. International Study, Graduate Level (5-15)

SCI 101. Principals 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 Science for Elementary Teachers) 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 lecures and two laboratory periods. Prerequisites: BIOL 100 and PHSI 101. Recommended: Math 220 level proficiency. [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. Computer 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]

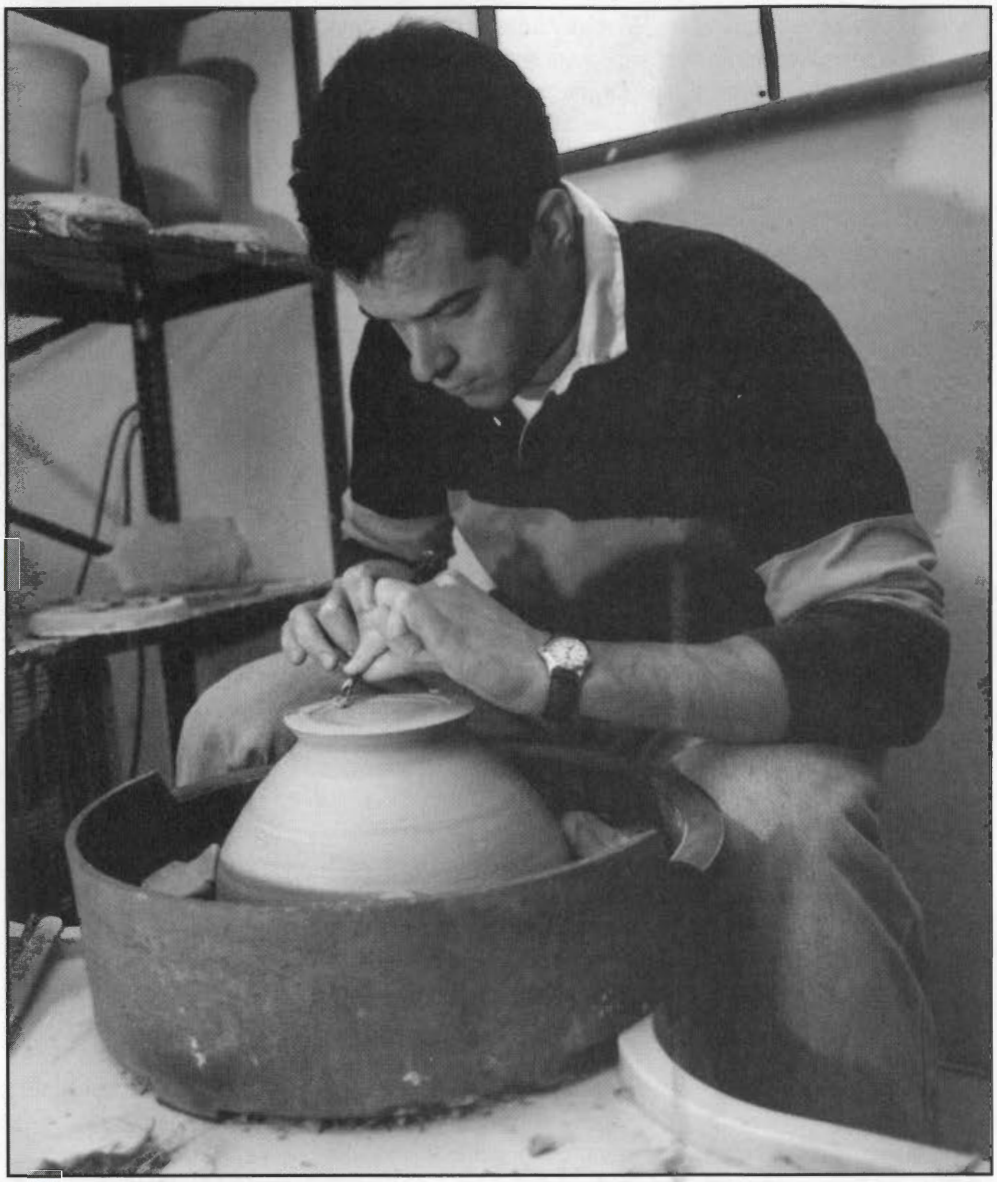
SCI 360B. Water and the West (5) (Formerly GEOL 360) This course examines historical and present-day issues regarding the use of surface and ground water in the arid southwestern U.S.–particularly California–in an objective and scientific manner. The course is intended for non-science majors and is designed 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. [S99]

SCI 370A. Human Biology (4) (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. [S98]

SCI 477. Special Topics in Science (1-5) Special Topics and prerequisites to be announced. May be repeated for different topics.

ART



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Chair: S. Stone

Faculty: M. Heivly, T. Kerzie, G. Ketterl, J. Kohl, S. Stone

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, 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:

- B.A. in Art with emphasis in Studio Art or Art History
- minor in Studio Art
- minor in Art History
- interdisciplinary minor in Film and Modern Art

Students seeking to prepare for teaching careers in Art should consult with the department chair or an appropriate advisor.

Requirements for the Major in Art

Requirements for a Bachelor of Arts degree in Art with an emphasis in Studio Art:

1. ART 201 and 202
2. ART 210, 212 and 213
3. One course selected from ART 303-308
4. One course selected from ART 309-310
5. One additional course selected from ART 303-310
6. Four courses selected from ART 403-410 and 477
7. ART 483 and 484
8. ART 490 and 491
9. A minor as described below

Requirements for a Bachelor of Arts degree in Art with an emphasis in Art History:

1. ART 213
2. ART 210 or 212
3. One other course in Studio Art
4. Two courses in a single foreign language; if the student plans to apply for graduate school in Art history, he or she should opt to take French or German.
5. One course selected from ART 381, 382 or 383
6. One course selected from ART 384, 385, 386
7. One course selected from ART 387, 388, 484
8. ART 483
9. One additional course selected from ART 381-390, ART 484, or ART 478
10. ART 492
11. A minor as described below

All students majoring in Art (under either 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 (see "Interdisciplinary Concentrations and Minors."

Requirements for the 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.

Teaching Credential--Single Subject

Students wishing to complete the single-subject examination waiver requirements for the California Single Subject Credential in Art should consult with the department chair or an appropriate Art faculty advisor regarding the appropriate courses. The Commission on Teacher Credentialing is in the process of certifying programs according to a new set of standards, so students and advisors must consult carefully. After completing the Subject Matter Preparation Program in Art, qualified students may then pursue a single subject credential.

COURSES

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. [all quarters but S98]

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) [S99]

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) [S, F98]

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 post-graduate 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 303. Drawing (5) Introduction to basic drawing experiences. Graphic representation of objects instructed in a variety of media and techniques. Emphasis is on form, structure, values, line, and systems of perspective and space. [W, F98]

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. [W98; S99]

ART 306. Etching (5) Basic intaglio processes, including engraving, aqua-tint, acids, grounds and basic printing technology. Materials fee required. [F97]

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. [F97; S, F98; W99]

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, W98]

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. [F97; S98; W99]

ART 330. Survey of the Art of the Orient (5) The art and architecture of India, China, and Japan from pre-history 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. [S98]

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.

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 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 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. [S98]

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. [W, S 1999]

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 a 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. [W98]

ART 421. Introduction to Arts Administration (5) The theory and practice of the management of non-profit public art institutions. Topics include funding and budgeting, the development of programs, developing a constituency, and staffing. The Todd Madigan Gallery will be used as a practical example of the challenges involved in managing this type of institution. One hour of lecture-discussion, three hours of discussion, and one studio-laboratory hour per week.

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	Printmaking
Life drawing	Sculpture
Painting	Art Education
Photography	

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:

The Art of the North American Indian
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. [W, 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. [S]

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 post-graduate students. Interested students should contact the department office.

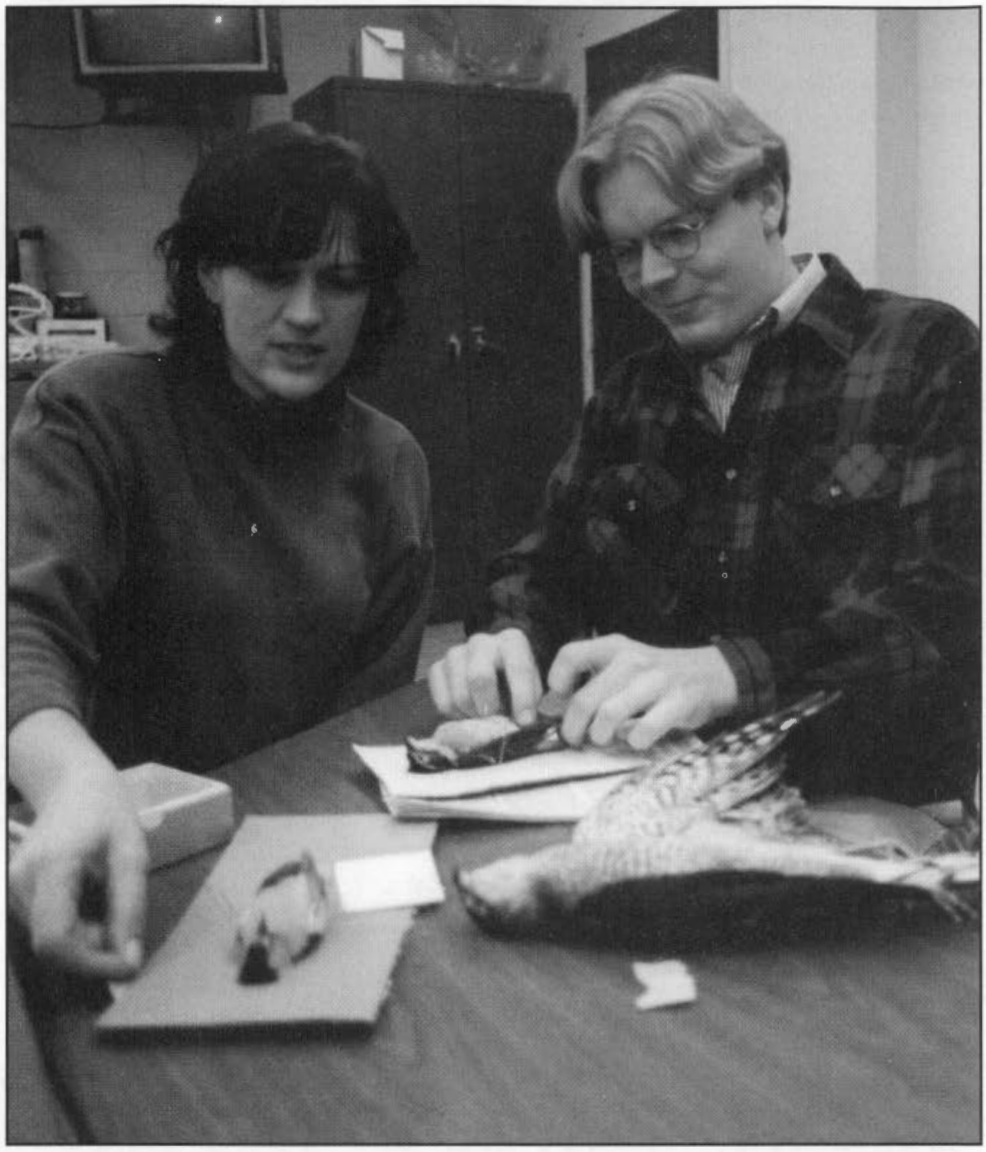
ART 490. Senior Art Project (3) The production under faculty supervision of a culminating body of work in the student's chosen medium or media. [F, W, S]

ART 491. Senior Art Exhibition and Portfolio Development (3) Exhibition of work in the University Gallery. The development of a portfolio, resumè, 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 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.)

BIOLOGY



Throughout its curriculum the Department 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.

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Chair: D. S. Hinds

Faculty: F. D. Blume, K. W. Gobalet, E. A. Halpern, J. C. Horton, L. J. McBride, T. McBride, L. M. Moe, T. D. Murphy, D. H. Ost, S. K. Roberts, E. A. Weinheimer, L. J. Wells

Requirements for the 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: B.S. in Biology and B.S. 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 are:

1. A minimum of 55 units of course work in Biology:
   a. Three courses selected from BIOL 210, 211, 212, and 255/257*
   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 416, 417, 418, 419, 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 advisor's approval.

*BIOL 255 and 257 must both be taken.

2. SCI 294. Five units in the use of computer with emphasis on scientific word processing and spread sheets.

3. CHEM 211 or equivalent

4. MATH 191 or equivalent

5. At least 10 units in appropriate cognate areas subject to the approval of the advisor.

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 of course work 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. SCI 294. Five units in the use of computer with emphasis on scientific word processing and spread sheets.

3. CHEM 211 or equivalent

4. GEOL 201 and 205

5. ECON 201 and 370 or 371

6. 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 B.S. 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.

Preprofessional 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 of course work in Biology
   a. BIOL 210, 212, 255/257*
   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

*BIOL 255 and 257 must both be taken.

2. SCI 294. Five units in the use of computer with emphasis on scientific word processing and spread sheets.

3. CHEM 211, 212, 213, 331, 332, and 333 or 340

4. PHYS: non-calculus base 201, 202, 203 or calculus-based 221, 222, 223

5. MATH 191, 192, 201, 202

Requirements for the Minor

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 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 B.A. 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 (805-664-3089).

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 sets of courses:

a. Secondary Concentration in Chemistry
CHEM 211, 212, 213 plus two upper division Chemistry courses acceptable for the major; GEOL 201, 205; PHYS 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 201 or 221, 202 or 222, and 203 or 223

c. Secondary Concentration in Physics
PHYS 221, 222, 223, 307 and 324;
CHEM 211 and 212; GEOL 201 and 205

COURSES

Lower Division Courses

BIOL 100. Perspectives in Biology (3) Topics and issues in modern biology and their relevance to society. Three lectures. Not acceptable for the major. [F, W]

BIOL 100L. Perspectives in Biology Laboratory (2) Performance of biological experiments to apply the scientific procedures used in studying topics and issues in modern biology. One lecture and one three-hour laboratory. Not acceptable for the major. Prerequisite or concurrent: BIOL 100. [F, W]

BIOL 103. Principles of Ecology (3) 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. Three lectures. Not acceptable for the major. [S]

BIOL 103L. Principles of Ecology Laboratory (2) Performance of biological experiments to apply the scientific procedures used in studying topics and issues to modern ecology. One lecture and one three-hour laboratory. Not acceptable for the major. Prerequisite or concurrent: BIOL 103. [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. (CAN BIOL 4) [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. (CAN BIOL 6) [F, 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. (CAN BIOL 10) [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. Corequisite: 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. Corequisite: 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 post-graduate students. Interested students should contact the department office. [F, W, S]

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]

Upper Division Courses

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 bases 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 257/257. [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 212 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 two three-hour laboratories. Lab fee required. Acceptable for the major. Prerequisite: BIOL 212. [W]

SCI 314. Integrated Science (5) (Formerly Science 314 Science for Elementary Teachers) 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. Not acceptable for major or minor. Prerequisites: BIOL 100 and PHSI 101. Recommended: Math 220 level proficiency. [F, W, S]

BIOL 320. Current Health Problems (3) (Formerly HSCI 320) 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 life-long 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 two weekend field trips for which a fee is required; consultthe class schedule. Two lecture-discussions and three three-hour laboratories. Acceptable for the major. Prerequisite: BIOL 211. [S99]

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. [S98]

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. [S98]

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 ree required. Prerequisite: BIOL 210. [W98]

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. [W]

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. Acceptable for a minor if taken with 371. Prerequisite: BIOL 212 or CHEM 203 and BIOL 255. [S]

SCI 370A. Human Biology (4) (Formerly BIOL 300) 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 and minor. Pre- or corequisite: BIOL 370. [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 402. Soil Ecosystems (5) Interactions between terrestrial microorganisms and the soil physical / chemical environment. Emphasis is placed on soil ecosystems, their fertility, cultivation, and reclamation. Two lecture-discussions and three three-hour laboratories. Acceptable for the major. Prerequisites: BIOL 301 and 306. [F97]

BIOL 404. Environmental Assessment and Impact (5) Study of problems related to specific issues of environmental impact, mitigation solutions required by regulations, costs, benefits and consequences. Includes 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. [S99]

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. [S98]

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. [S99]

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.

The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The CSUB Class Schedule is published quarterly and is available through the campus bookstore. Students should refer to the Class Schedule for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.

BIOL 416. Parasitology (3) (Formerly CLS 316) 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 311 or 312. [W98]

BIOL 417. Medical Mycology (2) (Formerly CLS 318) 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 311 or 312. [S99]

BIOL 418. Immunology (3) (Formerly CLS 352) 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. [S98]

BIOL 419. Hematology and Urinalysis (5) (Formerly CLS 321) 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 418. [W99]

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 or 341. [F98]

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. [S99]

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 301 and 351. [W99]

BIOL 453. Comparative Physiology of Vertebrates (5) Investigations into the comparative physiological responses of animals to a variety of environments. Description, analysis, and measurement of whole animal physiology related to survival and the diversity of functional adaptation. Two lecture-discussions and three three-hour laboratories. Acceptable for the major. Prerequisites: BIOL 301, 210 or 255/257, and SCI 294.

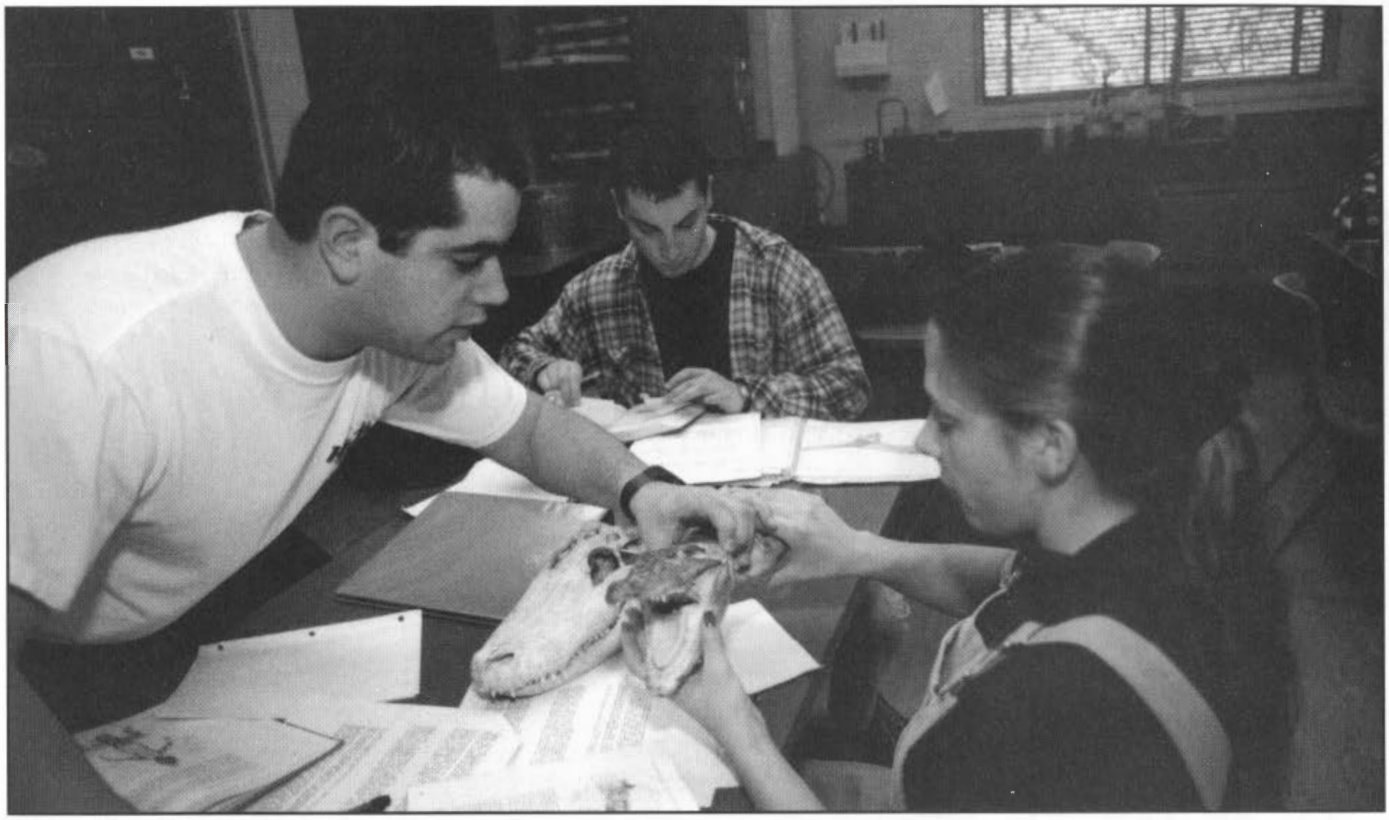
BIOL 462. Plant Physiology (5) Structure, function, and physiological mechanisms of vascular plants. Topics include water relationships, photosynthesis, respiration, hormones, and growth regulators. Two lecture-discussions and three three-hour laboratories. Acceptable for the major. Prerequisites: BIOL 211, 212, and 301. [F98]

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 post-graduate 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. [F98]

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, Room 273
Voice: 805-664-3027
Fax: 805-664-2040
Email: aparks@csubak.edu

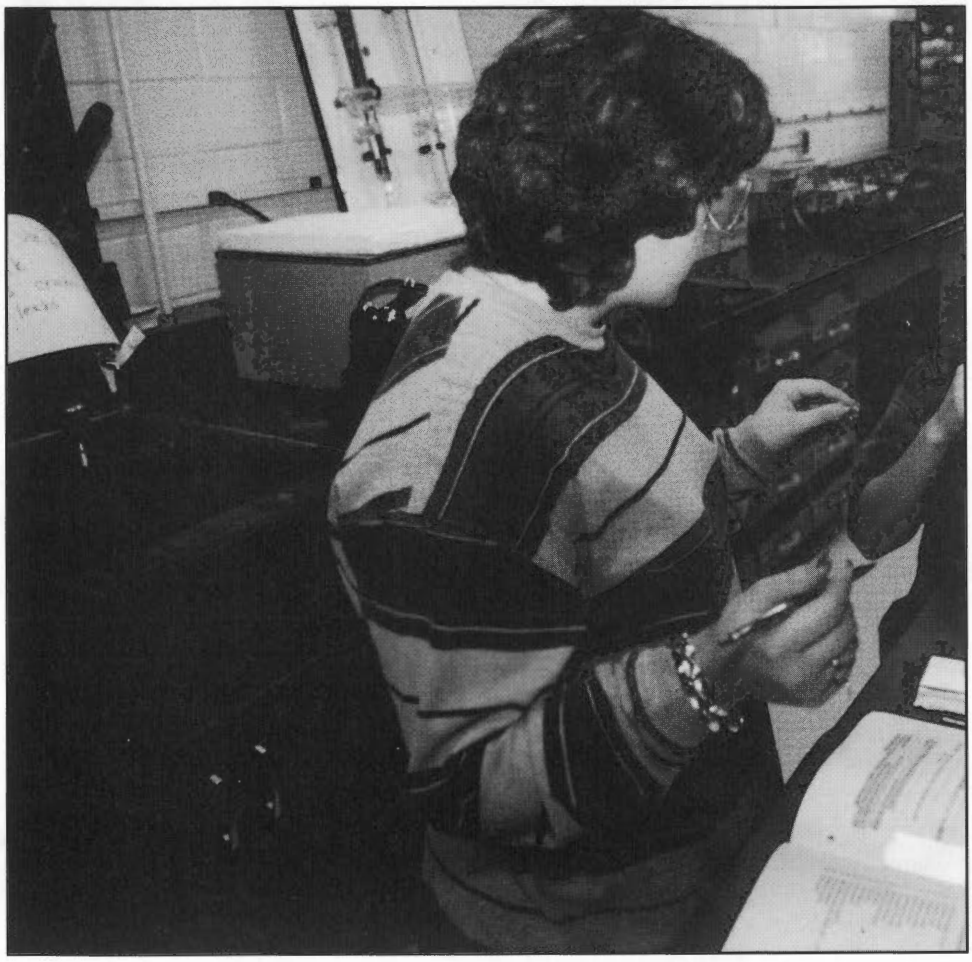
Chair: M.L. Dutton

Faculty: K. Cohn, F. Dorer, F.T. Fang, R. LaFever, S. Hudson

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 201, 202, 203
   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 201, 202, 203
   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, 410, 420, 430, 440, 477 or 480.
3. Cognate areas:
   a. MATH 201, 202, 203
   b. SCI 294 or equivalent approved course
   c. PHYS 201, 202, 203 or PHYS 221, 222, 223

Requirements for the Minor

Although no minor is required for the B.S. 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 Commission on Teacher Credentialing has authorized CSUB to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This coursework 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 B.A. 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 Ceoncentration in Biology
   BIOL 210, 211, 212 plus two additional 300- or 400 level biology courses acceptable for the major; GEOL 201 and 205; PHYS 201 or 221, 202 or 222 and 203 or 223
   2. Secondary Concentration in Geology
   GEOL 201, 215, 303, 307 and 310; BIOL 210, 211 and 212; PHYS 201 or 221, 202 or 222 and 203 or 223
   3. Secondary Concentration in Physics
   PHYS 221, 222, 223, 307, and 324; BIOL 210, 211 and 212; GEOL 201 and 205

COURSES

Lower Division

CHEM 100. Perspectives in Chemistry (3) A general education course introducing basic concepts of chemistry. Topics involving chemistry, the environment and society will be presented. Three lectures. ***Not acceptable for the major.*** [F, S, 98/99]

CHEM 100 L. Perspectives in Chemistry Laboratory (2) Introductory experiments applying laboratory procedures to the study of issues involving chemistry. One lecture and one three-hour laboratory. Prerequisite or concurrent: CHEM 100. ***Not acceptable for the major.*** [F, S, 98/99]

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 coursework. (Recommended: MATH 202.) 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 201, PHYS 201 and CHEM 213. 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 202, PHYS 202 and CHEM 213. 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 203, PHYS 203 and CHEM 213. 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 410. Advanced Physical (5) Basic theories and methods of quantum chemistry and statistical thermodynamics. Emphasis on the application of these methods to the determination of molecular structure. Prerequisites: CHEM 353 and MATH 203.

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 post-graduate 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]

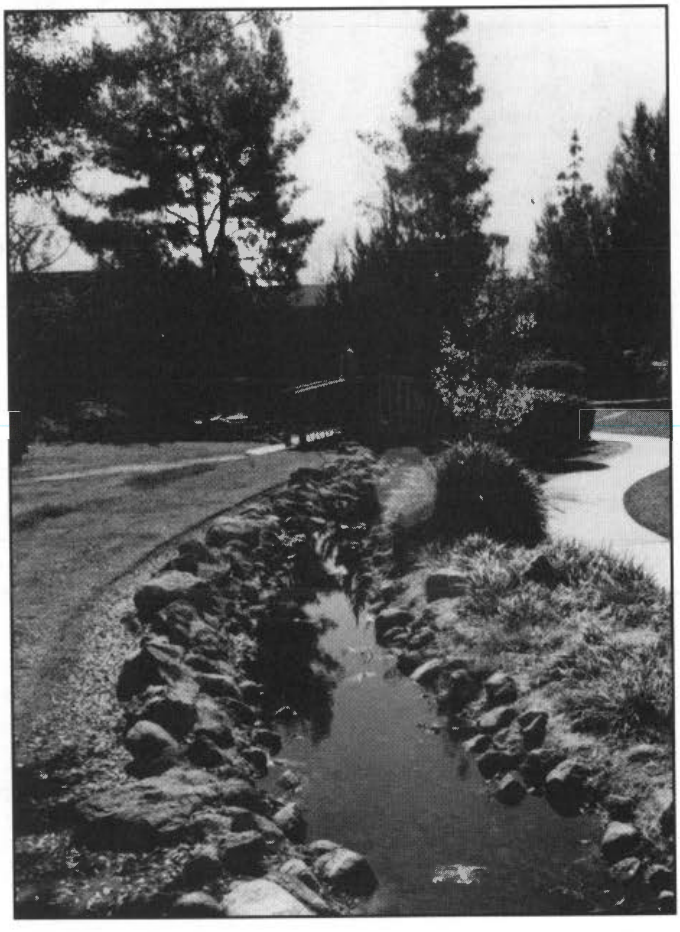
CHEM 496. Internship in Chemistry (1-5) Students are assigned to various industries, institutions, or agencies and work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and projects where appropriate. (Arrangements 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.

Graduate Courses

CHEM 577. Advanced Topics in Chemistry (3) Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in chemistry.

CHEM 580. Advanced Research Participation (3) Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.



COMPUTER SCIENCE

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.

A wide range of computing facilities are available to students at CSUB. The campus mainframes include a VAX 8350 and a Cyber and are accessible from a variety of areas on campus through the broadband campus network. The Computer Science Department has its own local area Ethernet on which reside a number of workstations. These workstations are accessible from the Departmental IBM PCs in our software lab and from microcomputers throughout the campus. We also have a hardware lab for breadboarding, prototyping, and system design.

Science Building, Room 412
Voice: 805-664-3082
Fax: 805-664-2039
Email: plampkins@csubak.edu

Chair: L. Taylor

Faculty: K. Lee, T. Meyer, L. Taylor, M. Thomas, H. Wang, A. Youssefi

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 (43 units)
CMPS 212. Computer Science I
CMPS 213. Computer Science II
CMPS 220. Assembly Language
CMPS 290. Programming in C
CMPS 291. Introduction to UNIX
CMPS 300. Discrete Structures
CMPS 311. Data and File Structures
CMPS 350. Programming Languages
CMPS 360. Intro. Operating Systems

Rerquired (15 units)
CMPS 320. Logic Design
CMPS 321. Computer Architecture
CMPS 490. Senior Seminar/Project

Elective (15 units)
Allowable electives are any CMPS course listed 200 or above, except CMPS 310, CMPS 430, and CMPS 431. MATH 305 is allowed as a CMPS elective.

Other (35 units)
MATH 201. Calculus I
MATH 202. Calculus II
MATH 203. Calculus III
MATH 330. Linear Algebra
MATH 338. Analysis of Variance
or
MATH 339. Regression Analysis
or
MATH 340. Probability
PHYS 221. Newtonian Physics
PHYS 222. Maxwellian Physics

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 (43 units)
CMPS 212. Computer Science I
CMPS 213. Computer Science II
CMPS 220. Assembly Language
CMPS 290. Programming in C
CMPS 291. Introduction to Unix
CMPS 300. Discrete Structures
CMPS 311. Data and File Structures
CMPS 350. Programming Languages
CMPS 360. Intro. Operating Systems

Required (15 units)
CMPS 370. System Analysis/Design
CMPS 440. Database Systems
CMPS 490. Senior Project/Seminar

Electives (20 units)
Allowable electives are any CMPS course listed 200 or above, except CMPS 310, CMPS 430, and CMPS 431. MATH 305 is allowed as a CMPS elective.

Minor
A minor in the desired application area will be required (a minor typically involves at least 20 units of course work).

Other (10 units)
MATH 120. Quantitative Methods
MATH 140. Introduction to Statistics

TOTAL (86 units and a minor in application area)

Requirements for a Minor in Computer Science

Required (15 units)
CMPS 212. Computer Science I
CMPS 213. Computer Science II
CMPS 290. Programming in C

Electives (15 units)
At least two upper division Computer Science courses and one Computer Science course listed 200 or above, except CMPS 310, CMPS 430, and CMPS 431. Math 305 is allowed as a Computer Science elective.

TOTAL (30 units)

COURSES

Lower Division

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) An in-depth study of DOS commands and utilities for the IBM PC and compatibles. Topics will include disk management, writing batch files, and creating menus. 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 e-mail and listservs, 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, W, S]

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 160. COBOL Programming (5) An introduction to structured COBOL programming and business problem solving. Discussion of file processing and information retrieval as it is related to a COBOL environment. Prerequisite: Familiarity with a computing environment or consent of the instructor. This course is equivalent to MIS 250. (CAN CSCI 8)

CMPS 170. RPG Programming (3) Introduction to RPG II and RPG III programming. Prerequisite: Familiarity with a computing environment or consent of instructor.

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]

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. [W, S]

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 course. 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. [F]

CMPS 290. Object-Oriented Programming (5) This course will explore the concepts of the object-oriented programming (OOP) methodology and the features of C++ supporting OOP. The extension of C++ to original C, such as templates, operator overloading and class libraries will be covered. Prerequisite: CMPS 213. [S]

CMPS 291. Introduction to UNIX (3) The systems interface and C. Use of the run-time library. Shell programming. Prerequisite: CMPS 290. [W]

CMPS 292. Object Oriented Programming with C++ (3) Introduction to the object-oriented programming (OOP) methodology. This course will address the basic concepts of object-oriented programming such as data encapsulation, inheritance and function overloading. The C++ programming language for supporting object-oriented programming will be covered in detail. 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 compatibility. 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 203 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. Computer 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.

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. [F97]

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 sub-systems 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 speed-up arithmetic algorithms, vector and parallel processing, organization of memory for high performance processors, and a comparative study of supercomputer architectures. Prerequisite: CMPS 321. [S98]

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. Topics in Computer Science for Educators (3) Issues and trends in Computer Science education including course-authoring languages, hardware and software developments. Prerequisite: CMPS 430 or equivalent. [F, W, S]

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.

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 interprocess 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. Prerequisites: CMPS 291 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 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. [S]

CMPS 475. Computer Networks (4) A study of computer networks with regard to the OSI layered approach to network organization (from the physical to the application level). This course includes a 2 1/2 hours per week laboratory in which students work with various workstations and network hardware residing on our local Ethernet. Prerequisites: CMPS 290 and 311. [F98 Alternate years]

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.

CRIMINAL JUSTICE

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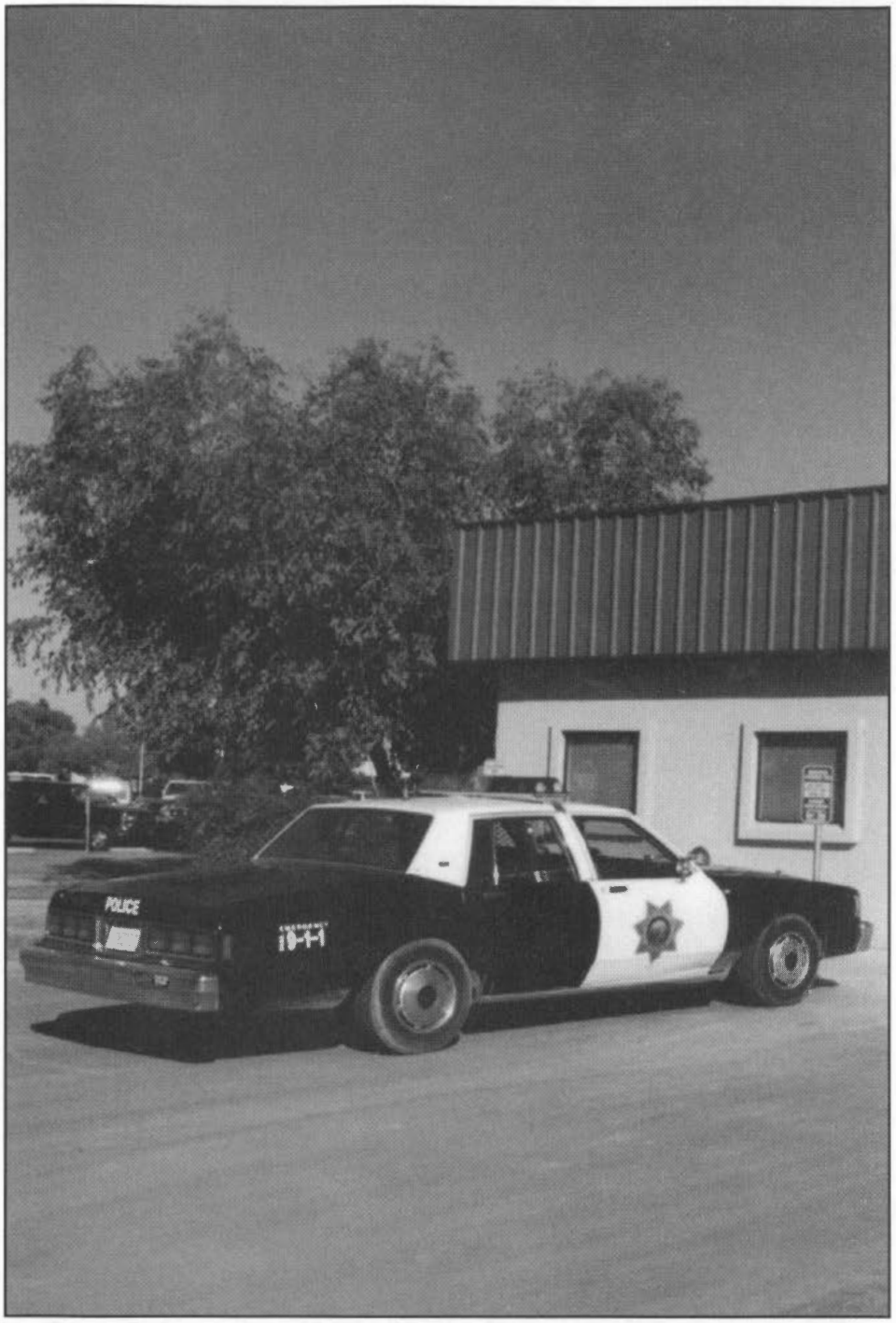
Chair: R. Fong

Faculty: S. Haas, B. Vogel
Adjunct Faculty: R. Barton, S. Brummer, N. Mahan, R. Oberholzer



The Bachelor of Arts degree in Criminal Justice is designed to provide a student with 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. Statistics

Major requirements:

Basic Core Courses:
1. CRJU 300. Research Methods in Criminal Justice
2. CRJU 371. Theoretical Perspectives in Criminal Justice
3. CRJU 310. Criminal Law
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

Special topics in Criminal Justice (select two of the following)
1. CRJU 325. Women and the Criminal Justice System
2. CRJU 330. Race, Ethnicity, and the Criminal Justice System
3. CRJU 335. Prisoners' Rights
4. CRJU 340. Drugs and Crime
5. CRJU 345. Gangs in America
6. CRJU 480. Directed Research in Criminal Justice
7. CRJU 496. Internship in Criminal Justice

Interpersonal and Theoretical Perspectives Related to Criminal Justice (select *one* from the following courses):
1. CDEV 320. Individual and Family Development
2. HIST 466. History of Black America Since 1865
3. HIST 468. The Chicano Experience
4. PHIL 334. Law and Morality
5. PLSI 315. Civil Liberties
6. PSYC 315. Abnormal Psychology
7. PSYC 344. Psychology of Aggression and Violence
8. PA 471. Administration in the Criminal Justice System
9. SOC 325. Sociology of Crime
10. SOC 326. Juvenile Delinquency
11. SOC 327. Race and Ethnic Relations
12. SOC 335. The Latino Experience in the United States
13. SOC 464. Family and Stress

Minor, Concentration, 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.

COURSES

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 post-graduate 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 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. [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. [F]

CRJU 335. Prisoners' Rights (5) An examination of the evolution of prisoners' entitlement to constitutional rights in the American correctional process. Special topics to be discussed include: rights to freedom of religion, speech, association and the press, access to court and counsel, right to adequate medical care, freedom from excessive use of force, right to disciplinary due process, freedom from overcrowded confinement, right to due process in probation and parole hearings, and right to equal protection of the laws. [W]

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 tosubstance abuse; and current prevention and treatment strategies of substance abuse. [W, S]

CRJU 345. Gangs in America (5) An examination of the dynamics of street and prison gangs in America. Topics to be covered include: the history and functions of gangs, organizational characteristics of gangs, gang research and theories, the linkage between gangs and crime, the impact of gang activities on the criminal justice system, and societal reaction to gangs. [F, 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, SS]

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 learnings 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. Special emphasis will be placed upon such topics as the characteristics of crime victims, patterns of crime reporting and nonreporting, 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. [F]

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 (0-5) 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 post-graduate students. Interested students should contact the department office.

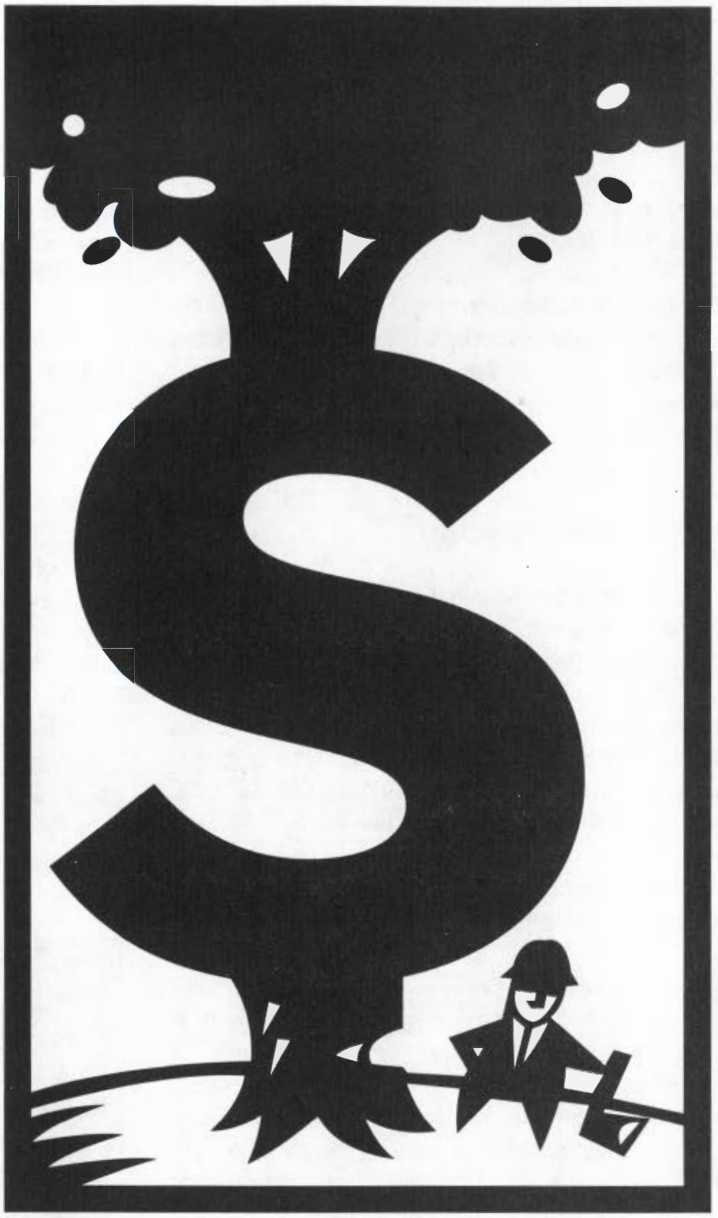
CRJU 490. Senior Seminar in Criminal Justice (6) Consideration of the nature of criminal justice and its relationship to other field of study, with integration of material from other courses. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor, or permission of instructor. [W, S]

CRJU 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 activites 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, M. Malixi, D. Oswald, A. Grammy

Economics is the study of scarcity and of how societies organize the production and distribution of goods and services. A 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 determining decision trade-offs, making logical deductions and statistical inferences, and collecting and analyzing data. Active participation in organizations and elective coursework in areas such as technical writing and speech communication will round out the Economics major effectively.

Economics majors who want to enter an applied field of business or government or go 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 B.A. IN ECONOMICS

1. Computing and Mathematics Skills
   a. MATH 120 and 140
   b. CMPS 120 (or equivalent proficiency)
2. Economics
   a. ECON 201, 202, 301, 302, and 490
   b. Five (5) economics electives
3. Minor or Special Minor

REQUIREMENTS FOR THE B.A. IN ECONOMICS, PRE-LAW CONCENTRATION

1. Computing and Mathematics Skills
   a. MATH 120 and 140
   b. CMPS 120 or MIS 200 (or equivalent proficiency)
2. Economics
   a. ECON 201, 202, 301, 302, 404, and 490
   b. Four (4) economics electives
3. Special Minor
   a. Financial Decision Making, Technical Writing, Negotiation & Conflict Management, Ethics, Judicial Branch of Government

SOCIAL STUDIES TEACHER PREPARATION PROGRAM WITHIN THE B.A. IN ECONOMICS

The following course pattern satisfies all requirements for the Social Studies Preparation Program within the B.A. in Economics.

Requirements for the Social Studies Preparation Program:

Basic Core Requirements: (13 courses, 65 quarter units)
1. Early United States History (1 course)
   a. HIST 231
2. Modern United States History (1 course)
   a. HIST 232
   b. Foundations of Western Civilization (1 course)
   c. HIST 202, 204, or RS 401
3. Making of the Modern World (1 course)
   a. HIST 102 or 206
4. World Civilization: Asia and Africa (1 course)
   a. ECON 311 or ECON 312
5. Cultural Geography (1 course)
   a. ECON 395
6. American Government/United States Constitution (1 course)
   a. PLSI 314, 315, 316, or 317
7. International Relations/Comparative Government (1 course)
   a. HIST 436, PLSI 304, 305, 306, 309, or 404
8. Microeconomics (1 course)
   a. ECON 201
9. Macroeconomics (1 course)
   a. ECON 202
10. Cultural and Ethnic Perspectives (1 course)
    a. HIST 465, 466, 468, SOC 327, 335, 336, 337, or 338
11. Gender Perspectives (1 course)
    a. ECON 380
12. California Perspectives (1 course)
    a. HIST 370, 371, or PLSI 319

Breadth and Perspectives: (5 courses, 22 quarter units)
1. United States History (1 course)
   a. HIST 351, 352, 355, 356, 357, or 358
2. World Civilization: Europe, Latin America (1 course)
   a. ANTH 350, HIST 306, 307, 308, 309, 325, 340, 342, 443, or PLSI 309
3. International Comparative Economics (1 course)
   a. ECON 410 or ECON 440
4. Ethnic and Religious Perspectives (1 course)
   a. RS 110, 111, 313, 331, 345, or 348
5. Integrative Course (1 course)
   a. INST 390

Additional Requirements for the B.A. in Economics (7 courses, 35 quarter units)

Lower-Division Requirements
1. CMPS 120 or MIS 200
2. MATH 120 and 140

Upper-Division Requirements
1. ECON 301, 302, and 490

Electives
1. Any upper-division economics course

Note: The Minor or Special Minor requirements can consists of 4 non-economics courses satisfying the Social Studies Preparation Program requirements.

Requirements for the B.S. in Applied Economics

Lower Division Requirements
1. CMPS 120 (or equivalent proficiency)
2. MATH 120 and 140
3. ECON 201 and 202

Upper Division Requirements
1. ECON 301, 302, 420, and 490
2. Four (4) Economics courses (see Areas of Emphasis for specifics)
3. ACCT 345

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
   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, spreadsheets, 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) Elementary proficiency in a foreign language (Students whose preparatory education is principally in English can meet this requirement by passing a FL103 course. Students whose preparatory education is primarily in a language other than English can meet the requirement with a TOEFL score sufficient for admission to CSUB)
      (2) Completion of an approved 20 quarter-unit program of study from the following areas: Foreign Language (in addition to the elementary proficiency requirement), Geography, International Business, International Politics (Model United Nations recommended), or Area Studies.

Requirements for the Minor in Economics

1. ECON 201 and 202 and two upper division electives. (Three upper division courses are required if 201/202 is a major requirement.)

Requirements for the Minor in International Economics

1. ECON 201, 202, 410, and 440; and one course chosen from: ECON 311, 312, 395

COURSES

Note: Economics majors should try to complete as many requirements as possible before enrolling in the economics electives.

Lower Division

ECON 100. The Economic Way of Thinking (5) Introduction to economic analysis, economic philosophy, and the application of economic analysis to policy problems. In-depth investigation into selected problems as determined by current events. [F]

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 Game, a bi-annual enrichment activity sponsored by the university's Center for Economic Education and Research. [F, S]

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. Lectures and discussions. Recommended: passage of ELM Test. (CAN ECON 4) [F, W, S]

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. Lectures and discussions. Recommended: passage of ELM Test. (CAN ECON 2) [F, W, S]

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. [SS]

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 post-graduate students. Interested students should contact the department office. [Upon demand]

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. [F]

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. Lectures and discussions. Prerequisite: ECON 202 or permission of instructor. [W]

ECON 305. Science and Development of Economic Philosophy (5) This course critically explores the rise of the modern economic and political world and the modern science of economics. Particular emphasis is placed on cultural and intellectual history in the West with special focus on the role of philosophy and religion in the historical origins of modern science. The influence of Newtonian science on the development of early modern political economy (laissez faire theory) is examined along with the impact of these theories on the rise of capitalism and communism in the nineteenth century and contemporary liberalism, with its counterpart in welfare capitalism, in the twentieth century. Prerequisites: At least junior standing and one of either an introductory course in Economics (ECON 100, 201 or 202), Philosophy, or the History of Western civilization. [F, S]

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. Recommended: American Institutions and Western Civilization requirements. [F, W, S]

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. Prerequisites: an introductory course in economics (ECON 100 or 201) or major in a health-related field. [W]

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: ECON 202. [F, W, SS]

ECON 312. Economies of the Middle East and North Africa (5) A multidisciplinary 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: ECON 202. [S]

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: ECON 201 or permission of instructor. [S]

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; biodiversity and habitat protection; fertilizer and pesticide use; forest and range-land resources; fisheries; wildlife resources and outdoor recreation; recycling; benefit-cost policy analysis and case studies; international issues. Prerequisite: ECON 201 or permission of instructor. [F or W]

ECON 377. Economic Issues (1-5) An in-depth study of the economic aspects of an important social problem. May be repeated for different course context. Prerequisite as announced. [Upon demand]

ECON 380. Gender and Diversity in the 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. [S]

ECON 395. Economic Geography (5) An examination of the spatial organization of economic activity. Pertinent to regional and international perspectives. 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 and cultural regions, international investment patterns, cultural conflict and diffusion. (This course is also listed under "Interdisciplinary Courses.") [F, S, SS]

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: ECON 201 or permission of instructor. [W or S]

ECON 410. International Economic Development (5) Analysis of the major developmental problems and policy questions encountered by Third World countries. Topics to be considered include the structural changes accompanying development, theories of development, impediments to development, role of the international sector, and government policy. Prerequisite: ECON 201 or permission of instructor. [W or S]

ECON 420. Econometrics and Forecasting (5) Theory and testing of models which explain economic reality and provide the basis for a forecasting process. Selected investigations using computer software packages. Prerequisite: MATH 120 and 140 or their equivalent. [S]

ECON 430. Money, Banking, and the Economy (5) A thorough study of the banking system, the demand and supply of money, monetary policy, the quantity theory of money, the interest rate, the theory of portfolio choice, and international finance. Prerequisite: ECON 202 or permission of instructor. [F or S]

ECON 435. Public Finance (5) A thorough 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. [F or S]

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: ECON 201 and 202 or permission of instructor. [W]

ECON 451. Managerial 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 permission of instructor. [F or S]

ECON 465. Industrial Organization and Strategic Behavior (5) Theoretical and empirical aspects of oligopoly theory. Price and nonprice competition. The structure, conduct, and performance of selected American industries. Considerations of both anti-trust policy and managerial perspectives. Prerequisite: ECON 201 or permission of instructor. [F or W]

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. [Upon demand]

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 post-graduate students. Interested students should contact the department office. [Upon demand]

ECON 490. Senior Seminar (6) Consideration of the nature of the discipline. Student proposes and carries out an independent research project under the supervision of a faculty member. Student should plan to take two quarters to complete the course (one quarter to complete a literature survey and data search; another quarter to carry out the study). Prerequisite: upper class standing and completion of pertinent coursework. [S]

ECON 493. Urban and Regional Economics Workshop I (2) A study of Kern County as an economic region. Maintenance and development of World Wide Web pages for the Economics Department's Kern Regional Studies Program. Use of data bases to organize information on the local economy. Students are strongly encouraged to complete the entire ECON 493, 495, and 495 sequence and must complete at least two segments to receive credit for an elective in the major. [F]

ECON 494. Urban and Regional Economics Workshop II (2) A study of Kern County as an economic region. Maintenance and development of World Wide Web pages for the Economics Department's Kern Regional Studies Program. Use of economic base and input-output models to analyze regional economic structure and impacts. Students are strongly encouraged to complete the entire ECON 493, 494, and 495 sequence and must complete at least two segments to receive credit for an elective in the major. [W]

ECON 495. Urban and Regional Economics Workshop III (2) A study of Kern County as an economic region. Maintenance and development of World Wide Web pages for the Economics Department's Kern Regional Studies Program. Use of geographic information systems as a tool in regional economic research. Students are strongly encouraged to complete the entire ECON 493, 494, and 495 sequence and must complete at least two segments to receive credit for an elective in the major. [S]

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. [F, W, S]

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. [F, W, S]

ECON 499. Individual Study (1-5) Consent of department. [F, W, S]

Graduate Courses

ECON 500. Economic Theory (5) Economic theory for M.B.A. 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. [S]

INST 661. Managerial Economics (5) (For course description, see listing under "Interdisciplinary Courses.") [Upon demand]

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. [Upon demand]

ENGLISH/ COMMUNICATIONS

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Chair: V.K. Lasseter

Faculty: S.A. Adjaye, A.O. Alali, M. Ayuso, G.W. Byrd, R.S. Carlisle, S.M. Carter, L.J. Clymer, K. Flachmann, M. Flachmann, G.A. Hudson, M.W.M. Iyasere, S.O. Iyasere, E.K. Jackson, V.K. Lasseter, M.M. Pawlowski, J. Pratt, R.E. Stockton, A. Troup

Study in the Department of English and Communications 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 curriculum is divided into two degree programs: Bachelor of Arts in English or Bachelor of Arts in Communications. The B.A. 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 B.A. in Communications 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 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 three areas of emphasis (Journalism, Public Relations, and Visual and Electronic Communications), with a requirement for general familiarity in the other two areas. The general emphasis of both degree programs is upon breadth and flexibility in preparation for a diversity of career opportunities.

The department also offers a minor in English, a minor in Communications and, in cooperation with the Fine Arts Department, an interdisciplinary Speech and Theatre minor.

The Intensive English Language Center (IELC) offers a language immersion program into American English. The non-credit program offers daily instruction in reading/vocabulary, writing/grammar, and listening/speaking. TOEFL preparation is available (see IELC, page 105).

English

Requirements for the Major in English

Prerequisite: English 101 or the equivalent and two courses chosen from among 205, 207, 208, 294 or the equivalent.

Requirements:

A. 300. Approaches to Literature

B. A minimum of six courses from the department's offerings in language and literature distributed as follows:
   1. At least one course from each of the following groups:
      a. Early literary periods: 450-1798 (e.g., 320, 330, 340).
      b. Later literary periods: 1798-present (e.g., 350, 351, 360, 361, 380, 381, 382).
      c. Genres (e.g., 367, 475).
      d. Major figures and groups (e.g., 325, 335, 336, 337, 375).
   2. At least one course from any group below:
      a. Background courses (e.g., 391, 393).
      b. Theme courses (e.g., 477, Hum. 479).
      c. Language (e.g., 318, 319, 415).
   3. At least one other course from the courses listed in I or II above or one course from these special electives: 362, 363, 364, 368, 370, 373, 402, 403, 404, 460, 469.

C. ENGL 490. Senior Seminar

D. 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 (p. 68).
   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 and Minors").

Requirements for the Minor in English Literature

The minimum requirements for a minor in English Literature are: Four courses totaling 20 quarter units, at the 200 level or above, at least three of which must be upper division.

Teaching Credential: English Teacher Preparation Program

The Commission on Teacher Credentialing has authorized CSUB to offer a single subject matter preparation program in English. Please consult the Department of English and Communications for additional courses that may be required for the major in English.

Both A and B must be completed. **Note:** Courses may not be double-counted.

A. Core Requirements

All of the following courses are required (10 courses, 51 units):

1. 300: Practical Criticism
2. 315: English Literature Survey I **or** ENGL 316: English Literature Survey II
3. 383: American Literature Survey I **or** ENGL 384: American Literature Survey II
4. 366: Ethnic American Literature
5. 319: Structure of Modern English
6. 335 **or** 336: Shakespeare
7. 418: Second Language Acquisition
8. 310: College Composition
9. **One** of the following courses: ENGL 304 **or** 305; COMM 306 **or** 311
10. ENGL 490: Senior Seminar

B. Breadth Requirements

Select **one** of the following sets of courses.

Literature (five courses, 25 units)
1. One of the following courses: ENGL 320, 325, 330 or 337
2. One of the following courses: ENGL 350, 351, 360 or 361
3. One of the following courses: ENGL 380, 381 or 382
4. One of the following courses: ENGL 207, 364, 365, 366, 370, 372 or 469
5. One of the following courses: ENGL 362, 363, 373, 375, 391 or 393

Journalism (five courses, 26 units)
1. All of the following courses are required: COMM 306, 312 and six units of 414
2. Two of the following courses: COMM 311, 314, 404

Theatre Arts (five courses, 25 units)
Five 5-unit courses chosen from at least two of the following groups:
Acting: THTR 232, 233, 234, 201, 401
Technical Theatre: THTR 241, 352, 202, 203, 402, 403
Directing: THTR 361

Language and Linguistics (five courses, 25 units)
All of the following courses are required: ENGL 318, 415, 416, 417 and 420

Comparative Literature (five courses, 25 units)
Five of the following courses: ENGL 290, 294, 295, 391, 392, 393

Creative Writing (five courses, 25 units)
All of the following courses are required: ENGL 272, 402, 403, 404 and 475

Ethnic Minority Literature (five courses, 25 units)
ENGL 207 plus four of the following courses: ENGL 364, 365, 366, 370 and 372

Post-Baccalaureate Certificate in Writing

Certifies the completion of specialized training in writing by those who hold a B.A. degree or an M.A. 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 offered by the English and Communications Department.

Master of Arts in English

General Description

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; (4) and 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; (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.

Requirements for Admission

Admissions Standing

Students with a bachelor's degree from an accredited college or university may apply to the University for post-baccalaureate status and simultaneously to the Department of English and Communications for admission to the master's degree program in English. Admission to the graduate program leading to the Master of Arts in English requires the following:

- a baccalaureate degree in Egnlish from an accredited college or university
- a 2.5 GPA (A=4.0) for the last 90 quarter units (60 Semester units) attempted
- 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.
- submission of the department's application form

1. *Classified Graduate Student.* 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.

2. *Conditionally Classified Graduate Student.* 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 M.A. in English while meeting the specified conditions.

Core Course Requirements

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:

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 318 or 319
4. One course from the period ENGL 450-1798: 320, 330, or 340
5. One course from the period 1798 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

Note: All courses are to be selected in consultation with the Graduate Program Coordinator for English.

Program Requirements for the Master of Arts in English

Each master's candidate must complete a minimum of ten English graduate courses of five units each plus 2 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. Three required courses:
ENGL 500: Methods of Scholarly Research
ENGL 570: Criticism
ENGL 515: Theories of Grammar OR
ENGL 518: History of the English Language

B. One course from each of the six groups listed below:

Group	Field
I	1. Medieval Literature: ENGL 525
	2. Renaissance Literature: ENGL 533 or 535
II	3. Restoration/Eighteenth-Century British: ENGL 541
	4. Nineteenth-Century British Literature: ENGL 552
	5. Twentieth-Century British Literature: ENGL 564 or 568
III	6. Early American Literature: ENGL 582 or 583
	7. Twentieth-Century American Literature: ENGL 584 or 585
IV	8. Textual Analysis: ENGL 504
	9. Theory of Composition: ENGL 505
V	10. Instruction of Composition/Literature: ENGL 506 or 578
	11 Basic Writing/ESL: ENGL 507 or 508
VI	12. Ethnic Literature: ENGL 580

C. At least one elective course from fields 1-7 above.

Note: 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, 570, 515 and 518 are not available through independent study.

D. Completion of the Master of Arts Degree. 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; it may be re-taken no more than two times.

E. Additional Requirements

Writing Competency Requirement
All graduate students must satisfy the Upper Division Writing Competency 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 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 re-validating of outdated courses. If granted, such re-validation 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 twenty hours of tutoring.

Post-Baccalaureate Certificate in Writing
This certificate is awarded upon completion of four graduate writing courses with a grade of B- or better: ENGL 504, 505, 506, 508, and one other--for example ENGL 502 or 507. The program is suitable for those holding a B.A. who prefer not to enter the M.A. program but who wish to earn in-service units and improve their writing skills at the same time. Those who already hold an M.A with an emphasis on literature may also wish to obtain the post-baccalaureate certificate in writing.

COURSES

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

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. [F, W]

ENGL 90. English as a Second Language (5) This class concentrates on the development of English literacy skills needed by non-native 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 Extensive English Language Center (ELC) in Extended University. Students must register directly with IELC at 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 non-fiction 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) [F, S]

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). [F, W, S, SS]

ENGL 205. Introduction to the Study of American Literature (5) American literature from colonial times to the present. This is a writing intensive class. [W]

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. [F]

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. [W or S]

ENGL 228. Oral Interpretation of Literature (5) Introduction to the principles, techniques, and practices of reading prose, poetry, and drama aloud. Emphasis on individual performance focusing on contemporary themes, forms, and authors.

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 (video-tapes 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. [F]

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 its equivalent. [S]

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 post-graduate students. Interested students should contact the department office.

ENGL 294. Masterpieces of Western World Literature (5) Representative masterworks selected from six key periods of western culture (including all the major genres--poetry, drama, fiction) studied from the vantage point of both their historical context and their enduring aesthetic 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. [F]

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 the 200 series in literature or its equivalent. [F, W, S]

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, memoranda. Crosslisted as COMM 304. Prerequisite: ENGL 110 or its equivalent with a grade of "C-" or better, and upper division standing. [F, W, S, SS]

ENGL 305. Modes of Writing (5) Computer technology is used to assist students as they study different modes of writing and learn to navigate the Internet. Students learn how to modify written communication through a collaborative process, responding to both the purposes of the writer and the needs of the audience while developing a polished prose style. All coursework is conducted via the Internet, and the class is open-ended. Prerequisite: Grade of C- or better in ENGL 110 or its equivalent and upper division standing. Counts toward the Teacher Preparation Programs in English, Liberal Studies and Child Development; satisfies the Upper Division Writing Competency Requirement. [F, W, S]

ENGL 310. Advanced Writing (5) Comprehensive study of the techniques of effective expository writing. Emphasis on development of general prose style. Frequent writing exercises both in and out of class. Prerequisite: ENGL 110 or its equivalent and upper division standing. Does not count toward the major or the minor. [F, W, S, SS]

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 the 200 series in literature or its equivalent. [F]

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 the 200 series in literature or its equivalent. [W]

ENGL 318. History of the Language (5) The development of English phonology, morphology, syntax, spelling, and punctuation, from the Old English period to the present. Prerequisite: ENGL 110 or its equivalent. [F]

ENGL 319. Structure of English (5) A systematic examination of Modern English phonology, morphology and syntax. Prerequisite: ENGL 110 or its equivalent. [F, W, S, SS]

ENGL 320. Medieval English Literature: 450-1500 (5) English literature from the beginnings 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. Prerequisites: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent. [S]

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. Prerequisites: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent. [F]

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 the 200 series in literature or its equivalent. [F]

ENGL 335. Shakespeare I (5) Selected readings in the tragedies, comedies, histories and poems. Prerequisite: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent. [W98]

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 the 200 series in literature or its equivalent. [W99]

ENGL 337. Milton (5) A study of the artistic development of the Renaissance epic poet, with emphasis on his major poems. Prerequisite: ENGL 101 or its equivalent, or one course from the 200 series in literature or its equivalent. [S]

ENGL 340. Restoration and Eighteenth Century English Literature: 1660-1798 (5) The "neo-classic" age and the age of "sensibility." Satire, the novel, the essay, poetry. Selected studies in Dryden, Behn and other Restoration dramatists, Swift, Pope, Finch, Montagu, Addison and Steele, Richardson, Johnson, Couper, and others. Prerequisite: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent. [W99]

ENGL 350. Romantic English Literature: 1798-1837 (5) The "Age of Revolutions." New directions in criticism. Studies in Wollstonecraft, Blake, Smith, Wordsworth, Coleridge, Keats, Shelley, Byron, and others. Prerequisite: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent. [F97]

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 the 200 series in literature or its equivalent. [S]

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 the 200 series in literature or its equivalent. [F98]

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 the 200 series in literature or its equivalent.

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. [F98]

ENGL 363. Literature and Technology A study of the interrelationships between literature and the postmodern American "culture and technology." Prerequisite: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent. [W]

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. Prerequisite: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent. This is a writing intensive class. [F]

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 the 200 series in literature or its equivalent.

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 the 200 series in literature or its equivalent.

ENGL 367. Film Analysis (5) Intensive study of aspects of narrative film form, including composition, editing, lighting, performance, plot structure, setting, and sound. Development of critical viewing skills, with emphases chosen from among such topics as audience response, communication of meaning, cultural influences, gender, industrial determination, and race. Papers required. Crosslisted as COMM 367. Prerequisite: ENGL 110 or the equivalent.

ENGL 368. Special Topics in Film (5) Film analysis concentrating on a specific cinematic genre, director, actor, nationality, or theme. Discussions and analyses based on viewing films
and/or videotapes. May be repeated for different course content. Cross-listed as COMM 368.

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 the 200 series in literature or its equivalent. This is a writing intensive class. [W]

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 socio-cultural milieu from which the literature emerged. Prerequisite: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

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 the 200 series in literature or its equivalent. This is a writing intensive class. [F, W, S]

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 the 200 series in literature or its equivalent. May be repeated for different course content. [W]

ENGL 380. American Literature to the Civil War (5) The beginnings to the Civil War, Colonial literature, Franklin, Emerson, Thoreau, Poe, Longfellow, Melville, Hawthorne, and others. Prerequisite: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent. [F]

ENGL 381. American Literature from the Civil War to 1900 (5) Whitman, Twain, Crane, Norris, Howells, Dickinson, and others. The rise of realism. Prerequisite: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent. [W]

ENGL 382. American Literature from 1901 (5) Twentieth Century American fiction, poetry and drama. Prerequisite: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent. [S]

ENGL 383. American Literature Survey I (5) Study of the development of American poetry, fiction and non-fiction prose from the pre-Colonial period to the post-Civil War period. The course covers traditional canonical writers including Bradstreet, Taylor, Franklin, Edwards, Hawthorne, Melville, Poe, Thoreau, Whitman, Crane, Twain, and Dickinson. Readings also touch upon the literature of sensibility, slave narratives, pro- and anti-slave literature, and Southwestern cuentos. The course emphasizes the diversity of early American literature as to gender, ethnicity and genre. Prerequisite: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

ENGL 384. American Literature Survey II (5) Study of the development of American poetry, drama, fiction and non-fiction prose from the post-Civil War period to the present The course covers traditional canonical writers including Frost, Eliot, Cummings, W. C. Williams, Ransom, Lowell, Plath, Rich, O'Neill, T. Williams, Albee, Anderson, Stein, Hemingway, Faulkner, Fitzgerald, Porter, O'Connor, Oates, and Updike, as well as selections from Booker T. Washington, W. E. B. Dubois, Martin Luther King, Jr., Alice Walker, Toni Morrison, Leslie Silko, Wendy Rose, Sandra Cisneros, Victor Hernandez Cruz, David Henry Twang, and Amy Tan. The course emphasizes the diversity of early American literature as to gender, ethnicity and genre. Prerequisite: ENGL 101 or the equivalent; or one course from the 200 series in literature or its equivalent.

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 the 200 series in literature or its equivalent. [F, S]

ENGL 393. Classicial Mythology (5) Homer, Virgil, and Ovid 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 the 200 series in literature or its equivalent. [F or W]

HUM 395. Comparative Literature: Mirror of Western Civilization (5) (For course description, see listing under "Interdisciplinary Courses.")

ENGL 402. Creative Writing: Poetry (5) Experimental writing, investigation, and discussion of poetry and the creative process, with individual and group analysis of student work. May be repeated for credit.

ENGL 403. Creative Writing: Short Fiction (5) Experimental writing, investigation, and discussion of the short story and the creative process, with individual and group analysis of student work. May be repeated for credit.

ENGL 404. Creative Writing: Plays (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.

ENGL 415. Introduction to 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 110 or its equivalent. [S]

ENGL 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 319 or 415 or its equivalent. [W]

ENGL 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 318, 319 or 415. [W]

ENGL 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 319 or 415.

ENGL 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 318, 319 or 415 or permission of instructor. [F or W, SS]

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. Crosslisted 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 the 200 series in literature or its equivalent.

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 the 200 series in literature or its equivalent. May be repeated for different course content. [F, W, S]

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 the 200 series in literature or its equivalent. May be repeated for different course content. [F, W, S]

HUM 479. Literature and the Other Arts (5) (For course description, see listing under "Interdisciplinary Courses.")

ENGL 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. Crosslisted as COMM 480. Prerequisite: COMM 304.

ENGL 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. Crosslisted 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 (6) Consideration of the nature of the discipline. Integration of materials from other courses. Prerequisite: Senior standing and consent of instructor. [F, S]

ENGL 496. Internship (variable units)

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. Prerequisites: Consent of instructor who will serve as the sponsor and approval by chair of the Department of English and Communications.

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

ENGL 500. Methods of Scholarly Research (5) 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. [S98]

ENGL 502. Advanced Creative Writing Workshop (5) Concentrated creative work on one mode of expression (poetry, short fiction, the novel, plays), to be designated by the instructor. Offers opportunity for advanced creative writing and for critical evaluation by instructor and other students. Course may be repeated for credit. Prerequisite: permission of the instructor.

ENGL 504. Approaches to the Analysis of Writing (5) A study of various linguistics approaches for analyzing the structure of written texts. [W or S]

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. Problems in the Instruction of Composition Skills (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. [F98]

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. [W99]

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. [W]

ENGL 525. Chaucer (5) Studies in The Canterbury Tales and/or Troilus and Criseyde, and a selection of Chaucer's shorter poems. [F98]

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. [F]

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. [S98]

ENGL 552. Nineteenth Century British Literature (5) Study of nineteenth century poetry, non-fiction 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. [W]

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. [F]

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. [S98]

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. [S99]

ENGL 583. Later 19th 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 20th 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. [S98]

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. Prerequisites: ENGL 319, 415 or 514 and ENGL 420.

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. 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. Prerequisite: 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 and Communications.

ENGL 699. Individual Study (variable units) Admission with consent of department chair.

Communications

Requirements for the Major in Communications

1. COMM 274. Introduction to Communication Studies

2. Upper Division Required Courses:
   A. Technical and Report Writing
   B. Theories of Communication
   C. Mass Media Law
   D. Senior Seminar

3. One of the following options: (15 units)
   A. Journalism
      COMM 206: Journalism Practices
      COMM 311: Feature Writing
      COMM 404: Public Affairs Reporting
   B. Public Relations
      COMM 206: Journalism Practices
      COMM 305: Public Relations
      COMM 434: Communication for Business and Government
   C. Computer Imaging
      COMM 240: Media Arts
      COMM 307: Video Production
      COMM 388: Multi Media

4. Ten (10) units selected from the department's offerings in Communication Studies
   COMM 303: Communication Criticism
   COMM 308: Analyzing Advertising
   COMM 317: Ethical Issues in the Media
   COMM 320: Effects of Mass Media Programming
   COMM 370: Intercultural Communication
   COMM 376: Interpersonal Communication
   COMM 378: Mass Media Organizations
   COMM 405: Communication in the Organization
   COMM 435: Health Communication
   COMM 430: News as Ideology
   COMM 460: History of Film
   COMM 477: Special Topics in Communications
   COMM 485: Media Coverage of Terrorism

5. Ten (10) additional upper division units, selected in consultation with a faculty advisor, from the department's offerings in communications. Students may take courses in any area.
   A. **Journalism**: 306, 311, 312, 313, 314, 317, 320, 378, 380, 390, 404, 406, 407, 414, 418, 420, 422, 425, 430, 477 (when relevant), 480, 482, 485, 489, 496, 497, 499
   B. **Public Relations**: 303, 305, 308, 312, 314, 316, 317, 320, 330, 335, 350, 370, 376, 377, 378, 402, 405, 407, 409, 412, 425, 434, 435, 477 (when relevant), 481, 489, 496, 497, 499
   C. **Computer Imaging**: 307, 308, 314, 317, 320, 345, 367, 368, 378, 386, 387, 388, 391, 406, 407, 430, 440, 445, 450, 460, 477 (when relevant), 482, 483, 484, 486, 489, 496, 497, 499

6. A. Completion of a minor, special minor or augmented major.
   B. Up to 5 units of an internship (496, 497), 6 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.

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 (6) courses (30 units) from the department's offerings in one of the following areas: Journalism, Public Relations, Electronic and Visual Communications, Computer Imaging (see course selection below), 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 (6) courses (30 units) from the department's offerings in one of the following areas: Journalism, Public Relations, Electronic and Visual Communications, Computer Imaging (see course selection below), 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 (5) other courses (25 units) reflecting the general scope of the communications discipline.

Courses in Computer Imaging:

COMM 286: Introduction to Computer Imaging
COMM 307: Video Production I
COMM 312: Graphic Communication I
COMM 386: Computer Graphics I
COMM 387: Visual Communication with Computer Technology
COMM 388: Multimedia Development I
COMM 390: Publishing for the World Wide Web
COMM 391: Adobe Photoshop
COMM 440: Video Production II
COMM 482: Graphic Communication II
COMM 483: Computer Graphics II
COMM 484: Interactive Video Production
COMM 486: Computer Advertising Design

Teaching Credential--Single Subject

No teaching credential is issued by the State in Communications. A student planning to teach journalism in the high schools must obtain a credential in English.

COURSES

Lower Division

COMM 106. Introduction to Journalism (5)

COMM 108. Strategies of Public Communication (5) An introduction to practical communication problems with training in the principles involved in listening, public speaking, and advocacy. (CAN SPCH 4) [F, W, S, SS]

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. Prerequisite: ENGL 110 or the equivalent. [F]

COMM 212. Intercollegiate Forensics (2) Participation in intercollegiate debate and individual speaking competition. Practice and theory of debate, extemporaneous speaking, persuasive speaking, oral interpretation, impromptu speaking. Four activity hours per week. Prerequisite: permission of the instructor. May be repeated for credit. A field trip fee may be required. Consult Class Schedule for specific details.

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. Prerequisite: ENGL 110 or equivalent. [F, W, S]

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. [F]

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. [W]

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. [S]

COMM 228. Oral Interpretation of Literature (5) Introduction to the principles, techniques, and practices of reading prose, poetry and drama aloud. Emphasis on individual performance focusing on contemporary themes, forms and authors.

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. [F]

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: ENGL 110 or equivalent. [F]

COMM 286. Introduction to 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 soft 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. Communication Criticism (5) Methods of assessing the effectiveness and impact of various forms of public communication. Emphasis upon the social role of public communications and the importance of critical-evaluative methods in both recognizing and shaping that role. Prerequisites: COMM 108 and ENGL 110 or equivalents.

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 its equivalent with a grade of "C-" or better, and upper division standing. Crosslisted as ENGL 304. [F, W, S, SS]

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. [W]

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 its equivalent with a grade of "C-" or better, and upper division standing. [W]

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. [F]

COMM 308. Analyzing Advertising (5) Analysis of commercial advertising from cultural and historical perspectives, including close study of advertising texts. Consideration of advertising's influence on media communication, ideology, socio-economic relations, and style in consumer culture. Prerequisite: COMM 274 or permission of instructor.

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 equivalent and completion of General Education Goal IV (Mathematical Reasoning). [F, W]

COMM 310. Audio Production (5) An overview of audio production and presentation. Emphasis will be placed in audience analysis, scripting, production, and presentation.

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. Prerequisite: ENGL 110 or its equivalent with a grade of "C-" or better, and upper division standing. [S98]

COMM 312. Graphic Communication I (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. Prerequisite: COMM 206 or 280.

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. Prerequisite: COMM 206 or 306 or permission of instructor. [W]

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. [F, W]

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 Philosophy 317. [S]

COMM 320. Effects of Mass Media Programming (5) Analysis of the effects of mass media programming on the general public. Investigation of specific lines of research as applied to various types of programming. Focus on major issues such as violence, stereotyping, cultivation of reality, and passivity. Study of contemporary programming and related research into its genesis and impact. [W]

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, inter-office 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. [F]

COMM 345. Multimedia Production (5) Development of "visual literacy" through analysis of effective mixed media presentations; exploration of a variety of techniques and equipment leading to the construction of coordinated programs combining visual, auditory, and written elements for a variety of practical applications. Three class demonstration hours and four activity hours per week. A field trip fee may be required. Consult Class Schedule for specific details. [S98]

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 367. Film Analysis (5) Intensive study of aspects of narrative film form, including composition editing, lighting, performance, plot structure, setting, and sound. Development of critical viewing skills, with emphasis chosen from such topics as audience response, communication of meaning, cultural influences, gender, industrial determination, and race. Papers required. Crosslisted as ENGL 367. Prerequisite: ENGL 110.

COMM 368. Special Topics in Film (5) Film analysis concentrating on a specific cinematic genre, director, actor, nationality, or theme. Discussions and analyses based on viewing films and/or videotapes. May be repeated for different course content. Cross-listed as ENGL 368.

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. [F98]

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. [F98]

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. Prerequisite: ENGL 110 or its equivalent. May be repeated for different course content. [F, W, S]

COMM 378. Mass Media Organizations (5) Study of mass media organizations as business, political, and social systems. Analysis of the interaction and interdependence between mass media organizations and the political, economic, and social environment in the United States.

COMM 380. Technical Editing (5) Principles and practices of editing and adapting written material for in-house dissemination or publication in professional journals, trade journals, and commercial, technical and business magazines. Prerequisite: COMM 304.

COMM 386. Computer Graphics I (5) The introduction of students to the basics of effective graphic communication. The primary vehicle for creating communication imagery will be the 486 IBM compatible computer utilizing Corel Draw V and other authoring systems. 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. Primary authoring system COREL DRAW V and other systems. [F]

COMM 387. Visual Communication with Computer Technology (5) The student will learn to integrate various formats (stills, motion, graphics, print, etc.) into a comprehensive visual presentation. Students will analyze principles of communication, visual literacy, and planning a presentation. Students will write a script, set up the production and create their presentations. Primary authoring system PowerPoint and other systems. [F98]

COMM 388. Multimedia Development I (5) This course offers 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. Primary authoring system HyperCard and other systems. [W99]

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, using HyperText Markup Language and other Web-authoring software. 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. [W]

COMM 391. Adobe Photoshop I (5) An introductory/intermediate class focusing on the creation and production of high quality digital images using the Apple Macintosh computer using Adobe Photoshop and HCS Kai's Power Tools. 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. [W]

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 350.

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. 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. [W]

COMM 406. Broadcast News Writing (5) Analysis of the specialized forms of writing used in film, photography, radio, and television. Students will examine non-fiction script forms and formats for radio and television news, advertising copy, films, instructional media. Students may work with several media.

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. [F, W, S]

COMM 409. Argumentation (5) Uses of ordinary language examined in light of theories of rhetoric and argumentation. Practical experience in advocacy, reasoning, and analysis.

COMM 412. Intercollegiate Forensics (2) Participation in intercollegiate debate and individual speaking competition. Practice and theory of debate, extemporaneous speaking, persuasive speaking, oral interpretation, impromptu speaking. Four activity hours per week. Prerequisite: permission of the instructor. May be repeated for credit. A field trip fee may be required. Consult Class Schedule for specific details.

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. Prerequisite: ENGL 110 or equivalent. [F, W, S]

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. [F]

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. [W]

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. [S]

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: Graphic Communications 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 socio-economic 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 nonwestern 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. [S]

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. [W99]

COMM 440. Advanced Video Production 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. [W]

COMM 445. Advanced Multimedia Production (5) Advanced work in the development of visual literacy through analysis and production of effective mixed media presentations. The construction of coordinated programs combining visual, auditory and written elements for a variety of practical applications. Three class demonstration hours and four activity hours per week. Prerequisite: COMM 345 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. [S98]

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. Prerequisite: ENGL 110 or equivalent. This is a writing intensive class.

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. Crosslisted 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. Crosslisted as ENGL 481.

COMM 482. Graphic Communication II (5) Advanced work in the ways in which typography, color, paper, ink and illustration work together to enhance effective print communication. Computer use in desktop publishing is emphasized. Comparative discussion of design elements of magazines, newsletters, newspapers, and brochures. Advanced skills in design layout and preparing camera-ready copy using desktop publishing software. Prerequisite: Graphic Communication I (COMM 312) or permission of instructor.

COMM 483. Computer Graphics 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 material will be created using abstract, symbolic, and representational graphics. Aspects of visual perception will be considered as part of the communication process. Primary authoring system will be COREL DRAW V and other systems. Prerequisite: Computer Graphics I (COMM 386) or permission of instructor. [W98]

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. Primary authoring system is Macromind Director. Prerequisite: permission of instructor.

COMM 485. Media Coverage of Terrorism (5) Analysis of the problems and benefits of media coverage of terrorist activities. Evaluation of the roles media play in the planning, implementation, and conclusion of terrorism. Explores the socio-institutional context of terrorism and the media and focuses on the methods used to cover terrorism, content of the coverage, and the effects of such coverage on official responses to terrorism, public perceptions of organizations engaged in terrorism, and terrorist groups.

COMM 486. Design Marketing Strategies (5) Examination of basic principles in marketing 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 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. Prerequisite: COMM 309. [W, S]

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.

COMM 499. Individual Study (5) Special projects developed by the individual student in consultation with the designated instructor. Admission with consent of department chair.

FOREIGN LANGUAGE

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Faculty: T. Blommers, H. M. Corral, C. Lozano (Emeritus), J. Reyna, S. Ramondino (Emeritus), J. Schmidt

The Department of Foreign Languages and Literatures has the following objectives:

To teach students the four basic skills of understanding, speaking, reading, and writing the languages offered; to foster an interest in and an understanding of other cultures and civilizations; 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 Foreign Languages and Literatures:

Prepares teachers of foreign languages; equips teachers with the basic knowledge and skills needed in Spanish; provides those foreign language skills that are necessary or highly desirable in many career fields, such as medicine, law enforcement, social work, foreign trade, business, government service, diplomatic and military service, translating, interpreting, journalism, and broadcasting.

The Department of Foreign Languages and Literatures offers a major in Spanish, and minors in French and 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 321. Hispanic American Culture and Civilization
   or,
   SPAN 424. Culture and Civilization of Mexico and the Chicano/Mexican-American
   or,
   SPAN 426. Southwest Hispanic Folklore
6. SPAN 412. Introduction to 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 320 and SPAN 425)
8. Senior Seminar
9. The satisfactory completion of one of the three options listed below:
   a. A special minor (p. 68).
   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," p. 141).

Students planning to teach are urged to select courses from the following, in consultation with their advisor: SPAN 320 or 321, 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 Crdential: Spanish Teacher Preparation Program

The Commission on Teacher Crdentialing has authorized CSUB to offer a single subject matter prepration 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, 321 or 424 or 426, 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 10 may be chosen from courses at the 200 level, with the remainder to be selected from courses at the upper division levels except SPAN 320 and 425.

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. Courses at the 100 level do not count toward the minor.

Chinese Courses

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.

French Courses

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. [S]

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 normally taught in French.

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. [W98]

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 [W99]

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 320. 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 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 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.

German Courses

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.

Japanese Courses

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.

Russian Courses

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.

Spanish Courses

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. [F, W]

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 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 normally taught in Spanish.

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]

SPAN 320. 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, W, S]

SPAN 321. Hispanic-American Culture and Civilization (5) Same as SPAN 320. Taught in Spanish. [W]

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. [W]

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. [S98]

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. [W99]

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. [F98]

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. [F97]

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. [S99]

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. [S99]

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. [S98]

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. [F98]

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*
- 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.

Special Courses

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.

HISTORY

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Chair: O.A. Rink

Faculty: H.C. Chaney (Emeritus), R.H. Dolkart, J.H. George, J. Harrie, C. Litzinger, C. Murphy, O.A. Rink,G. Stanley, M.R. Vivian, F.G. Wood (Emeritus)

From the book, Children of the Dustbowl, by Gerald Stanley.

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.

Program Description

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 p. 81) 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 p. 87.

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

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, 268, 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/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 (see p. 68).
   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," p. 141).

Requirements for the Minor

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:

1. General History Minor:
   The student shall choose one upper division History course from each of the following categories:
   a. United States
   b. Ancient World/Europe
   c. Asia/Latin America
   In addition, the student shall complete sufficient coursework in History to total 20 quarter units.

2. 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

The Commission on Teacher Credentialing has authorized CSUB to offer an approved single subject matter preparation program in Social Science.

I. 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, HIST 204, RS 401)
   4. Making of the Modern World (1 course)
      (HIST 102, HIST 206)
   5. World Civilization: Asia, Africa (1 course)
      (ECON 311, ECON 312, HIST 424, HIST 425, HIST 426, PLSI 308, PLSI 322, PLSI 323)
   6. Cultural Geography (1 course)
      (GEOG 302, GEOG 395, HIST 330)

7. American Govt./US Constitution (1 course)
   (PLSI 314, PLSI 315, PLSI 316, PLSI 317)
8. International Relations/Comp. Govt. (1 course)
   (HIST 436, PLSI 304, PLSI 305, PLSI 306, PLSI 309, PLSI 404)
9. Micro Economics (1 course)
   (ECON 201)
10. Macro Economics (1 course)
    (ECON 202)

*11. Cultural/Ethnic Perspectives (1 course)
    (HIST 465, HIST 466, HIST 468, SOC 327, SOC 335, SOC 336, SOC 337, SOC 338)

*12. Gender Perspectives (1 course)
    (Anth 338, HIST 462, PSYC 421, SOC 365)

13. California Perspectives (1 course)
    (HIST 370, HIST 371, PLSI 319)

***Must select one course in #11 or #12 from Anth, Psyc or Soc.**

II. **Breadth and Perspective** (5 courses, 22 units)

14. US History (1 course)
    (HIST 351, HIST 352, HIST 355, HIST 356, HIST 357, HIST 358)
15. World Civ.: Europe, Latin America (1 course)
    (ANTH 350, HIST 306, HIST 307, HIST 308, HIST 309, HIST 325, HIST 340, HIST 442, HIST 443, PLSI 309)
16. International Comparative Economics (1 course)
    (ECON 410, ECON 440)
17. Ethical/Religious Perspectives (1 course)
    (RS 110, RS 111, INST 313, RS 331, RS 345, RS 348)
18. Integrative Course (1 course)
    (INST 390)

Master of Arts in History

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. An M.A. 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 M.A. program will have developed critical, analytical, and writing skills which are of value in spheres far beyond the realms of history. 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 M.A. program gives students a taste of what is involved and prepares them for doctoral work.

Admission

Persons seeking an M.A. in History must first apply for graduate study to the university Office of Admissions. Admission to graduate study by the university does not constitute acceptance in the History M.A. Program. It does, however, permit students to take courses as unclassified graduate 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 M.A. degree. The Graduate Coordinator will familiarize the student with the requirements and timetable of the M.A. Program. It is the student's responsibility in consultation with the appropriate faculty members to choose a graduate mentor, a 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 M.A. 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 meetings at least twice a term 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.

Classification

Classified standing is accorded to graduate students in history when they have satisfied the following criteria.

1. Submission to the Department Graduate Committee of an application for classification.
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 is most likely to be the case when students hold degrees in disciplines other than history.)
3. A 3.0 grade point average for the last 90 quarter units (60 semester units) of undergraduate study and 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 M.A.)
5. Submission of a paper written for a graduate course.

Program Tracks

There are two tracks leading to an M.A. 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 credit/no credit. Graduate students are encouraged to earn as many units as possible in 500 or 600 level courses. However, a maximum of 20 units may be earned in 400 level courses. Graduate credit in a 400 level course requires submission of a "Petition for Graduate Credit," indicating what additional work is expected.

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
Early Modern Europe
Latin American
Medieval Europe
Modern China
Modern Europe Since 1789 (P)

Examination Committee: The examination committee will 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, 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 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 an oral examination. The examination will last 90 minutes. The faculty member responsible for the primary field will preside. The oral examination may be repeated once.

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 independent studies 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, hypothesis, and sources before submission of the thesis proposal. The thesis proposal, accompanied by chapter descriptions and a bibliography, shall be submitted to their 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.

COURSES

Note: Each course not otherwise designated carries five quarter units of credit.

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. [F,W, S]

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. [varies]

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 audio-visual explorations of the arts of Western civilization supplement the lectures. (HIST 202 + 204 + 206 = CAN HIST SEQ A) [F]

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 audio-visual explorations of the arts of Western civilization supplement the lectures. (HIST 202 + 204 + 206 = CAN HIST SEQ A) [W]

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 audio-visual explorations of the arts of Western civilization supplement the lectures. (HIST 202 + 204 + 206 = CAN HIST SEQ A) [S]

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. [F, S]

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) [F, W, S]

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) [F, W, S]

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. [varies]

HIST 250. History of Africa (5) A survey of African history from the paleolithic era through classical and neo-classical 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. [varies]

HIST 268. The History of Native Americans (5) The history of Native Americans, their cultures and societies, their ideas and lifestyles, and how they have persisted, in modified forms, from the Pre-Columbian period to the present. Intensive writing projects required. [F, S98]

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. [varies]

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 post-graduate students. Interested students should contact the department office. [varies]

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. [F,W,S]

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. [F98]

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. [varies]

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. [W99]

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. [S98]

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 audio-visual materials to explore such themes as economic recovery, the church and popular religiosity, the medieval synthesis, the arts, and the role of women. [F98]

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 audio-visual materials are used to explore the Renaissance, the Reformation, the religious wars, commercial development, the scientific revolution, and the arts. [W99]

HIST 307. Europe 1648 to 1815 (5) Political, social, economic, and cultural development of Europe from the Peace of Westphalia to the Congress of Vienna. Primary readings and audio-visual materials are used to explore the Enlightenment, state-building, the French revolution, the beginnings of industrialization, and the arts. [S99]

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. [varies]

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. [varies]

HIST 310. Modern France (5) Political, social, and cultural development of France from the Revolutionary era to the present. [varies]

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. [S98]

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. [varies]

INST 312. Plagues and People: A Biohistorical Examination of Humans and Disease (5) (For course description, see listing under "Interdisciplinary Courses".) [W]

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. [varies]

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. [varies]

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. [F98]

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 decolonization. [F,W99, S]

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. [F98, W99, S99]

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. [F98]

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. [F97]

HIST 352. Revolutionary America, 1750-1789 (5) Background and theory of the American Revolution. Politics under the Confederation and origins of the Federal Constitution. [S]

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. [F98]

HIST 356. The Civil War Era, 1828-1877 (5) The age of Jackson; Manifest Destiny; the Old South; the Civil War; Reconstruction. [varies]

HIST 357. Emergence of Industrial America, 1877-1920 (5) Development of a complex modern society and the resultant domestic and international tensions. [S98]

HIST 358. Modern America, 1920 to Present (5) American society during depression, prosperity, and world responsibility. [varies]

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. [F, S]

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. [W]

HIST 372. California Indians (5) A study of Native American cultures in California from their Pleistocene origins to the present. The first half of the course examines the components of culture that flourished before Drake, those everyday habits and patterned actions that attend collective existence; the second half of the course studies the experiences of Native Californians from the Spanish-Mexican period to the present and emphasizes cultural persistence in the missions, and cultural change and evolution from missionization to the present. Intensive writing projects required. [W99]

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. [varies]

HIST 401. The Renaissance (5) Seminar examining the major figures and developments of the Renaissance. Use of primary sources and audio-visual materials to explore such themes as humanism, changes in the arts, political ideas and developments, the family and society. Emphasis on the Italian renaissance. [F97]

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. [W98]

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. [W]

HIST 424. China from Qin to Qing, 256 BCE-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. [varies]

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. [F]

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. [S]

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. [varies]

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. [varies]

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. [varies]

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. [W98]

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. [varies]

HIST 440. Twentieth-Century U.S. Diplomatic History (5) An examination of the American world role from the 1890s to the 1970s. [S]

HIST 441. Ancient Mexico (5) The development of Pre-Hispanic civilizations in Mexico from the Olmec to the Aztec. [F97]

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. [W98]

HIST 443. Modern Mexico (5) The political, economic, social, and cultural development of the peoples of Mexico in the nineteenth and twentieth centuries. [S98, W99]

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. [F98]

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. [S99]

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. [F97, W98]

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. [varies]

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. [F97, W99]

HIST 466. History of African-Americans Since 1865 The struggle for equality since the Civil War: reconstruction, the rise of Jim Crow, Black organizations, the Harlem Renaissance, Negroes in depression and war, the civil rights and black power era. [F, W98, S99]

HIST 468. Mexican-American History (5) The Chicano in the Southwest from the foundations of Aztlan in the Indian period through the Spanish colonization, Mexican governance, Anglo occupation to contemporary Mexican-American society. Emphasis may be on cultural evolution or on socio-political developments. [S99]

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. [W98, S98]

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 post-graduate students. Interested students should contact the department office. [varies]

HIST 490. Senior Seminar (6) Consideration of the nature of the discipline. Integration of materials from other courses. Relation of history to student's minor field of study. Prerequisite: Senior standing. [F, S]

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. [F, W, S]

HIST 499. Individual Study (1-5) Admission with consent of department chair. [F, W, S]

Graduate Courses

Note: Enrollment in graduate seminars may be at the discretion of the instructor.

HIST 501. Historiography The development of history as a distinct discipline, and the themes and approaches used by historians. [F]

HIST 503. Historical Research Methods 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. [varies]

HIST 525. Reading Seminar in European History Reading in selected topics to be announced each quarter. May be repeated if subject matter different. [W99]

HIST 535. Reading Seminar in Asian History Reading in selected topics to be announced each quarter. May be repeated if subject matter is different. [varies]

HIST 555. Reading Seminar in American History Reading in selected topics to be announced each quarter. May be repeated if subject matter different. [F, S]

HIST 565. Reading Seminar in Mexican History and Chicano History Reading in selected topics to be announced each quarter. Special emphasis on materials suitable for prospective teachers. May be repeated if topic is different. [varies]

HIST 602. Research Seminar in European History Research in selected topics to be announced each quarter. May be repeated if subject matter different. [varies]

HIST 608. Research Seminar in American History Research in selected topics to be announced each quarter. May be repeated if subject matter different. [W98]

HIST 697. Master's Thesis (1-5) May be repeated to a maximum of 5 quarter units. [F, W, S]

HIST 698. Comprehensive Examination (1-5) May be repeated to a maximum of 5 quarter units. [F, W, S]

HIST 699. Individual Study (1-5) Admission with consent of department chair. [F, W, S]

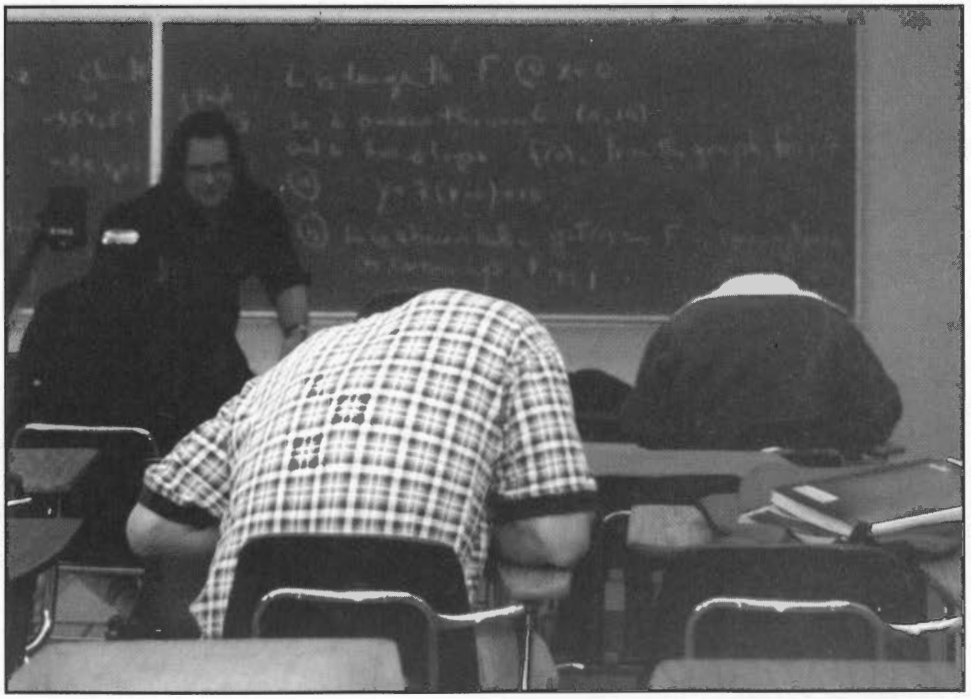
MATH

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.



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Chair: L.E. Taylor

Faculty: J. Dirkse, M. El-Ansary, D. Fairbairn, J. Fiedler, D. Gove, K. Haddad, R. Larson, R. Peck, M. Rush, L. Taylor, M. Thomas, J. Trigos-Arrieta, L. Webb

Requirements for the Major in Mathematics

Students seeking a Bachelor of Science degree in Mathematics must complete the following:

1. MATH 201, 202, 203, 204, 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, 341, 350, 402, 420, 430, 431, 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 341, 420, 425, 430, 450, 491
      (2) EDSE 241 (2 units)
      (3) At least two five unit courses in one of: Biology, or Chemistry, or Geology, or Physics
   c. Theoretical Mathematics Track
      (1) MATH 490
      (2) Four courses from MATH 302, 305, 312, 338, 339, 341, 350, 402, 420, 430, 431, 450, and 463. One of the four courses must be MATH 431 or 463.
      (3) Cognate area: One upper division course in a related discipline; must be approved by the department.

Teaching Credential: Mathematics Teacher Preparation Program

The Commission on Teacher Credentialing 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 at (805) 664-3195, Science Building 1, Room 114F.

All of the following courses are required (19 courses, 93 units):

1. *Lower Division*
   a. MATH 201, 202, 203 and 204
   b. CMPS 212
   c. EDSE 241 (2 units)
2. *Upper Division*
   a. MATH 300, 330, 331, 340, 341, 363, 420, 425, 430, 450 and 491
3. *Cognates*
   a. At least two five-unit courses in one of the following disciplines: Biology or Chemistry or Geology or Physics

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 341 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 341.

Requirements for Minor in Mathematics

Although no minor is required for the BS degree, a minor in Mathematics is available. The requirements are 20 units, to include MATH 203, 204, 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.

Mathematics Courses

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 non-linear 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: (1) Satisfactory completion of MATH 70 or (2) 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: (1) Satisfactory completion of MATH 80 or (2) An appropriate score on the ELM (see Class Schedule for details). [F, W, S]

MATH 95 (3) Intuitive Geometry (5) Various topics will be selected from: descriptive geometry of the plane; classification and measurement of angles; notion of parallel and perpendicular; similarity; classification and properties of triangles and quadrilaterals; regular and convex polygons; circles; computations of perimeters and area. Introduction to transformational and coordinate geometry and the plane. Descriptive solid geometry: distance in three dimensional space; lines and planes in three dimensions, convex solids; volume and surface. Course uses computer geometric software. Course does not count toward graduation. Prerequisite: (1) Concurrent enrollment in MATH 90 or (2) Satisfaction of the ELM Requirement.* [F, W, S]

Lower Division

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: (1) MATH 90; or (2) three years of college preparatory mathematics and satisfaction of the ELM 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: (1) MATH 90; or (2) three years of college preparatory mathematics and satisfaction of the ELM 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; non-parametric 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: (1) MATH 90; or (2) three years of college preparatory mathematics and satisfaction of the ELM 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. T his course makes use of graphing utilities. Prerequisite: (1) MATH 90 or (2) Satisfaction of the ELM requirement* and an appropriate score on the UC/CSU MDPT Precalculus Test. [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 201. 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 or Computer Algebra Systems. Prerequisite: (1) A mark of C- or better in MATH 192 or (2) 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 201. (MATH 201 + 202 + 203 + 204 = CAN MATH SEQ C)

MATH 202. Calculus II (5) Introduction to the integral calculus of elementary functions. The Fundamental Theorem of Calculus. Techniques of integration. Applications of integration (including volumes and surface areas of solids of revolutions, lengths of plane

curves); L'Hopital's Rule; Improper Integrals; and Polar Coordinates. This course makes use of graphing calculators or Computer Algebra Systems. Prerequisite: A mark of C- or better in MATH 201. (MATH 201 + 202 + 203 + 204 = CAN MATH SEQ C) [F, W, S]

MATH 203. Calculus III (5) Three dimensional analytic geometry; parametric curves and surfaces; quadratic surfaces; functions of several variables; partial and directional derivatives; the chain rule; gradients; optimization including Lagrange multipliers; double integrals. This course makes use of Computer Algebra Systems. Prerequisite: A mark of C- or better in MATH 202. (MATH 201 + 202 + 203 + 204 = CAN MATH SEQ C) [W, S]

MATH 204. Calculus IV (5) 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 makes use of Computer Algebra Systems. Prerequisite: A mark of C- or better in MATH 203. (MATH 201 + 202 + 203 + 204 = CAN MATH SEQ C) [F, S]

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 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: (1) Satisfaction of the ELM requirement* and (2) two years of high school algebra and one year of high school geometry, or equivalent. [F, W, S, SS]

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 post-graduate 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 203. [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 203. [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: (1) MATH 203; and (2) 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 204. [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: (1) MATH 220 (or a passing score on the MATH 220 Waiver Exam) or (2) A score of 550 or higher on the ELM.
[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 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 203. 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 203. Recommended: MATH 300 or CMPS 300. [S]

MATH 341. 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: (1) MATH 340; and (2) MATH 204. [F-odd yrs.]

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: (1) MATH 203; and (2) 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 204 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: (1) MATH 204; and (2) MATH 302. [F-even yrs.]

MATH 420. Foundations of Geometry (5) Axiomatic approach to Euclidean geometry and topics selected from distance, congruence, similarity, separation, betweeness, 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 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: (1) MATH 300; AND (2) At least two other upper division mathematics courses; AND (3) Completion of CSUB's Upper Division Writing Competency Requirement. [W-odd yrs.]

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 post-graduate students. Interested students should contact the Department of Mathematics.

MATH 490. Senior Seminar (5) Preparation of papers and discussion by faculty and students. Prerequisites: (1) At least four upper-division courses from either the Applied or Theoretical Tracks; and (2) Completion of CSUB's Upper Division Writing Competency Requirement. [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: (1) At least four upper division courses from the Teaching Track; and (2) Completion of CSUB's Upper Division Writing Competency Requirement. [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: (1) Senior standing; and (2) consent of faculty sponsor; and (3) 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: (1) MATH 321 (or the equivalent), (2) MATH 192* or a course which has MATH 192 as a prerequisite (*may be taken concurrently), and (3) Completion of CSUB's Upper Division Writing Competency Requirement. [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.

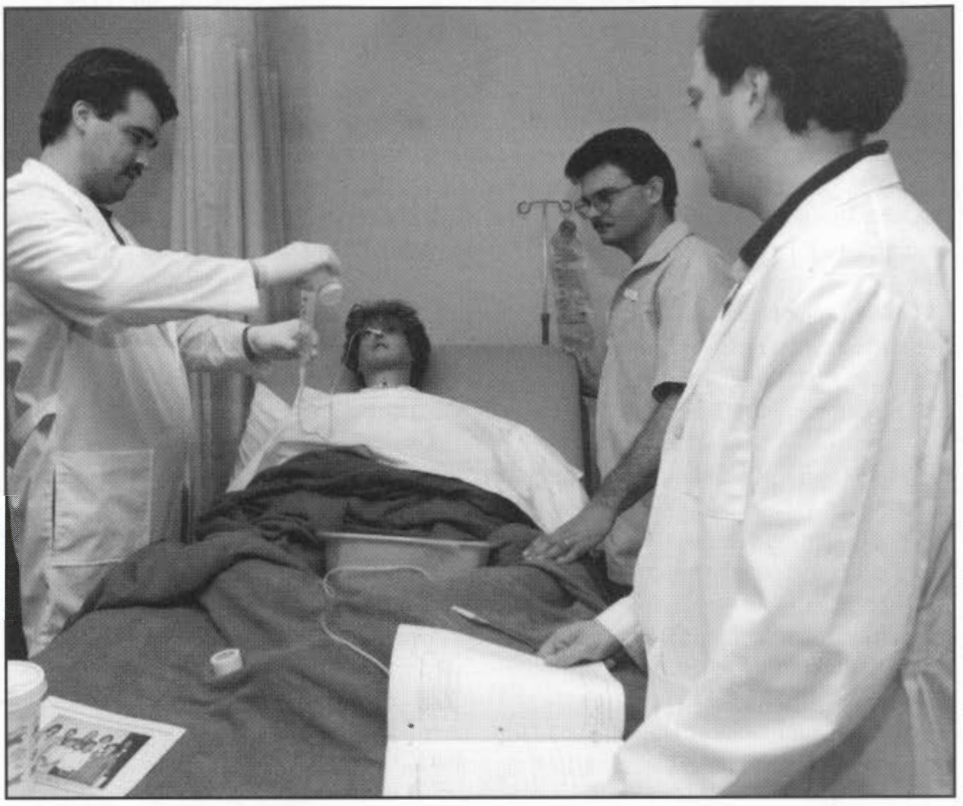
Graduate Courses

MATH 577. Advanced Topics in Mathematics (1-5) Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Mathematics.

MATH 580. Advanced Research Participation (1-5) Individual mathematical investigation, under supervision. (Experience as a research assistant does not count for credit.) Offered on a credit/no credit basis only. Prerequisite: Permission of instructor.

*A score of 550 or higher on the ELM.

NURSING



The Department of Nursing offers a baccalaureate program built upon a foundation of science and liberal education which 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 accredited by the California Board of Registered Nursing and the National League for Nursing.

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 which 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.

Romberg Nursing Education Center, Room 100
Voice: 805-664-3101
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Email: nhaley@csubak.edu

Chair: C. Meares, Ph.D., R.N. (1/98)

Faculty: A. Arnold, B.H. Fleming, R.J. Gerds, M. J. Leapley, C. Meares, B. Mikhail, J. Robinson, C. York

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. Create an environment in which clients 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 specified nursing roles (clinician, educator, leader, researcher), using advanced communication skills.
5. Use theory and knowledge from the discipline of nursing, the physical and behavioral sciences and the humanities in providing and evaluating nursing care.
6. Accept individual responsibility and accountability for the choice of nursing intervention and its outcome.
7. Evaluate research for the applicability of findings to nursing.
8. Modify professional roles and functions to meet the health care needs of a changing multicultural society.
9. Collaborate with colleagues and others on the interdisciplinary health team to promote the health and well-being of the clients of nursing.
10. Utilize leadership and management skills through involvement with others in meeting health needs and nursing goals.
11. Demonstrate commitment to continued learning by engaging in self-directed learning.

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 baccalaureate information.

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 Health Care Provider CPR course prior to entry into the program. The Department of Nursing complies with the affirmative action policies of this 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.

Applicants with courses from a foreign university must have the courses enlisted by the Commission on Graduates of Foreign Nursing School (CGFNS). Application packets are available in the Nursing office or by contacting CGFNS, 3600 Market Street, Suite 400, Philadelphia, PA 19104.

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.

L.V.N. 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 - Phyisiology (5/1 units); BIOL 311 - Microbiology (5 units). NURS 250, Preparation for the RN Program (3) is recommended. Required courses in the program:

1. NURS 251. Adult Health I (Theory) (5)
2. NURS 252. Adult Health I (Clinical) (5)
3. NURS 341. Adult Health II (Theory) (5)
4. NURS 342. Adult Health II (Clinical) (5)
5. NURS 351. Psychiatric Nsg (Theory) (5)
6. NURS 352. Psychiatric Nsg (Clinical) (3)
7. NURS 490. Senior Seminar (5)

Medical Corpsmen

Veterans who have had experience as United States medical corpsmen 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 course requirements applicable to all students. Minor adjustments of schedule or assignments consistent with the needs of the individual student may be made by the Nursing faculty.

General Information

Nursing Program Information: The National League for Nursing Accrediting Commission is a resource for information regarding nursing programs: tuition, fees, and length of the program. This information can be obtained through the National league for Nursing, 350 Hudson Street, New York, NY 10014.

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 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. 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.

Initial Health Clearance for Newly-Admitted Sophomores

1. Completed Health History Form.
2. Physical examination within the last year.
3. Iab 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:** 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/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 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:

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.

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 Part I #4.
2. Immunizations updated, if needed: Diphtheria/Tetanus, Rubella/Rubeola, 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 program or when a student otherwise ceases to be at least a half-time 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.

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. A GPA of 2.5.
   c. Completion of the following pre-requisites by the end of spring quarter — English Composition, Organic Chemistry, Inorganic Chemistry, General Psychology, Introduction to Sociology or Anthropology, Anatomy, Physiology, Speech, and Statistics.
2. Applicants will be selected on the basis of their academic performance in prerequisite courses, completed prerequisites, document deadline, and the number of completed cognates (Life Span Development, Microbiology, Nutrition, Pharmacology, and Pathophysiology).
3. Additional points will be given to applicants who fall into specialized groups (re-applicants who were previously eligible but not selected for the CSUB Nursing program and members of underrepresented groups who have been historically underrepresented, including males, in Nursing, and students signing the four-year contract at CSUB).
4. Critical dates are:

January 31 — University and program application deadline and deadline to receive transcripts for all coursework completed thus far.

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.

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. The Admission, Progression and Graduation Committee will notify the student:

1. If the student will be readmitted.
2. Independent Study (NURS 377 with variable units 1-4) course is required

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 or extenuating circumstances prior to the start of the assigned clinical day. In the event of illness or extenuating circumstances up to 2 days of clinical may be missed without having to make up the time. Make-ups would be determined by the student's ability to complete course objectives. All excused absences in excess of two days must be made up during the quarter, by arrangement with instructor; otherwise an "Incomplete" 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 for the course.
3. Provision for make-up labs will 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 certificate stating that it is safe for them to give nursing care before returning to the clinical area.

Licensure as a Registered Nurse

Students in the generic baccalaureate program are eligible to take the California state licensure exam (NCLEX) after successful completion of 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.

Requirements for the Nursing Major

(The Bachelor of Science degree in Nursing requires the following courses in Nursing, taken sequentially:
1. NURS 241, 242
2. NURS 243, 244, 245
3. NURS 251, 252
4. NURS 341, 342
5. NURS 351, 352, 353, 354, 355, 356, 357
6. 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*: Ten 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, or BEHS 318). 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. (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 Lifespan Development (5 quarter units.) (CSUB courses: PSYC 210/Lifespan Development) 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 337 or NURS 245). Cognate.
11. One course in Nutrition* (5 quarter units or 3 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. ANTH 320. Culture and Communications
2. BEHS 331. Political Sociology
3. CMPS 121. Computer Skills and Concepts II
4. ECON 300. Intermediate Microeconomics I
5. FIN 300. Financial Management
6. NURS 327. Women's Health
7. PHIL 201. Introduction to Ethics
8. PHYS 150. Introduction to Principles of Physics
9. PSYC 403. Health Psychophysiology: Mind-Body Interactions
10. SOC 327. Race and Ethnic Relations
11. SOC 464. Family and Stress

COURSES

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.

NURS 240. First Steps Toward Nursing Practice (1) Focuses on assisting beginning nursing students with test taking, 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. Corequisites: Concurrent enrollment in NURS 242 is recommended. [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, 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, behavioral and socio-cultural integrity is studied. Prerequisite: Admission to the Nursing Program. Corequisite: NURS 242, BIOL 311, PSYC 210 or equivalent. [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. Prerequisite: Admission to the Nursing Program. Corequisite: NURS 241, BIOL 311 and PSYC 210 or equivalent. [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: NURS 241, NURS 242. Corequisites: NURS 244, BIOL 355, NURS 245. [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. Corequisites: NURS 243, BIOL 355, NURS 245. [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. Prerequisites: for Nursing majors, CHEM 203, BIOL 311, BIOL 355; for others, permission of the instructor. Corequisite: BIOL 355. [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]

NURS 251. Health Care of Adults Through Senescence, Part 1 (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 241, NURS 242, NURS 243, NURS 244, NURS 245, BIOL 355. Corequisites: NURS 252, BIOL 370. [S]

NURS 252. Health Care of Adults Through Senescence, Part 1 (Clinical) (5) The CSUB Conceptual Model of Nursing, as the basis of the nursing process and as a means of maintaining physiological, psychological, and socio-cultural 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 health-care health settings are utilized. Critical analysis of patient data and responses to nursing intervention are emphasized. Laboratory Practice. Prerequisites: NURS 241, NURS 242, NURS 243, NURS 244, NURS 245, BIOL 355. Corequisites: NURS 251, BIOL 370. [S]

NURS 253. Nursing - 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 370, BIOL 355. Co-requisites: NURS 251, NURS 252.

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. [F, W]

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. Prerequisites: Nursing student. Course can be repeated twice for credit. [F, W, S]

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 241, NURS 242, NURS 243, NURS 244, NURS 245, NURS 251, NURS 252, BIOL 370, BIOL 355. Corequisites: NURS 342. [F]

NURS 342. Health Care of Adults Through Senescence, Part II (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 socio-cultural 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: NURS 241, NURS 242, NURS 243, NURS 244, NURS 245, BIOL 370, NURS 251, NURS 252, BIOL 355. Corequisites: NURS 341. [F]

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. [W, S]

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/Corequisite: NURS 351. [W, S]

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. [S, F]

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 socio-cultural 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/Corequisite: NURS 353. [S, F]

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 socio-cultural systems stability and functional health patterns are studied in relation to the iindividual 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. [W, F]

NURS 356. Nursing Care of Children and Adolescents (5) Application of knowledge and skill through provision of nursing care in clinical situations involving multi-system 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/Corequisite: NURS 355. [W, F]

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. [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. Prerequisites: Admission to the RN to MSN option or RN to BSN to MSN option. Senior standing or higher in Nursing. [F]

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. Prerequisite: Level III Nursing courses or equivalent for RN students. MATH 140 or PSYC 200. [W]

NURS 442. Community Health Nursing Practicum (5) Concepts and theories of community health nurses 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. MATH 140 or PSYC 200. Prerequisite/Corequisite: NURS 441. [W,S]

NURS 444. Professional Nursing Practicum (4) 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 researcher role. Laboratory Practice. Prerequisite/Corequisite: NURS 357, NURS 490. [W, S]

NURS 490. Senior Seminar: Issues & Trends 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. [W]

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 241, 242, 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.

RN to BSN to MSN and RN to MSN Program

General Description—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 in Science in Nursing and Master's of Science degree in Nursing.

The plan recognizes students' prior educational achievements and professional experience. Registered nurses obtain advanced placement by challenge examinations for many of the undergraduate nursing 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) 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.

General Description 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's 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 nursing courses and are then admitted at post-baccalaureate or conditionally to the MSN program. The RN students are allowed to enroll in Master's-level core courses (a maximum of 15 credits) 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 prsented later in the catalog.

Admission Policies

The admission policies, including medical corpsmen and handicapped students are the same as prseented 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 post-baccalaureate 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 RN License in California.
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 grade point average of 3.0 or better in the nursing courses of the bridge year is required prior to progression to classified status in the Master's Program.
7. 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.
8. Completion of all prerequisite course work. These are the same prerequisites as the BSN program for generic students.
9. Successful completion of the Nursing Challenge Examinations, for advanced placement credit. The ACT-PEP tests must be successfully passed.
10. Letters of recommendation from a minimum of three persons who know the applicant's academic and professional abilities.
11. Submission of a completed application including official transcripts to the University and to the Department of Nursing.
12. 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 in the Nursing office or by contacting CGFNS, 3600 Market Street, Suite 400, Philadelphia, PA 19104.

Prerequisite Courses:

Required Courses: (Must be completed with a grade of "C" or better. Prerequisite courses must be completed prior to entrance 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, or BEHS 318). 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 Lifespan Development* (5 quarter units). (CSUB courses: PSYC 210 Lifespan Development) or Child Development (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* (5 quarter units or 3 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 ACT-PEP tests which must be passed are (1) Adult Health Nursing (8 quarter units advanced placement), (2) Psychiatric-Mental Health Nursing (8 quarter units advanced placement), and (3) Maternal-Child Nursing (16 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:

1. NURS 410. Professional Nursing Concepts and Issues (5)
2. NURS 586. Advanced Health Assessment (graduate) (4)
3. NURS 411 or NURS 441. Community Health Nursing (5)
4. NURS 412 or NURS 442. Community Health Nursing Practicum (5)
5. NURS 481 or NURS 357. Planing Nursing Research (3)
6. NURS 490. Senior Seminar: Leadership, Trends, and Issues (5)
7. NURS 590. Development of a Theory or Conceptual Model of Nursing (4)
9. NURS 496 or NURS 444. Advanced Nursing 8racticum (5) for students seeking BSN degree

Note: 8 hours of graduate course work are 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.

Requirements for the Master of Science in Nursing

Requirements for the MSN are identical to the requirements of the regular Master's program for the core courses and the role preparation courses for each option.

Criteria for Classified Status (Full Admission to the Graduate Program)

1. Successful completion of the bridge year courses and for students in the RN to BSN to MSN completion of the requirements for the BSN degree (186 units).

2. A GPA of 3.0 or better in the last 90 quarter units and 3.0 in the Senior Bridge year courses.

3. Completion of the application for the MSN Administration, Education, or Family Nurse Practitioner Option..

4. A Master's degree advisor and an approved proposed program.

5. Personal goal statement and program plan developed with the graduate program coordinator or faculty designee.

6. The Family Nurse Practitioner option requires one year of nursing practice in the past three years.

Master of Science Degree with a Major in Nursing and Post-Masters Certificate Programs

General Description

The purpose of this program is to prepare nurses with advanced nursing theory and experience in advanced clinical adult/family health who can function in selected functional roles of nursing administrator, nursing educator or family nurse practitioner within the changing patterns of health care; who can assume leadership roles in multi-disciplinary health groups; and who can 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, 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 administration, education or advanced clinical practice (FNP). Through a selected program of study, the curriculum is individualized to be reflective of the students' learning needs and professional goals.

The content of this program includes advanced health assessment; analysis, utilization and evaluation of theories of nursing; educational principles and methodology applied to nursing and health education; 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.

Master Degree Program Objectives

The program objectives are to prepare students for graduation who can:

1. Expand knowledge and evaluate nursing theories as a basis for advanced nursing practice and role development.
2. Utilize nursing concepts, theories, and knowledge to support advanced nursing practice and role development.
3. Demonstrate expertise in advanced adult health nursing or family nursing practice.
4. Apply research findings in advanced adult health nursing practice or family nursing practice.
5. Utilize the steps of scientific inquiry to develop, conduct, and evaluate research or clnical projects.
6. Use theory, knowledge, and research in the functional role of nursing administrator, educator or clinician.
7. Develop and implement management strategies for improving nursing care and initiating changes in the health care system.
8. Actively engage in collaborative relationships with other members of the interdependent health care team to improve health care and influence health policies.
9. Assume responsibility for contributing to the advancement of the nursing profession.
10. Acquire a foundation for doctoral study in nursing.

General Information

Malpractice Insurance: Student malpractice insurance must be obtained prior to registration for nursing courses. Insurance shall be obtained through the Foundation Accounting Office, Student Center. Other malpractice insurance will be accepted if the amount of coverage is comparable to that provided by the University.

Health Requirements: The health requirements for graduate students are the same as those described in the undergraduate program. These requirements must be completed and reported to the Student Health Center prior to registration for nursing courses each academic year.

Students must have a current license as a registered nurse in California on admission, and the license must remain current during their enrollment in the nursing graduate program.
Students must maintain a current CPR certificate. This must be a Health Care Provider (infant, child, 1-person and 2-person adult) certificate.

Financial Aid

Nursing student loans: Nursing student loans are sometimes available for students in the graduate program.

Traineeships: There are federal traineeships available with priority given to full-time students in the graduate program.

Scholarships: Various organizations make money available to nursing students, including graduate students.

For additional information, contact the Office of Financial Aid and Scholarships or the Graduate Program Coordinator.

Admission Policies and Procedures

1. All MS applicants must apply to the University Office of Admissions and Records for admission as post-baccalaureate graduate students at CSUB and must supply that office with two transcripts of all undergraduate and graduate work.
2. Applicants should also contact the Department of Nursing for admission procedures and information. A copy of all college transcripts and the "Intent to Major in the M.S. Degree in Nursing" form must be turned in to the Nursing Department to be considered for conditional or classified status in the M.S. Degree program.
3. 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 in the Nursing office or by contacting CGFNS, 3600 Market Street, Suite 400, Philadelphia, PA 19104.

To be considered for admission as a graduate student in nursing, the student must meet the following criteria:

1. Graduation from a National League for Nursing accredited baccalaureate program in nursing or progression in CSU, Bakersfield RN to MSN program.
2. A grade point average in undergraduate courses of 2.5 or better (on a scale of A = 4.0) in the last 90 quarter units.
3. Current licensure as a registered nurse in California.
4. Letters of recommendation from a minimum of 3 persons who know the applicant's academic and professional abilities.
5. If your GPA in the last 90 quarter (60 semester) units is between 2.50 and 2.99, you will need a GRE score on the verbal **and** quantitative sections of 900 or better. Send results of the Graduate Record Examination taken within the past five years to the Department of Nursing, CSU, Bakersfield.
6. Students with a GPA in the last 90 quarter units of 3.0 or above are not required to take the GRE.
7. An approved program plan developed with your advisor.
8. Prerequisite undergraduate courses in pathophysiology, health assessment, nursing management, statistics-research and nursing theory.

9. For FNP option: A resume indicating one year of nursing experience in the past three years.
10. A letter indicating student intent regarding FNP role.

Classification Status

Post Baccalaureate Standing: *Unclassified.*

The student must:
1. Have graduated from a National League for Nursing 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 (A=4.0) in the last 90 quarter units or 60 semester units, and
3. Be in good standing at the last college attended, and
4. Have a current license as a registered nurse in California.

Graduate Standing: *Conditionally Classified* in the Master's Degree Program in Nursing

The student must demonstrate:
1. Requirements 1 through 4 of Post-baccalaureate status.
2. Specific prerequisite undergraduate courses needed.
3. Requirements 3 through 5 of the Classified status.

Graduate Standing: *Classified* Status in the Master's Degree Program in Nursing.

The student must demonstrate:
1. Requirements 1 through 4 of the Post-baccalaureate standing.
2. Completion of the following undergraduate courses or evidence of knowledge equivalent to that of specified courses.
   a. Pathophysiology (BIOL 355) or current CCRN certificate.
   b. Basic physical and mental health assessment.
   c. Statistics (MATH 140 or PSYC 200).
   d. Basic Research Course (NURS 481 or NURS 357).
   e. Theories Basic to Nursing (NURS 210 and 211 or 241 or 331 or 410).
   f. Principles of Nursing management (NURS 490).
3. Three letters of recommendation from persons who know the applicant's academic and professional abilities.
4. A master's degree advisor and an approved proposed program.
5. A GPA of 3.0 or above in the last 90 quarter units (60 semester) units or a GPA of 2.50 to 2.99 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.
6. The Family Nurse Practitioner program requires one year of nursing experience in the past three years. The FNP option has supplemental criteria regarding bilingual skills, especially Spanish, and evidence of commitment to be employed after graduation in settings that provide health care to underserved and ethnically diverse populations.

Advancement to *Candidacy* Status.

Students must initiate petition for advancement to candidacy by contacting the Graduate Program Coordinator. The candidate must have:
1. A petition to be advanced to candidacy.
2. Classified status.
3. Completion of 25 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).

The Department of Nursing, Graduate, Admission, Progression and Graduation Committee makes the decisions about the admission of graduate students into the MS in Nursing Program. This committee notifies students of their progression and status in classification. The Graduate APG Committee makes decisions on expectations for admission, progression and graduation but must follow university requirements in these areas.

Post-Masters Certificate Program

Criteria for Admission

1. Criteria as specified for admission to the Master's of Science in Nursing program are met including criteria for the specific option.
2. Graduation from a National League for Nursing accredited Master's program in Nursing.
3. Additional supplementary criteria regarding bilingual skills, specifically, Spanish and evidence of commitment to be employed after graduation in settings that provide health care to underserved and ethnically diverse populations.
4. A course in advanced health assessment (NURS 586 or equivalent).

Graduation Requirements for the Master of Science Degree with a Major in Nursing

The Master of Science degree in nursing requires completion of 54 or 59 (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. We recommend you complete this requirement during your first quarter of graduate coursework.

Graduate Nursing Courses

Core Courses (23 Units)

NURS 586. Advanced Health Assessment (4)
NURS 590. Development of a Theory or Conceptual Model of Nursing (4)
NURS 595. Educational Principles and Methodology Applied to Nursing (3)
NURS 615. Roles in Advanced Practice Nursing (3)

NURS 625. Nursing Research Advanced Methodology and Research Proposal Development (4)
Nursing 690. Thesis or (5)
Nursing 691. Project (5)

Clinical Preparation Courses—(Administration and Education Options)

Core Courses (10 Units)

NURS 602. Adult Health Nursing I (5)
NURS 612. Adult Health Nursing II (5)

Role Preparation Courses

Nursing Administration Option (21 Units)

NURS 697. Practicum in Nursing Administration (6)

One elective course from each of the following areas with approval of the graduate nursing advisor (total 15 units)

Area One: Fiscal Planning and Issues

1. ACCT 500. Essentials of Financial Accounting (5)
2. *ACCT 600. Seminar in Managerial Accounting (5)
3. FIN 500. Corporate Financial Management (5)
4. PPA 611. Public Finance and Budgeting (5)
5. PPA 687. Financial Issues in Health Service Management (5)
6. ECON 500. Economic Theory (5)

Area Two: Organizational Management

1. MGMT 500. Management and Organizational Behavior (5)
2. *MGMT 600. Seminar in Management and Organization (5)
3. *MGMT 610. Seminar in Human Resource Management (5)
4. *PPA 680. Public Management and Organizational Change (5)
5. *MIS 600. Seminar in Information Systems Management (5)
6. PPA 618. Health Services Planning and Policy (5)

***Area Three:* Marketing**

1. MKTG 500. Marketing Planning and Management (5)
2. *MKTG 600. Seminar in Marketing Management (5)
3. *MKTG 602. Seminar in Marketing Communication Strategy (5)

***Note:** 600-level courses have as a prerequisite a 500-level course or consent of instructor.

Nursing Education Option (21 Units)

1. EDCI 511. Advanced Education Psychology and Learning Theory (5)
2. NURS 650. Curriculum Development and Evaluation (4)
3. NURS 698. Practicum in Nursing Education (6)

Select two elective courses from the following for a total of six units.

1. EDCI 530. Curriculum Theory and Development (3)
2. EDCI 531. Curriculum Evaluation (3)
3. EDCI 520. Modern Instructional Strategies (3)
4. EDCI 560. Computers and Instruction (3)
5. EDCI 587. Critical Thinking and Problem Solving for Educators (3)

Family Nurse Practitioner Clinical Preparation Courses Option (36 units)

1. NURS 584. Pharmacotherapeutics (3)
2. NURS 605. Assessment and Management of Family Health Care I (6)
3. NURS 623. Assessment and Management of FHC II (8)
4. NURS 633. Assessment and Management of FHC III (8)
5. NURS 643. Assessment and Management of FHC IV (8)
6. NURS 653. Advanced Practice Nursing Practicum FHC (3)

Family Nurse Practitioner Post-Master's Certificate Courses (43units)

1. NURS 586. Advanced Health Assessment (4)
2. NURS 584. Pharmacotherapeutics (core course) (3)
3. NURS 605. Assessment and Management of Family Health Care I (6)
4. NURS 615. Roles in Advanced Practice Nursing (core course) (3)
5. NURS 623. Assessment and Management of FHC II (8)
6. NURS 633. Assessment and Management of FHC III (8)
7. NURS 643. Assessment and Management of FHC IV (8)
8. NURS 653. Advanced Practice Nursing Practicum FHC (3)

Note: Students may have already taken equivalent pharmacotherapeutics and health assessment nursing courses.

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 584. Pharmacotherapeutics (3) Designed to meet the Board of Registered Nurses 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. Prerequisite: Classified status in the MS degree program in Nursing and the nurse practitioner option or permission of instructor. [W]

NURS 586. Advanced Health Assessment (4) 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. Upon this foundation, an individualized protocol for client care management will be established. Prerequisite: Senior standing in a B.S. degree with a major in nursing program and permission of instructor, post baccalaureate unclassified, conditionally classified, or classified status in the M.S. Degree Program in Nursing. Admission in the RN to MSN or RN to BSN to MSN program. Lecture 2 units; Laboratory 2 units. [F, S]

NURS 590. Development of a Theory or Conceptual Model of Nursing (4) A seminar dealing with the relationships between philosophy, theory, research, and practice in nursing. The primary focus is on understanding the influence of theory and conceptual model development for the emergence of nursing as a scholarly discipline. A historical analysis of nursing's professional progress to its present theoretical state provides the background for analysis, discussion and evaluation of different nursing theories. Prerequisite: RN to BSN to MSN or RN to MSN student and NURS 410. Post baccalaureate unclassified status, conditionally classified or classified status in the M.S. Degree Program in Nursing. [F, S]

NURS 595. Educational Principles and Methodology Applied to Nursing with Emphasis on Nursing Staff Development (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. Prerequisite: Post baccalaureate: Unclassified status, Conditionally classified or Classified status in the M.S. Degree Program in Nursing. [F]

NURS 602. Adult Health Nursing I (5) In order to case manage clients, students will utilize a developed or selected conceptual model to design nursing care for adults and families with complex health problems from multi-ethnic and culturally diverse backgrounds. Clinical laboratories in rural and urban acute care settings as well as in a variety of other community health care settings including the home. Laboratory Practice. Prerequisite: Classified status in the M.S. Degree Program in Nursing and NURS 586 and NURS 590. [F or W]

NURS 605. Assessment and Management of Family Health Care I (6) Family Nurse Practitioner concepts, skills, and care in family assessment, intervention, and management in primary care and community-based settings. Emphasis on disease prevention, health and wellness care in rural and multi-ethnic and culturally diverse populations. Theoretical models of family, aggregate, and community systems are used to analyze health promotion, risk reduction, and health restoration. Prerequisite: Classified status in the MS degree program in Nursing and the nurse practitioner option. Lecture 3 units; Laboratory Practice 3 units. Prerequisite: NURS 586. Corequisite: NURS 584. [W]

NURS 612. Adult Health Nursing 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. Prerequisite: Classified or candidacy status in the M.S. Degree Program in Nursing, NURS 602. [W or S]

NURS 615. Roles in Advanced Practice Nursing (3) Role development in advanced practice nursing from historical, economical, political, legal and ethical perspectives. Discussion of role definition, acquisition, conflict, strain and development. Prerequisite: Classified status in the MS degree program in Nursing. NURS 590. [W]

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. Prerequisite: Classified status in the MS degree program in Nursing and the nurse practitioner option. NURS 605. [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. Prerequisite: Classified status in the M.S. Degree Program in Nursing and NURS 590. [S]

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 acute self-limiting conditions. Lecture 4 units;

Laboratory Practice 4 units. Prerequisite: Candidacy status in the MS degree program in Nursing and the nurse practitioner option. NURS 605, NURS 584 and NURS 623. [F]

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 multi-system illness across the life span. 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. Prerequisite: Candidacy status in the MS degree program in Nursing and the nurse practitioner option. NURS 605, NURS 623, NURS 633, NURS 584 and NURS 615. [W]

NURS 650. Curriculum Development Evaluation (4) Exploration of theories of curriculum design and evaluation, examination of the philosophical bases for nursing curricula and discussion of current curricular issues. Examines historical, current, and futuristic forces as they impact on curriculum design. Students design and critique a model curriculum. Utilization of evaluation methods to determine educational outcomes. Prerequisites: Candidacy status in the M.S. Degree Program, NURS 590, NURS 595. Prerequisite or corequisite: EDCI 511 and NURS 625. [W]

NURS 653. Advanced Practice Nursing Role Practicum in Family Health Care (3) 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 across practice settings. Laboratory Practice. Prerequisite: Candidacy status in the MS degree program in Nursing and the nurse practitioner option. NURS 584, 605, 623, 633, 643, and 615. [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. Prerequisite: Candidacy status in the M.S. degree program and NURS 625. [F, W, S]

NURS 691. Master's Project (Nonthesis 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 or academic setting. The project may take the form of development of an innovative nursing intervention program, a change program, an administrative program, an educational program, or other formats all of which are subject to approval by the project committee. A formal written report of the project as well as an oral public presentation are required. The written report must include a clear description and justification of the process as well as the product of the process (such as instructional modules, computer program, videotape, or nursing management tool). Students may enroll for a minimum of one unit per quarter up to a total of 5 units. Prerequisites: Candidacy status in the MS Program in Nursing and NURS 625. [F, W, S]

NURS 697. Practicum in Health Services and Nursing Administration (6) This course serves as the culminating experience for the 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. Prerequisite: Candidacy status in the M.S. Degree Program in Nursing and NURS 612, NURS 625, and two courses selected from approved list of courses in the School of Business and Public Administration. Seminar 1 unit, Laboratory Practice 5 units. [S]

NURS 698. Practicum in Nursing Education (5) This course serves as the culminating experience for the role preparation in nursing education. Opportunity for analysis and synthesis of theory and concepts in an educational setting while practicing the role of nurse educator. Students in nursing education will have experience as a student teacher with an experienced nursing faculty member. Joint clinical conferences between education and administration students serve to explore and illuminate issues surrounding the preparation and utilization of registered nurses. Seminar 1 unit, Laboratory Practice 5 units. Prerequisite: Candidacy status in the M.S. Degree Program in Nursing, NURS 612, 625, 650, EDCI 511, and one elective course in education, selected from approved list of courses. [S]

PERFORMING ARTS

Music Building, Room 102
Voice: 805-664-3093
Fax: 805-665-6901
Email: vuraine@csubak.edu

Chair: A. DuPratt

Faculty: J.D. Davis, A. DuPratt, J. Kleinsasser, J.D. Mason, G.E. Mehling, R. Provencio, M. Rees, P. Sears, J.F. Swanson

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:

- B.A. in Music with emphasis in General Music or Music Education
- B.A. 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 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 (see § below).
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 which is counted towards the degree:
   a. MUS 251 or 451. University Singers
   b. MUS 253 or 453. Cal State Wind Ensemble
   c. MUS 254 or 454. Chamber Orchestra
   d. MUS 256 or 456. Jazz Ensemble

Note: MUS 220/420, Chamber Music, may be substituted for MUS 254/454 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

   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 (see p. 68).
   b. A minor consisting of at least 20 quarter units designated by another discipline
   c. An interdisciplinary concentration or minor (see p. 141).

EMPHASES

Emphasis I: General Music

Three courses (in addition to the one used to fulfill requirement C above) selected from the following: MUS 322, 324, 325, 350, 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: four five-unit music courses (at least two of which must be upper-division) including at least one theory course such as MUS 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

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) In-depth study of Western tonal practice, ca. 1650-1800; four-part harmony through dominant seventh chords; music technologies such as MIDI, computer notation and sequencing. Prerequisite: MUS 120 or satisfactory score on theory placement examination. Required: concurrent enrollment in MUS 124. [F]

MUS 123. Individual 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: Piano I 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: Piano II or placement examination; departmental permission. [S]

MUS 152. Theory II (5) Continued examination of tonal practice through 1900; modulation, altered chords; music technologies such as MIDI, computer notation and sequencing. 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 Concentrator or the general student with basic (treble and bass clefs) music reading skills. Prerequisite: MUS 101 or consent of instructor. [W98]

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 clefs) music reading skills. [S98]

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
- "New Music"
- Keyboard
- Recorder
- Clarinet Choir
- String
- Woodwind
- Small Jazz Ensemble
- Early Music
- Vocal

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. Prerequisite: MUS 152 or satisfactory score on theory placement examination. Required: concurrent enrollment in MUS 224. [S]

MUS 223. Individual 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: Piano III 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: Piano IV 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: Piano V or placement examination; departmental permission. [S]

MUS 236. Small Jazz Ensemble (1) Rehearsal and performance of representative jazz literature by jazz groups ranging in size from trio to septet. Each group will rehearse a minimum of three hours per week. [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 with an emphasis on vocal improvisation. A minimum of three class hours per week. Entrance by audition only. [F, W, S]

MUS 251. University Singers (1) Group performance of choral music from various periods of the choral repertoire. A minimum of three class hours per week. [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. [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. [F, W, S]

MUS 255. Women's Chorale (1) Group performance of music composed or arranged for treble voices from various periods of the choral repertoire. Admission with the consent of the instructor. A minimum of three class hours per week. [Alternate Years]

MUS 256. CSUB Jazz Ensemble (1) Group performance of stage band repertoire. A minimum of three class hours per week. [F, W, S]

MUS 272. Jazz Improvisation (5)

MUS 276. Musica da Camera (5)

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 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. Individual 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) Scoring for string, woodwind, brass, and percussion instruments. Prerequisite: MUS 222 or departmental consent. [alternate years]

MUS 325. Beginning Conducting (5) Elements of baton technique and development of basic skills common to instrumental and choral conducting. [W98]

MUS 350. Advanced Conducting (5) Further study of score-reading, advanced conducting and rehearsal techniques. Score preparation and conducting of works in performance. [S98]

MUS 357. Pedagogy: Principles and Practice (3) Principles involved in the playing and teaching of the regular orchestral instruments. 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) Individual and class analysis of selected compositions of various periods and styles; experience in development of individual works. Prerequisite: MUS 222 and 224, or consent of instructor. [F98]

MUS 371. Form and Analysis II (5) Continuation of MUS 370. Prerequisite: MUS 370. [W99]

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. [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 401. Foundations of Music Education (5) 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 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. [W99]

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. [S99]

MUS 420. 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 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
- "New Music"
- Keyboard
- Recorder
- Clarinet Choir
- String
- Woodwind
- Small Jazz Ensemble
- Early Music
- Vocal

MUS 423. Individual 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. General Music Methodology (5) Designed for music teachers who wish to develop music classes for the non-performer in the secondary schools. Provides opportunities for the development of skills in the areas of esthetics, creative problem-solving in general music, musicianship for the non-performer, curriculum design, organization and implementation. [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) Rehearsal and performance of representative jazz literature by jazz groups ranging in size from trio to septet. Each group will rehearse a minimum of three hours per week. [F, W, S]

MUS 450. Jazz Vocal Ensemble (1) Performance of jazzchoral music with an emphasis on vocal improvisation. A minimum of three class hours per week. Entrance by audition only. [F, W, S]

MUS 451. University Singers (1) Group performance of choral music from various periods of the choral repertoire. A minimum of three class hours per week. [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. [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. [F, W, S]

MUS 455. Women's Chorale (1) Group performance of music composed or arranged for treble voices from various periods of the choral repertoire. Admission with the consent of the instructor. A minimum of three class hours per week. [Alternate Years]

MUS 456. CSUB Jazz Ensemble (1) Group performance of stage band repertoire. A minimum of three class hours per week. [F, W, S]

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 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 and analytical study of early twentieth-century music, including neoclassicism and expressionism. Prerequisite: MUS 122 or permission of instructor. [Alternate Years]

MUS 484. Music Since 1945 (5) Individual and class analysis and performance of music composed since the Second World War; the relationship among composer, performer and audience explored. 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 486. Bach and Handel (5)

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. 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. [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 chair and a draft of the paper must be submitted to the faculty no later than the preregistration period of the student's proposed final quarter. [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 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 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. THTR 201-203 and 401-403, to be completed six times, each in a different quarter, with the following stipulations:
   a. Complete at least two courses in Technical Theatre Production Laboratory (THTR 202 or 402) or Run of Show (THTR 203 or 403), and
   b. Complete at least three courses as upper-division credit (THTR 401, 402 or 403).
4. Complete Theatre 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 (see p. 68).
   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" (p. 141).

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 B.A. degree with a major in English. However, such students are strongly urged to complete, in addition, the B.A. degree with a major in Theatre Arts.

COURSES

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. Credit/No Credit only. (Fall, Winter, Spring)

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. Credit/No Credit 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. (CAN DRAM 8) [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. [F98]

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. [1998-99]

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. Credit/No Credit 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. [Alternate Quarters]

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. [1997-98]

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. [1998-99]

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. [Alternate Years]

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. [1997-98]

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. [S]

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. [W]

THTR 395. Theatre Company (1) Practicum in auditioning, portfolio presentation, technical production and management. Activities and workshops. Credit/No Credit 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. [Alternate Years]

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. Credit/No Credit only. [W]

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. Credit/No Credit 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. Credit/No Credit 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, Room 104D
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Chair: C.F. Meyers

Faculty: L.A. Aarons, L.S. Betty, B.W. Jones, J.A. Kegley, G.E. Kessler, C.F. Meyers, P.A. Newberry, N.K. Prigge

The unexamined life is not worth living.

—Socrates

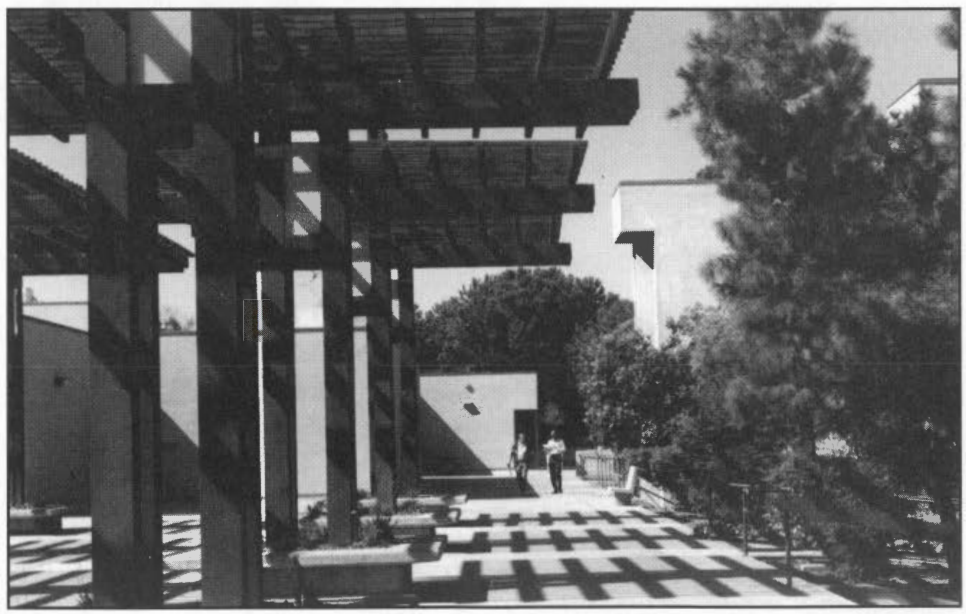
Philosophy

The program in Philosophy is designed to satisfy the interests of students who seek intellectual and personal growth and who wish a better understanding of their own—and their culture's—beliefs and values. The department's courses serve to cultivate the critical and creative thinking which is a prerequisite of being an educated person. A carefully designed set of courses in the upper division affords the student an opportunity to master the major areas of philosophy, namely, those concerned with values, theories of knowledge, and metaphysics. This program prepares the student for graduate work in philosophy and for a career in the major professions. It also provides an excellent intellectual and critical thinking base for any career.

The Department of Philosophy / Religious Studies offers a major and minor in Philosophy, a major in Philosophy with a Pre-Law Concentration, and a major and minor in Religious Studies. Some courses offered by the department also fulfill general education or other graduation requirements.

Religious Studies

The program in Religious Studies is designed to meet the interest of students who live in a pluralistic society and wish to study the role played by religions in human life and culture. The program includes courses of three general types: those which examine religious issues from a philosophical point of view; those which explore the history and literature of particular religions, for example, Christianity and Buddhism; and those which examine, from a social-scientific point of view, the nature and function of religion, for example, psychology and sociology of religion. The courses of all three types are analytical, critical, and sympathetic, but in no case dogmatic or sectarian.



Philosophy

Requirements for the Major in Philosophy

Graduate School Track

1. Eleven upper division courses in the department, including:
   a. PHIL 302. History of Western Philosophy I
      PHIL 303. History of Western Philosophy II
      PHIL 304. History of Western Philosophy III
   b. PHIL 350. Symbolic Logic
   c. PHIL 301. 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. Dimensions of Self and Mind
      (3) Group C: Value Theory
      PHIL 332. Ethical Theory
      PHIL 478. Special Topics in 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. Nine upper division courses in the department, including:
   a. Three of the following four courses:
      (1) PHIL 301. Contemporary Issues in Philosophy
      (2) PHIL 302. History of Western Philosophy I
      (3) PHIL 303. History of Western Philosophy II
      (4) PHIL 304. History of Western Philosophy III
   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. Dimensions of Self and Mind
      PHIL/RS 342. Philosophy of Religion
      (3) Group C: Value Theory
      PHIL/COMM. 317. Ethics in the Media
      PHIL 331. Aesthetics
      PHIL 332. Ethical Theory
      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
   c. One additional upper division course in philosophy.
   d. PHIL 490. Senior Seminar

2. Completion of an approved minor.

Pre-Law Concentration

1. Nine upper division courses, including:
   a. *Two* courses selected from the following:
      (1) PHIL 302, 303, 304. History of Western Philosophy
   b. *One* course selected from the following:
      (1) PHIL 332. Ethical Theory
      (2) PHIL 333. Political Philosophy and Thought
   c. *One* course selected from the following:
      (1) PLSI 370. Legal Reasoning
      (2) PHIL 350. Symbolic Logic
   d. *One* course selected from the following:
      (1) PHIL 351. Theories of Knowledge
      (2) PHIL 352. Philosophy of Science
      (3) PHIL 430. News As Ideology
   e. *One* course selected from the following:
      (1) PHIL 340. Metaphysics
      (2) PHIL 341. Dimensions of Self and Mind
      (3) INST 362. Psychotechnology and Human Values
      (4) PHIL 301. Contemporary Issues in Philosophy
   f. PHIL 335. Philosophy of Law
      or
      PHIL 334. Law and Morality
   g. *One* upper-division Philosophy elective or any of the Interdisciplinary Studies, Communications or Political Science courses listed above that were not selected to meet core requirements.
   h. PHIL 490. Senior Seminar

2. Completion of an approved minor.

Requirements for the Minor in Philosophy

Four courses, totaling twenty units, at least fifteen of which must be upper division. Normally these courses will be in Philosophy and will thus constitute automatically a coherent block of instruction.

PHILOSOPHY COURSES

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—see individual descriptions. 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]

HUM 102. Critical Thinking and Writing (5) (For course description, see listing under "Interdisciplinary Courses".) [Offered Irregularly]

PHIL 201. Introduction to Ethics (5) A critical study of philosophical ethical systems, with such study being directed toward analysis of urgent moral issues of our time. These issues include such concerns as ethics in medicine and business, capital punishment, nuclear disarmament, affirmative action, suicide and elective death, and sexual ethics. (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 post-graduate 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 non-profit, governmental, educational or community-based service organizations. Offered on a credit, no-credit basis only.

Upper Division

PHIL 301. Contemporary Issues in Philosophy (5) This course will address those issues at the forefront of current research in philosophy. Topics will include such areas as cognitive science, philosophy of language, philosophy of mind, and artificial intelligence. [Alternate Years]

PHIL 302. History of Western Philosophy I (5) A study of the development of Western philosophy from its Greek origins to the fall of the Roman Empire, with emphasis on Plato and Aristotle. [F]

PHIL 303. History of Western Philosophy II (5) A study of the development of Western philosophy from Bacon through Hume. The course concentrates on Continental Rationalism and British Empiricism. [Alternate Years]

PHIL 304. History of Western Philosophy III (5) A study of the development of Western philosophy from Kant through the first half of the twentieth century. The course concentrates on idealism, naturalism, positivism, pragmatism, and existentialism. [Alternate Years]

PHIL 310. Existentialism (5) The various types of existentialist philosophies are examined in the writings of nineteenth-century existentialists such as Kierkegaard and Nietzsche, and of twentieth century exponents such as Heidegger, Jaspers, Sartre, Camus, Marcel, and Tillich. [S]

PHIL 311. Marx and Marxism (5) A critical analysis of Marxism. The cardinal features of Marxist philosophy, economics, and social and political theory are examined. [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. Ethics 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. Prerequisite: COMM. 315 for Communications majors. This course carries credit in either Philosophy or Communications. [W]

PHIL 331. Aesthetics (5) An examination of the main problems of aesthetic creation, contemplation, and criticism, including an analysis of aesthetic experience and of the work of art. [Offered Irregularly]

PHIL 332. Ethical Theory (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 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 rights, equality, justice, obligation, liberty, and utility. 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 with an emphasis placed on philosophical issues of ontology, definition and evidence as they pertain to law. Natural Law, Positive Law, Instrumentalist Law, and other conceptions of the ontology of law will be studied. Some selected topical issues will be covered to show the connection between law and its ontology and purposes. [Offered Irregularly]

PHIL 340. Metaphysics (5) A critical examination of classical metaphysical positions such as materialism, idealism, realism, and naturalism, coupled with a study of methods and problems in contemporary metaphysical thinking. [Alternate Years]

PHIL 341. Dimensions of Self and Mind (5) A critical analysis of various concepts of self, mind, and person. Subjects typically studied include the relation of mind and body, personal immortality, the nature of self-knowledge, and the relation between the self and moral values. [Alternate Years]

PHIL 342. Philosophy of Religion (5) An examination of the following issues: the nature of religion and of religious experiences, 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. Also carries credit in 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. Also carries credit in Religious Studies. [Alternate Years]

PHIL 350. Symbolic Logic (5) A study of propositional and predicate calculi, including the logic of relations, identity, and definite description. Prerequisites: PHIL 102 or consent of the instructor. [Alternate Years]

PHIL 351. Theories of Knowledge (5) A critical analysis of various kinds of knowledge claims--religious, aesthetic, and ethical as well as scientific and mathematical--and of various theories of meaning, truth, and verification. [Alternate Years]

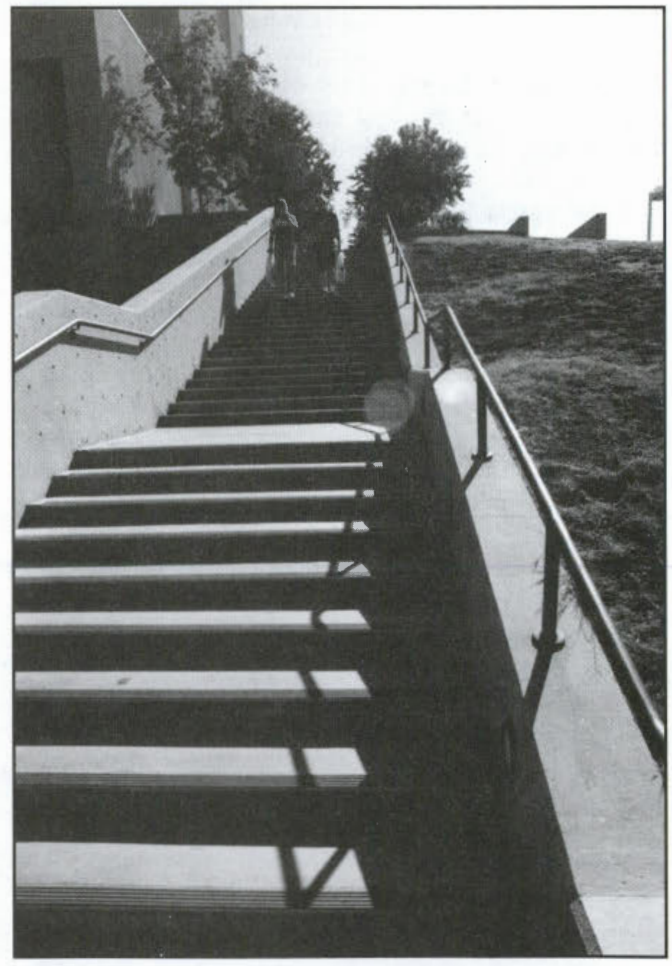
PHIL 352. Philosophy of Science (5) A critical analysis of the general philosophical questions relevant to science including problems in the methodology and the structure of scientific knowledge as well as concerns about fundamental concepts such as space, time, and causality. [Alternate Years]

INST 362. Psychotechnology and Human Values (5) An interdisciplinary exploration of the limitations of science, the relationship between science and technology, and issues in research ethics and professional responsibility. Also carries credit in Psychology. Additional prerequisite: Any introductory science course. [W]

PHIL 363. Philosophy and Religion in Literature (5) An examination of such major ideas as love, freedom, self, loneliness, persons as moral beings, persons with or without got as these ideas are found in the literary works of such writers as Plato, Augustine, Dante, Goethe, Dostoevsky, Kafka, Hesse, Eliot, Sartre, and O'Conner. Also carries credit in Religious Studies. May also be used for credit in the Liberal Studies major. [Alternate Years]

PHIL 374. History of Christian Thought I (5) An examination of the development of Christian thought from its beginnings to the fifteenth century. Attention will be paid to theological and philosophical problems that emerged and the arguments that erupted over such issues as the nature of God, the incarnation, and the relationship of faith and reason. The writings of such important thinkers as Origen, Augustine, and Aquinas will be studied. Also carries credit in Religious Studies. [Alternate Years]

PHIL 375. History of Christian Thought II (5) Beginning with the late Middle Ages, we will examine the development of Christian thought through the eighteenth century. Attention will be paid to the development of the Protestant Reformation, the rise of deism, and the impact of the Enlightenment on Christianity. The writings of such thinkers as Luther, Calvin, Locke, Hume, and Kant will be studied. Also carries credit in Religious Studies. [Alternate Years]



PHIL 376. History of Christian Thought III (5) The story of the impact of the "acids of modernity" on Christianity will be examined beginning with the rise of romanticism and concluding with the contemporary situation. Controversies over biblical criticism, evolution, and the literalness of religious language will receive attention. The writings of such thinkers as Hegel, Kierkegaard, Barth, and Tillich will be studied. Also carries credit in Religious Studies. [Alternate Years]

PHIL 377. 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 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 on socio-economic 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 nonwestern cultures and of nondominant social groups in the United States. Additional prerequisite: COMM 274. Also carries credit in 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 post-graduate 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 religious studies and of various subjects relevant to them. Additional prerequisite: Senior standing.

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 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.

PHIL 499. Individual Study (1-5) Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of Department Chair.

Religious Studies

Requirements for the Major in Religious Studies

Standard Major

1. A minimum of seven courses, including:
   a. RS 110. Religion in Western Civilization
   b. RS 111. Religion in Asian Cultures
   c. RS 490. Senior Seminar

2. Completion of an approved minor.

Advanced Major

1. 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 345. India
      RS 348. China and Japan
      RS 378. History of Israel: Ancient
      (2) ***Group B:*** Social-Scientific Study of Religion
      RS 311. Psychology of Religion
      RS 313. Sociology of Religion
      ANTH 319. Anthropology 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 303. History of Western Philosophy II
      PHIL 304. History of Western Philosophy III
      PHIL 332. Ethical Theory
      RS 342. Philosophy of Religion
      RS 343. Asian Philosophy
      RS 374. History of Christian Thought I
      RS 375. History of Christian Thought II
      RS 376. History of Christian Thought III
   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. Normally these courses will be in Religious Studies and will thus constitute automatically a coherent block of instruction.

Religious Studies Courses

Note: All upper division courses in Religious Studies carry as a prerequisite ENGL 110 or its equivalent. Some courses also carry additional prerequisites—see individual descriptions. Any prerequisite may be waived with the consent of the instructor.

Lower Division

RS 100. Introduction to Religion (5) A comparative study of selected reigious traditions with special attention to beliefs about reality, the meaning of human life, and a discussion of how the academic study of religion is conducted. [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 worldviews 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, Taoism, Confucianism, and Shintoism are examined. The interaction between religion and various aspects of culture such as art, literature, politics, and economics is emphasized. [Alternate years]

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 post-graduate 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 non-profit, 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 religion of ancient Israel as it appears in her scripture, commonly known as the Old Testament. Several forms of Biblical literature are examined, such as poetic, narrative, prophetic, historical, legal, wisdom, and apocalyptic. Various scholarly methods of interpretation are examined. Additional prerequisite—one of the following: RS 100, 110, 401, or equivalent. [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. Additional prerequisite—one of the following: RS 100, 110, 301, or equivalent. [S]

RS 311. Psychology of Religion (5) A study of the psychological dimension of religion, Western and Eastern. Attention given to various psychological theories of religion, including those of Freud, Jung, and James. Such topics as religious experiences, meditation, psychic phenomena, and the role of religion in personality development are included. Also carries credit in Psychology. Additional prerequisite—one of the following: RS 100, 110, 111, PSYC 100 or equivalent. [Alternate years]

RS 313. Sociology of Religion (5) A study of the sociological dimension of religion, Western and Eastern. The various sociological theories of religion, including those of Durkeim 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. Also carries credit in Sociology. Additional prerequisite--one of the following: RS 100, 110, 111, SOC 100 or equivalent. [Alternate years]

RS 331. Islam (5) A study of the history, literature, religion, governments and culture of Islamic civilization in Asia, Africa and the Near East. Additional prerequisite—one of the following: any course in History, RS 100, 110, or equivalent. [S]

RS 342. Philosophy of Religion (5) An examination of the following issues: the nature of religion and of religious experiences, 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. Also carries credit in Philosophy. [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. Also carries credit in Philosophy. [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. Additional prerequisite—one of the following: RS 100, 111, or equivalent. [F]

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. Additional prerequisite—one of the following: RS 100, 111, HIST 222 or equivalent. [W]

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. Additional prerequisite—one of the following: RS 100, 110, 111, or equivalent. [Alternate years]

RS 362. Spirituality and Mysticism (5) A study of mystical experience, its chief characteristics, and its significance for human existence. Writings from both Eastern and Western mystics will be examined. Additional prerequisite: One of the following: RS 100, 110, 111, or equivalent. [Alternate years]

RS 363. Philosophy and Religion in Literature (5) An examination of such major ideas as love, freedom, self, loneliness, persons as moral beings, persons with or without got as these ideas are found in the literary works of such writers as Plato, Augustine, Dante, Goethe, Dostoevsky, Kafka, Hesse, Eliot, Sartre, and O'Conner. Also carries credit in Religious Studies. May also be used for credit in the Liberal Studies major. [Alternate Years]

RS 374. History of Christian Thought I (5) An examination of the development of Christian thought from its beginnings to the fifteenth century. Attention will be paid to theological and philosophical problems that emerged and the arguments that erupted over such issues as the nature of God, the incarnation, and the relationship of faith and reason. The writings of such important thinkers as Origen, Augustine, and Aquinas will be studied. Also carries credit in Philosophy. [Alternate years]

RS 375. History of Christian Thought II (5) Beginning with the late Middle Ages, we will examine the development of Christian Thought through the eighteenth century. Attention will be paid to the development of the Protestant Reformation, the rise of deism, and the impact of the Enlightenment on Christianity. The writings of such thinkers as Luther, Calvin, Locke, Hume, and Kant will be studied. Also carries credit in Philosophy. [Alternate years]

RS 376. History of Christian Thought III (5) The story of the impact of the "acids of modernity" on Christianity will be examined beginning with the rise of romanticism and concluding with the contemporary situation. Controversies over biblical criticism, evolution, and the literalness of religious language will receive attention. The writings of such thinkers as Hegel, Kierkegaard, Barth, and Tillich will be studied. Also carries credit in Philosophy. [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 378. History of Israel: Ancient (5) A study of the religious, political and social development of Palestine-Israel from its prehistoric beginnings to 135 Common Era (A.D.). The uses of historical evidence and the nature of historical judgments are considered with reference to archaeological remains, Biblical traditions and the records of Israel's neighbors. Additional prerequisite—one of the following: RS 100, 110, 301, 401, HIST 202, or equivalent. [Alternate years]

RS 381. New Religious Movements (5) A study of new religious movements, sometimes referred to as cults, in contemporary America. The word "cult" sometimes produces fear and images of religious fanatics in many people's minds. This course will explore the meaning of the word cult, why people are attracted to them and some of their beliefs and practices. Additional prerequisite—one of the following: RS 100, 110, 111, SOC 100, PSYC 100, or equivalent. [Offered Irregularly]

RS 396. Human Corps. (5)

RS 401. Religion and Ancient Western Civilization (5) An examination of ancient cultures, such as the Egyptian, Mesopotamian and Canaanite. 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. Additional prerequisite—one of the following: RS 100, 110, 301, HIST 202, or equivalent. [F]

RS 465. Death and Aging in a Technological Society (5) A study of the impact of technology and recent social change upon aging, practices surrounding death and attitudes toward aging and dying. Additional prerequisite—one of the following: RS 100, 110, 111, ANTH 100, SOC 100, PSYC 100, or equivalent. [F, S]

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 post-graduate 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 philosophy and of religious studies and of various subjects relevant to them. Additional 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 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.

RS 499. Individual Study (1-5) Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of department chair.

PHYSICS/GEOLOGY

Science Building II, Room 273
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Chair: R.A. Horton

Faculty: J. Gillespie, A. Greene, T. Meyer, S. Mitchell, R. Negrini, J. Talamantes, G. Thyne

Physics

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.

Geology

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.

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, 322, 323, 324, 411, 490
3. Two courses chosen from the following:
   PHYS 313, 325, 412, 477, 480

Cognates: MATH 201, 202, 203, 204, and 302.
CHEM 211, 212.
CMPS 140.

Additional courses in Mathematics may be advised, depending upon the program needs of the individual student.

Pre-Engineering

Although the college 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 201, 202, 203, 204, 302
2. PHYS 221, 222, 223, 240, 241
3. CHEM 211, 212
4. CMPS 140

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.

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 Commission on Teacher Credentialing has authorized CSUB to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This coursework 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 B.A. 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 (805-664-3027).

NOTE: Except for Senior Seminar (490) all courses must be completed with their respective laboratory components.

I. Primary Concentration in Physics
   PHYS 110, 221, 222, 223, 307, 324, 490 plus one additional 300- or 400 level Physics 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; 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

COURSES

Engineering

ENG 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.

ENG 161. Engineering Orientation (2) Continuation Engineering 160. Two hours lecture/discussion.

Physics

Lower Division

PHYS 100. Perspectives in Physics (3) Modern physics in historical perspective; relevance of current physical concepts to society; investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. [F, W]

PHYS 100L. Perspectives in Physics Laboratory (2) Laboratory to compli ment PHYS 100. Exercises are designed to reinforce material covered in lecture. Two meetings per week. Concurrent enrollment in Phsics 100 is required. [F, W]

PHYS 110. Introduction to Astronomy (3) 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]

PHYS 110L. Introduction to Astronomy Laboratory (2) Laboratory to compliment PHYS 110. Exercies are designed toreinforce material covered in lecture. Two meetings per week. Concurrent enrollment in PHYS 100 is required. [F, W]

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 physical measurements of motion. Three hours lecture-discussion and two three-hour laboratories per week. Offered with non-calculus- based text. Prerequisite or corequisite: 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 investigation 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 202 (MATH 203 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 corequisite: MATH 201. (CAN PHYS 8) [F, W]

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. (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. [S]

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. [S]

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 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

PHYS 303. Concepts of Radiation and Spectra (5) Basic laws pertaining to the propagation and transmission of radiation in the electromagnetic spectrum; electromagnetic theory. Laboratory investigation and presentation. Prerequisites: PHYS 223, MATH 202 or permission of instructor.

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). [F 98]

PHYS 313. Condensed-Matter Physics (6) Introduction to solid state structure and x-ray diffraction analysis, thermal, electronic, magnetic, optical and defect properties of crystalline solids. Introduction to polymers and glasses. Five hours lecture/discussion, three hours laboratory per week. Prerequisites: PHYS 223 and MATH 203 or permission of the instructor. [S 99]

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. [F 98]

PHYS 322. Thermal Physics (6) Thermodynamics, including the first, second and third laws. Elements of statistical mechanics, probabilistic interpretation of entropy, distribution functions and applications. Five hours lecture/discussion, three hours laboratory per week. Prerequisites: PHYS 223, MATH 203 or permission of the instructor. [F 97]

PHYS 323. Electricity and Magnetism (6) Electrostatics, dielectric media and magnetostatics. Faraday's Law and Maxwell's equations. Five hours lecture/discussion, three hours laboratory per week. Prerequisites: PHYS 222, MATH 204 (may be taken concurrently) or permission of the instructor. [W 98]

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). [S 98]

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. Corequisite: PHYS 202 or 222 or permission of the instructor. A field trip fee may be required. [W 99]

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 411. Quantum Mechanics (6) The postulates and meaning of quantum mechanics. Schroedinger's equation and its relation to one-dimensional problems. The harmonic oscillator, hydrogen atom, and angular momentum. Five hours lecture/discussion, three hours laboratory per week. Prerequisites: PHYS 321, MATH 302. [W 99]

PHYS 412. Nuclear Physics (6) Applications of quantum mechanics to nuclear physics and elementary particles. Nuclear models, nuclear forces. Alpha, beta, and gamma emission. Relativistic kinematics, invariance principles and scattering. Nuclear reactors and particle accelerators. The quark model. Five hours lecture/discussion, three hours laboratory per week. Prerequisites: PHYS 411.

PHYS 477. Special Topics in Physics (1-5) Topics and prerequisites to be announced. Typical courses include astro-physics, 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 post-graduate students. Interested students should contact the department office.

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.

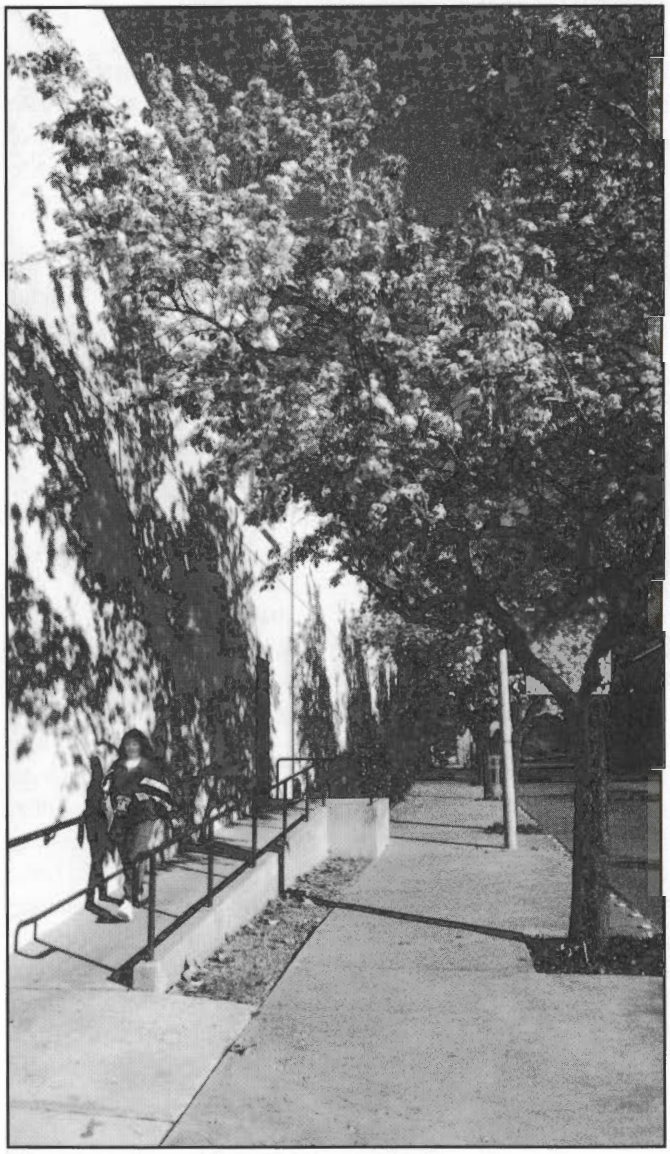
Required Senior Course

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.

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

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, 395, 490
   b. One additional five-unit course 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 321, 320, 475 (Environmental)
      GEOL 305 or 321, 308, 460 or 477 or 577 (Traditional)

2. A minimum of eight courses (40 units) in cognate areas:
   a. CHEM 211, 212
   b. PHYS 201 and 202, or 221 and 222
   c. MATH 201, 202 and 140
   d. CMPS 140 or 212

The following courses are strongly recommended for students planning graduate studies:

1. MATH 140, 201, 202
2. CHEM 213
3. PHYS 221, 222, 223
4. BIOL 203, 210
5. COMM 304
6. CMPS 140 or 212

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 Commission on Teacher Credentialing has authorized CSUB to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This coursework 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 B.A. 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 Praparation Program with a Primary Concentration in Geology. Additional information may be obtained from the Physics/Geology 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 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 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 201 or 221, 202 or 222 and 203 or 223
3. Secondary Concentration in Physics
PHYS 221, 222, 223, 307, and 324; BIOL 210, 211 and 212; CHEM 211 and 212

COURSES

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.

Lower Division

GEOL 100L. Perspectives in Geology (3) 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 100. Perspectives in Geology Laboratory (3) Laboratory to compliment GEOL 100. Exercises are designed to reinforce material covered in lecture. Two meetings per week. Concurrent enrollment in GEOL 100 is required. [F, W, S]

GEOL 201. Physical and Historical Geology (3) Introduction to the geologic processes affecting the solid earth, and its atmosphere, oceans, and lifeforms. 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 201L. Physical and Historical Geology Laboratory (2) Laboratory to compliment GEOL 201. Exercises are designed to reinforce material covered in lecture. Concurrent enrollment in GEOL 201 is required. [F, W, S]

GEOL 205. Environmental Geology (3) Global and local impacts of human manipulation of the environment, 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 205L. Environmental Geology Laboratory (2) Laboratory to compliment GEOL 205. Exercises are designed to reinforce material covered in lecture. Concurrent enrollment in GEOL 205 is required. [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 post-graduate students. Interested students should contact the department office.

Upper Division Core Courses

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. Corequisites: CHEM 211 and GEOL 201 or consent of the instructor. A field trip fee may be required. Consult the Class Schedule for specific details. [W 99]

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. Prerequisites: 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. [S 99]

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. [F 98]

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 201 or consent of instructor. A field trip fee may be required. Consult the Class Schedule for specific details. [F 98]

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 lie on sedimentologic and stratigaphic field and laboratory techniques emphasizing the Cenozoic sediments of southern California. Prerequisite: GEOL 201 or GEOL 305. A field trip fee may be required. Consult the Class Schedule for specific details. [S 99]

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 202. 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, metal and organic chemical pollution on these resources. Prerequisites: GEOL 100 or 201 or 205. [W 97; S 99]

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. Corequisite: 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 equivalent, or consent of instructor.

NOTE: This course does not count toward the major in Geology. Geology majors wishing upper division General Education credit should take GEOL 308, Geomorphology.

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 99]

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. [S 98]

GEOL 395. Introduction to Field Methods (5) Introduction to field methodology including collection of data and note taking, topographic orientation, use of Brunton compass, stratigraphic-section measurement, and basic mapping techniques. Includes lectures/discussions and three or four weekend field trips. A field trip fee may be required. This course is recommended for all students planning on taking a summer field course. [S 99]

GEOL 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 of metals, radioactive wastes, sorption, soil organic matter and its effect on aquifer properties, organic contaminant and analytical methods. Prerequisites: GEOL 205, CHEM 212 or equivalent. [F 98]

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. [W 99]

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. [S 98]

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 post-graduate 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.

Required Senior Courses

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 Seminar (5) Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Five discussions. Prerequisite: 40 units in Geology.

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.

Master of Science in Geology

The MS Program in Geology is designed to: (1) offer a terminal degree program which will train individuals with the competence required by the geological profession for employment in industry and government agencies; (2) improve the professional skills and stature of persons already employed; (3) enable promising students to attain a level of knowledge and ability required for admission to a Ph.D. program at another institution; and (4) provide course work and research experience for students planning to teach at the junior college level.

Admission to the Program

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 CSB. 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.

Classified and Candidate Status

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.

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), 307 (Structure) and S495 (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 201 (Calculus I), MATH 202 (Calculus II), and CMPS 140 (Computer Programming Using FORTRAN) or CMPS 212 (Computer Programming Using Pascal).
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.

Requirements for the MS 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. Thesis Research, 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. Petroleum Engineering

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

GEOL 525. Applied Hydrogeochemistry (5) Course stresses the practical application of aqueous geochemistry to groundwater problems. Principles of isotopic and aqueous geochemistry will be reviewed. Topics include water sampling and field analyses, data QC and processing, graphic methods, interpretation and preparation of reports, chemical evolution of groundwater and use of hydrochemical data to delineate hydrologic systems. Prerequisites: GEOL 310 or CHEM 310 or 351 or consent of instructor.

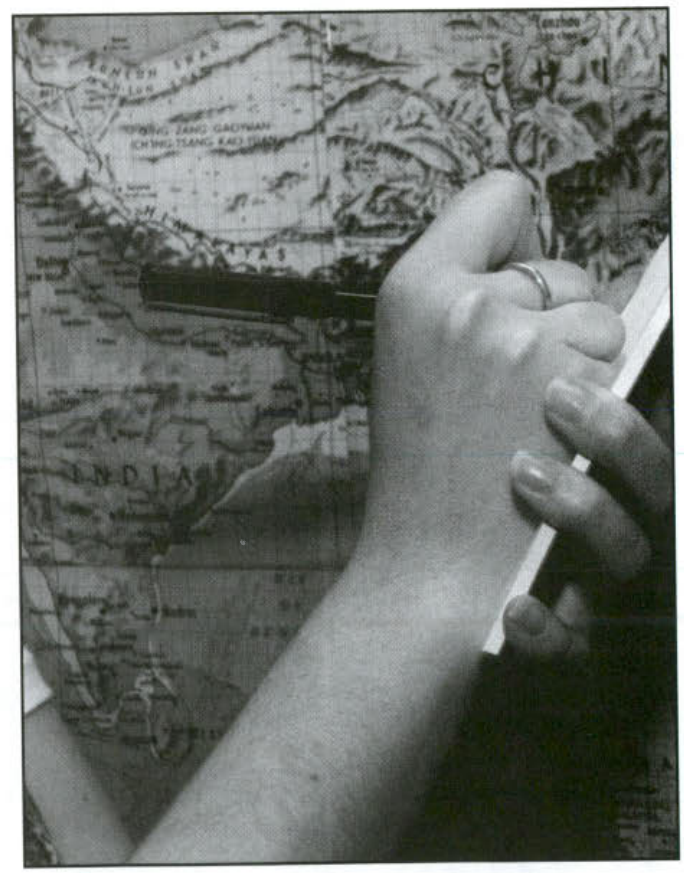
GEOL 555. Contaminant Hydrogeology (5) Course will include topics such as regulatory framework, sources, fates and chemistry of contaminants, physio-chemical behavior and partitioning of contaminants in the environment, development of the equations of transport including advection, dispersion, diffusion and reaction terms, aquifer properties, monitoring and remediation. Prerequisites: GEOL 475 or permission 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. Prerequisites: GEOL 304, 305, and 309. A field trip fee may be required. Consult the Class Schedule for specific details.

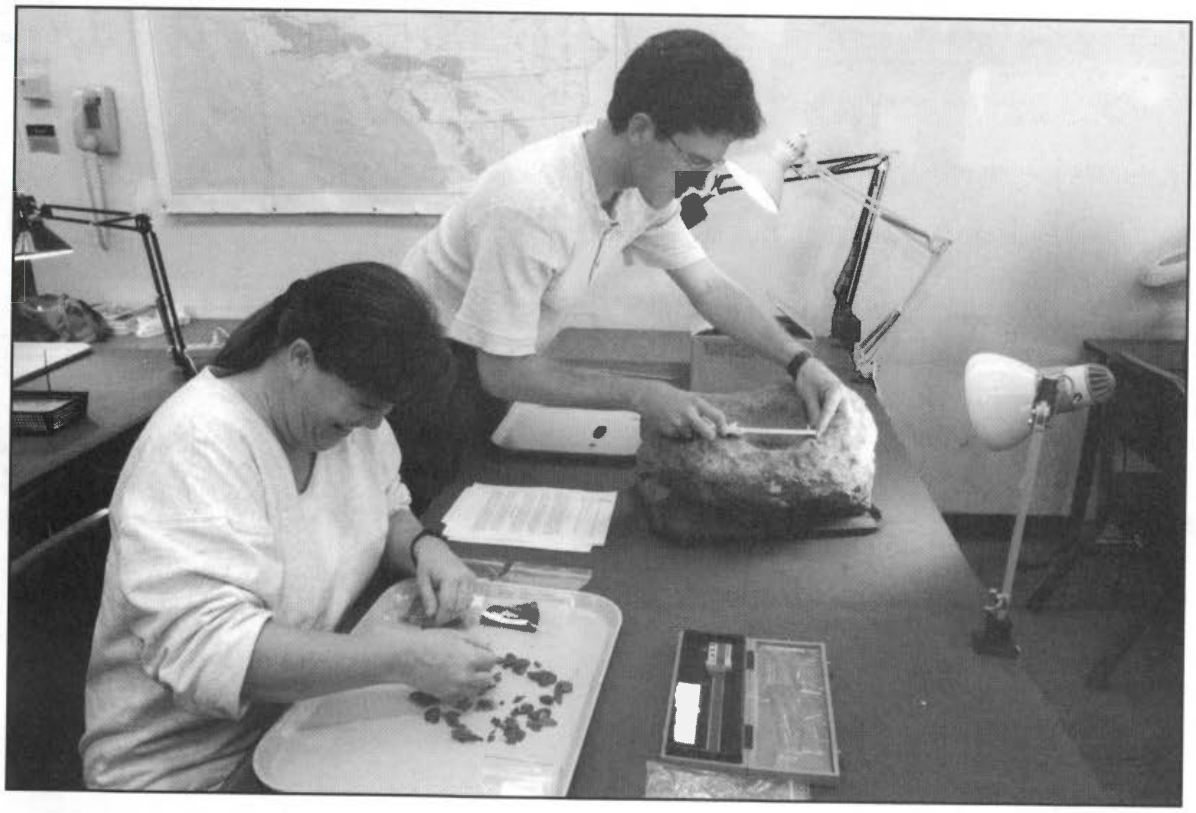
GEOL 606. Advanced Sedimentary Petrology (5) Mineralogy, petrology, classification and genesis of sedimentary rocks with emphasis on geochemistry and post-depositional processes including diagenesis. Field and laboratory studies will focus on outcrop and cores of Cenozoic rocks of southern California. 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 salt-water 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 MS.DOS 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 (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.

Certificate in Hydrogeology Program

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 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. Applicants must be accepted as Post-baccalaureate students at CSUB. 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 (5)
2. GEOL 525. Applied Hydrogeochemistry (5)
3. GEOL 555. Contaminant Hydrogeology (5)

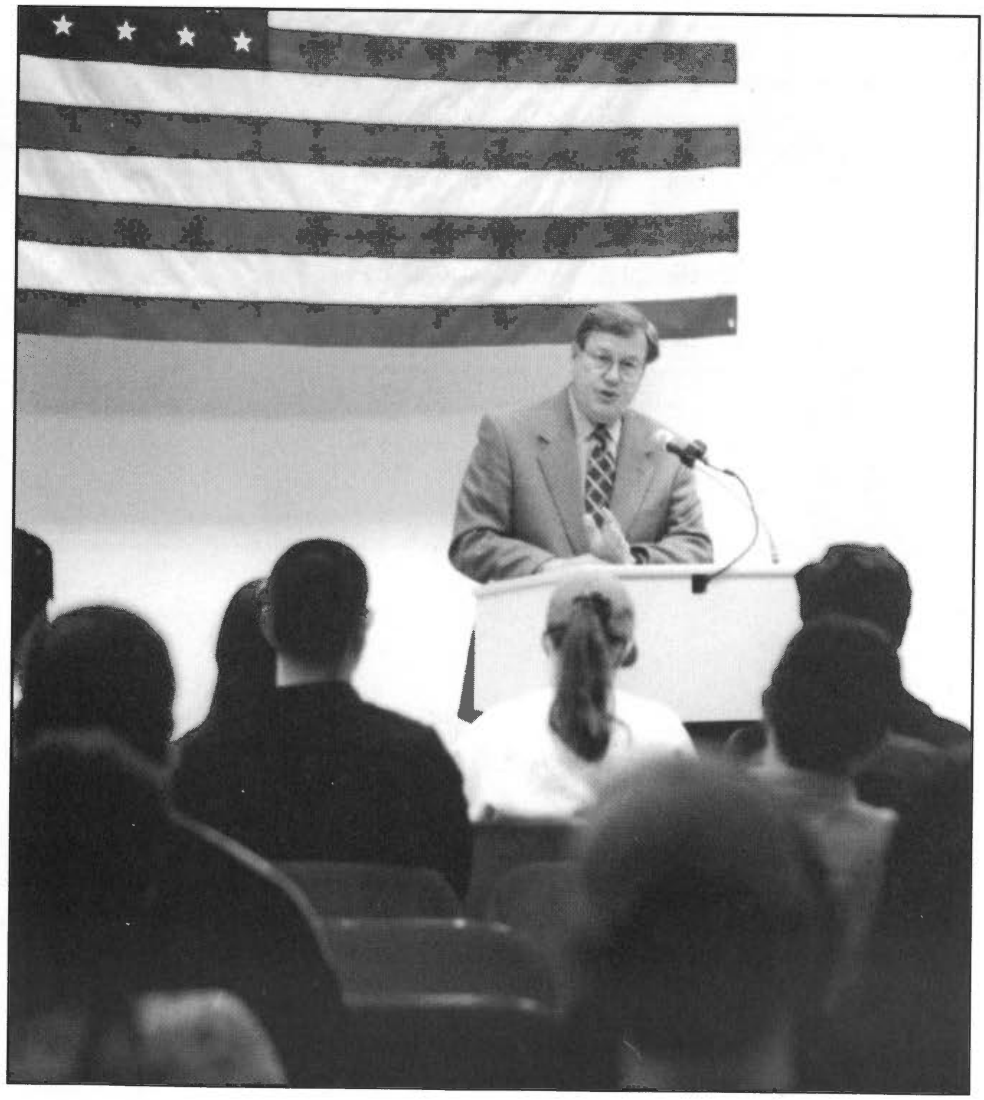
A minimum of two courses (10 units) are to be selected from the following:

1. GEOL 420. Environmental Geochemistry (5)
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)
5. GEOL 650. Groundwater Flow Modeling (5)
6. GEOL 577 / 677. Advanced Topics in Geology (when pertinent) (variable credit)

POLITICAL SCIENCE

The Political Science Department has two principal goals. The first is to provide students, whatever their career aims, with the kinds of information they will need to function as effective citizens. The role of citizen in a democratic system is one which demands that people be able to make rational choices. To make such choices, a person needs to know his or her own values, to know which issues need attention, to identify the available alternatives, and to know the probable consequences of these alternatives. The Political Science Department helps students become aware of their own values and helps them identify critical issues. This department and others in the behavioral sciences bear the major responsibility for helping students gain the kind of understanding of their political and social environment which enables them to identify possible alternatives and to predict their probable consequences. Our objective is not to produce mere consumers of information but to educate creative participants in our political life.

The second goal is to help those for whom the study of politics may be useful career preparation. Those who major or minor in Political Science can expect to develop an understanding of contemporary political systems and institutions, to become acquainted with the basic tools of political science, and to become aware of the relationships between this field of study and the other social sciences. Many of our courses involve students in direct, original research. Such experiences have been shown to be valuable as preparation for lives devoted to government service, journalism, politics, law, community leadership, teaching, and business.



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Chair: S.E. Clark

Faculty: C.K. Bragg, R. Geigle, M. Martinez, C. McCall

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. Students 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 for the Bachelor of Arts in Political Science are:

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.
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. Comparative Politics of California
   f. PLSI 320. Social Groups and Political Power in America
   g. BEHS 321. Community Politics
   h. PLSI 329. Chicano Politics
   i. INST 275. Administrative Processes in Government
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. PLSI 490. Senior Seminar in Political Science, including completion of the empirical research paper commenced in PLSI 300 or PLSI 380.
9. The satisfactory completion of one of the three options listed below:
   a. A special minor (p. 68).
   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 Minor," p. 141)

Requirements for the Major 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 those whose goals are the advancement of their understanding of this aspect of human activity.

Employment opportunities for international relations graduates exist in both national and international government, business, electronic and print journalism, teaching, and international service. Computer, analytical, and statistical skills developed in the concentration are particularly important in the vocational applications of international relations study.

Required courses for the concentration in International Relations are:

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.
3. PLSI 300. Political Inquiry and PLSI 380, Political Science Laboratory.
4. PLSI 333. Political Philosophy.

Five additional courses from areas 5 through 8. Select at least *one* in each of the areas listed below. Five units of Model United Nations may be used as one of the five courses required.

5. Political Economy focus: ECON 311, ECON 312, ECON 370, ECON 410, ECON 440, PLSI 304, BEHS 307, PLSI 404.
6. European-Atlantic focus: PLSI 102, PLSI 305, PLSI 306, PLSI 404, HIST 440.
7. Non-Western focus: BEHS 307, PLSI 308, PLSI 309, PLSI 322, PLSI 323, PLSI 324.
8. American Policy Focus: PLSI 302, PLSI 303, PLSI 309, HIST 440.
9. An upper-division course in U.S. national institutions: PLSI 314, Judicial Power and the Constitution; PLSI 316, Congress; or PLSI 317, The Presidency.

10. PLSI 490, Senior Seminar in Political Science, including completion of the empirical research paper commenced in PLSI 300 and PLSI 380.
11. 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 Minor,")

Requirements for the Major 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 of course, 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 for the concentration in Pre-Law are:

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.
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. Two courses in public law or legal reasoning chosen from among the following:
    a. PLSI 314. Judicial Power and the Constitution
    b. PLSI 315. Civil Liberties
    c. PLSI 370. Legal Reasoning
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. PLSI 490, Senior Seminar in Political Science, including completion of the empirical research paper commenced in PLSI 300 and PLSI 380.
9. 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, p. 68
    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," p. 141).

American Institutions Requirement

Satisfaction of the American Institutions requirement 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.

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 coursework.

Courses which will be of special interest to students 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 Commission on Teacher Credentialing 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:

1. Basic Core Requirements (13 courses, 65 quarter units)
   a. Early United States History (1 course)
   (HIST 231)
   b. Modern United States History (1 course)
   (HIST 232)
   c. Foundations of Western Civilization (1 course)
   (HIST 202, HIST 204, RS 401)
   d. Making of the Modern World (1 course)
   (HIST 102, HIST 206)
   e. World Civilization: Asia, Africa (1 course)
   (ECON 311, ECON 312, HIST 424, HIST 425, HIST 426, **PLSI 308, PLSI 322, PLSI 323**)
   f. Cultural Geography (1 course)
   (GEOG 302, ECON/GEOG 395, HIST 330, **PLSI 332**)
   g. American Government/United States Constitution (1 course)
   (PLSI 314, PLSI 315, PLSI 316, PLSI 317)
   h. International Relations/ Comparative Government (1 course)
   (HIST 436, **PLSI 304, PLSI 305, PLSI 306, PLSI 309, PLSI 404**)
   i. Microeconomics (1 course)
   (ECON 201)
   j. Macroeconomics (1 course)
   (ECON 202)
   *k. Cultural/Ethnic Perspectives (1 course)
   (HIST 465, HIST 466, HIST 468, SOC 327, SOC 335, SOC 336, SOC 337, SOC 338)
   *l. Gender Perspectives (1 course)
   (ANTH 338, HIST 462, PSYC 421, SOC 365, ECON 380)
   m. California Perspectives (1 course)
   (HIST 370, HIST 371, **PLSI 319**)

*Must select one course in #11 or #12 from Anthropology, Psychology, or Sociology.

2. Breadth and Perspectives (5 courses, 22 quarter units)
   a. United States History (1 course)
   (HIST 351, HIST 352, HIST 355, HIST 356, HIST 357, HIST 358)
   b. World Civilization: Europe, Latin America (1 course)
   (ANTH 350, HIST 306, HIST 307, HIST 308, HIST 309, HIST 325, HIST 340, HIST 442, HIST 443, **PLSI 309**)
   c. International Comparative Economics (1 course)
   (ECON 410, ECON 440)
   d. Ethical/Religious Perspectives (1 course)
   (RS 110, RS 111, INST 313, RS 331, RS 345, RS 348)
   e. Integrative Course (1 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 by itself, the Social Science Preparation Program is neither a degree program nor a major.

COURSES

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. [F97; S, F98; W99]

PLSI 208. The Politics of Change in Asian Societies (5) An examination of the economic, social, and geographical factors of political cultures in two Asian nations. 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. [S98]

PLSI 240. Honors Seminar: The Nature of Politics (Formerly PLSI 240.800) (5) 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.

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]

The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The CSUB Class Schedule is published quarterly and is available through the campus bookstore. Students should refer to the Class Schedule for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.

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 post-graduate students. Interested students should contact the department office.

Upper Division Courses

PLSI 300. Political Inquiry (5) An analysis of political science methods and the design of political research. Includes an examination of problems of measurement, data manipulation, and analysis in political science. For related laboratory component, see PLSI 380. Prerequisite for PLSI 300: 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 ideological, bureaucratic, and economic influences on the decision-making process. Includes a survey and evaluation of the major developments in U.S. foreign policy from 1945 to present. [S, F98]

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 of inter-nation actions and state strategies with regard to status, defense, peace, development, etc. This course examines the logic that explains how states prioritize goals and select means to achieve them through relations with other nations. [W]

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 supra-national 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.") [F]

PLSI 308. Government and Politics of China (5) An examination of institutions and processes of government in China. Emphasis on the ideas of Marx, Lenin, and Mao, the Chinese political culture, the party, the military, communism, and the cultural revolution as determinants of contemporary politics and policy change in China. [S98; W99]

PLSI 309. Government and Politics of Latin America (5) The comparative analysis of selected nations in Latin America, including Mexico, Argentina, and Brazil, Chile, and Peru. An examination of the origins of revolution and counter-revolution in Central America. Emphasis is on social and economic structures as determinants of contemporary politics and policy change in Latin American society. Problems of development and underdevelopment are also examined. [S99]

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. Emphasis on the dynamics involved in individual voter choice, campaigning, party identification, and actively seeking elective office. Students can expect to engage in systematic research on a selected aspect of electoral behavior. Prerequisites: Upper division standing and PLSI 300-380 or equivalent, or consent of instructor. [S99]

PLSI 314. Judicial Power and the Constitution (5) An examination of the judicial role in American constitutional adjudication, both historical and contemporary. Investigation of 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. Investigations of current controversies. Prerequisite: One course in Political Science or consent of instructor. [W98; S99]

PLSI 316. Congress (5) An examination of Congressional decision making and the factors which shape legislative policies. Students can expect to engage in systematic research into selected aspects of legislative behavior. Prerequisite: One course in Political Science or consent of instructor. [F97]

PLSI 317. The Presidency (5) An examination of the office and its occupants, with emphasis on the administrations since Franklin Roosevelt. The course includes investigations of constitutional and administrative powers, presidential leadership of Congress, other elites, and public opinion, and the personality responses of the Presidents to the dilemmas they encounter. [F98]

PLSI 319. Comparative Politics of California (5) Examination of the issues, institutions, and processes affecting public policy decisions in California. Policies in other states are examined to aid understanding of California politics. Topics include the political culture of the states, the process of change, policy agendas and budgeting, and the current status of states within the federal system. [F98]

PLSI 320. Social Groups and Political Power in America (5) An examination of the ways in which non-governmental groups influence the formation, direction, execution and change in public policy in America. Emphasis on factors which contribute to such influences. Students can expect to pursue a research project on a selected topic. Prerequisite: PLSI 300. [W99]

BEHS 321. Community Politics (5) (For course description, see listing under "Interdisciplinary Courses.") [F97]

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 Japanese political economy and will include an examination of the role of government in sponsoring and supporting private industry. [W98]

PLSI 323. Government and Politics of the Middle East (5) An examination of contemporary conflicts and policies among nations in the Middle East. Emphasis 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) Analysis of the historical and social roots of Mexican politics and of contemporary policy issues in Mexican politics. Study of impact on Mexico of proximity to United States and of institutions of one party rule, the presidency, *causillismo*, and peasant economies. Other topics include Mexico's foreign and trade policies and economic development. [F97]

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. [S98]

PLSI 329. Chicano Politics (5) 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 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. [W, F98]

PLSI 334. Democratic Theory (5) An analysis of fundamental assumptions about democratic government and practices. Students can expect to develop tests for evaluating performance of political institutions and practices based on the results of that examination. Special attention will be given to American experience as a whetstone for shaping those tests. Prerequisite: Upper division standing or consent of instructor.

INST 369. Environmental Politics (5) (For course description, see listing under "Interdisciplinary Courses.") [W98]

PLSI 370. Legal Reasoning (5) Consideration of and practice in the logic, analysis, data interpretation, and writing that characterizes Anglo-Saxon jurisprudence. Special topics taken from contemporary issues such as freedom of speech, abortion, sports law, entertainment law, and anti-trust policy. [S]

PLSI 371. Model United Nations (2-5) Study of the United Nations, its operations, and its affiliated organizations. Study and analysis of one or more countries' positions and policies at the U.N. Participation in regional or national Model United Nations simulations. Enrollment is typically for two quarters: one of U.N. and country study and one for the simulation. Credit varies; may count five units for credit in the International Relations concentration of the major or the minor. [W, S]

INST 375. Administrative Processes in Government (5) (For course description, see listing under "Interdisciplinary Courses.")

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 multi-national 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 (5) A hands-on companion course to PLSI 300, Political Inquiry. Specific content for the laboratory may vary, but data processing, questionnaire formulations, interviewing, and field research analysis are the major course topics. Prerequisite: one course in Political Science or permission of the instructor. May be repeated for different course content. A field trip fee may be required. Consult the Class Schedule for specific details. [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 patterns of trade and trade agreements, international banking, currency exchange, problems of international lending and debt management, and multinational approaches to economic development. The activities of governments, multi-national corporations, and international political organizations will be emphasized as well as international agreements and protocols of the post-WWII period. [W98, S99]

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. [S99]

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 post-graduate students. Interested students should contact the department office.

PLSI 490. Senior Seminar (6) Consideration of nature of the discipline. Integration of materials from other courses. Relation of political science to other fields of study. Student completes empirical research paper commenced in PLSI 300 and PLSI 380. Senior major or consent of instructor. [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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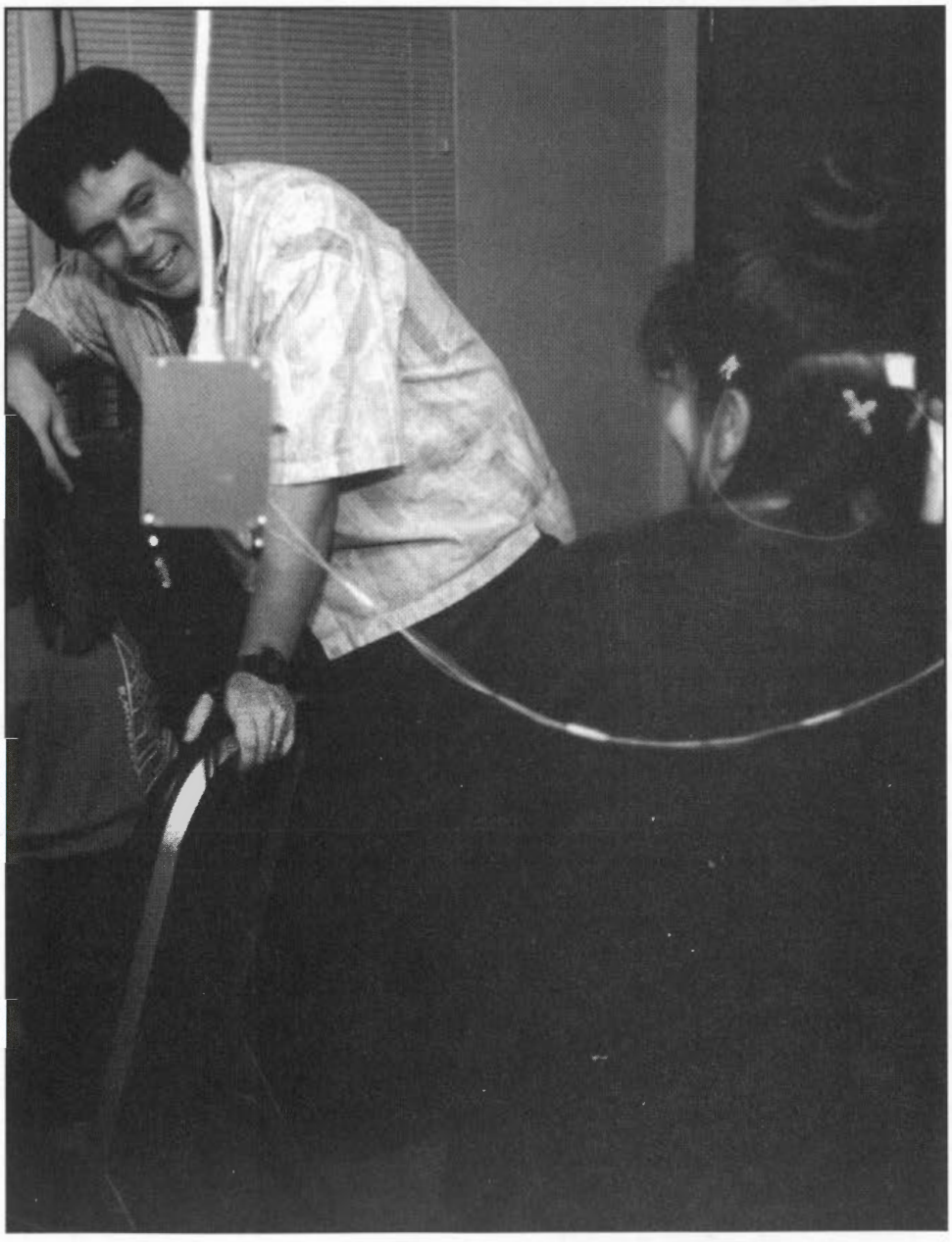
Chair: R.C. Noel

Faculty: M.J. Allen, 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

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.

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.



Requirements for the BA in Psychology

A. Prerequisites (11 units):
   1. Psychology 100. Explorations in Psychology
   2. Psychology 200. Introduction to Statistical Methods in Psychological Research<xix>
   3. Psychology 290. Psychology as a Profession (1)

B. Major Requirements (45 units):
   1. Two core courses (10 units):
      a. Psychology 300. Research Methods in Psychology
      b. Psychology 490. Senior Seminar, or
         Psychology 491. Senior Thesis
   2. Minimum of one foundation course from the following (5 units):
      Psychology 301. Principles of Learning
      Psychology 302. Sensation and Perception
      Psychology 303. Biological Psychology
      Psychology 304. Cognitive Psychology
   3. Minimum of two foundation courses from the following (10 units):
      Psychology 310. Child Psychology
      Psychology 312. Social Psychology
      Psychology 315. Abnormal Psychology
      Psychology 316. Personality
   4. Minimum of one foundation course from the following (5 units):
      Behavioral Science 311. Small Group Dynamics
      Psychology 403. Health Psychology
      Psychology 429. Psychological Tests and Measure

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
4. PSYC 291. Interpersonal and Group Process Skills

Major Requirements (47 units):
1. Core Courses (10 units):
   a. PSYC 300. Understanding Psychological Research
   b. PSYC 490. Senior Seminar
      or
   c. PSYC 491. Senior Thesis
2. Minimum of 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. Minimum of one laboratory experience from area "A" above, chosen from: PSYC 301L, 302L, 303L, or 304L (2 units).
4. Minimum of one laboratory experience from area "B" above, chosen from: PSYC 310L, 312L, 315L, or 316L (2 units).
5. Minimum of three units of applications of psychology. Excess units in this category may be applied to the elective category, subject to the restrictions of area "6." PSYC 395, Seminar in Applications of Psychology (1) and one or more of the following (3 units total):
   a. PSYC 396. Human Corps (1)
   b. PSYC 398. Peer Advising (1)
   c. PSYC 481. Directed Research in Psychology (1-5)
   d. PSYC 496. Fieldwork in Human Services Psychology (1-5)
   e. PSYC 497. Cooperative Education (1-5)
   f. PSYC 498. Directed Study in the Instruction of Psychology (1-5)
6. A minimum of three elective courses in Psychology (15 units) (up to 5 units may be any combination of lower division courses, courses requiring an individual study petition, and Human Corps).

Minor Requirements (20 units), selected from one of the following three options:
1. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
2. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," p.141).
3. A special minor (see "Special Minors," p. 68).

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 Commission on Teacher Credentialing 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 (805) 664-2247, Faculty Towers, Room 301F.

Graduate Programs in Psychology

The Department of Psychology offers both an MA and an MS in Psychology. Each degree program has its own admission requirements and degree 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.

Requirements for Admission

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 are made on a quarterly basis. Complete applications must be submitted by the third Friday of a quarter in order to be admitted for the succeeding quarter. 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.

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. Elementary Statistics (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.

   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 and 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. 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 exceptional admission.

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.

Conditionally classified level: 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.

Students who do not meet minimum standards on one or more of the admission requirements may petition to the Psychology Graduate Committee for exceptional admission.

Classified level: 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 level: 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

1. Core Courses Required in All Three Emphases (15 units)
   a. BEHS 500. Quantitative Methods in the Behavioral Sciences
   b. PSYC 501. Advanced Research Design and Methodology in Psychology
   c. PSYC 575. History and Systems in Psychology

Additional Requirements for the ***Doctoral Preparation Emphasis***

2. Approved Electives (25 units; no more than 10 units may be at the 400-level)
3. 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.

Additional Requirements for the Community College Teaching Emphasis

2. Approved Electives (20 units; no more than 10 units may be at the 400-level)
3. PSYC 688. Practicum in Teaching Psychology (10 units)

   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.

4. 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***

2. Approved Electives (25 units; no more than 10 units may be at the 400-level)
3. 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.

Advising

A student's Thesis or Comprehensive Examination Committee Chair will serve as the academic advisor. Until this person has been selected, the Chair of the Psychology Graduate Committee 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 CR/NC 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. No more than two courses, regardless of the number of units, 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.

Master of Science in Psychology

The Psychology Department at Cal State Bakersfield offers a 90-unit program leading to the Master of Science in Psychology, with an emphasis on marriage, family and child counseling. The curriculum is designed to meet the requirement of Section 4980.37 of the Business and Professions Code, which specifies academic preparation required for the California license in Marriage, Family, and Child Counseling, issued by the Board of Behavioral Science Examiners.

Requirements for Admission

Students seeking admission to the Master of Science 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 are made on a quarterly basis. Complete applications must be submitted by the third Friday of a quarter in order to be admitted for the succeeding quarter. 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.

To be considered for admission to the Master of Science in Psychology program, the student must fulfill the following minimum requirements:

1. Complete undergraduate courses in the following areas with a GPA of 3.0 or higher and with no grade lower than a "C" (2.0) in any single course:
   a. Elementary Statistics (PSYC 200 or MATH 140)
   b. Understanding Psychological Research (PSYC 300)
   c. Child Psychology (PSYC 310)
   d. Abnormal Psychology (PSYC 315)
   e. Personality (PSYC 316)
   f. Psychological Tests and Measurement (PSYC 429)

   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 and a maximum of 25 graduate units may be earned prior to admission.
2. Earn a 3.0 GPA in the last 90 quarter units of undergraduate coursework or earn a GPA of 3.0 or higher in all prior MS in Psychology coursework at CSUB (at least 20 quarter units).
3. The GREs are not required to apply to the MS program. However, the department reserves the option to request supplemental information of an applicant (e.g., personal interview).
4. Provide three letters of recommendation addressing qualifications for graduate study and a subsequent career in marriage and family counseling.

Admission to the MS in Psychology is limited to the number of students for whom the Department can provide appropriate clinical training experiences, including the required PSYC 670 Traineeship. 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 exceptional admission.

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.

Conditionally classified level: 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 25 units applicable to the MS 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 level: 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 (except PSYC 670 and PSYC 696) as long as the appropriate prerequisites have been met. Classified level students must achieve "classified-advanced" level prior to enrollment in PSYC 670 or PSYC 696. Normally this will occur in the term in which areas 1, 2, and 3 of the MS Degree Program requirements will be met and requires a 3.0 GPA for courses in the MS Plan of Study, completion of the graduation writing requirement, and satisfactory faculty evaluations of clinical skill and professional responsibility.

Candidate level: 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. Students must also receive positive faculty evaluations concerning their effectiveness and responsibility in interpersonal relationships and in meeting academic and professional responsibilities.

Course Requirements

1. Primary Foundation (27 units)
   a. BEHS 500. Quantitative Methods in the Behavioral Sciences (5)
   b. PSYC 510. Human Development: Childhood and Adolescence (4)
   c. PSYC 511. Human Development: Adulthood and Aging (4)
   d. PSYC 515. Descriptive Psychopathology (5)
   e. PSYC 516. Dynamics of Personality (5)
   f. EDCS 520. Professional Ethics (2)
   g. PSYC 592. Diagnostic and Statistical Manual (1)
   h. PSYC 593. Diagnostic Interviewing (1)
2. Introduction to Psychological Assessment (8 units)
   a. PSYC 530. Psychological Assessment of Intellectual Functioning and Interests (4)
   b. PSYC 531. Psychological Assessment of Personality and Interpersonal Behavior (4)
3. Introduction to Psychological Intervention (5 units)
   a. PSYC 550. Introduction to Psychological Intervention (5)
4. Marriage, Family, and Child Counseling (12 units)
   a. EDCS 605. Theories of Counseling (4)
   b. EDCS 610. Theories of Family Counseling (5)
   c. EDCS 615. Techniques in Family Counseling (3)
5. Advanced Psychological Intervention (5 units)
   a. PSYC 650. Advanced Psychological Intervention (5)
6. Human Sexuality (4 units)
   a. PSYC 540. Human Sexuality (4)
7. Cross-Cultural Values and Mores (4 units)
   a. EDCS 505. Cross Cultural Counseling (4)
8. Legal Issues in Marriage, Family, and Child Counseling (2 units)
   a. EDCS 526. Legal and Professional Issues: Clinical Practice (2)
9. Special Clinical Issues (3 units)
   a. EDCS 601. Chemical Dependency (2)
   b. EDCS 602. Abuse and Battering (1)
10. PSYC 670. Traineeship Practicum (10 units)
11. PSYC 696. Comprehensive Examination in Psychology (5 units)
12. Elective (5 units)

Advising

The Coordinator of the Psychology Graduate Program 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 MS degree, a student must meet the following requirements:

1. Complete the 90-unit program in accord with the approved Plan of Study and these requirements. Students may take no more than 24 units on a non-optional CR/NC basis.
2. Be in Good Standing in the MS 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 and receive satisfactory evaluations of clinical skills and professional responsibility from faculty and field placement supervisors needed for Classified-Advanced and for Candidate levels. 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 moved to Candidate level by the Department. The student must have previously achieved Classified-Advanced level.
4. Receive an overall GPA of 3.0 or higher for the entire 90-unit program.
5. No more than two courses, regardless of the number of units, with grades of "C+" (2.3) or "C" (2.0) may be counted toward the MS program.
6. No course with a grade lower than "C" (2.0) may be counted toward the MS program.

COURSES

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: (1) Mathematics 90 OR (2) three years of college preparatory Math and satisfaction of EL/M requirement. (Credit cannot be earned for both PSYC 200 and MATH 140.) [W]

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. 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]

PSYC 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-baccalaureate students. Interested students should contact the department office. [By Petition]

PSYC 290. Psychology as a Profession (2) Introduction to the profession of psychology, including careers related to psychology. Exposure to prerequisite computer, internet, library, and report writing skills important for success in the Psychology major. Intended for majors. Offered on a credit, no-credit basis only. [F, W, S]

PSYC 291. Interpersonal and Group Process Skills (2) Readings and practice in skills for effective functioning in interpersonal and group settings, including active listening, interviewing, group interaction, and decision-making. [F, W, S]

PSYC 299. 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 the department. Offered on a credit, no-credit basis only. [By Petition]

Upper Division

PSYC 300. Understanding Psychological Research (5) Critical thinking about research strategies, evidence, synthesis of research findings, theory, causality, and research ethics. Collection, analysis, interpretation, and presentation of data. Use of research to guide decision-–making. Ethical responsibilities in the research process. Lecture, discussion, and laboratory. Prerequisites: PSYC 100, PSYC 200, and PSYC 290 (or equivalents). [F, W, S]

PSYC 301. Principles of Learning (5) Examination of theory and research emphasizing behavioral principles. Lecture and 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]

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 and 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]

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 and 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]

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 and 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]

INST 311. Psychology of Religion (5) (For course description, see listing under "Interdisciplinary 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. Lectures and discussion. Prerequisite: One course in Psychology or permission of instructor. [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 and 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. Lectures and discussions. 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. Culture and Personality (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 adults' 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 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]

BEHS 351. Social Psychology of the Ghetto/Barrio (5) (For course description, see listing under "Interdisciplinary Courses.")

INST 362. Psychotechnology and Human Values (5) (For course description, see listing under "Interdisciplinary Courses.") [Variable Quarters]

PSYC 377. Special Topics (1-5) An intensive examination of contemporary psychological issues. Lectures and discussions. 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) Discussion of problems and insights concerning the application of psychology; readings, discussions, and a paper summarizing the student's application experience. 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. 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. Prerequisites: Consent of faculty sponsor and approval by the Chair 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. [F 99]

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, prosocial 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. [F 98]

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. [F 97]

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. [S]

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. [F]

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). [W, SS]

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. [F]

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 socio-economic 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: Environmental Psychology, Psychology of Intergroup Relations, Psychopharmacology, and Preparation for Professional Practice. 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. Prerequisite: PSYC 300, consent of faculty sponsor, and approval by Chair 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. Prerequisites: Senior standing, PSYC 300, and three other upper-division Psychology courses. [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. Offered on a credit, no-credit basis only. Prerequisites: Senior standing, PSYC 300, PSYC 481, consent of faculty sponsor, and approval by the Chair of Department of Psychology. [By Petition]

PSYC 496. Fieldwork in Human Services Psychology (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. Requires concurrent enrollment in PSYC 395 for the first quarter of registration. 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 Chair 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. Requires concurrent enrollment in PSYC 395 for the first quarter of registration. 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. Prerequisite: Consent of instructor who will serve as sponsor and approval by Chair 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

Some 500-level and all 600-level courses are *not* available for undergraduate credit. Students enrolled in the MA in Psychology, the MS in Psychology, and the MS in Counseling 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. *Not available for undergraduate credit.* 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 stepparenting, variety of lifestyles, gender and ethnic differences, and issues regarding sickness and death. *Not available for undergraduate credit.* Prerequisite: PSYC 310. [S]

BEHS 512. Advanced Social Psychology (5) (For course description, see listing under "Interdisciplinary Courses.") [S—odd years]

PSYC 515. Descriptive Psychopathology (5) Explorations of the phenomena of mental disorder through first-person accounts, case studies, and supervised field work. Special attention given to the phenomenology of the mentally disordered person and to various ways of conceptualizing the experience of psychopathology. Parallels the current Diagnostic and Statistical Manual (DSM) for the establishment of the etiology, diagnosis, and prognosis of various mental disorders. Seminar discussions and regularly scheduled field placement. Enrollment limited to 18 students. *Not available for undergraduate credit.* Prerequisite: PSYC 315 and consent of instructor. [S]

PSYC 516. Dynamics of Personality (5) Critical examination of major approaches to the study of personality. May be broad or focus intensively on any one of the following approaches: developmental, drive and motivational, structural, and/or trait. Special attention to the application of personality constructs to psychodiagnostic assessment and psychotherapeutic intervention. Prerequisite: PSYC 316. [W]

PSYC 530. Psychological Assessment of Intellectual Functioning and Interests (4) Introduction to the theories and applications of selected psychological tests to measure achievement, aptitude, ability, and interest. Special attention to the clinical process of planning and integrating assessment batteries. Includes consideration of the impact of cross-cultural variables on assessment. *Not available for undergraduate credit.* Prerequisite: PSYC 429, waived for MS in Counseling students who have completed ED-RS 680 and passed the Measurement Principles Challenge Exam. [W]

PSYC 531. Psychological Assessment of Personality and Interpersonal Behavior (4) Introduction to the theories and applications of selected objective and projective psychological tests used to measure personality and interpersonal behavior. Special attention to the clinical process of planning and integrating objective assessment batteries. Includes consideration of the impact of cross-cultural variables on assessment. *Not available for undergraduate credit.* Prerequisite: PSYC 429, waived for MS in Counseling students who have completed ED-RS 680 and passed the Measurement Principles Challenge Exam. [F]

PSYC 540. Human Sexuality (4) Examination of the major variables affecting human sexuality. Includes the physiological, psychological, and socio-cultural 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 550. Introduction to Psychological Intervention (5) Introduction to communication processes fundamental to the development of psychotherapeutic intervention strategies. Includes interviewing skills, formation of a helping relationship, basic interpersonal communication skills, and ethical issues that emerge in psychological intervention. Consideration of the significance of gender and ethnic differences and life transitions on the clinical process of psychological intervention. Experiential laboratory involving dyadic and group processes. *Not available for undergraduate credit.* Prerequisites: PSYC 315 and 316. [F]

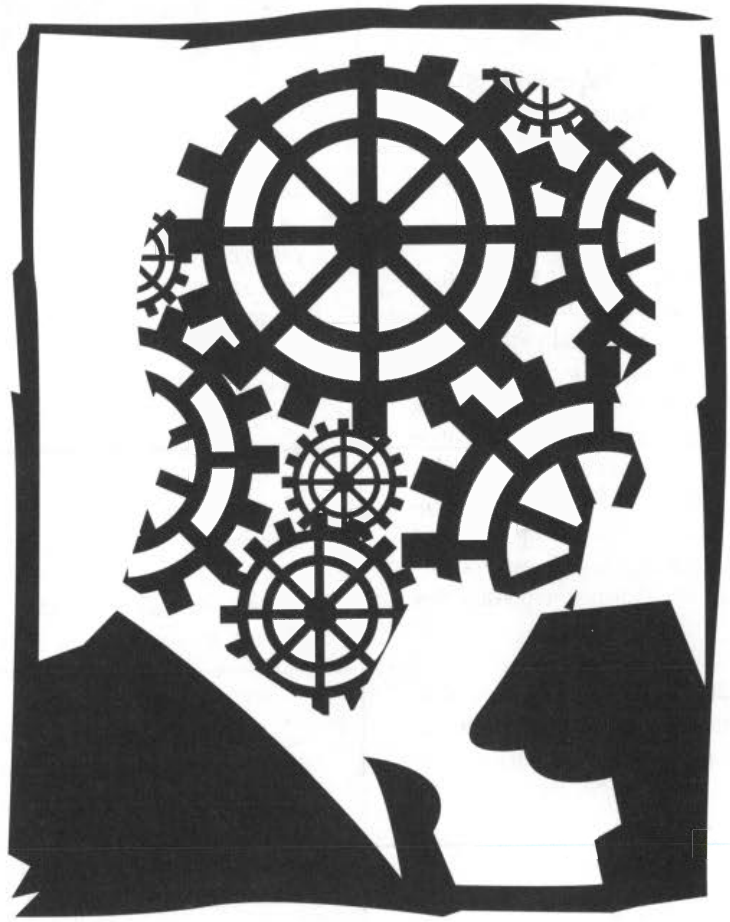
PSYC 575. History and Systems in Psychology (5) Historical analysis of the development of modern psychology as a science and the examination of its many strands--the evolution of research and theory, important figures and systematic positions, methods of thought and work, social and intellectual contexts--which 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 592. Diagnostic and Statistical Manual (1) Structure and use of the Diagnostic and Statistical Manual of the American Psychiatric Association. Lectures, discussion, and representative case materials. *Not available for undergraduate credit.* Prerequisite: PSYC 315. [W]

PSYC 593. Diagnostic Interviewing (1) Techniques of intake interviewing and determining mental status to formulate a differential diagnosis, based upon the framework of the Diagnostic and Statistical Manual (DSM). Prerequisite: PSYC 592. [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.



PSYC 650. Advanced Psychological Intervention (5) In-depth examination of one or more contemporary intervention approaches based upon specific theoretical framework(s). Consideration of how each approach is used in clinical and marriage, family, and child counseling applications. May be repeated for different approaches. Prerequisites: PSYC 515, 516, and 550. [F]

PSYC 670. MFCC Traineeship Practicum (5) Supervised experience as an MFCC trainee under a licensed professional in a mental health setting and weekly seminars on campus with other trainees. Repeated for 10 units over two consecutive terms. Offered on a credit, no-credit basis only. Prerequisite: Classified standing in MS program and departmental approval for traineeship. [F, W, S]

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 sponsor, approval by chair of Department of Psychology. Offered on a CR/NC 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

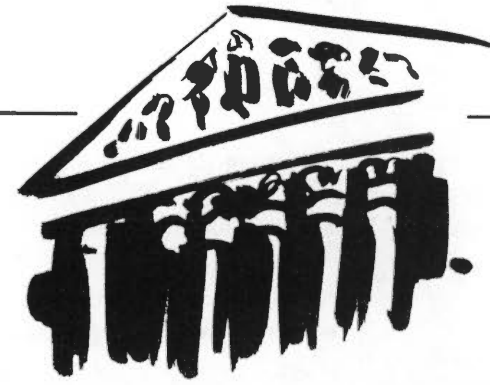
the Department of Psychology. [By Petition]

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 696. Comprehensive Examination in Psychology (5) The culminating activity for students in the MFCC option. Students prepare for and satisfactorily pass a comprehensive examination. Offered on a credit, no-credit basis only. Prerequisite: Classified standing in M. S. program and permission of the department. [S]

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 CR/NC 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 CR/NC basis only. [By Petition]



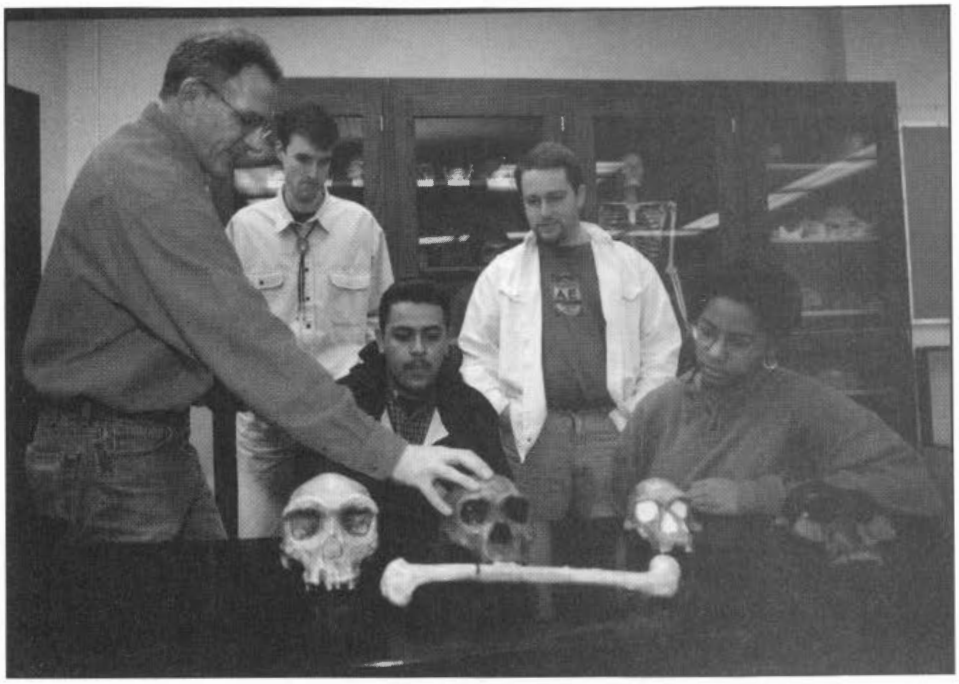
The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The CSUB Class Schedule is published quarterly and is available through the campus bookstore. Students should refer to the Class Schedule for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.

SOCIOLOGY/ ANTHROPOLOGY



The Department of Sociology and Anthropology administers two Bachelor of Arts degree programs, and two Master of Arts degree programs. The Bachelor of Arts degree programs are:

- Bachelor of Arts in Sociology
- Bachelor of Arts in Anthropology

The Bachelor of Arts in Sociology at CSUB offers the student three choices: a BA in Sociology with a minor in another field of study, a BA in Sociology with a Concentration in Ethnic Studies, and a BA in Sociology with a Concentration in Urban Studies and Planning. Degree programs with Concentrations do not require a Minor.

The Bachelor of Arts in Anthropology at CSUB has a particular focus in cultural anthropology and archaeology. Depending on which of these two sub-fields is of primary interest to the student, an appropriate minor is selected in consultation with advisers. Undergraduates are encouraged to gain experience as teaching assistants as well as given the opportunity to work as research assistants in the Center for Archaeological Research and the Applied Research Center.

The Master of Arts degree programs offered by the Department are:

- Master of Arts in Sociology
- Master of Arts in Anthropology

In all of its degree programs, both Undergraduate and Graduate, 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 elaborations of professional skills.

Dorothy Donahoe Hall, Room AA209
Voice: 805-664-2368
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Chair: K. Nyberg

Faculty: G.L. Fenenga, J.E. Granskog, L.M. Hecht, V. Kohli, J.D. McMillin, W.E. Paap, J.L. Ross, G.F. Santos, P. Silverman, M.Q. Sutton, R.E. Travis

Sociology

Requirements for the Undergraduate Major in Sociology

Sociology is concerned with understanding the sources and consequences of human social action. To this end, it deals with the way action is modified or altered by participation in differing and changing social contexts; the way relationships that constitute human groups are patterned; the way systems of belief and values affect behavior; the way these beliefs, values, norms, and expectations are acquired; and the way people seek their own identity, satisfy their basic needs, and find a sense of self and purpose. A related aim of study in Sociology is the development of an appreciation for the ways of gaining such understanding of human behavior through disciplined inquiry, observation, and research. To fulfill the requirements for the major in Sociology the student must complete 10 courses in Sociology acceptable to the department, including at least nine at the upper division level.

Required courses are:

Prerequisites:

1. SOC 100 (or equivalent)
2. MATH 140, Elementary Statistics, or PSYC 200, Introduction to Statistical Methods in Psychological Research (or equivalent)

Major requirements:

1. Two courses in research methodology
   a. SOC 300. Introduction to Research Methods
   b. SOC 400. Analysis and Presentation of Data
2. SOC 301. Theoretical Perspectives in Sociology
3. SOC 440. Social Stratification
4. SOC 444. Social Change
5. Four additional courses in Sociology (with approval of advisor), at least three of which must be upper division
6. SOC 490. Senior Seminar

Minor or Concentration

A minor or concentration is required of all students majoring in Sociology. The student must satisfactorily complete one of four (4) 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 (p. 68).
4. An interdisciplinary concentration, p. 141.

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 the department.

Teaching Credential--Single Subject

The Commission on Teacher Credentialing 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 (805)□664-3079, Faculty Towers, Room 304F.

Requirements for the Major with a Concentration in Ethnic Studies

Prerequisites:

1. SOC 100 (or equivalent)
2. MATH 140, Elementary Statistics, or PSYC 200, Introduction to Statistical Methods in Psychological Research (or equivalent)

Major requirements:

1. Two courses in research methodology
   a. SOC 300. Introduction to Research Methods
   b. SOC 400. Analysis and Presentation of Data
2. SOC 327. Race and Ethnic Relations
3. SOC 301. Theoretical Perspectives in Sociology
4. SOC 440. Social Stratification
5. SOC 444. Social Change
6. SOC 490. Senior Seminar
7. Any three (3) courses chosen from the following:
   a. SOC 335. The Latino Experiences in the US
   b. SOC 336. The Asian Experience in the US
   c. SOC 337. The African Experience in the US
   d. SOC 338. The Indigenous Experience in Modern America

Elective Courses (four courses, 20 units)

1. Choose any four (4) 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 251. Peoples of South America
   c. ANTH 252. Native Peoples of North America
   d. ANTH 460. Seminar in Aging: Culture and Ethnicity
   e. BEHS 321. Community Politics
   f. ENGL 207. Ethnic-Minority American Literature
   g. ENGL 364. Studies in Fiction: The African-American Experience
   h. ENGL 370. Literature by Women of Color
   i. HIST 372. California Indians
   j. HIST 466. History of African-Americans since 1865
   k. HIST 468. Mexican American History
   l. PLSI 315. Civil Liberties
   m. PLSI 329. Chicano Politics
   n. SOC 352. Population Dynamics and Demography
   o. SPAN 320. Hispanic-American Culture and Civilization
   p. *SPAN 321. Hispanic-American Culture and Civilization
   q. *SPAN 424. Culture and Civilization of Mexico and the Chicano/Mexican American
   r. *SPAN 426. Southwest Hispanic Folklore

*Requires competency in Spanish.

Requirements for the Major with a Concentration in Urban Studies and Planning

Prerequisites:

1. SOC 100 (or equivalent)
2. MATH 140, Elementary Statistics, or PSYC 200, Introduction to Statistical Methods in Psychological Research (or equivalent)

Major requirements:

1. Two courses in research methodology
   a. SOC 300. Introduction to Research Methods
   b. SOC 400. Analysis and Presentation of Data
2. SOC 301. Theoretical Perspectives in Sociology
3. SOC 352. Population Dynamics and Demography
4. SOC 367. Urban Sociology
5. SOC 440. Social Stratification
6. SOC 442. Conflict Mediation and Dispute Resolution
7. SOC 444. Social Change
8. SOC 451. Introduction to Geographical Information Systems
9. SOC 490. Senior Seminar
10. SOC 496. Internship in Applied Sociology

Elective Courses (four courses, 20 units)

1. Choose any two (2) classes from each of the following two groups:
   Group 1
   a. ANTH 415. Cultural Resource Management
   b. ECON 495. Urban and Regional Economics Workshop III
   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
   d. PLSI 319. Comparative Politics of California

Requirements for the Master of Arts in Sociology

The Department of Sociology and Anthropology offers a program leading to the Master of Arts in Sociology. A person with this degree would be able to teach at the Community-College level, obtain professional positions in survey and market research, human resource management and social work. The program provides an excellent preparation for studies at the doctoral level.

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 1000 Quantitative + Verbal GRE test scores, with no less than 450 on either test.
3. In lieu of the requirements listed in 2. above a student may petition the Graduate Program Coordinator for an exception.

A student seeking admission to the Master of Arts in Sociology program must:

1. Complete the application for admission to the University.
2. Complete the application for admission to the Department.
3. File a formal letter of intent with the Department.
4. Provide transcripts to the University and Department for all previous college-level work.
5. Have three letters of reference sent to the Department.
6. Take the Graduate Record Examination (GRE) and have the scores sent to the Department.
7. Provide an example of writing ability (published papers, conference paper, term paper, etc.).

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 their admission status.

Standing

Students who meet the admission requirements will be admitted as Classified Graduate Students.

Students who meet most, but not all, admission requirements, may be admitted as Conditionally Classified Students. Upon the completion of the admission requirements, the student must petition for advancement to Classified Standing. Students who are at Conditionally Classified Standing are limited to 15 units that will count toward their Plan of Study.

Students lacking substantial admission requirements or needing prerequisite coursework may be admitted to the University as Unclassified Graduate Students. Upon completion of prerequisite work, the student then must formally apply to the program. (Protection from the Duplicate Degree fee may be arranged.)

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 their committee, up to 10 quarter units of credit taken at CSUB while an Unclassified Graduate Student.

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.

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, but no more than two courses with grades of C (2.0) will be accepted toward the MA in Sociology.
3. Continuous enrollment (being registered for credit-bearing study for the three out of four consecutive academic quarters, students who have completed their Plan of Study, but have not completed their thesis, must register every quarter until the thesis is completed).
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.

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 containing a detailed list of books and resource materials for two classes as outlined in the Teaching Track Option Handout available in the Department of Sociology / Anthropology.

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 in all courses; no more than two courses with grades 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 / Anthropology offers a thesis and non-thesis option leading to a MA in Sociology. Three courses are required of all Masters students (BEHS 500, Advanced Statistical Methods; BEHS 501, 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 their committee. Students should consult the **Thesis Option** and **Non-Thesis Option** handouts available in the Department of Sociology / Anthropology office.

1. ***Thesis Option***

The Thesis option in Sociology consists of a minimum of 45 units including the three required classes. The remaining units will be comprised of coursework established in the Plan of Study developed by the student and his/her committee. Students pursuing the thesis option will be required to complete a minimum of 30 additional quarter units, ten (10) of which will be at the 500 level (exclusive of SOC 695) and the remainder at the 400 level or above.

2. ***Non-Thesis Option***

There are two different non-thesis options: teaching track and special project. Both options consist of a minimum of 50 units including the three required courses. Students electing the non-thesis option must complete an additional 35 units (20 of which will be at the 500 level and the remainder at the 400 level or above). Under the non-thesis option, only five independent study units can be applied to the student's Plan of Study. Students electing the teaching track option must include as part of their Plan of Study the following courses: SOC 597, Special Issues in Teaching Sociology; and SOC 598, Directed Study in Teaching Sociology.

SOCIOLOGY COURSES

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. [F, S]

SOC 220. Contemporary Social Problems in American Society (5) An examination of social problems currently affecting the lives of a wide range of the American people. This may include discussion of such current issues as poverty, unemployment, school desegregation, the women's movement, homosexuality, the disabled, drugs, crime, welfare, and alienation. The particular social problems discussed are examined, using sociological concepts. Students are encouraged to formulate their own views regarding present and future impact of the problems on American society. (CAN SOC 4)

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 277. Special Topics (1-5) Offered periodically as announced. Analysis of selected contemporary topics in Sociology. Subjects vary from term to term. Prerequisite: One course in behavioral science. May be repeated for different course content.

SOC 289. 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 post-graduate students. Interested students should contact the department office.

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 an introduction to word processing and data analysis using the computer. Prerequisite: Completion of MATH 140 or PSYC 200 or equivalent. [F]

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. [W]

SOC 305. Popular Culture and Lifestyles (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 lifestyles. Theories and methods for analyzing cultural expressions in popular music, street art, film, television, and advertising.

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. [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.

BEHS 318. Culture and Personality (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. [F]

SOC 325. Sociology of Crime (5) Analysis of the social dimensions of crime. Various conceptual frameworks are considered and their implications for the study of crime assessed. Attention is given to the relationship between criminal behavior and the structure and organization of the criminal justice system. [W]

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. [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 334. 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, notetaking, 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. [W]

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 socio-economic 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. [F, W]

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. [W]

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. [S]

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 demograhic 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. [F]

SOC 343. Collective Behavior and Social Movements (5) Analysis of structure and boundaries of social groups. Special attention to characteristics of mobs, crowds, social movements, revolutions. Role of social unrest in developing and changing social organizations. Selected investigations. Lectures and discussions. [F]

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 (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. [W]

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. [S]

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]

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]

BEHS 382. The Aged (5) (For course description, see listing under "Interdisciplinary Courses.") [F]

SOC 396. Human Corps (1) One unit of credit for 30 or more hours of volunteer community service experience working directly with people in a sociology-related non-profit, governmental or community-based organization, including educational institutions. Open to students with appropriate Sociology background for the particular placement. The student may suggest a suitable placement or request an assignment from the Sociology 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. Offered on a credit, no-credit basis only.

SOC 400. Analysis and Presentation of Data (5) This course will develop and advance concept knowledge and data collection and analysis 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: Completion of SOC 300 or equivalent. [W]

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]

BEHS 435. Family and Kin: Comparative Perspectives (5) (For course description, see listing under "Interdisciplinary Courses.") [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, as well as take 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, power, privilege, and prestige in contemporary American Society. The study of mobility including trends in occupational mobility. [F]

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. [F]

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. [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 gender relations, and other issues. Detailed examination of quantitative findings, and candid discussion of sexually explicit behaviors. Prerequisite: SOC 100 and MATH 140, their equivalent or permission of instructor.

SOC 450. Contemporary Global Issues (5) Examines the world's major issues today, their historical roots, present conditions, and future trends. The focus will be on the last few decades of political, economic, social, cultural and environmental processes of the modern world-system.

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.

SOC 481. Directed Research in Sociology (1-5) Students prepare and carry out a research proposal under faculty guidance. The preparation of the proposal includes defining the problem, reviewing relevant literature, developing a theoretical perspective and constructing a research design. Students then will be expected to complete their research project by collecting and analyzing data and writing up a final report.

SOC 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 post-baccalaureate students. Interested students should contact the department office.

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. Prerequisite: Completion of SOC 300, SOC 400, and SOC 301. [W, S]

SOC 496. Internship in Applied Sociology (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. Offered on a credit, no credit basis only.

SOC 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.

SOC 498. Directed Study in Teaching Sociology (1-5) (Theory and method in undergraduate 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: Consent of instructor who will serve as sponsor, approval by Chair of Department of Sociology/Anthropology. May be repeated for different course consent.

SOC 499. Individual Study (1-5) Individual study under the direction of a faculty member. Prerequisite: Permission of instructor and approval of the department.

Graduate Courses

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 551. Advanced Geographical Information Systems (5) This course will explore the nature of spatial data sources and their applications. Special emphasis will be placed on collecting spatial information and creating base maps. Additional topics to be explored include data conversion methods, maintaining data quality, data base design, and analyzing the impact of emerging technologies such as automated vectorization. The course is designed to address problems and concerns of working with GIS applications. Prerequisite: SOC 351 or equivalent.

SOC 552. 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 555. Seminar on Alcohol and Drugs (5) An examination of current issues concerning alcohol and drugs, including controversial theoretical perspectives, the implications of social policy decisions, and the individual and social consequences of alcohol and drug addiction. Selected demographic patterns of alcohol and drug use and abuse will be covered, including a specific focus on alcohol and drug use in different ethnic groups. Some consideration is also given to alcohol and drug use in other countries. [F]

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 we will focus 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.

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.

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 / Anthropology.

SOC 695. Master's Thesis in Sociology (1-9)

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.

Anthropology

Anthropology is concerned with the comprehensive study of human beings. Anthropologists investigate the diversity of human cultures, their social structure, interaction, religion, economy, ecology, and language. Anthropologists also study human biology, evolution, and adaptation. Understanding the development of human society in the past and how that relates to the present also is a major goal of Anthropology. A baccalaureate degree in Anthropology could lead to a great variety of career choices, including Anthropologist, Archaeologist, positions in social service, law enforcement, private industry, and government service.

Requirements for the Undergraduate Major in Anthropology

To fulfill the requirements for the major in Anthropology, a student must complete nine (9) courses acceptable to the department, including at least seven (7) at the upper division level.

Prerequisites:

1. ANTH 100. Introduction to Cultural Anthropology (or equivalent course)
2. ANTH 102. Introduction to Biological Anthropology (or equivalent course). This must include a laboratory element, ANTH 103 (1 unit) will be required if this course was taken without a lab.
3. ANTH 104. Introduction to Archaeology (or equivalent course)

Required Courses:

1. Two courses in research methodology
   a. ANTH 300. Introduction to Research Methods
   b. ANTH 400. Analysis and Presentation of Data
2. ANTH 301. Theoretical Perspectives in Anthropology
3. One course focusing on the ethnography of a region. Courses that fulfill this requirement include the following:
   a. ANTH 250. Peoples of Africa
   b. ANTH 251. Peoples of South America
   c. ANTH 252. Native Peoples of North America
4. Four additional upper division courses; a minimum of one each from archaeology and cultural anthropology (must be approved by advisor)
5. ANTH 490. Senior Seminar

Minor or Concentration

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 (p. 68).

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," p. 141).

Requirements for the Minor in Anthropology

Four courses totaling 20 quarter units in Anthropology, at least three of which must be upper division, approved by the department.

Teaching Credential--Single Subject

The Commission on Teacher Credentialing 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 (805) 664-2247, Faculty Towers, 301F.

Requirements for the Master of Arts in Anthropology

The Department of Sociology and Anthropology offers a program leading to the Master of Arts in Anthropology. A person with this degree would be able to teach at the Community College level, obtain professional positions as an Anthropologist or Archaeologist in private and government sectors, and be well prepared to advance to a Ph.D. program.

The strengths of this program lie in several areas. For those primarily interested in archaeology, the focus is in the archaeology of California and the Great Basin. For those primarily interested in cultural anthropology there is specific research interest in the anthropology of aging, the anthropology of sport, and feminist anthropology. Graduate students are encouraged to collaborate with faculty members on their various research projects.

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 1000 Quantitative + Verbal GRE test scores, with no less than 450 on either test.
3. In lieu of the requirements listed in 2 above a student may petition the Graduate Program Coordinator for an exception.

A student seeking admission to the Master of Arts in Anthropology program must:

1. Complete the application for admission to the University.
2. Complete the application for admission to the Department.
3. File a formal letter of intent with the Department.
4. Provide transcripts to the University and Department for all previous college-level work.
5. Have three letters of reference sent to the Department.

6. Take the Graduate Record Examination (GRE) and have the scores sent to the Department.
7. Provide an example of writing ability (published papers, conference paper, term paper, etc.).

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 their admission status.

Standing

Students who meet the admission requirements will be admitted as Classified Graduate Students.

Students who meet most, but not all, admission requirements, may be admitted as Conditionally Classified Students. Upon the completion of the admission requirements, the student must petition for advancement to Classified Standing. Students who are at Conditionally Classified Standing are limited to 15 units that will count toward their Plan of Study.

Students lacking substantial admission requirements or needing prerequisite coursework may be admitted to the University as Unclassified Graduate Students. Upon completion of prerequisite work, the student then must formally apply to the program. (Protection from the Duplicate Degree fee may be arranged.)

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 their committee, up to 10 quarter units of credit taken at CSUB while an Unclassified Graduate Student.

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.

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, but no more than two courses with grades of C (2.0) will be accepted toward the MA in Anthropology.
3. Continuous enrollment (being registered for credit-bearing study for the three out of four consecutive academic quarters, students who have completed their Plan of Study, but have not completed their thesis, must register every quarter until the thesis is completed).
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 the 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.

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 containing a detailed list of books and resource materials for two classes as outlined in the Teaching Track Option. Handout available in the Department of Sociology / Anthropology.

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 two courses with grades 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 / Anthropology offers a thesis option and non-thesis option leading to a MA in Anthropology. Three courses are required of all Masters students (BEHS 500, Quantitative Methods of 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. Students should consult the Thesis Option and Non-Thesis Options Handout available in the Department of Sociology / Anthropology office.

1. *Thesis Option*

   The Thesis option in Anthropology consists of a minimum of 45 units including the three required classes. The remaining units will be comprised of coursework established in the Plan of Study developed by the student and his/her committee. Students pursuing the thesis option will be required to complete a minimum of 30 additional quarter units, ten of which will be at the 500 level (exclusive of ANTH 695) and the remainder at the 400 level or above.

2. *Non-Thesis Option*

   There are two different non-thesis options: teaching track and special project. Both options consist of a minimum of 50 units including the three required courses. Students electing the non-thesis options must complete an additional 35 units (20 of which will be at the 500 level and the remainder at the 400 level or above). Under the non-thesis options, only five independent study units can be applied to the student's Plan of Study. Students electing the teaching track option must include as part of their Plan of Study the following courses: ANTH 597, Special Issues in Teaching Anthropology; and ANTH 598, Directed Study in Teaching Anthropology.

Anthropology Courses

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. Lectures and discussion. (CAN ANTH 4) [F, W, S]

ANTH 102. Introduction to Biological Anthropology (5) The course examines selected basic principles of the life sciences from a biological anthropological perspective. Emphasis is placed on the synthesis of present evidence concerning primate and human evolution, the interrelationships between the biological and cultural aspects of human adaptation, and the classification and distribution of races. Investigative laboratory projects using field data are required. Lab fee required. (CAN ANTH 2) [F, W, S]

ANTH 104. Introduction to Archaeology (5) An introduction to the methods and applications of archaeology, together with a survey of world prehistory; the acquisition of culture from the Paleolithic Age to the earliest civilizations. Carries credit in both Anthropology and Art History. (CAN ANTH 6) [F]

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.

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. Several short papers will be required. [S]

ANTH 250. Peoples of Africa (5) An overview of the diverse cultures of Africa, with a focus on sub-Saharan Africa. Each student will choose a particular culture for intensive examination. 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. Requires extensive writing. [F, 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. Requires extensive writing. [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. [S]

ANTH 277. Selected Topics in Anthropology (1-5) Specialized topics in anthropology offered periodically as announced. May be repeated on a different topic. May require permission of instructor.

ANTH 289. 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 post-graduate students. Interested students should contact the department office.

ANTH 291. Survey Techniques in Field Archaeology (5) Techniques in archaeological survey. All aspects of survey are covered: inventory, location, recordation, mapping, and evaluation of site data. The course involves some classroom instruction but is mostly fieldwork. A field trip fee may be required. Prerequisite: ANTH 104. [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]

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 an introduction to word processing and data analysis using the computer. Prerequisite: Completion of MATH 140 or PSYC 200 or equivalent. [F]

ANTH 301. Theoretical Perspectives in Anthropology (5) The history, development, and application of the major theoretical orientations in anthropology. Prerequisite: ANTH 100. [W]

BEHS 318. Culture and Personality (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. [S]

ANTH 325. The 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. [F]

ANTH 334. 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, notetaking, 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. [W]

ANTH 339. Sexual Behavior in Cross-Cultural Perspective (5) Analysis of the patterns of sexual behavior in non-Western societies. Deals with coitus, types of sexual stimulation, self-stimulation, homosexuality, and culturally specific ways of attracting a sex partner. Also explores the forms, meaning, and function of the sexual symbolism which commonly occurs during rites of passage. [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]

The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The CSUB Class Schedule is published quarterly and is available through the campus bookstore. Students should refer to the Class Schedule for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.

ANTH 350. Peoples of Mexico (5) An analysis of social, economic, political, and religious institutions in various contemporary rural Indian and Mestizo communities. [S]

ANTH 370. Third World Communities (5) Most of the people in underdeveloped countries are found in rural communities--communities that are presently caught up in the pro-cesses of modernization. The focus of this course is on an examination of the lifeways of such communities from representative societies of the Third World (including India, Mexico, and the Middle East), 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.") [F]

ANTH 390. Method and Theory in Archaeology (5) The theory, method, and techniques employed by archaeologists in excavation, archaeological survey, 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. [S]

ANTH 391. Excavation Techniques in Field Archaeology (5) Techniques in the excavation of archaeological sites. All aspects of site specific studies are covered: research design, logistics, surface collections, excavation, and evaluation of data. The course involves some classroom instruction but is mostly fieldwork. A field trip fee may be required. Prerequisite: ANTH 104. [S]

ANTH 396. Human Corps (1) One unit of credit for 30 or more hours of volunteer community service experience working directly with people in an anthropology-related non-profit, governmental or community-based organization, including educational institutions. Open to students with appropriate anthropology background for the particular placement. The student may suggest a suitable placement or request an assignment from the Anthropology 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. Offered on a credit, no-credit basis only.

ANTH 400. Analysis and Presentation of Data (5) This course will develop and advance concept knowledge and data collection and analyses 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: Completion of ANTH 300 or equivalent. [W]

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: Completion of ANTH 102 (or equivalent) or permission of the instructor. [W]

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. The Federal Government's requirements for identification, evaluation, and treatment of cultural resources, in consultation with the State Historic Preservation Office and the Advisory Council on Historic Preservation, will be detailed. The role of the California Environmental Quality Act in the treatment of cultural resources at the local level also will be considered. In addition, requirements regarding the disposition of human remains and coordination and consultation with Native Americans will be discussed. [S]

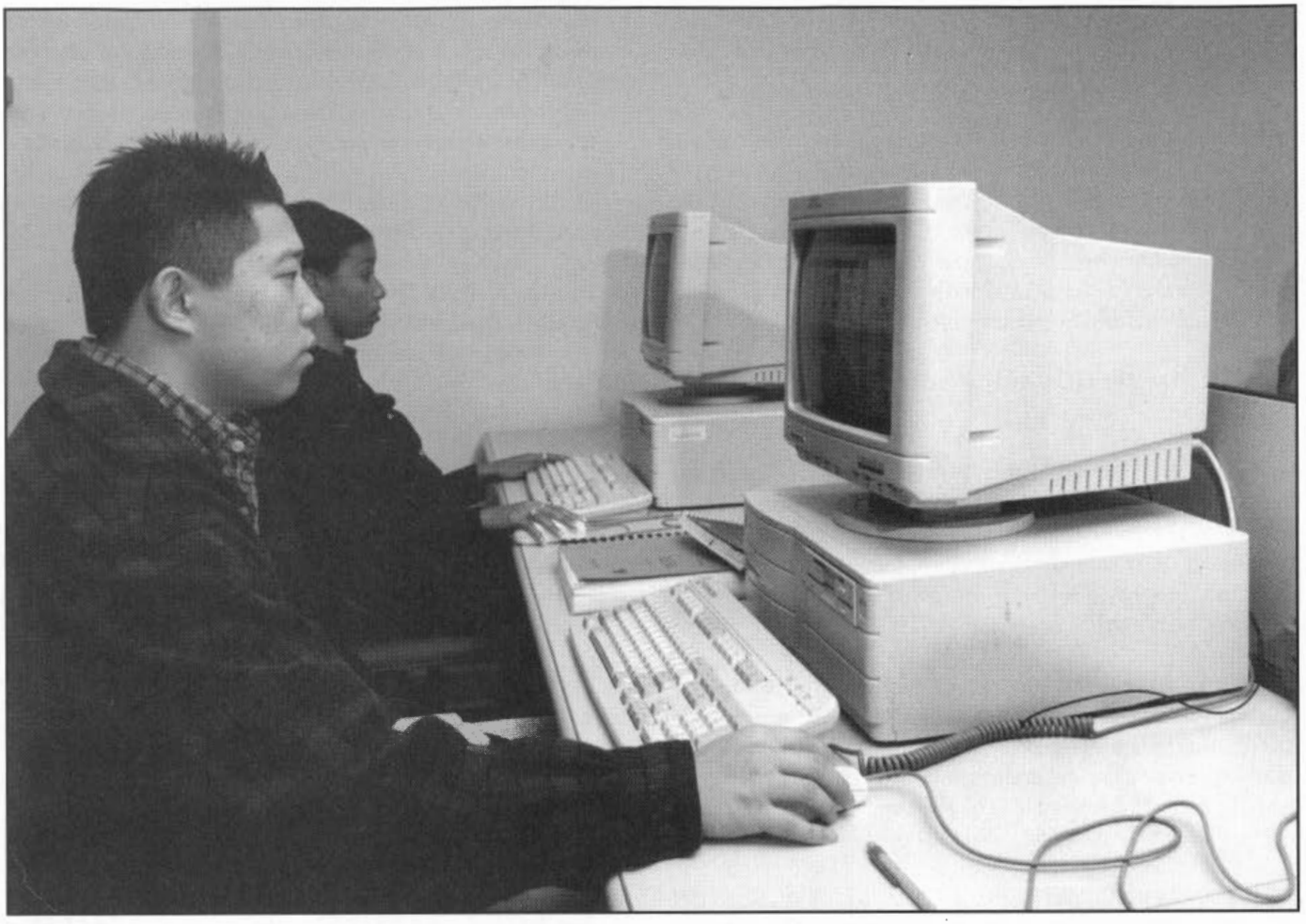
BEHS 435. Family and Kin: Comparative Perspectives (5) (For course description, see listing under "Interdisciplinary Courses.") [W]

ANTH 438. The Anthropology of Women (5) A cross-cultural examination of the variable roles of women in societies ranging from hunting and gathering bands to post-industrial society. Particular attention given to analyzing the cultural forces that determine how gender roles are defined and how they change. Students of both sexes are welcome to participate. [F]

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 471. Culture Change (5) The focus of the course is the impact on non-Western cultures of European economic and political expansion over the past 500 years. 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. Students will select a specific country or territory for intensive examination of these issues. [F]

ANTH 473. Historical Archaeology (5) This course provides an introduction to theory and method in Historical Archaeology. This subject is a specialized subdiscipline of general anthropology that entails 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 of Historical Archaeology. [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. [F]

ANTH 477. Selected Topics in Anthropology (1-5) Specialized topics in anthropology offered periodically as announced. One course in anthropology recommended. May be repeated on a different topic. May require permission of instructor.

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 required.

ANTH 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 post-graduate students. Interested students should contact the department office.

ANTH 490. Senior Seminar in Anthropology (6) Consideration of the nature of the discipline. Integration of material from other courses. The relationship of anthropology to other fields of study. Recommended prior coursework: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor; or permission of instructor. [S]

ANTH 492. Advanced Laboratory Methods in Archaeology (5) A detailed examination of specialized laboratory techniques for the analysis of archaeological materials, including techniques of dating, soils analysis, faunal analysis, floral analysis, lithic analysis, chemical analyses, typology, and materials analyses. Laboratory fee may be required. Prerequisite: ANTH 292 or permission of the instructor.

ANTH 496. Internship in Community Anthropology (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. Offered on a credit, no credit basis only.

ANTH 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.

ANTH 498. Directed Study in Teaching Anthropology (1-5) (Theory and method in undergraduate 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: Consent of instructor who will serve as sponsor, approval by Chair of Department of Sociology / Anthropology. May be repeated for different course content.

ANTH 499. Individual Study (1-5) Individual study under the direction of a faculty member. Prerequisite: Permission of the instructor and approval of the department.

Graduate Courses

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.

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. Prerequisite: ANTH 391 or equivalent and permission of instructor.

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.

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 / Anthropology.

ANTH 695. Master's Thesis in Anthropology (1-9)

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.

School of Business and Public Administration

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Interim Dean: Ron Eaves

School of Business and Public Administration

The School of Business and Public Administration is a professional school dedicated to educating students to become more effective and efficient managers in the public and private sectors operating in the complex and dynamic world of today.

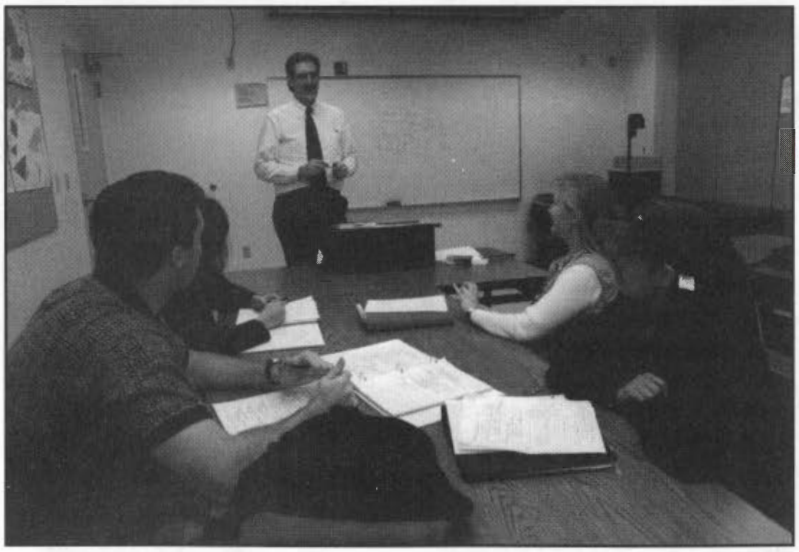
The primary skills emphasized in the school include strategic planning, problem identification, and problem analysis in the context of the economic, social, political, and ethical forces. Emphasis is also placed on an integrated perspective to decision making and total quality management as well as effective written and oral communication skills.

The demanding programs in the School build upon the general education curriculum that the prospective business and public administration student completes in the freshman and sophomore years. The knowledge and skills learned in this broadly based program are enhanced as the student enters the upper level professional program of Business and Public Administration.

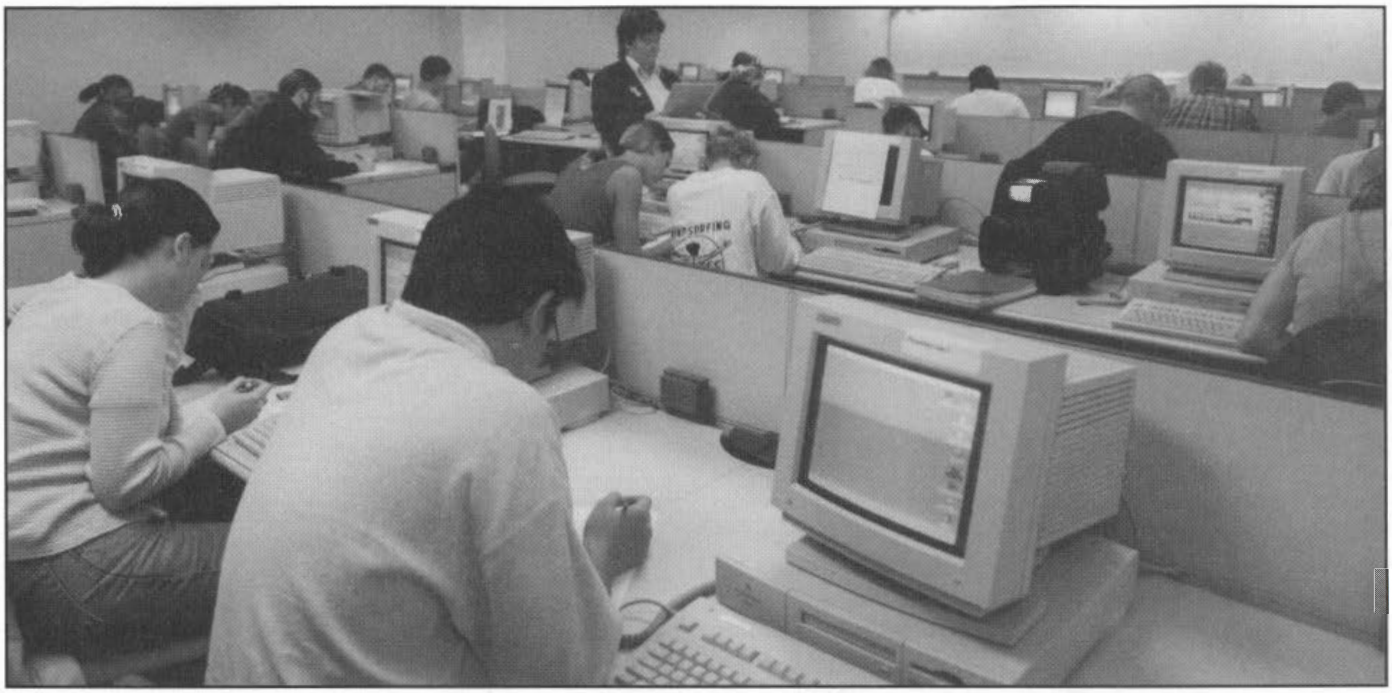
In pursuing its educational mission, the School must be responsive to the needs and desires of its primary service area as well as the market outside. The faculty of the School, recognizing this need, have pursued research interests both within and outside the primary market. These research efforts have been critical to the growth and development of the School and have contributed significantly to the basic 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 must consider the international environment within which most organizations operate. Research and teaching efforts of the School are designed to reflect this ongoing change.

The information explosion of yesterday continues unabated. The effective manager must be able to consolidate the data available and integrate this information across the disciplines. Management decisions cannot be made without consideration of the impact of marketing, operations, finance, human resources and other critical areas. The computer facilitates the integration and evaluation of this data, but must be understood and available at all levels of management. This means factoring computer applications and technology into all disciplines as a tool of management, not as a separate discipline.

The mission of the School of Business and Public Administration is to provide our students with the basic knowledge and ethical values as well as the technical, decision making and communication skills essential for personal and career growth in the field of management in the 21st Century. The School recognizes that its student clientele will need to acquire a holistic understanding of management, be able to easily relate one functional area to another and draw on skills learned in a variety of functional areas for purposes of analysis and decision making. Consequently, both the undergraduate and graduate curricula are built on a strong core that places an emphasis on the development of generic analytical and management skills.



Excellence in education is a phrase that becomes a reality in BPA. The School is staffed with a faculty drawn from many of the top schools of business and public administration in the United States. As the School grows in response to ever increasing numbers of students entering, 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. An effective educational institution must be proactive to these changes rather than just react. The lead time required to train future managers in new technologies can often be two to three years. This requires close contact with the practicing managers in the public and private sectors and requires



close and continuous contact between the academician and the practitioner. The faculty of the School of Business and Public Administration interface 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 the managers of today, many of whom comprise the graduate student population in the School.

A particularly significant force that provides invaluable services and support to the School is the Business Advisory Council. This is a group of twenty-eight senior executives from national, regional and local businesses and governmental agencies. This 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 non profit and health care directors, who offer their expertise to the department on curriculum and the needs of the current public administration sector.

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 six concentrations offered in the School. The Management and Marketing Department also houses the Management Information Systems concentration.

Degree Programs

Undergraduate:

Bachelor of Science in Business Administration with concentrations in:

- Accounting
- Finance
- Management
- Management Information Systems
- 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 American Assembly of Collegiate Schools of Business (AACSB). This is particularly significant in that only 282 institutions in the United States have both their undergraduate and master's programs accredited. The Public Policy and Administration programs are accredited by the National Association of Schools of Public Affairs and Administration. The School of Business and Public Administration is one of the smallest to have their programs accredited by AACSB and NASPAA, a confirmation of the quality of the faculty and their dedication to excellence in education.

The School has active chapters of Beta Gamma Sigma, the top national academic honorary for business majors, Sigma Iota Epsilon, national management honorary, Alpha Mu Alpha, national marketing honorary, Alpha Kappa Psi, national business fraternity, and Pi Alpha Alpha, national honorary for Public Affairs and Administration.

The Institute of Accounting, formed through the generosity of accounting firms and other friends of CSUB, provides augmented services to the professional Accounting Community and CSUB students. The Institute for Public Administration 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. Purposes of the Institute for Public Administration include: promoting management and supervisory training in the public, nonprofit, volunteer, and health sectors within the CSUB service area; relating management and supervisory training needs and other educational needs of public service personnel to available resources of CSUB; encouraging and engaging in research focused on public, non-profit, volunteer, and health sector issues and needs; and cooperation with appropriate professional and academic groups and public service agencies in furthering the aforementioned objectives.

The Small Business Institute (SBI) is part of a program supported by the Small Business Administration (SBA) at some 500 universities and colleges throughout the country. SBA regional offices direct appropriate businesses to sponsoring SBI institutions for assistance in marketing, financial planning, accounting, and various other business management areas. Students participate in the SBI program at Cal State University, Bakersfield by enrolling in BA 428 at the undergraduate level or BA 528 at the graduate level. The students, acting as consultants under faculty supervision, conduct relevant field investigations for SBI clients and prepare a final written case report. Local businesses and students interested in the SBI program should contact the SBI director for further information.

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 which satisfies the U.S. Government portion of the American Institutions requirement.

Teaching Credential--Single Subject

The CSUB degree in Business Administration has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential in Business Education. This means that the Examination Waiver for Business Education has been approved for a CSUB graduate with an *approved* major in Business Administration. 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, it is essential that credential candidates consult with the evaluator in the School of Education to assure that their programs will be approved.

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. IELC offers a language immersion program into American English. The non-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. (For additional information see IELC, page 31, 105.)

Programs in Business Administration

Bachelor of Science in Business Administration

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 economic, political, social complex; (2) a concentration of courses which permit an in-depth study of a selected aspect of business activity.

Requirements for Major in Business Administration

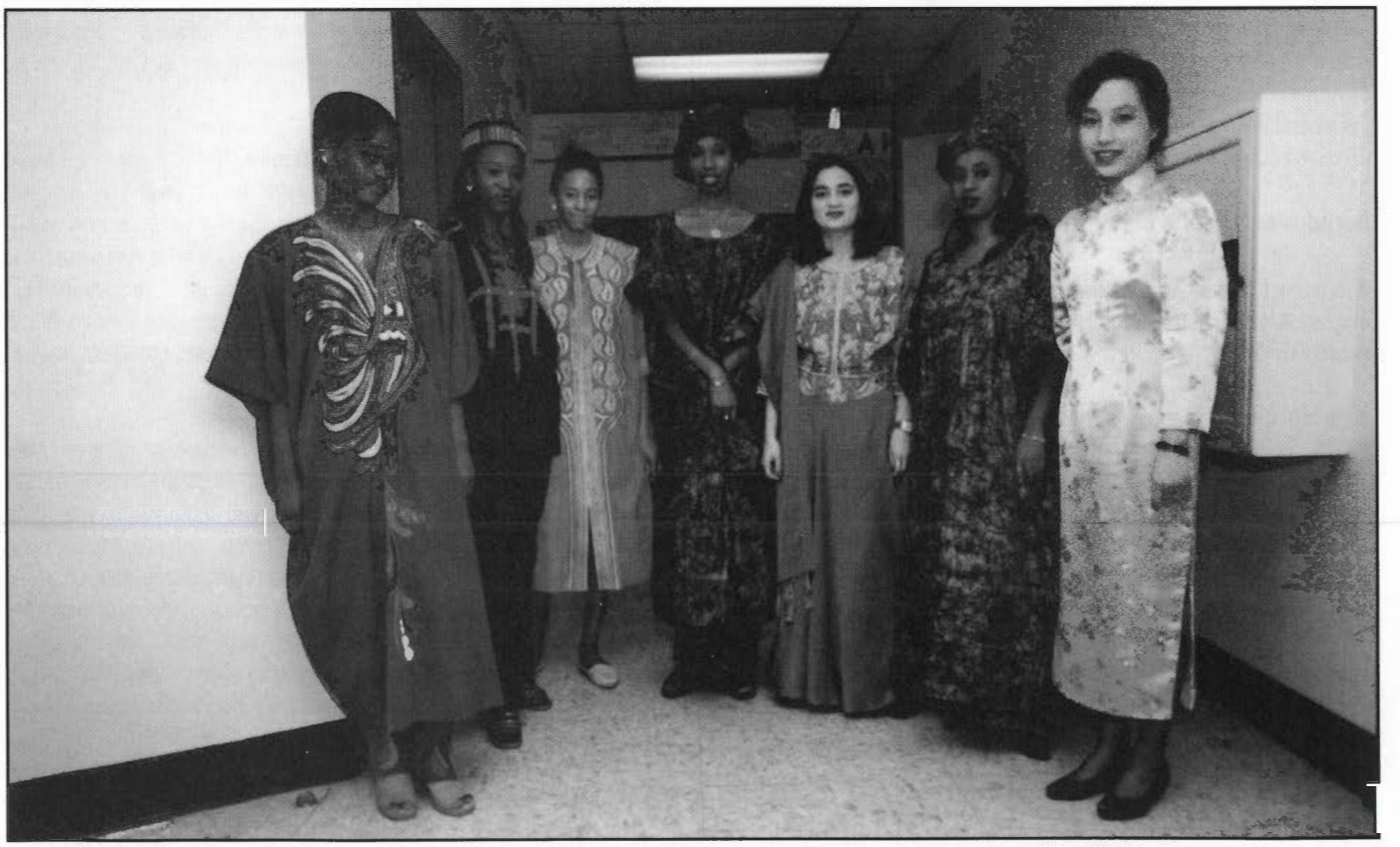
The major is to be completed with a minimum cumulative grade point average of 2.0 in all courses counted for the major. Prior to completing the Required Lower Division Foundation Core, students are required to have obtained proficiency in software productivity tools. Proficiency can be demonstrated by taking MIS 200 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.

A. Required Lower Division Foundation Core

ACCT 220	Introduction to Financial Reporting and Accounting
ACCT 221	Introduction to Managerial Accounting
ECON 201	Essentials of Micro Economics
ECON 202	Essentials of Macro Economics
MATH 120	Introduction to Quantitative Methods in Business
MATH 140	Elementary Statistics

1. Business Administration majors *shall not* be enrolled in any upper division Business Administration course unless they have:
   a. completed the courses designated above as Lower Division Foundation Core
   b. attained junior status (completed 90 quarter hours of course work counting toward the 186 quarter hours needed for graduation)

2. Courses requiring a specific prerequisite(s) may be taken only after the prerequisite(s) has been completed.



B. Required Upper Division Core Courses (40 quarter units)

MGMT 300 – Organizational Behavior
MGMT 301– Quantitative Methods for Business Decisions
MGMT 302 – Introduction to Operations Management
MKTG 300 – Marketing Management
FIN 300 – Financial Management
BA 370 – Legal Environment of Domestic and International Business
BA 374 – Business and Society (satisfies General Education Goal XIII)
BA 490 – Senior Seminar in Business Administration

C. Upper Division Concentration Electives

To qualify for the B.S. 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 496, 497 or 499 cannot be used to satisfy any concentration elective requirements for a B.S. in Business Administration.

General Business Concentration

To qualify for the B.S. in Business Administration with a concentration in General Business a student must select at least five additional upper division courses from the two business departments.

Requirements for a Minor in Business Administration

A minor in Business Administration is available to candidates for a B.A. degree. A minor is not required for students majoring in Business Administration.

A student desiring a minor in Business Administration must take:

ACCT 345 – Fundamentals of Financial Decision Making
MGMT 300 – Organizational Behavior
MKTG 300 – Marketing Management

and one of the following:

BA 100 – Perspectives in Business.
BA 370 – Legal Environment of Domestic and International Business
BA 374 – Business and Society

Business Administration Courses

All courses are five units unless otherwise stated.

Lower Division

BA 100. Perspectives in Business 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 non-business 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 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 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 One unit of credit for 30 or more hours of volunteer community service experience working directly with people in a business-related, non-profit, 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 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 SBI Program Director.

BA 490. Senior Seminar in Business Administration 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, 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. CR/NC only.

BA 500. Introduction to Business (8) This course will equip students with the necessary knowledge and skills to successfully complete the MBA foundation coursework and move on to the study of business at the graduate level. Students will be introduced to business activities and terminology through discussion and outside assignments. They will gain an understanding of the relationship between an organization, its people, its technology, and its customers. Students will develop and reinforce their research, writing and presentation skills and become familiar with the assignment standards and formats required of MBA students.

BA 505. Managerial Skills (4) 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.

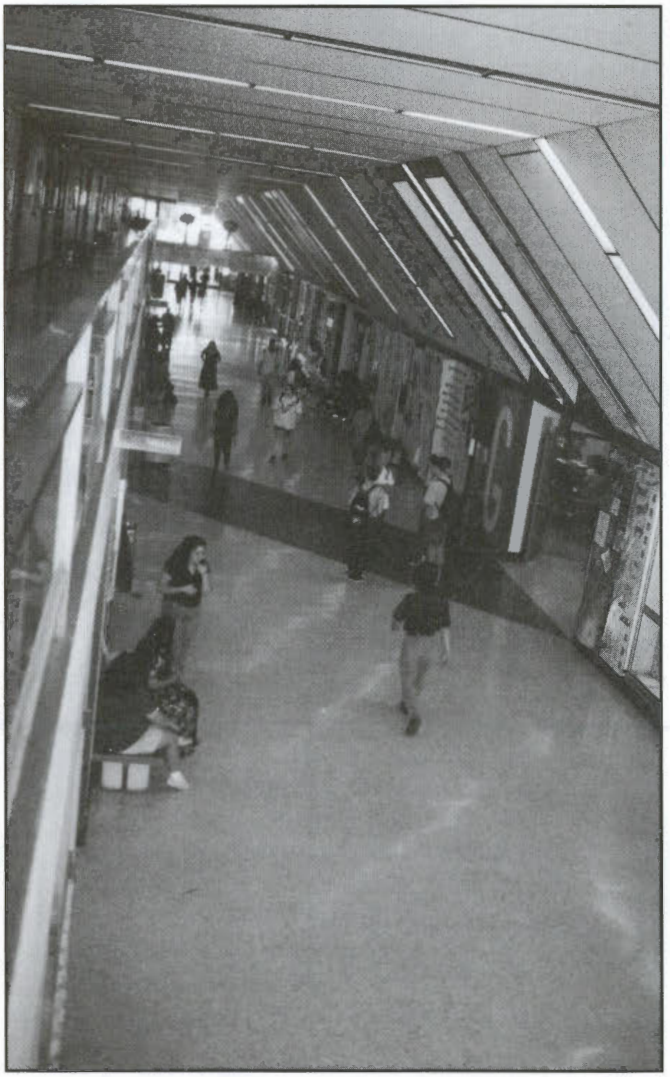
BA 510. Quantitative Decision Making for Business (4) An introduction to the decision making/optimization techniques in the context of problem formulation and computer based solutions to application problems in business. Topics include, probability concepts, decision making, forecasting, linear programming, transportation/assignment, waiting lines, network models and inventory control.

BA 515. Principles of Accounting and Finance (4) Builds on the basic accounting concepts presented in Fundamentals of Business by examining the types of decisions that are determined by financial inputs. Emphasis is placed on financial statement analysis. In addition, this course provides an overview of how the capital markets function through coverage of the following topics: the debt and equity markets, risk and return, portfolio theory, and security valuation. Spreadsheet applications are included.

BA 520. Analyzing the Environment of Business (4) This course examines the external environment of business organizations with emphasis on the unique and determining features of enterprise, industries and markets. The competitive structure of industries and markets is analyzed and categorized. Structural differences across industries and markets are examined and contrasted within the domestic economy and across national boundaries. The determining forces of structure, cultural, political/legal, ethical and technological, are studied, and the implications for competitive structure are examined for global business, international trade, new ventures, and emerging markets.

Graduate (MBA) Courses

BA 690. Master's Culminating Project (3) An individual interdisciplinary written project and presentation to be completed during the student's last quarter of graduate study under the supervision of a faculty mentor. The project may consist of either a comprehensive company analysis or original interdisciplinary research. This experience is designed to provide the student with opportunity to demonstrate that he/she has developed an integrative perspective of business management, possesses a sound, working knowledge of the business disciplines and has the ability to analyze business problems, trends, or issues from an interdisciplinary perspective. The final report and presentation will be evaluated by a team of faculty members. Students will not be permitted to register for this course until the final quarter of graduate studies.



ACCOUNTING/ FINANCE

ACCOUNTING

The accounting program is designed to provide students with the knowledge required for an entry level position in public, not for profit, or industrial accounting. The focus of this program is the preparation of professional accounting managers and problem solvers. We are interested in the "whys" as well as the "hows" of accounting. Our students are expected to be thinking, articulate, take charge people sensitive to the changing requirements impacting the accountant's role in all types of economic activity.

FINANCE

Finance is a broad academic discipline encompassing many specialty areas. Corporate financial managers are involved in the proper use of assets and liabilities, but even within this area there are specialists who concentrate on cash management, inventory management, capital budgeting, and other finance areas. Outside the arena of large corporations, finance majors find career opportunities in security brokerage, banking, real estate and insurance. Finance is also a useful major to students interested in the management of small firms.

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Accounting

Concentration: Accounting

Requirements:

All Students must complete:
1. ACCT 275. Business Law
2. ACCT 300. Intermediate Accounting I
3. ACCT 301. Intermediate Accounting II
4. ACCT 302. Intermediate Accounting III
5. ACCT 303. Managerial Accounting
6. ACCT 304. Federal Income Tax Accounting I

In addition to the above courses, all students concentrating in Accounting must select one of two tracks:

Public Accounting Track

Courses required:
1. ACCT 305. Federal Income Tax Accounting II
2. *ACCT 400. Advanced and International Accounting
3. *ACCT 408. Auditing

General Accounting Track

Three of the following courses are required:
1. ACCT 305. Federal Income Tax Accounting II
2. ACCT 430. Oil and Gas Accounting
3. *ACCT 400. Advanced and International Accounting
4. *ACCT 408. Auditing

*Recommended electives (not required)

All fields of Accounting:
1. MIS 330. Systems Analysis and Design
2. MIS 340. Database Fundamentals
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

*Students should complete the Upper Division Writing Competency requirement before taking either ACCT 400 or ACCT 408.

**COMM 304 satisfies the Upper Division Writing Competency requirement.

Accounting Courses

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. (CAN BUS 2)

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.

ACCT 275. Business Law (5) An 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) Financial accounting theory, concepts and practices, the accounting cycle, with an overview of the financial statements and working capital. Prerequisite: ACCT 221.

ACCT 301. Intermediate Accounting II (5) A continuation of financial accounting theory, concepts and practices with reference to accounting policy, long-term assets, long-term debt stockholders' equity, accounting changes, error analysis, and cash flow. Prerequisite: ACCT 300.

ACCT 302. Intermediate Accounting III (5) A continuation of financial accounting theory, concepts and practices with reference to accounting policy, pensions, leases, financial statement analysis, foreign operations, foreign currency translation, interim reporting, partnerships and branch accounting. Prerequisite: ACCT 301.

ACCT 303. Managerial Accounting (5) An 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 304. Federal Income Tax Accounting I (5) Basic concepts applicable to all taxpayers, with particular emphasis on the individual taxpayer. Prerequisite: ACCT 221.

ACCT 305. Federal Income Tax Accounting II (5) Taxation of partnerships, corporations, estates and trusts. Prerequisite: ACCT 304, or permission of instructor.

ACCT 345. Fundamentals of Financial Decision Making (5) An 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 400. Advanced and International Accounting (5) Special problems of accounting for business combinations, reorganizations, bankruptcies, 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. Prerequisite: ACCT 302.

ACCT 408. Auditing (5) The fundamentals of auditing theory and practice, ethical standards, auditing standards, auditing techniques, and the audit report; special emphasis on independent audits by CPAs and the CPA's role in society. Prerequisites: ACCT 302, 303 and completion of upper division writing requirement.

ACCT 430. Oil and Gas Accounting (5) In depth look at the special problems associated with accounting for oil and gas operations. The full cost and successful efforts methods, accounting for joint interests, SEC disclosure requirements and special auditing, taxation and valuation issues will be addressed. Prerequisite: ACCT 220 and 221.

ACCT 477. Selected Topics (5) Special topics courses provide the 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. The department will determine applicability toward the concentration.

ACCT 496. Internship in Accounting (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. Credit/No Credit only.

ACCT 499. Individual Study (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 the 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.

Post-Baccalaureate

ACCT 500. Essentials of Financial Accounting (5) A summary of the principles and procedures applied to data collection, analysis and external financial reporting. This course is not open to undergraduates.

Graduate

ACCT 620. Accounting for Decision Making and Control (4) This course 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 Accounting 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 Accounting 303 (Cost Accounting) or its equivalent.

ACCT 625. Seminar on Current Developments in Taxation (4) This course covers key tax developments at the federal and California levels. The latest issues affecting individuals, pass through entities, and C Corporations will be covered. The major emphasis will be income tax matters, but gift and estate taxation will also be covered as current events dictate. Prerequisite: Completion of all required 500-level MBA courses, or permission of instructor.

ACCT 630. Seminar in Current Financial Accounting Topics (4) This course covers the latest developments in financial accounting. Issues currently before the SEC and FASB will be discussed within the context of financial accounting theory and the latest research on these issues. Prerequisite: Completion of all required MBA 500-level courses or permission of the instructor.

ACCT 635. Accounting for Nonprofit and Governmental Organizations (4) This course will introduce students to the fundamentals of fund accounting and its implementation in both the governmental and nonprofit areas. The course will focus on unique structure and function of these organizations and the differences in financial reporting from that of for-profit organizations. Topics include external financial reporting, internal management decisions, budgeting, cost control, and current issues.

ACCT 677. Selected Topics in Accounting (4) Special topics courses provide the 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. The department will determine applicability toward the concentration.

ACCT 699. Individual Graduate Study (4) Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the 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.

Finance

Concentration: Finance (20 quarter hours)

Areas of Emphasis: Finance, Financial Economics, Real Estate

General Finance (20 quarter units)

1. Required:
   a. FIN 325. Financial Planning
   b. FIN 326. Investment Management
   c. FIN 490. International Business Finance

2. Plus one course selected from the following:
   a. FIN 305. Computer Applications in Finance
   b. FIN 400. Advanced Financial Management
   c. FIN 460. Financial Institutions Management
   d. FIN 475. Real Estate Appraisal
   e. FIN 480. Real Estate Finance and Investment
   f. FIN 485. Land Use and Public Policy

3. Students are also encouraged to participate in the internship program:
   a. FIN 496. Internship in Finance

Financial Economics (25 units)

1. Required:
   a. ECON 302. Intermediate Macroeconomics
   b. ECON 420. Econometrics and Forecasting
   c. FIN 400. Advanced Financial Management
   d. ACCT 303. Managerial Accounting
2. Plus one course selected from the following:
   a. FIN 460. Financial Institutions Management
   b. ECON 430. Money and Banking

Real Estate (20 units)

1. Required:
   a. FIN 475. Real Estate Appraisal
   b. FIN 480. Real Estate Finance and Investment
   c. FIN 485. Land Use and Public Policy
2. Plus one course selected from the following:
   a. FIN 325. Financial Planning
   b. FIN 460. Financial Institutions Management
   c. MKTG 302. Advertising and Public Relations Strategy
   d. MKTG 303. Professional Selling and Sales Management
3. Students are also encouraged to participate in the internship program:
   a. FIN 496. Internship in Finance
4. The following courses meet the statutory college course requirements for the California Real Estate Broker's license:
   a. ACCT 220. Introduction to Financial Reporting and Accounting
   b. ACCT 275. Business Law
   c. FIN 480. Real Estate Finance and Investments

Finance Courses

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. Prerequisite for Business Minor: ACCT 220 and ACCT 221 or equivalent.

FIN 305. Computer Applications in Finance (5) An 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 the AMSPEC financial databases 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 325. Financial Planning (5) Develops the skills and knowledge necessary to create financial plans. The financial planning process, life insurance, health insurance, social security, annuities, qualified retirement plans, property insurance, liability insurance, and estate planning. Spreadsheet skills are used to formulate realistic financial plans. Case analysis and student presentations may be required. Prerequisite: FIN 300.

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) This course is designed to provide 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 460. Financial Institutions Management (5) This course is designed to give students a broad introduction to 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. Computer models and cases are used to show real world applications. Student presentations are required. Prerequisite: FIN 300.

The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The CSUB Class Schedule is published quarterly and is available through the campus bookstore. Students should refer to the Class Schedule for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.

FIN 475. Real Estate Appraisal (5) Examines the characteristics of real properties; the use of appraisal techniques; the influence of leverage; and the application of advanced statistical techniques of the valuation of real property. Some field work may be required during the course.

FIN 477. Selected Topics in Finance (5) Special topics courses provide departments with the opportunity to present an in-depth study of a selected topic or topic not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. Individual departments will determine applicability toward the concentration. Emphasis will be placed on bringing together more than one area of finance.

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 is 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 485. Land Use and Public Policy (5) A study of the impact of various economic, political, and social factors on the use and valuation of land and real property. Subjects covered will include zoning and subdivision regulations, growth management, environmental controls, planning, community development regulations, and the effects of taxation regulations. Student presentations and case simulations are a part of the course.

FIN 490. International Business Finance (5) An 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 (5) This course is designed to provide 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.

FIN 499. Individual Study (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. May not be used to satisfy the requirements of the Business Administration major.

Post-Baccalaureate

FIN 500. Corporate Financial Management (5) Explores financial theories of the firm and introduces practical decision methods. Topics include: financial markets, risk, valuation, capital budgeting, financial analysis and forecasting, working capital management, capital structure and international finance. Statistical and financial analysis as well as spreadsheet applications are also covered. This course is not open to undergraduates.

Graduate

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 (4) 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 677. Selected Topics in Finance (1-5) Special topics courses provide departments with the opportunity to present an in-depth study of a selected topic or topic not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

FIN 680. Seminar in Real Estate Investments (4) 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 (4) 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.

FIN 699. Individual Graduate Study (4) 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.

MANAGEMENT/ MARKETING

MANAGEMENT

With the recent globalization of business in the United States there is a growing demand for individuals trained in the concept of managing. Every industry, manufacturing service, or government requires skilled managers. Managers contribute professionally to business and service industries through knowledge and application of the management functional areas of planning, organizing, staffing, and leading. Also incorporated is the knowledge and application of the concepts of leadership, motivational theories and managerial professionalism and ethics.

MARKETING

The marketing concept is based upon satisfying the needs of specific customer groups to determine which goods and services should be offered to fulfill an organization's goals. By analyzing, interpreting, and anticipating the behavior of people and organizations, marketing provides direction and coordination for organizational activities. Thus, marketing involves developing the right product/ service, place, promotion and price mix to satisfy chosen customer groups. Marketing is "where the action is" in modern organizations offering exciting opportunities for individuals who are challenged by a fast-paced, dynamic, and constantly changing organizational environment.

MANAGEMENT INFORMATION SYSTEMS

The fastest growing areas of employment in the United States have consistently been computer-related. As the world moves increasingly into the information age, many new professionals will be needed with the ability to apply computer technology to solve business problems and to seize opportunities in the marketplace. The MIS program is designed to give students the tools and background they need in order to participate in this exciting field. The emphasis of the program is on the application of technology.

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Management

Concentration: Management

Areas of Emphasis

- General Management
- Human Resources Management
- Operations Management
- Small Business Management
- Services Management

General Management (20 quarter units)

Required:

1. MGMT 308. Organization Theory and Design
2. MGMT 309. Career and Managerial Skills

Plus two courses selected from the following:

1. MGMT 310. Human Resource Management
2. MGMT 345. Small Business Management
3. MGMT 370. Operations Management and Control
4. MGMT 405. International Management
5. MGMT 415. Management Development and Training
6. MGMT 425. Labor Relations and Collective Bargaining
7. MGMT 455. Decision Analysis
8. MGMT 460. Total Quality Management
9. MGMT 477. Selected Topics in Management
10. BA 428. Small Business Consulting
11. MIS 480. Seminar in Management Information Systems

Human Resource Management (20 quarter units)

Required:

1. MGMT 310. Human Resource Management

Plus three courses selected from the following:

1. MGMT 309. Career and Managerial Skills
2. MGMT 410. Issues in Human Resource Management
3. MGMT 415. Management Development and Training
4. MGMT 420. Wage and Salary Administration
5. MGMT 425. Labor Relations and Collective Bargaining
6. MGMT 477. Selected Topics in Management
7. BA 428. Small Business Consulting

Operations Management (20 quarter units)

Required:

1. MGMT 370. Operations Management and Control
2. MGMT 380. Purchasing and Materials Management
3. MGMT 460. Total Quality Management

Plus one course selected from the following:

1. MGMT 455. Decision Analysis
2. MGMT 465. Services Operations Management
3. MGMT 480. Current Topics in Operations Management

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 370. Operations Management and Control
4. MGMT 460. Total Quality Management
5. ACCT 303. Managerial Accounting
6. BA 428. Small Business Consulting
7. MKTG 400. Marketing Research and Control

Services Management (20 quarter units)

Required:

1. MGMT 465. Services Operations Management
2. MGMT 475. Services Management
3. MKTG 430. Services Marketing

Plus one course selected from the following:

1. MGMT 345. Small Business Management
2. MGMT 460. Total Quality Management

Concentration: Management Information Systems

Lower Division (10 quarter units)

1. MIS 220. Introduction to Structured Business Programming
2. MIS 250. COBOL Programming

Upper Division (25 quarter units)

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

Requirements for Minor in Organizational Studies

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 or MGMT 410 Issues in Human Resource Management

Management Courses

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 plays, case studies, and small group discussions. Prerequisite: MGMT 300.

MGMT 310. Human Resource Management (5) Policies and practices affecting the management of human resources in business organizations. An examination of employment processes, compensation and motivation systems, employee training and development practices, performance appraisal methods, and union/management relations. 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 370. Operations Management and Control (5) Analysis of tools and techniques for planning, scheduling, controlling, and coordinating diverse resources, processes, suppliers, and customer demands. Topics covered include: operations strategy, capacity planning, continuous process improvement, aggregate planning, master production scheduling, supplier partnership, outsourcing, managing projects, JIT, CIM, and other recent advances and techniques for controlling and improving firm activities at the operational level. Prerequisite: MGMT 302.

MGMT 380. Purchasing and Materials Management (5) The role and scope of the procurement function and concept of an integrated materials management process is examined. Topics include: relations with functional department, purchasing structure and processes in business and service organizations, international purchasing, and measuring purchasing performance, traffic management, quality assurance, inventory management, and legal and ethical aspects of purchasing. Prerequisite: MGMT 302.

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 410. Issues in Human Resource Management (5) Current problems affecting personnel policy and strategy. Emphasis on organizational development and change, including recent management techniques: team building, conflict resolution, job design, and personnel appraisal. Recommended: MGMT 310.

MGMT 415. Management Development and Training (5) The examination of management development practices and their effect on business organizations. The emphasis is on both theories and techniques associated with effective management development and how they may be used to develop management talent in private organizations. This will include tools for analyzing management development styles. Completion of MGMT 310 is recommended.

MGMT 420. Wage and Salary Administration (5) A comprehensive problems oriented study of the design and implementation of employee compensation systems relative to direct financial payments, indirect employee benefit payments, and nonfinancial rewards in business organizations. The analysis of behavioral sciences and economics contributions to the development of compensation systems. Recommended: MGMT 310.

MGMT 425. Labor Relations and Collective Bargaining (5) A study of the relationship between unions and business management. Emphasis is on understanding the forces affecting the decisions of parties to labor contracts and labor negotiations. Includes a study of labor organizations, labor legislation, and negotiating issues and practices. Recommended: MGMT 310.

MGMT 455. Decision Analysis (5) The application of methods employed in the making of managerial decisions. Emphasis is on the application of selected statistical techniques, including forecasting, in collection and analysis of quantitative information relating to managerial decision-making.

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 465. Services Operations Management (5) A comprehensive examination of operations management principles and managerial decisions related to service operations. Topics include: service strategy, location, layout, capacity, inventory, technology, scheduling, distribution, and quality assurance. Computer software and simulation models will be used to examine service operations. Prerequisite: MGMT 302.

MGMT 475. Services Management (5) This course focuses on planning and analysis of problems facing the service executive. The course integrates the areas of operations and human resources in order to effectively make decisions and develop strategies to meet organizational goals. A case study approach will be utilized. Prerequisite: MGMT 465.

MGMT 477. Selected Topics in Management (5) Special topics courses provide the 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. The department will determine applicability toward the concentration.

MGMT 480. Current Topics in Operations Management (5) An in-depth analysis of cases and readings relating to current topics in both manufacturing and service industries. Topics will include newly developed and developing tools and techniques for improving productivity, quality, and competitive position.

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. Credit/No Credit only.

MGMT 499. Individual Study (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 the 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.

Post-Baccalaureate

MGMT 500. Management and 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. This course is not open to undergraduates.

MGMT 502. Operations Research (5) An introduction to the mathematical aspects of operations research and management science in the context of mathematical problem formulation and computer based solutions to application problems in business administration. Topics include linear programming, transportation models, goal programming, integer programming, non-linear programming, network analysis and inventory. This course is not open to undergraduates.

MGMT 520. Operations Management (5) An introduction to selected topics in production/operations management in manufacturing and service enterprises. Topics include organizations structure of production systems, resource/process planning, inventory, quality assurance and statistical control methods, quantitative methods and computer applications. This course is not open to undergraduates. Recommended: MGMT 502.

Graduate

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 extensivelye to develop skill in diagnosing and solving organizational design problems.

MGMT 602. Seminar in Operations Management (5) An examination of issues relating to the planning, design, and control of complex production systems. Current research and issues affecting production and service systems management will be explored.

MGMT 615. Seminar in Management of Technology and Innovation (4) This course provides a managerial perspective to new technology adoption and implementation. It studies the challenges that firms face in the future, the nature of the organizational changes that they are implementing to address these changes, and the design, implementation and management of an infrastructure required for the Information Age organization. Topic areas include: IT challenges and opportunities, technology's relationship to business competition and strategy, technology assessment, innovation and corporate renewal, enabling technologies, and leading and managing the technology-driven organization.

MGMT 620. Managing Small Business Enterprises (4) Small firms are the backbone of American industry. Managers of a small enterprise deal with all aspects of business operations. In this course small firms are examined using a series of case studies to investigate business situations in various phases of a firm's development. A firm is examined during pre-start preparations, initial operation, the growth phase, maturity, and finally, at its decline or renewal. Computer-based spreadsheets will be utilized. Prerequisites: FIN 600 and MGMT 600.

MGMT 650. Seminar in Global Operations Management (4) 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 (4) The issues and methods involved in conducting business research will be explored. Students will collect data which will then be analyzed by utilizing a variety of statistical techniques via computer. Bivariate, multivariate and non-parametric 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 677. Selected Topics in Management (4) Special topics courses provide the department with the opportunity to present an in-depth study of a selected business subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

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.

MGMT 699. Individual Graduate Study (4) Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the 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.

Management Information Systems Courses

Lower Division

MIS 200. Software Productivity Tools (2) This course will teach students how to use software productivity tools. These tools will include wordprocessing, spreadsheets, database, presentation software and the Internet. DOS and WINDOWS will be taught in order to manage IBM compatible microcomputer resources. In addition, students will be shown how to use and benefit from the information highway. A comprehensive test, designed by the MIS faculty, will be given at the end of the course.

MIS 220. Introduction to Structured Business Programming (5) Software development is explored at the pre-implementation stage with emphasis on designing software solutions to business problems. Methodologies such as topdown design, structure charts, structured flowcharts, algorithms and pseudocode will be utilized. The implementation of these tools will be explored through a prominent representative language, e.g., C, Visual Basic. The student will gain an exposure to commonly used operating systems and the use of electronic mail. Prerequisite: MIS 200 or equivalent.

MIS 250. COBOL Programming (5) A continuation of MIS 220 to explore the COBOL language 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. Prerequisite: MIS 220 or equivalent.

Upper Division

MIS 300. Management Information Systems: Concepts and Applications (5) This course will provide an overview of the computer-based information systems, its 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 concept. Issues in new developments in the MIS fields and how they affect the functional areas of business for improving the competitiveness of a business organization will be explored and developed. New trends in information systems 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 200 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 three basic database models, with emphasis on the relational model. 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 200 or equivalent.

MIS 440. Data Communications (5) This course will investigate the elements of data communications and teleprocessing and cover PC connectivity, LANS, internetworking, WANS, client server architecture, voice communications, video conferencing, multimedia, imaging 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. An internship or a systems project will be required. In addition, real projects will be given based on topical areas in the MIS field at that time. The course will be used to underscore the requirements needed by our students to be competitive in the marketplace on receiving their degree. Prerequisite: MIS 330 and MIS 340.

MIS 477. Selected Topics in Management Information Systems (5) Selected topics courses provide the 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. The department will determine applicability toward the concentration.

MIS 480. Seminar in Management Information Systems (5) A further discussion of selected topics introduced in MIS 200. Attention will be given to those topics which are most vital in the rapidly changing world of computing and information systems. Development of decision support systems and expert systems. Prerequisite: MIS 200 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. Credit/No Credit only.

MIS 499. Individual Study (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 the discipline, to research the subject area and present an in-depth study for review. The 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 requirement for the Business Administration degree.

Post-Baccalaureate

MIS 500. Computers and Information Systems (5) This course begins with an overview of computer technology and its application to business problems. The development of information systems and their implementation are explored. Examples of applications in each of the functional areas of business are also discussed. A review of microcomputer literacy and productivity tools is also undertaken. This course is not open to undergraduates.

Graduate

MIS 600. Seminar in Management Information Systems and Technology (5) This course will provide a state-of-the-art coverage of information technology as it relates to effective decision making. Collection and manipulation of relevant data, database design, data mining, data warehousing and information sharing among functional areas will be explored. The course explores various information systems technologies including decision support and executive information systems. Numerous case studies illustrate the successful applications and the impacts of information systems in growing companies. The course also explores the new trends in information systems field including group support systems, geographic information systems and applied artificial intelligence for effective decision making.

MIS 677. Selected Topics in Management Information Systems (4) Selected topics courses provide the 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.

MIS 699. Individual Graduate Study (4) Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. The student works under the direct supervision of a faculty member who must approve the study prior to its implementation

The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The CSUB Class Schedule is published quarterly and is available through the campus bookstore. Students should refer to the Class Schedule for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

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Marketing

Concentration: Marketing

Areas of Emphasis:

- General Marketing
- Consumer Marketing and Advertising Strategy
- Organizational Marketing
- Services Marketing

Consumer Marketing and Advertising Strategy

Students must take a total of four courses--

Two required courses:
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 431. Customer Service and Quality Service Strategy
4. MKTG 440. Retailing
5. 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

Organizational Marketing

Students must take a total of four courses--

One required course:
1. MKTG 415. Industrial Marketing and Channel Strategy

Plus two courses selected from the following:
1. MKTG 303. Professional Selling and Sales Management
2. MKTG 410. Marketing Decision Analysis
3. MKTG 420. Global Marketing

Plus one course selected from the following:
1. MKTG 400. Marketing Research and Control
2. MKTG 490. Marketing Planning and Problem Solving

Services Marketing

Students must take a total of four courses--

Three required courses:
1. MKTG 430. Services Marketing
2. MKTG 431. Customer Service and Quality Service Strategy
3. MKTG 435. Seminar in Services Marketing Planning and Problem Solving

Plus one course selected from the following:
1. MKTG 301. Consumer Behavior
2. MKTG 302. Advertising and Public Relations Strategy
3. MKTG 400. Marketing Research and Control
4. MKTG 410. Marketing Decision Analysis

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 410. Marketing Decision Analysis
5. MKTG 415. Industrial Marketing and Channel Strategy
6. MKTG 420. Global Marketing
7. MKTG 430. Services Marketing
8. MKTG 431. Customer Service and Quality Service Strategy
9. MKTG 435. Seminar in Services Marketing Planning and Problem Solving
10. MKTG 440. Retailing
11. MKTG 470. Direct Marketing Strategy
12. MKTG 477. Selected Topics in Marketing

Plus one* required course:
1. MKTG 400. Marketing Research and Control
2. MKTG 490. Marketing Planning and Problem Solving

*Students may take both 400 and 490 plus two more courses from the selection list above.

Requirements for a Minor in Marketing (20units)
1. MKTG 300. Marketing Management
2. MKTG 490. Marketing Planning and Problem Solving

Plus any two other Marketing courses

Marketing Courses

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.

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, and public relations. Surveys the entire field of promotion in its social and management context and develops the creative approach, strategy, and tactics necessary to realize the objectives of the marketing program. 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, MGMT 301.

MKTG 410. Marketing Decision Analysis (5) This course concentrates on the application of Marketing Information Systems and introduces the student to quantitative tools used in decision making for successful Marketing Management. Topics covered include types of information needed for each quantitative tool use, how to obtain the needed marketing information, how to use the computer and appropriate software for marketing data, and how to interpret the results. Following the interpretation, how to make decisions, develop policies, and implement them to be a successful marketing manager. Computers and case studies will be used extensively. Prerequisite: MKTG 300; MKTG 400; or permission of instructor.

MKTG 415. Industrial Marketing and Channel Strategy (5) Study of the differences and similarities between industrial and consumer markets with emphasis on the development of effective marketing strategies for the management, movement and handling of goods from the point of production to the point of consumption in the industrial (business to business) sector. Case studies and computer applications will be used. Prerequisite: MKTG 300.

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 431. Customer Service and Quality Service Strategy (5) A study of the requirements of customer service and how to develop quality service strategy. The course will analyze methods of determining customer needs and expectations; how to measure consumer satisfaction; how to develop quality control standards and procedures for services; and implementing a quality service program. Prerequisite: MKTG 300.

MKTG 435. Seminar in Services Marketing Planning and Problem Solving (5) An integrating course of the services marketing area, focusing upon the planning and analysis of problems facing the service marketing executive. This course investigates how to make effective marketing decisions, develop strategies and provide customer satisfaction. A case study approach will be utilized. Prerequisite: MKTG 430.

MKTG 440. Retailing (5) An investigation of the development, trends, and institutions of retailing. The focus of the course is on developing and administering effective marketing strategies and controls. Study of the principles and policies of retail store operation such as location, layout, planning and control, personnel, target markets, and customer service will be considered. Case studies and computer applications will be utilized. 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 role of credit cards and computers, and the impact of socioeconomic changes and life-styles on direct marketing will also be discussed. Prerequisite: MKTG 300 or permission of instructor.

MKTG 477. Selected Topics in Marketing (5) Special topics courses provide the 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. The department will determine applicability toward the concentration.

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. 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. Credit/No Credit only.

MKTG 499. Individual Study (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 the 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.

Post-Baccalaureate

MKTG 500. Marketing Planning and Management (5) An intensive study of the nature and role of marketing concentrating on planning and administering the marketing program. Includes the basic marketing principles (products, place, price, and promotion) with emphasis on the analysis of customer wants, needs, and purchasing patterns. Combination lecture, case, and project format concentrating on applications of analytical and decision-making techniques. This course is not open to undergraduates.

Graduate

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 (4) 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 (4) 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 (4) 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 (4) 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.

MKTG 677. Selected Topics in Marketing (4) Special topics courses provide the 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. The department will determine applicability toward the concentration.

MKTG 699. Individual Graduate Study (4) Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the 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.

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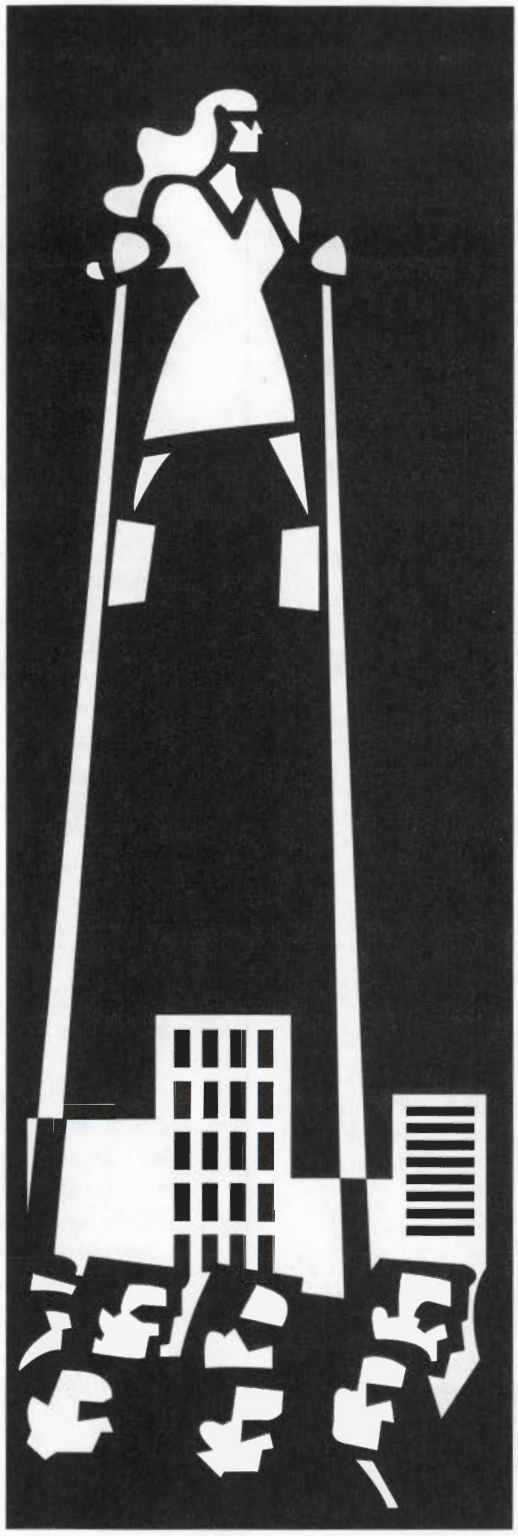
MASTER OF BUSINESS ADMINISTRATION



The Master of Business Administration degree is designed to offer an opportunity for individuals to develop their managerial abilities and to advance their management careers. The program seeks to provide an understanding of contemporary issues affecting each of the functional areas of business operations. Special attention is given to the analytic and human processes and to the external forces which influence the decisions of operating managers. Specifically the MBA degree program objectives are:

- Prepare graduate students for middle management positions in business, industry, and government
- To a limited extent, prepare high achieving students for entry into doctoral programs
- Assure that each student has a mastery of business management concepts, environmental considerations, and decision making appropriate for middle management
- Provide a reasonable level of direct contact with businesses and organizations to enhance application of learned classroom concepts.

This program is designed to accommodate the part-time as well as the full-time student. The MBA Degree Program is fully accredited by the American Assembly of Collegiate Schools of Business (AACSB).

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Coordinator: Tom Mishoe

Application to the MBA Program

Application for admission to the MBA program is a two step process:

1. Be admitted by the University to pursue post-baccalaureate work.
2. Apply to the MBA program. All application material including transcripts and Graduate Management Admission Test scores must be received by July 1st for the Fall quarter; November 1st for the Winter quarter; and February 1st for the Spring quarter.

Admission Process

To be eligible for admission to the program, a student must possess a baccalaureate degree from an accredited college or university and must show high promise of academic success. Indicators of academic success include:

1. A satisfactory grade point average of 2.75 in all upper division course work (based on a 4.0 scale).
2. A total score of at least 500 on the Graduate Management Admission Test and a score in the 35th percentile or better on both the verbal and analytical parts of the test.
3. Satisfactory completion of the Upper Division Writing Competency Requirement (contact the English Department).
4. TOEFL of at least 550 for International students.

Upon admission to the program, all students will be assigned to one of the following categories:

Conditionally Classified A student is deficient in the required foundation courses. Advancement to Classified standing is dependent upon satisfactory completion of all foundation courses, receipt of a satisfactory score on the Graduate Management Admission Test, and satisfactory completion of the upper division writing competency requirement. (See p. 82.)

Classified A student is eligible to register in 600-level graduate courses. Students are expected to maintain a 3.0 GPA in all graduate courses.

MBA Course Requirements

The Master of Business Administration program has two interrelated sets of requirements: (1) a common body of knowledge which assures that each student begins graduate-level work with a basic understanding of business organizations and operations, and (2) a set of graduate courses designed to treat each of the management functions in depth and to broaden the student's awareness of contemporary issues affecting business enterprises.

Pre-Foundation Requirements

Prior to beginning foundation coursework, students are expected to have obtained proficiency in the following four areas:

- Quantitative reasoning
- English communications
- Computer literacy
- Economic reasoning

Proficiency can be demonstrated via recent coursework, work-related experience or test scores. Students are advised to check with the MBA Coordinator regarding these requirements prior to registering for foundation courses.

Foundation Requirements

The following five courses constitute a common body of knowledge that is basic to understanding business operations. These courses, or their equivalents, must be completed before a student may be classified as a graduate student in business administration and enroll in graduate level courses:

1. BA 500. Introduction to Business (8)
2. BA 505. Managerial Skills (4)
3. BA 510. Quantitative Decision Making for Business (4)
4. BA 515. Principles of Accounting and Finance (4)
5. BA 520. Analyzing the Environment of Business (4)

Foundation courses are cognate requirements for the graduate degree and will not be accepted if taken on a credit, no-credit basis. Conditionally classified students must maintain a 3.0 cumulative GPA in the foundation courses.

Graduate Requirements

At least forty-five (45) units of approved graduate work (600-level 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 Management (5)
4. MGMT 690. Seminar in Strategic Management (5)
5. MIS 600. Seminar in Management Information Systems and Technology (5)
6. MKTG 600. Seminar in Marketing Management (5)
7. BA 690. Master's Culminating Project (3)

In addition to these required courses, the candidate must complete an additional twelve (12) units of approved graduate work. No more than seven (7) quarter units of Individual Graduate Study (699) may be used to satisfy degree requirements. A candidate for the Master of Business Administration degree must earn at least a 3.0 grade point average in all graduate work. No course with a grade lower than "C" may apply toward the fulfillment of degree requirements. Graduate courses may not be taken on a credit, no-credit basis.

Graduate Elective Courses (MBA)

1. ACCT 620. Accounting for Decision Making and Control (4)
2. ACCT 625. Seminar on Current Developments in Taxation (4)
3. ACCT 630. Seminar in Current Financial Accounting Topics (4)
4. ACCT 635. Accounting for Nonprofit and Governmental Organizations (4)
5. ACCT 677. Selected Topics in Accounting (4)
6. ACCT 699. Individual Graduate Study (4)
7. FIN 620. Seminar in Investments (4)
8. FIN 677. Selected Topics in Finance (4)
9. FIN 680. Seminar in Real Estate Investments (4)
10. FIN 685. Seminar in International Financial Management (4)
11. FIN 699. Individual Graduate Study (4)
12. MGMT 615. Seminar in Management of Technology and Innovation (4)
13. MGMT 620. Managing Small Business Enterprises (4)
14. MGMT 650. Seminar in Global Operations Management (4)
15. MGMT 655. Seminar in Statistical Analysis (4)
16. MGMT 677. Selected Topics in Management (4)
17. MGMT 699. Individual Graduate Study (4)
18. MIS 677. Selected Topics in Management Information Systems (4)
19. MIS 699. Individual Graduate Study (4)
20. MKTG 601. Seminar in Consumer Behavior (4)
21. MKTG 602. Seminar in Advertising and Public Relations Strategy (4)
22. MKTG 604. Seminar in Services Marketing (4)
23. MKTG 610. Seminar in Global Marketing (4)
24. MKTG 677. Selected Topics in Marketing (4)
25. MKTG 699. Individual Graduate Study (4)

The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The CSUB Class Schedule is published quarterly and is available through the campus bookstore. Students should refer to the Class Schedule for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.

PUBLIC POLICY AND ADMINISTRATION

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Chair: J. Slack

Faculty: J. Goldsmith, T. Martinez, B.J. Moore, P. Paris

The purpose of the programs in the Department of Public Policy and Administration is to prepare students for professional leadership roles in public policy development and administration in the public, health care, human services, and non-profit sectors.

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.

Programs in Public Administration

- Bachelor of Arts in Public Administration
- Master of Public Administration (MPA)
- Master of Science in Administration—Health Care Management (MSA-HCM)

Students without experience in public service or administration are required to take an approved internship or similar experience to be arranged in consultation with the appropriate advisor.

Bachelor of Arts in Public Administration

The Bachelor of Arts (B.A.) in Public Administration is designed to prepare undergraduate students for public service careers in government, private non-profit, 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 77 quarter units; the B.A. requires 186 quarter units.

Required Lower Division Foundation Courses

1. ACCT 220. Introduction to Financial Reporting and Accounting
2. ECON 100. The Economic Way of Thinking (or ECON 201 and ECON 202)
3. MATH 140. Elementary Statistics
4. MIS 200. Software Productivity Tools (2), or approved substitute

Required Upper Division Core Course

1. BA 370. Legal Environment of Domestic and International Business
2. INST 275. Administrative Processes in Government
3. PPA 400. Public Management
4. PPA 476. Public Human Resource Administration
5. PPA 478. Budgeting in Public Organizations
6. PPA 490 Senior Seminar in Public Administration

Upper Division Electives (6 approved courses)

In addition to the foundation and core requirements, students must complete five approved upper division or 500 series courses in Public Policy and Administration plus one approved upper division course from a department outside of the Department of Public Policy and Administration for a minimum of 30 upper division elective quarter units.

Minor in Public Administration

A minor in Public Administration is available to candidates for a B.A. degree. (A minor is not required of students majoring in Public Administration.) The minor may also be of special interest to those interested in pursuing the MPA or MSA-HCM degree. These students should seek advising from the Dept. Chair before beginning work on the minor. A student desiring a minor in Public Administration must take the four approved upper division courses in Public Policy and Administration.

Regular Minor (4 courses, 20 units)

1. INST 275. Administrative Processes in Government*
2. PPA 400. Public Management
3. PPA 476. Public Human Resource Development
4. PPA 478. Budgeting in Public Organizations

"Fast Track" Minors (4 courses, 20 units)

For those considering the MPA or MSA-Health Care Management programs, the *"Fast Track"* minors allow students to complete all Graduate Foundation courses as part of their undergraduate minor.

MPA "Fast Track"

1. INST 275. Administrative Processes in Government*
2. PPA 500. Environments of Public Administration
3. PPA 501. Analytical Methods in Public Administration
4. Plus 1 approved PPA elective

MSA-HCM "Fast Track"

1. INST 275. Administrative Processes in Government*
2. PPA 504. Foundations of Health Care Management
3. PPA 501. Analytical Methods in PA
4. Plus 1 approved PPA elective

* also satisfies American Institutions Requirement for CSUB graduation

Note: For students planning to apply a *Fast Track* minor toward graduate foundation requirements, students must earn a "B" or better in INST 275, PPA 500 or PPA 504, and PPA 501. Also, enrollment in these and other 500-level courses requires senior standing.

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: PPA 400 Public Management; INST 275 Administrative Processes in Government; PPA 476 Public Human Resource Administration and PPA 478 Budgeting in Public Organizations, plus two approved electives.

Undergraduate Students Planning to Pursue the MPA or MSA-HCM

Note: Undergraduate students in Public Policy and Administration planning to pursue the MPA or MSA-HCM would be well advised to consider taking the appropriate Graduate Prerequisite courses as electives counting towards completion of the Bachelor of Arts in Public Administration. These courses include foundations (PPA 500, PPA 501, and PPA 504). Undergraduate students may *not* take 600-level courses. Seniors may take 500-level electives, with the permission of the instructor, but such electives may *not* be counted later toward graduate requirements. 600-level courses are limited to classified graduate students.

Master of Public Administration and Master of Science in Administration—Health Care Management

The Masters programs offer broad programs appropriate for the individual aspiring to professional administrative positions in the public, private non-profit and volunteer sectors, or to the rapidly growing private, public and non-profit health services field. The programs are designed to develop or enhance expertise in administration, supervision and practice geared to career preparation, enrichment and advancement.

The MPA and MSA programs are accredited by the National Association of Schools of Public Affairs and Administration.

Admission to the MPA and MSA Programs

Admission standards are meant to encourage applicants showing good potential for success in professional graduate study for public service careers.

Typical standards for determining promise of academic success are:

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 and not less than 2.75 in all upper division course work;
3. A minimum score of 450 each on the verbal and quantitative portions of the Graduate Record Examination (GRE), for a minimum combined score of 900, is considered satisfactory. Those with lower scores may be required to complete remedial course work as a condition of continuing in the program.

Supplementary standards that will assist in the determination of eligibility include:

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, and/or non-profit sectors.

These 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.

Graduate Requirements

At least fifty (50) units of approved coursework and five (5) units of a culminating activity are required for the MPA and MSA degree programs. In addition, a foundation of up to fifteen (15) units (three courses) may be required.

MPA Foundation (3 courses)

1. INST 375. Administrative Processes in Government
   Required foundation for all graduate students, but may be satisfied through a combination of relevant experience and coursework to be determined by advisor.

The PPA 500 requirement may be met with a completed bachelor's degree in Public Administration earned with an undergraduate GPA of at least 3.00.

2. PPA 500. Environments of Public Administration
   This course serves as a prerequisite to several graduate core courses.

3. PPA 501. Analytical Methods in Administration
   This course may be satisfied by a departmental competency examination given by the course instructor or by taking the course.

MPA Graduate Core (7 courses)

1. PPA 602. Program Evaluation
2. PPA 610. Public Human Resources Administration and Labor Relations
3. PPA 611. Finance and Budgeting
4. PPA 624. State, Local and Intergovernmental Management
5. PPA 671. Graduate Survey of Public Policy and Administration
6. PPA 680. Public Management and Organizational Change
7. PPA 691. Seminar in Public Policy Analysis

MPA Electives (3 approved courses)

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.

***Note:** Students with no experience in the field are required to take an internship or similar experience.

Culminating Activity (1 course)

1. PPA 698. Culminating Activity Candidates for both the MPA and 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 original thesis-like project. Candidates must complete PPA 691 before they may begin the culminating activity.

Master of Science in Administration - Health Care Management (MSA-HCM)

MSA-HCM Foundation (2 courses)

1. INST 375. Administrative Processes in Government
   Required foundation for all graduate students, but may be satisfied through a combination of relevant experience and coursework to be determined by advisor.
2. PPA 501. Analytical Methods in Administration
   This course may be satisfied by a departmental competency examination given by the course instructor or by taking the course.
3. PPA 504. Contemporary Issues in Health Care Management
   This course serves as a prerequisite to several graduate core courses.

MSA-HCM Graduate Core (7 courses)

1. PPA 602. Program Evaluation
2. PPA 610. Public Human Resources Administration and Labor Relations
3. PPA 611. Finance and Budgeting
4. PPA 618. Health Services Planning and Policy
5. PPA 680. Public Management and Organizational Change
6. PPA 689. Legal and Ethical Issues in Health Care
7. PPA 691. Seminar in Public Policy Analysis

Electives (3 approved courses)

MSA students must complete three additional approved elective courses.

Culminating Activity (1 course)

See description in MPA Program.

Lower Division

PPA 248. Introduction to Public Service (5) This course deals with public services in the government, private, and non-profit sectors. There will be consideration of the historical development, social, economic and political context, and current trends of selected fields including health and human services, education, justice, public financial issues, etc. This course satisfies the five-unit General Studies Gen. Ed. Requirement.

INST 275. Administrative Processes in Government (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 the Federal, California, and local governments. (Satisfies the U.S. Government portion of the American Institutions requirement.)

PPA 289. Experiential Prior Learning (Units Variable) Students may be awarded experiential credit in those special cases where the life-learning experience merits the award. A maximum of 20 units may be earned. May not count for major requirements. Interested students should contact the Department Chair. CR/NC grading. Refer to university policy on experiential learning.

Upper Division

PPA 310. Technology and Public Policy (5) This course examines technology as a force of social change that raises or influences public policy questions. Special attention is given to the unintended as well as intended consequences of technology in our lives. The course also examines the problem of how public policy may shape technology to meet future human needs. Areas such as space exploration, computers and nuclear energy are investigated. Cases provide the theoretical and conceptual bases for intensive treatment in group and individual presentations.

PPA 389. Experiential Prior Learning (Units Variable) Students may be awarded experiential credit in those special cases where the life-learning experience merits the award. A maximum of 20 units may be earned. May not count for major requirements. Interested students should contact the Department Chair. CR/NC grading. Refer to university policy on experiential learning.

PPA 400. Public Management (5) Through readings, discussion and case analyses, this upper division course will examine the theory and practice of effective management in the public, health care, and non-profit organizational settings. Students will become familiar with the nature of organizations and generic principles and practices of management in the context of contrasts and comparisons generated by the policymaking and political constraints impacting public managers.

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 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 park, forest, and 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, visitor 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 475. Policy and Planning in the Justice System (5) This upper division course examines agency and planning policy development processes in various elements of the justice system with attention to their interrelationships. Techniques such as seminar guest presentations, role playing, case study analyses, individual and group presentations provide the student with practitioner-relevant strategies for planning and policy development in the justice system.

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 civil servants; the merit system; civil service boards; collective bargaining in the public sector; and ethical problems of modern civil servants. Includes discussion of nonprofit agency personnel administration.

PPA 477. Selected Topics in Public Policy and Administration (5) In-depth study 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 a seminar basis.

PPA 478. Budgeting in Public Organizations (5) This course provides an examination of the role of modern public budget in: determining governmental policy, coordinating public agencies, controlling expenditures, affecting intergovernmental relations, and its impact on the private sector. Emphasis placed on understanding budgetary reform, the budget process, and the role of executive and legislative relationships upon the financial resources of government, and the setting of national, state, and local budget priorities. Includes discussion of nonprofit agency budgeting.

PPA 479. Urban Planning and Public Policy (5) This course introduces the student to the philosophy, theory, and practice of urban planning. A survey of the development of cities and urban regions and the structure and functions of contemporary cities; a critical review of alternative theories, recent trends, and new directions in American planning concepts and institutions. 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 program implementation.

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 readings and 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. CR/NC grading.

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 a 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. CR/NC grading.

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: In order to count for graduate elective credit, 400-level courses must be augmented with additional work in order that graduate course standards be maintained.

Post-Baccalaureate

PPA 500. Environments of Public Administration (5) This graduate seminar introduces and examines those social/sociological, micro/macro economics, and administrative law forces and their implications 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. May be taken as a senior elective with permission of instructor.

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 nonexperimental research designs; measurement; data gathering techniques and sources, including survey research; and the evaluation and communication of research findings. The course also contains a computer laboratory component in which the student learns to use and interpret statistical procedures in the analysis of research data. The course will prepare students for options in the graduate culminating experience. May be taken as a senior with the permission of the instructor. Prerequisite: Introduction to Statistics, or permission of instructor.

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 permission of the instructor.

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 care givers, 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 needed 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 (5) 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 fundraising 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, rulemaking, 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 535. Minority Administrators in Government (5) This course explores impacts upon public policy development and administration generated by the growing numbers of minority professionals in the field, as well as the shifting minority-majority population patterns in America. Contemporary literature will be surveyed to explore the varying roles non-traditional administrators may play in representative and merit bureaucracies. Through readings, discussion and other assignments, students shall gain a greater understanding of administrative roles and issues, dilemmas and models for exploring their own roles as future public administrators in pluralist societies.

PPA 540. Comparative Administration: Non-Western Systems (5) This elective seminar develops an understanding of the comparative attributes and patterns of administration in non-Western cultures which operate in widely differing economic, socio-cultural, political-legal, education and technological contexts. The student will explore, identify, and evaluate similarities and differences among the variables associated with administrative effectiveness that may lead to a better understanding of administrative effectiveness in the non-Western world.

PPA 545. Health Policy and Reform (5) This course provides an opportunity for the participant to examine the issues of health and health care through a public policy context. The values and institutions that have shaped health policy activities in the United States will be explored against the background of current reform activities. Highlighted will be the major federal legislation of the past 100 years and the policy activities in states where the impetus and framework for national reform often originate. Institutional structures, political economies and health care interactions will also be examined from a comparative perspective.

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. Course may focus attention on specific disabilities, such as Acquired Immunodeficiency Syndrome (AIDS) or mental illness.

PPA 560. Alternatives to Bureaucracy (5) As our administrative systems approach the advent of the 21st Century, their future operations may change dramatically because of socio-economic and political pressures. This elective graduate seminar addresses issues such as "privatization" of public services, the "new partnership" between government and business, the growth of the nonprofit and volunteer sectors, deregulation, decentralization, and regionalization.

PPA 570. Energy Policy (5) This elective seminar studies energy policy in the United States. An overview of the energy situation, energy policy development, energy legislation, and the impact of energy policy on the economy, the environment and intergovernmental/international relations.

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 572. Resource Management and Policy (5) This elective seminar studies the evolution of resource law and policy in the U.S. and California. Special emphasis on the impact of land and water resource policy on industry, agriculture, and the operations and management decisions of natural resource agencies.

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 inter-agency/intergovernmental relations. Discussion of emergency management phases: mitigation, preparedness, response, and recovery. Consideration of technological and man-made hazards and 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 587. Financial Issues in Health and Human Services (5) This graduate seminar provides a comprehensive analysis of financial methods related to the management and control of health care and human service institutions; the use of cost efficiency techniques; budgeting and financial planning; and the application of third party reimbursement through insurance, Medicaid and Medicare.

PPA 596. Advanced Analytical Methods in Public Administration (5) This elective seminar studies advanced data collection and analysis techniques in public, nonprofit and health care applications. Beginning with a review of basic probability and inferential statistics, the course will examine survey research and the application of multivariate statistical techniques in analysis related to research and decision-making. The course will employ SPSS, and will culminate with a research project involving a local agency.

PPA 599. Individual Graduate Study (Units Variable) 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--All courses require classified standing.

PPA 602. Program Evaluation (5) Application of skills acquired in PPA 501 to program evaluations in public, nonprofit, healthcare, and community organizations. Prerequisite: PPA 501.

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 Services Planning and Policy (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. The course provides individuals the opportunity to develop skills in conducting strategic planning within the health care system. It explores policies and comparative health services approaches used to guide the organization in meeting its mission and mandates.

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 non profit 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. History of the development of the modern public service and bureaucracy. Investigation of the role of the public sector in American society, law, and economy. Current trends in the public sector. Key course areas are the national political institutions and processes, and professional standards and ethics are studied.

PPA 676. Public Policies Toward Business (5) Through this graduate elective, analysis of laws, judicial decisions and government regulations affecting business operations and management decisions is examined. The course seeks to examine the nature of the broad social, political, and legal influences exerted upon enterprise management in the American economy.

PPA 677. Selected Topics in Public Policy and Administration (5) In-depth study of a 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 is a graduate seminar exploring 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. Seminar in Public Policy 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, education, foreign policy and defense are explored. Includes an overview of political, legal, economic, and social institutions and their impact on public policy. Prerequisite: PPA 500, 501, 502.

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 final course in both the MPA and MSA programs, and it requires completion of PPA 691 or PPA 692 as a prerequisite. It is strongly recommended that students do not enroll in other courses while taking this course.

PPA 699. Individual Graduate Study (Units Variable) 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.

Regular Minor (4 courses, 20 units)

1. INST 275. Administrative Processes in Government*
2. PPA 400. Public Management
3. PPA 476. Public Human Resource Development
4. PPA 478. Budgeting in Public Organizations

"Fast Track" Minors (4 courses, 20 units)

For those considering the MPA or MSA-Health Care Management programs, the *"Fast Track"* minors allow students to complete all Graduate Foundation courses as part of their undergraduate minor.

MPA "Fast Track"

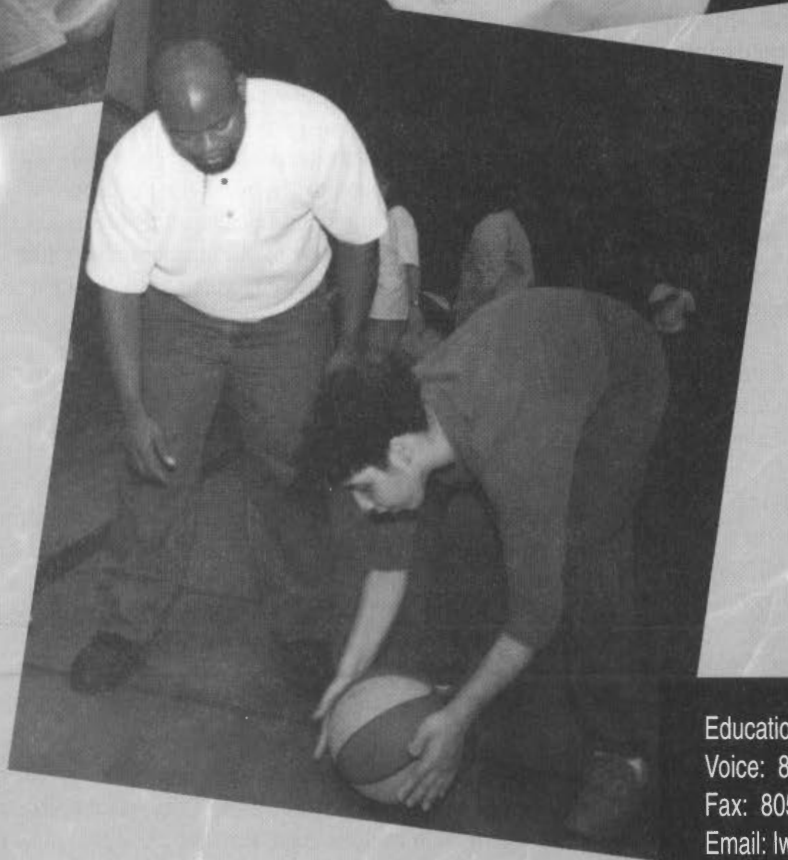
1. INST 275. Administrative Processes in Government*
2. PPA 500. Environments of Public Administration
3. PPA 501. Analytical Methods in PA
4. Plus 1 approved PPA elective

MSA-HCM "Fast Track"

1. INST 275. Administrative Processes in Government*
2. PPA 504. Foundations of Health Care Management
3. PPA 501. Analytical Methods in Public Administration
4. Plus 1 approved PPA elective

* also satisfies American Institutions Requirement for CSUB graduation

Note: For students planning to apply a *Fast Track* minor toward graduate foundation requirements, students must earn a "B" or better in INST 275, PPA 500 or PPA 504, and PPA 501. Also, enrollment in these and other 500-level courses requires senior standing.



School of Education

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Dean: B. Greathouse

School of Education

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

Students planning to enter the teaching profession must combine academic with professional studies. Their work in the School of Education is designed to complement the instruction provided by other components of the University.

The School of Education has administrative responsibility for elementary and secondary education, physical education, school specialist and services credentials, graduate degree program concentrations, and the interdisciplinary Child Development program.

Philosophy and Mission Statement

The faculty of the School of Education believes that the overriding purpose of higher education is to provide continuous development of well-educated citizens who will be able to meet the challenges of an ever changing multicultural society and will strive to improve the quality of life for all. The faculty believes that higher education should nurture and stimulate the intellectual and personal growth of its students from diverse socioeconomic, ethnic, racial, cultural, linguistic, gender, and handicapping backgrounds at any age of life to acquire competencies of independent thought, critical analysis and decision making which will benefit the individual and society.

The mission of the School of Education is to provide educational leadership to the increasingly diverse community, region and nation. Its leadership role is three-pronged:

1. to prepare highly qualified reflective professionals from diverse socioeconomic, ethnic, cultural, gender, and linguistic, and handicapping backgrounds for a variety of pluralistic educational settings, both public and private;
2. to demonstrate and further interpret the professional knowledge base through teaching and scholarly activity; and
3. to promote the application of the knowledge base, sound pedagogy and effective educational strategies through service.

In its leadership role, faculty teaching, scholarship, and service focus on improving educational practices in schools, community agencies and other settings.

Organizing Theme

Graduates of the CSUB School of Education programs will be reflective, decision-making professionals who:

1. are student centered;
2. are understanding of, sensitive to, and effective with students from diverse backgrounds;
3. effectively apply and evaluate current research, pedagogy and technology;
4. are committed to their continuous personal and professional development.

Inquiries and Applications

Basic Credential Programs

Contact the Graduate Student Teaching Office for program information and application procedures for the Multiple Subjects and Single Subject Credential programs.

Graduate Programs

Contact the Graduate Studies Office for information about graduate degree or advanced credentials (specialist or services).

All applications for graduate degree programs in the School of Education are to be obtained and submitted for review in the Graduate Studies Office of the School of Education. Deadlines for submission and/or application will be announced by the Graduate Studies Office of the school. Necessary forms and directions will be available upon request.

Admission to Graduate Curricula

Admission to the University as a graduate student is not automatic admission to a graduate degree program.

To pursue a graduate curriculum in the School of Education, first the student must apply to the Office of Admissions and Records of the University for general admission and classification. Next, contact the Graduate Studies Office (EDUC 106, 664-3193) in the School of Education for assignment to a graduate advisor.

The Graduate Studies Committee, through the coordinator, will certify students' admission or non-admission to the degree program only after they have established their general admission to the university as post-baccalaureate or graduate students, and have planned a graduate degree program with their assigned advisors. All applicants will be notified in writing of actions taken by the Graduate Studies Committee regarding admission, individual status or progress.

Advisement and Planning of a Degree Program

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

Graduate program advisors will be appointed by the Coordinator of Graduate Studies within the School of Education in consultation with the dean of the school. The student needs to contact the Education Graduate Studies Office to arrange for a graduate advisor.

Continuous Registration

Students when first registering for the culminating activity should enroll for the number of units currently indicated on the concentration information sheets. (For most concentrations or degree programs this would be five units.) In the event that the student does not complete the culminating activity within the first quarter, but has shown evidence of satisfactory progress, he/she will receive a grade of SP and register for the next quarter under the same culminating activity course number for two additional units. This same procedure would apply for a third quarter, if necessary, for completion of the culminating activity. Students may only count five quarter units toward the minimum unit requirement for the degree or advanced credential. The additional four units count only as excess units of credit/no-credit grading.

Students who do not complete their culminating activity after having enrolled for the maximum nine quarter units will be required to register for continuous registration through the Extended University. This special registration will carry zero units of credit.

Under this policy students must be enrolled during the quarter when they wish to receive the degree unless special consideration is requested and granted by the Coordinator of Graduate Studies.

The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The CSUB Class Schedule is published quarterly and is available through the campus bookstore. Students should refer to the Class Schedule for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.

Graduate Courses

Specific courses for degree programs ordinarily will be selected from those in the *five hundred* and *six hundred* series. Some courses may be selected from the *four hundred* series in the various schools only upon approval of the advisor and the Graduate Studies Committee. However, the student must plan to have one-half of the total degree pattern in courses designed primarily for graduate studies. Courses at the 600 level are designed primarily for MA and MS candidates and those working toward advanced credentials.

Since all graduate courses may not be offered every academic quarter or year, graduate students seeking specific sequences of courses to fit established programs leading to credentials or degrees should consult with their advisors to ensure efficient timing and maximum utility of courses chosen.

Writing Competency Requirement

All degree (BA, MA, MS) applicants must fulfill the Upper Division Writing Competency Requirement. This requirement may be met by taking specific English courses or by passing an examination. For more information contact the English Department (664-2144).

Clear credential or advanced (specialist or services) credential candidates may meet the writing competency requirement by completing one of the following:

1. score of 41 or higher on the writing part of the CBEST, or
2. pass an approved English course that meets the Upper Division Writing Competency with a grade of C or CR, or
3. pass the UDWCE examination.

Award of Degree

Upon completion of all requirements, with the exception of the culminating activity, students should file an application with the Evaluations Office for award of the Master of Arts in Education degree or the Master of Science in Counseling degree. The degree will be awarded only upon certification from the Evaluations Office that all requirements of the degree have been met and that the candidate has received approval for award of the degree from the dean of the School of Education.

Advanced Credential Advising

All students anticipating enrollment in a specialist or services credential program should obtain application materials and information from the Credentials Office of the School of Education describing program details, admission requirements, course requirements, and enrollment procedures. A conference with the appropriate faculty advisor is required.

Advanced Credential Admission Requirements

Before being admitted to a specialist or services credential program, students must complete an application and submit it to the Office of Admissions and Records and must be admitted to the university in postbaccalaureate unclassified standing.

Once admitted to the university, students should see the Credentials Office in the School of Education to complete a formal application to the credential program and to obtain further information pertaining to admission requirements; admission requirements vary for each of the specialist or services credential programs. Following a selection and screening process, students will be notified of formal admittance.

California Basic Educational Skills Test for Teachers (CBEST)

All credential applicants applying to the Commission on Teacher Credentialing for initial issuance of any credentials and permits are required to have taken and passed the California Basic Educational Skills Test for Teachers. The CBEST will be administered at CSUB at various times throughout the year. For more information contact the Testing Center (664-3373).

Inservice Courses

Education courses offered at the 900 level are intended as inservice. They are generally offered as workshops or in conjunction with professional conferences or other activities.

Such courses cannot be figured into a student's grade point average (GPA) nor can they be used to meet degree or credential requirements. They are offered on a credit/no-credit basis only.

Education Courses

Experiential Prior Learning

Credit for prior work experience is available in the School of Education:

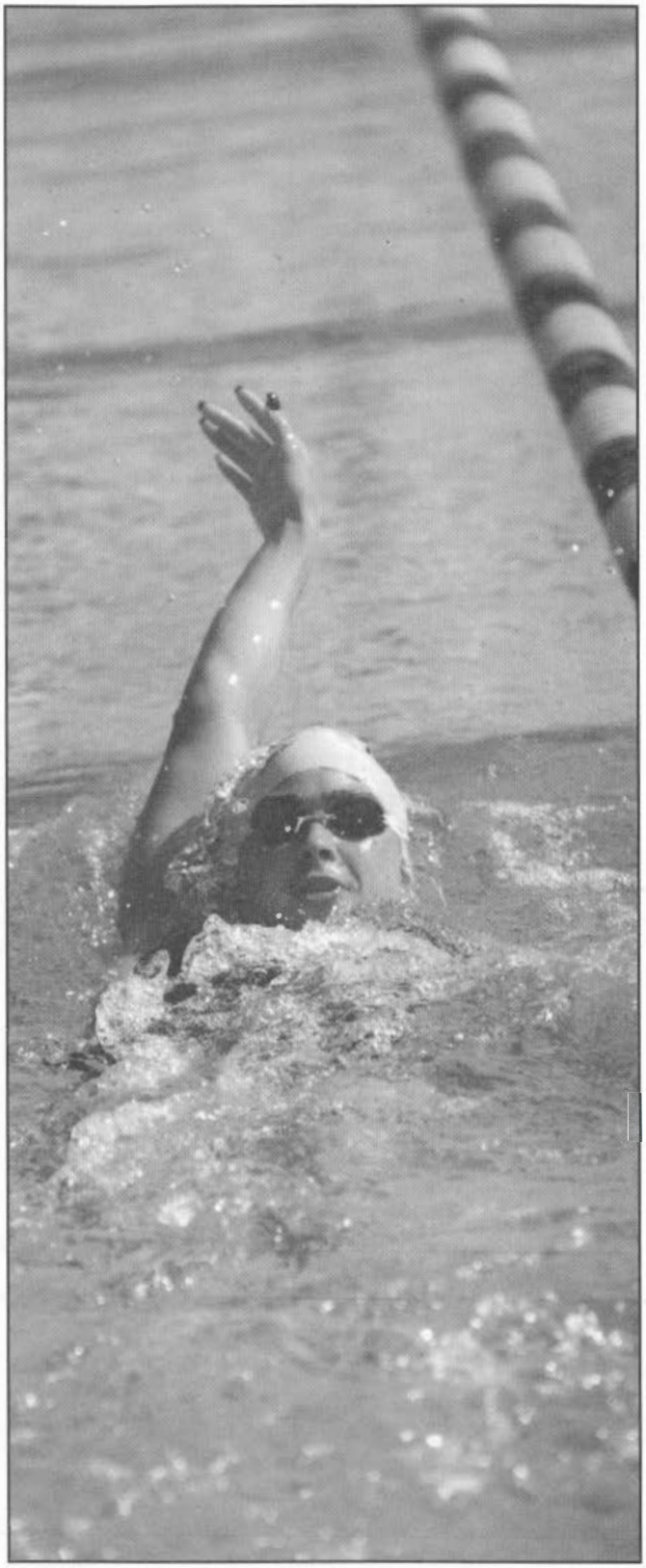
EDIS 289/489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postbaccalaureate students. Interested students should contact the appropriate department office.

The Mini-Corps

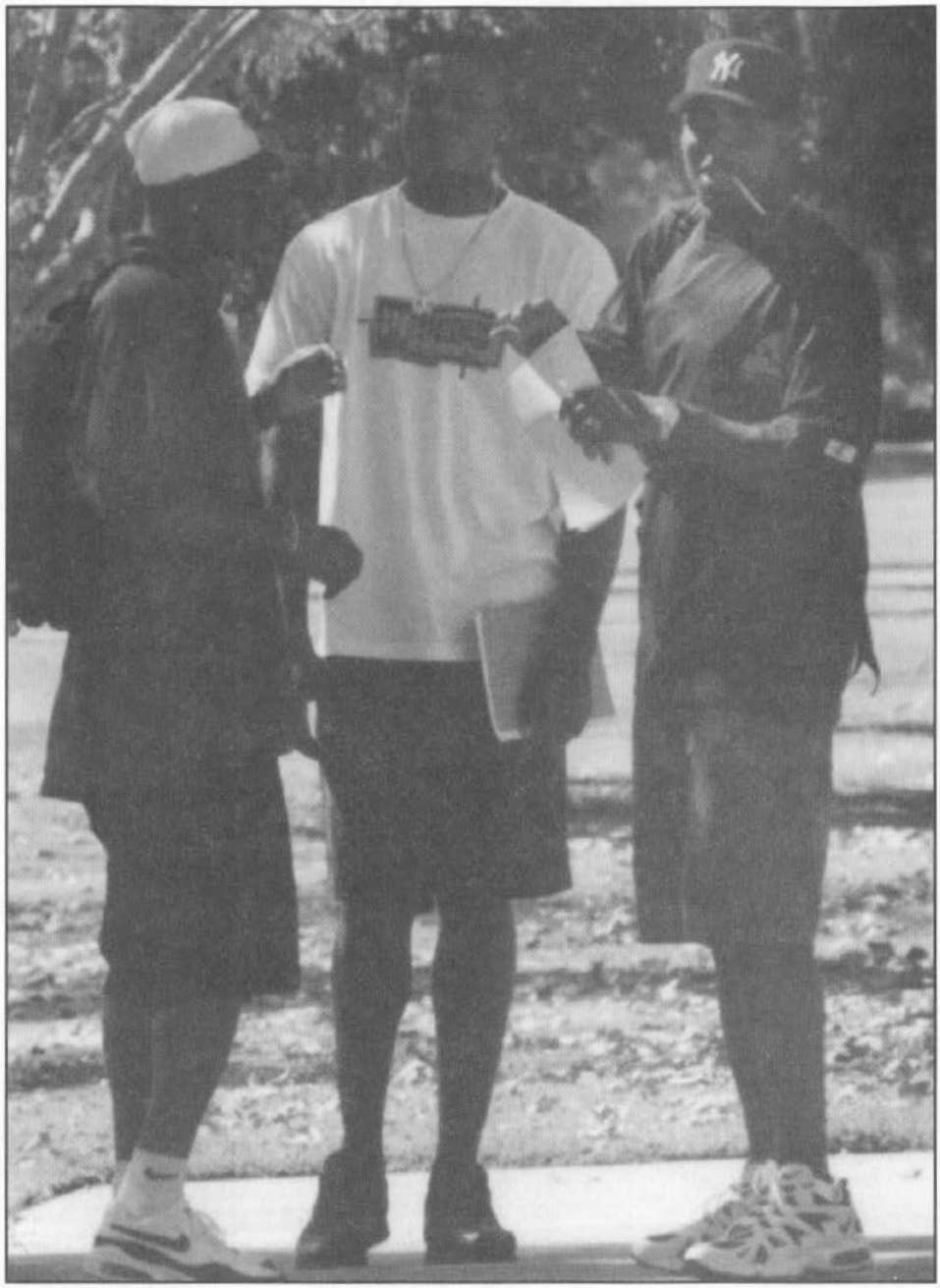
The California Migrant Teacher Assistant Program (Mini-Corps) is a special program to prepare teachers for meeting the educational needs of migrant children. Through the Mini-Corps, qualified undergraduates working toward teaching credentials can obtain early classroom experience while serving as assistants to teachers of migrant children. Additional information may be obtained from the CSUB Mini-Corps Coordinator.

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 subject areas of math, science, bilingual education, foreign language, English, special education and reading and at schools serving large populations of students from low-income families. In an effort to encourage people to enter the teaching profession in the above designated shortage areas, the 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 Commission may assume up to $8,000 in outstanding student loan balances. For more information on the APLE program, contact the Department of Teacher Education (EDUC 113, 664-3134).



ADVANCED EDUCATIONAL STUDIES



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Chair: L. Wildman

Faculty: T. Arciniega, G. Calhoun, N. Carlson, G. Hibbard, G. Gallegos, B. Greathouse, F. Espinoza, E. Martinez, J. Morales-Flores, E. Kim Park, B. Pugh, K. Ritter, R. Sethi, J.Webb

The programs and services of this department are designed to prepare teachers, administrators and counselors for degrees and specific credentials required in the State of California for service in specialist and administrative positions which require advanced preparation and special competence. These programs include Administration, Bilingual Education, Counseling, Early Childhood Education, and Special Education. They also provide inservice education opportunities for persons currently filling such positions.

ADVANCED CREDENTIAL PROGRAMS

The following specialist and services credential programs, as authorized by the Teacher Preparation and Licensing Law of 1970, have been approved by the Commission on Teacher Credentialing. Detailed current information describing the various credentials and programs may be obtained from the Credentials Office (805-664-3074) or Graduate Studies Office of the School of Education (805-664-3193) or from departmental advisors.

Specialist and Services Credential Programs

- Specialist in Special Education-Learning Handicapped
- Specialist in Special Education-Severely Handicapped
- Administrative Services
- Pupil Personnel Services

Specialist credential programs are designed to provide the specialized and advanced preparation for positions in teaching and in instructional leadership which require such knowledge and specific expertise.

Requirements for specialist instruction credentials are: (1) valid teaching credential; and (2) such specialized and professional preparation as required by the Commission on Teacher Credentialing and by the University.

The Preliminary Administrative Services Credential Program authorizes service as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, consultant, coordinator, or in any equivalent or intermediate level administrative position.

Requirements for the Administrative Services Credential are: (1) possession of a valid teaching credential or a services credential with a specialization in pupil personnel services; (2) minimum of three years of successful full-time classroom teaching or three years of experience in the field of pupil personnel services; (3) passage of CBEST; and (4) requirements established by the University.

Effective May 1, 1994, employment in an administrative position is required prior to the issuance of the Preliminary Administrative Services Credential. (The Commission on Teacher Credentialing 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 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 Pupil Personnel Services) and the Master of Science degree in Counseling, although they are not identical. Students should confer with their professional advisors for details.

The services credential with a specialization in pupil personnel services authorizes the holder to perform, at K-12 levels, the pupil personnel services approved by the Commission as designated on the credential. Passage of CBEST is required for admission.

Requirements for Preliminary Administrative Services Credential

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 Schools
4. EDAD 576. School Personnel Management
5. EDAD 671. Governance and Politics of 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 Credential in Educational Administration

Prerequisites:

1. Possession of a valid Preliminary California 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. 3.0 GPA in all college work.

Corequisites:

1. A minimum of two years of successful full-time school administration experience is required by the end of the program.

Initial Course:

1. EDAD 600. Administrative Induction (This course must be completed before other 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 Policy Analysis
5. EDAD 684. Fiscal Policy Planning and Management
6. EDAD 685. Managing and Policy in Multicultural Settings

Non-University Activities, Field Work, and/or University Electives chosen from:
(120 hours or 12 quarter units)

Non-University Activities

1. EDAD 610. Executive Seminar
2. EDAD 611. Executive Liberal Arts Seminar
3. EDAD 686. Field Work in Educational Administration
4. EDAD 687. Field Work in Educational Administration
5. EDAD 688. Field Work in Educational Administration
6. EDAD 689. Field Work in Educational Administration

Assessment:

1. EDAD 692. Administrative Assessment (This course is to be taken at the end of the program.)

Requirements for Learning Handicapped Specialist Credential

Prerequisites:

1. A valid basic California teaching credential
2. EDSP 501. Introduction to Education of Exceptional Children and Youth

CONCENTRATION

Generic Special Education (courses to be taken prior to specialized courses)

1. EDSP 505. Applied Behavioral Analysis in Special and Remecial Education Classes
2. EDSP 507. Education of the Emotionally Disturbed
3. EDSP 540. Special Education/Remedial Strategies in Mathematics
4. EDSP 550. Special Education/Remedial Strategies in Reading

Advanced Specialization—Learning Handicapped

1. EDSP 508. Assessment of Sensorimotor, Perceptual & Cognitve Skills for Exceptional. Children and Youth
2. EDSP 621. Counseling Exceptional Children & Their Parents
3. EDSP 622. Advanced Curriculum Development, L.H.

Field Experience--Special Education

1. EDSP 623. L.H. Student Teaching--L.H. Classroom Emphasis
   and
2. EDSP 624. L.H. Student Teaching--Mainstreaming Emphasis
   or
3. EDSP 625. Practicum--L.H.
   (EDSP 625 open only to candidates teaching on an emergency L.H credential)

Requirements for Severely Handicapped Specialist Credential

Prerequisites:

1. A valid basic California teaching credential
2. EDSP 501. Intro. to Educ. of Exceptional Children and Youth

CONCENTRATION

Generic Special Education (courses to be taken prior to specialized courses)

1. EDSP 505. Applied Behavioral Analysis in Special and Remedial Education Classes
2. EDSP 507. Education of the Emotionally Disturbed
3. EDSP 529. Vocational Education and Transition for Exceptional Students

Advanced Specialization in Severely Handicapped

1. EDSP 621. Counseling Exceptional Children/Youth and Their Parents
2. EDSP 630. Instructional Methods & Research in S.H.
3. EDSP 631. Assessment for the S.H.
4. EDSP 632. Curriculum for the S.H.

Select one of the following

1. EDSP 508. Developmental Assessment of Sensorimotor, Perceptual, & Cognitive Skills for Exceptional Children
   or
2. EDSP 540. Special Education/Remedial Strategies in Mathematics
   or
3. EDSP 672. Self and the Exceptional Child

Field Experience--Special Education

1. EDSP 634. Field Work/S.H. Student Teaching
   or
2. EDSP 635. Field Work/S.H. Practicum
   (EDSP 635 open only to candidates teaching on an emergency S.H. credential.)

CERTIFICATE PROGRAMS

The following certificate programs have been approved by the Commission on Teacher Credentialing. Information regarding these programs may be obtained from departmental advisors.

- Cross-cultural Language and Academic Development Certificate (CLAD)
- Resource Specialist Certificate of Competence (RSP)

The Bilingual/Cross-cultural Program has an approved CLAD Certificate Program. Holders of the CLAD Certificate will be trained in second language acquisition methods and techniques and be competent in teaching English as a Second Language (ESL). Candidates will become knowledgeable about current theories and practices of both language acquisition and bilingual/cross-cultural teaching strategies.

The CLAD Certificate authorizes the holder to provide English language instruction to Limited English Proficient (LEP) pupils, K-12th grade.

Requirements for the CLAD Certificate

Prerequisite:

1. A valid basic California teaching credential

Concentration:

1. EDBI 476. Introduction to Language Acquisition and Development
2. EDBI 505. Cross-Cultural Education
3. EDBI 524. Techniques and Methods of English as a Second Language
4. EDBI 543. Practicum in an ESL Classroom

Second Language Requirement

Completion of 9 quarter units of foreign language or a CTC-approved alternative (see Program Coordinator, EDUC 233, for information).

The Resource Specialist Certificate of Competence is an advanced specialization focusing on resource specialists serving more mildly handicapped students and consulting with regular education teachers. This twelve unit certificate is built on one of the five authorized advanced specialist credentials in special education.

Requirements for Resource Specialist Certificate of Competence

Prerequisite:

1. Special Education Credential

Courses:

1. EDSP 651. Resource Specialist I--Role and Legal Mandates & Diagnostic Assessment
2. EDSP 652. Resource Specialist II--Instructional Function & Communication Strategies/Parent Education

Note: Program is offered on an as-needed basis.

GRADUATE DEGREE PROGRAMS

The Advanced Educational Studies Department of CSUB offers programs of studies leading to the Master of Arts degree in Education in the following areas of concentration: Early Childhood Education; Pupil Personnel Services; Special Education, General; Educational Administration; and Bilingual/Bicultural Education. Additional concentrations will be added as approved and funded by the Office of the Chancellor. A Master of Science degree in Counseling is also available.

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 Counseling. Those students interested in working toward such a degree should see the Graduate Studies Office in the School of Education to obtain applications and advising materials. Students should then consult with faculty advisors for further information and program planning.

MASTER OF ARTS IN EDUCATION

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 to meet the standards required by the school. The basic pattern of all programs consists of (1) core studies (7 units), (2) professional concentration options (34 units), and (3) a culminating project, thesis, practicum or comprehensive examination (2-5 units). All programs shall be based upon an irreducible minimum of forty-five (45) quarter units of graduate credit acceptable to both the School of Education and the University. Degree programs shall be planned cooperatively by the students and their advisors within the School of Education and subject to approval by the coordinator of Graduate Studies of the school. All courses and the culminating activity must be completed within a seven (7) year period to qualify for the degree.

Program Concentrations

Bilingual/Bicultural Education

The Master of Arts in Education with concentration in bilingual/bicultural education is designed to meet the needs of classroom teachers and students who seek to improve their skills in order to attain a higher level of professionalism in bilingual/cross-cultural 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/Bicultural Education may be closely articulated with the CLAD Certificate as designed by the standards of the Commission on Teacher Credentialing (CTC).

Early Childhood Education

The concentration in early childhood education is available for those individuals who have undergraduate or post-baccalaureate preparation and intend to teach in preschool or kindergarten through grade three, work as administrators of early childhood programs and/or pursue a career as a researcher or college instructor in early childhood education.

The primary orientations of the concentration are toward improvement of teaching, design, and development of curricula, and the utilization of research in teaching. Appropriate concerns are methods, materials, plans, research data and procedures pertinent to early childhood education.

The specialization in early childhood education is obtainable in conjunction with the regular elementary credential, and specific provisions of the Master of Arts in Education degree.

Educational Administration

The specialization 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 may be closely coordinated with requirements for the Preliminary Credential.

The Preliminary Administrative Services Credential is the first of two credentials that must be obtained to be permanently credentialed to be an educational administrator in California's elementary or secondary public schools. Individuals who have the Preliminary Credential may hold any administrative job in California for which they are otherwise qualified. The Preliminary Credential is in effect for five years from the date of issuance which corresponds with the date of employment in an administrative position requiring the credential.

Pupil Personnel Services

The Master of Arts degree with a concentration in Pupil Personnel Services is designed primarily as a degree for students working toward the Pupil Personnel Services (PPS) Credential which authorizes one for K-12 counseling. The MA program consists of 46 quarter units which provide a balance between theory and practice in preparing individuals to function effectively in educational settings. This degree also can be tailored to fit other purposes.

Special Education, General

The master's degree concentration in Special Education is individually designed to reflect the student's interests in the areas of Severely Handicapped, Learning Handicapped or Resource Specialist. In addition, two state recognized credentials and one certificate can be earned. These professional certifications are the Severely Handicapped and Learning Handicapped credentials and the Resource Specialist Certificate. Technological applications and multicultural considerations are emphasized in all programs.

Requirements for the MA Degree Concentration in Bilingual/ Cross-Cultural Education

Prerequisite:
1. A valid basic California Teaching Credential

Core:
1. EDRS 680. Educational Statistics
2. EDRS 681. Research Design and Analysis in Education

Concentration: (minimum of 34 quarter units from concentration area)
1. EDBI 503. Teaching Reading in Bilingual Cross-cultural Settings or
2. EDBI 504. Bilingual/Cross-cultural Methods in the Language Arts
3. EDBI 505. Cross-cultural Education
4. EDBI 506. Bilingual/Cross-cultural Teaching Strategies
5. EDBI 524. Advanced Methods and Techniques of Teaching English as a Second Language
6. EDBI 564. Research and Evaluation in Bilingual/Cross-cultural Education
7. EDBI 635. Curriculum Materials Development in Bilingual/ Bicultural Education

Electives: (see advising sheet)

Culminating Activity: (select one)
1. EDCA 690. Master's Thesis in Education
2. EDCA 691. Master's Project in Education
3. EDCA 692. Master's Examination in Education

Requirements for MA Degree Concentration in Early Childhood Education

(45 quarter units minimum requirement)

Prerequisite:
1. A valid basic California teaching credential (when applicable)
2. 9 quarter/6 semester units of Child Development or equivalent.

Core: (7 units)
1. EDRS 680. Educational Statistics
2. EDRS 681. Research Design and Analysis in Education

Concentration: (minimum of 25 quarter units). The following courses are required:
1. EDEC 513. Introductory Seminar in Early Childhood Education
2. EDEC 514. Growth and Cognitive Development
3. EDEC 522. Curriculum and Instruction in Early Childhood Education
4. EDEC 523. Parent and Community Involvement in Education
5. EDEC 545. Human Development: A Lifespan Perspective

Electives (8 units). See advising sheet

Culminating Activity: (select one)
1. EDCA 690. Master's Thesis in Education
2. EDCA 691. Master's Project in Education
3. EDCA 692. Master's Examination in Education

Requirements for MA Degree Concentration in Educational Administration

Prerequisites:
1. A valid basic California Teaching Credential
2. EDCI 516. Foundations of American Education
3. EDCI 530. Curriculum Theory and Development

Core:
1. EDRS 680. Educational Statistics (MA degree only)
2. EDRS 681. Research Design and Analysis in Education (MA degree only)

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 Education
6. EDAD 673. Human Relations in Educational Management
7. EDAD 674. Supervision of Instruction I
8. EDAD 675. Supervision of Instruction II
9. EDAD 677. Theory and Problems in School Management
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. Culminating Examination in Educational Administration
4. EDCA 690. Master's Thesis in Education
5. EDCA 691. Master's Project in Education

Note: Candidates interested in the master's thesis or project must see the program coordinator.

Requirements for the MA Degree Concentration in Pupil Personnel Services (see Master of Science in Counseling section)

Requirements for the MA Degree Concentration in Special Education, General

Prerequisites:
1. A valid basic California teaching credential
2. EDSP 501. Introduction to Education of Exceptional Children and Youth

Core:
1. EDRS 680. Educational Statistics
2. EDRS 681. Research Design and Analysis in Education

Concentration (minimum of 38 quarter units):

Generic Special Education courses to be taken prior to specialized courses.
1. EDSP 505. Applied Behavior Analysis in Special and Remedial Education Classrooms

Learning Handicapped—Select 2 or 3 courses of the following:
1. EDSP 507. Education of the Emotionally Disturbed
2. EDSP 540. Special Education/Remedial Strategies in Mathematics Instruction
3. EDSP 550. Special Education/Remedial Strategies in Language Arts Instruction

Advanced Specialization—LH
1. EDSP 508. Assessment of Sensorimotor, Perceptual, and Cognitive Skills for Exceptional Children and Youth
2. EDSP 621. Counseling Exceptional Children/Youth and Their Parents
3. EDSP 622. Curriculum Development, Learning Handicapped (optional)

MA—Special Education
1. EDRS 688. Research in Special Education
2. EDSP 529. Vocational Education and Transition for Exceptional Students
   or
3. EDSP 672. Self and the Exceptional Child

Culminating Activity (select one):
1. EDCA 690. Master's Thesis in Education
2. EDCA 691. Master's Project in Education
3. EDCA 692. Master's Examination in Education

Severely Handicapped (select courses for a minimum 15 units among the following 5 courses*)
1. *EDSP 507. Education of the Emotionally Disturbed
2. *EDSP 529. Vocational Education and Transition for Exceptional Students

Advanced Specialization—Severely Handicapped
1. EDSP 621. Counseling Exceptional Children/Youth and Their Parents (required)
2. *EDSP 630. Instructional Methods and Research in Severely Handicapped
3. *EDSP 631. Assessment for the Severely Handicapped
4. *EDSP 632. Curriculum Development, Severely Handicapped

Select one of the following:

1. EDSP 508. Assessment of Sensorimotor, Perceptual, and Cognitive Skills for Exceptional Children and Youth
   or
2. EDSP 540. Special Education/Remedial Strategies in Mathematics Instruction
   or
3. EDSP 672. Self and the Exceptional Child

MASTER OF SCIENCE IN COUNSELING

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, Marriage, Family and Child 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 MS students take 51 units of core courses in Counseling. In addition, they complete 39 units within their area of specialization. Students must select one of the three 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 towards a PPS credential, although a master's degree is not a requirement for the credential. This option meets the preparation standards of the American School Counselors Association (ASCA) which specify a two year graduate program.

Marriage, Family and Child Counseling--The Marriage, Family and Child Counseling option is designed for students who desire a career in mental health or marriage and family counseling. This option meets the academic requirement established by the Board of Behavioral Science Examiners (BBSE--Section 4980.37) for the California license in Marriage, Family and Child Counseling (MFCC). The holder of a California MFCC license is permitted to establish and maintain a private practice in counseling. Graduates who have elected this option typically work in mental health and private practice settings.

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 Science Examiners (BBSE) for the California license in Marriage, Family and Child Counseling, or the State of California requirements for the Pupil Personnel Services Credential. (This option is deferred until funding becomes available.)

Admission Steps for all Counseling Programs (Master of Arts/Master of Science Degrees and Pupil Personnel Services Credential)

The Counseling Program admits new students once a quarter during the academic year. Application packets must be received in the Education 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 Education 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 student's California State University Supplemental Application for Graduate or Postbaccalaureate Admission (Part B) (available in the CSUB Admissions Office, SA103; 664-3036).
2. A copy of the letter from CSUB admitting the student to Graduate or Postbaccalaureate 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 Education Graduate Studies Office, EDUC 106; 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 should discuss the reasons, academically and personally, why the applicant should be chosen for admission into this Program.
6. Three sealed letters of recommendation with the signature of the writer across the flap. These letters may be from former associates, employers, college instructors, or from persons in the helping professions who know student's academic and professional abilities well. Recommenders should be reminded to follow the instructions on the form.
7. Signed and dated Consent to Be Observed or Tape Recorded and Statement of Informed Consent form (in Admissions Information packet, EDUC 106).
8. Prerequisite and test information (submit all that apply to degree or credential specialty):
   a. All applicants:
      (1) A minimum overall cumulative undergraduate grade point average of 2.75 or higher; 3.0 in all graduate work attempted.
      (2) EDCS 501, Introduction to Counseling (grade of B or better; B- is not acceptable) (circle on enclosed transcript; course may be in progress during the quarter of application)
   b. MS/MFCC applicants:
      (1) PSYC 315, Abnormal Psychology (taken after 1987); (circle on enclosed transcript; course may be in progress during the quarter of application)

(2) Passing score on Measurement Competency Examination after passing EDRS 680
or
(3) PSYC 429, Psychological Tests and Measurements (circle on enclosed transcript)

c. Pupil Personnel Services (PPS) Credential (alone or in combination with an MS or MA degree) applicants:
(1) The California Basic Educational Skills Test (CBEST) must be passed with a cumulative score of 123 on all three sections prior to credentialing.

In order to qualify for a degree (i.e., MS Counseling or MA 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 Upper Division Writing Competency (UDWC) examination (register for 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 exam with CSUB Testing Center, 664-3373) before a Pupil Personnel Services Credential can be issued by the Commission on Teacher Credentialing (CTC). School counseling students with teaching, specialist, or services credentials are required by the State of California to obtain a certificate of clearance (see Credential Analyst, EDUC 104, 664-3074) prior to beginning their Counseling Internships (EDCS 691) and applying to the CTC for a PPS credential.

The Counseling Program faculty **does not** assume responsibility for monitoring students who have yet to satisfy these State-mandated requirements described in section B. Thus, students themselves are responsible for completing these requirements to ensure timely placement into field work (Internship) and expedient processing of graduation and PPS credential applications.

Until a student is admitted (Classified Graduate Standing) to the Counseling Program, no EDCS (Counseling) courses with the exception of EDCS 501, Introduction to Counseling; 601; and 602 may be taken. Additionally, prospective students may take prerequisite, educational core, or related courses.

Advancement Steps for All Counseling Programs

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 and at each subsequent stage. If students are admitted to the program with Conditionally Classified Graduate Standing, they will be assigned an advisor by the Education Graduate Studies Office. The advisor will assist the student in preparing a Program of Studies and developing a plan which delineates the courses to be taken after the deficiencies are remedied. No EDCS courses except EDCS 501, 601, and 602 may be taken until a student is granted Classified Graduate Standing.

Classified Graduate Standing

Students who have fully met the admission requirements are awarded Classified Graduate Standing upon admission to the Program and may select courses numbered at the 500 level or selected from the following 600 level courses:

1. EDCS 601. Special Topics in Counseling: Chemical Dependency
2. EDCS 602. Special Topics in Counseling: Abuse and Battering
3. EDCS 640. School Counseling
4. EDCS 670. Career Counseling
5. EDRS 680. Educational Statistics
6. EDRS 681. Research Design and Analysis in Education

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 student as a professional counselor. This decision is made after the completion (with a 3.0 GPA) of:

EDCS 502. Practicum: Human Communication I (3) (Students are encouraged to repeat EDCS 502 throughout the Program as often as desired)

An additional 15 units from the student's Program of Studies (This 18 units corresponds to the BBSE designation of "trainee"; Section 4980.03c)

Advancement to Candidacy is required for all 600 level Counseling classes with the exception of those listed above in section B. In order to 1) better mentor the growth of students throughout the Program, and 2) insure the quality of Program graduates, the Program committee reserves to itself certain requirements. See Student Handbook for details.

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 applicant is advised that this quality is difficult to evaluate prior to admission; it may become apparent only as he or she progresses through the Program. The applicant who recognizes that this may be a significant difficulty is urged to consider other programs.

(This focus on the practitioner's sense of self and personal qualities is consistent with Chapter 1054, Marriage, Family and Child Counselors, Sections 4980.37(a) and 4980.41(5), Division 2 of the Business and Professions Code; and Section IIA, 8a and 8b, and IIB, Ic, of the Council for Accreditation of Counseling and Related Educational Program Standards.)

Experiential Learning Requirements

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.

Counseling Programs of Study

The following programs of study outline the curriculum for the MA degree, the PPS credential, and the MS in Counseling degree. An asterisk (*) indicates that a class must be taken in residence at CSUB.

Master of Arts Degree-Concentration in Pupil Personnel Services
(Required courses and electives, excluding prerequisite, must equal a minimum of 46 quarter units)

Prerequisite:
1. EDCS 501. Introduction to Counseling

Required Courses:
1. EDRS 680. Educational Statistics
2. EDRS 681. Research Design and Analysis in Education
3. *EDCS 502. Practicum: Human Communication I
4. EDCS 505. Cross Cultural Counseling
5. EDCS 532. Assessment for School Counselors
   or
6. PSYC 530. Psychological Assessment of Intellectual Functioning and Interests
   or
7. PSYC 531. Psychological Assessment of Personality and Interpersonal Behavior
8. *EDCS 605. Theories of Counseling
9. *EDCS 681. Counseling Case Analysis
10. *EDCS 691. Counseling Internship
11. *EDCA 696. Master's Project in Counseling
    or
12. *EDCA 697. Master's Examination in Counseling
13. Electives (16 units)

Pupil Personnel Services Credential (57 quarter units, excluding prerequisites, required)

Required Courses:
1. EDCS 501. Introduction to Counseling
2. *EDCS 502. Practicum: Human Communication I
3. EDCS 505. Cross Cultural Counseling
4. EDCS 510. Developmental Counseling: Children and Adolescents
5. EDCS 520. Professional Ethics
6. EDCS 525. Legal and Professional Issues: School Counseling
7. EDCS 532. Assessment for School Counselors
8. EDCS 601. Special Topics in Counseling: Chemical Dependency
9. EDCS 602. Special Topics in Counseling: Abuse and Battering
10. *EDCS 605. Theories of Counseling
11. *EDCS 640. School Counseling
12. *EDCS 645. Techniques in School Counseling
13. *EDCS 650. Group and Consultation Interventions in School Settings
14. EDCS 670. Career Counseling
15. *EDCS 681. Counseling Case Analysis
16. *EDCS 691. Counseling Internship
17. EDRS 680. Educational Statistics

Master of Science Degree (90 quarter units, excluding prerequisites, required)

Prerequisites:
1. PSYC 315. Abnormal Psychology (MFCC only)
2. PSYC 429. Psychological Tests and Measurement (or Measurement Competency Exam)
3. EDCS 501. Introduction to Counseling

Counseling Core (taken by all MS students):
1. *EDCS 502. Practicum: Human Communication I
2. EDCS 505. Cross Cultural Counseling
3. EDCS 520. Professional Ethics
4. PSYC 530. Psychological Assessment of Intellectual Functioning and Interests (School Counseling option takes EDCS 532)
5. EDCS 601. Special Topics in Counseling: Chemical Dependency
6. EDCS 602. Special Topics in Counseling: Abuse and Battering
7. *EDCS 605. Theories of Counseling
8. *EDCS 620. Group Counseling
9. *EDCS 625. Techniques in Group Counseling
10. *EDCS 631. Practicum: Human Communication IIA
11. *EDCS 681. Counseling Case Analysis
12. *EDCS 682. Counseling Case Analysis II

13. *EDCS 691. Counseling Internship
14. *EDCS 692. Counseling Internship II
15. *EDCA 696. Master's Project in Counseling
    or
16. *EDCA 697. Master's Examination in Counseling
17. EDRS 680. Educational Statistics
18. EDRS 681. Research Design and Analysis in Education

MS Options (choose one):

School Counseling

1. EDCS 510. Developmental Counseling: Children and Adolescents
2. EDCS 525. Legal and Professional Issues: School Counseling
3. EDCS 532. Assessment for School Counselors
4. *EDCS 610. Theories of Family Counseling
5. *EDCS 640. School Counseling
6. *EDCS 645. Techniques in School Counseling
7. *EDCS 650. Group and Consultation Interventions in School Settings
8. EDCS 670. Career Counseling
9. *EDCS 671. Techniques in Career Counseling
10. PSYC 540. Human Sexuality I
11. EDSP 501. Introduction to the Education of Exceptional Children and Youth

Marriage, Family and Child Counseling

1. EDCS 510. Developmental Counseling: Children and Adolescents
2. EDCS 515. Developmental Counseling: Adulthood and Aging
3. EDCS 526. Legal and Professional Issues: Clinical Practice
4. *EDCS 610. Theories of Family Counseling
5. *EDCS 615. Techniques in Family Counseling
6. *EDCS 632. Practicum: Human Communication IIB
7. EDCS 635. Theory and Practice of Consultation
   or
8. EDCS 670. Career Counseling
9. PSYC 515. Descriptive Psychopathology
10. PSYC 531. Psychological Assessment of Personality and Interpersonal Behavior
11. PSYC 540. Human Sexuality I
12. PSYC 592. Diagnostic and Statistical Manual

Career Development Counseling

This option has been deferred until funding becomes available.

Time Allotments for EDCS Courses

EDCS 615, 620, 625, 645, and 650 are clinical process classes. They are experimental in nature and require the use of live clients and videotaping of sessions. Because of the time needed to move people from room to room and change videotapes, breaks are built into the time allotments in the class schedule. Thus, the class schedule indicates more time than mandated for clinical process classes.

EDCS 502 is a laboratory course. A 15 minute break for the purposes described above is included in the time allotment, as well as 145 minutes TBA for out-of-class demonstrations and student practice.

BILINGUAL EDUCATION

EDBI 475. Introduction to Cross-cultural 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 focus on the concepts of cultural pluralism, multicultural education, and cross-cultural education. [F, W, S, SS]

EDBI 476. Introduction to Language Acquisition and Development (3) Introduction to theories and principles of second language acquisition. Includes a comparison of traditional and contemporary approaches to teaching ESL. Specially-designed academic instruction in English (SDAIE) is introduced. There will also be 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. [F, W, S, SS]

EDBI 503. Teaching Reading in Bilingual/Bicultural 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. [F]

EDBI 504. Bilingual/Bicultural Methods in the Language Arts (5) Language arts curriculum and methods for use with bilingual and monolingual students within bilingual/bicultural or multicultural classroom settings (K-8). Several approaches including whole language approaches that incorporate the student's linguistic and cultural experiences will be emphasized for the Spanish and English language arts. (Ability to converse in Spanish is useful.) [F]

EDBI 505. Cross-cultural Education (5) 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. Includes models and approaches that focus on the cultural dynamics found within successful classrooms. [F, W, S]

EDBI 506. Bilingual/Bicultural Teaching Strategies (5) Instructional theories and methodologies appropriate for the bilingual/bicultural, 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. [W]

EDBI 524. Techniques and Methods of English as a Second Language (5) Advanced methods, techniques, and skills necessary for teachers at the elementary, secondary, and adult levels to promote culturally 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. Prerequisite: EDBI 476. [F, W, S]

EDBI 541. Observation and Participation in Bilingual/Cross-cultural Education (2) Supervised experiences related to classroom teaching, with seminars and conferences as arranged. Prerequisite: Consent of instructor. [Varies]

EDBI 542. Practicum in Bilingual/Cross-cultural Education (3) Supervised classroom teaching and related experiences, with seminars and conferences as arranged. Prerequisite: Consent of instructor. [Varies]

EDBI 543. Practicum in an English as a Second Language Classroom (3) Supervised classroom teaching and related experiences with seminars and conferences as arranged. Prerequisites: EDBI 476 and 524. [F, W, S]

EDBI 564. Research and Evaluation in Bilingual/Bicultural 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/bicultural-cultural 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 EDBI courses. [S]

EDBI 635. Curriculum Development for Bilingual/Bicultural and Multicultural Education (5) Guided curriculum development for Bilingual/Bicultural and Multicultural Education. 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. Also includes adaptation strategies of curriculum materials for use with bilingual and monolingual students in a variety of classroom climates. Prerequisite: four EDBI courses. [S]

EDBI 636. Seminar in Bilingual/Bicultural Education (5) An in-depth review of current research, trends, issues, programs and other areas related to Bilingual/Bicultural and/or Multicultural Education. Topics and focus will vary. Approval of the instructor required. [Varies]

COUNSELING

EDCS 501. Introduction to Counseling (5) The focus of this course is a discussion of counseling services, including historical perspectives, basic philosophies and objectives, ethics, accountability and human relations. A major emphasis is on the relationship between the personal experience and identity of the counselor and the counseling process. Included is experience with the clinical processes of counseling skills and group dynamics in which students serve as participants. [F, W, S]

All other graduate counseling courses require EDCS 501 and Classified standing in the Counseling Program.

EDCS 502. Practicum: Human Communication I (3) This laboratory focuses on the theory and clinical practice of human communication with emphasis on communication skills, processes of verbal and non-verbal communication, use of communication skills applicable to counseling, interviewing, assessment, and evaluation of clients in simulated counseling situations. The major thrust will be on the actual practice of counseling procedures and practices focusing on human communication in the laboratory setting. Offered for CR/NC only. [F]

EDCS 505. Cross Cultural Counseling (4) This course focuses upon issues arising from different values and cultural assumptions which affect therapeutic intervention in counseling individuals and families. Cultural pluralism and its relationship to the counseling process is discussed. Focus will be on cultural subgroupings of ethnicity (Blacks, Hispanics, Asians, and Native American, among others), socioeconomics, gender, sexual orientation, religion, relationship status, disability, and demographics. [S]

EDCS 510. Developmental Counseling: Children and Adolescents (5) This course explores the developmental issues and tasks of normal biological, psychological, and social processes during childhood and adolescence. Disruption of normative development and issues and a variety of approaches for counseling with children and adolescents from different cultural backgrounds will be discussed. [W]

EDCS 515. Developmental Counseling: Adulthood and Aging (4) This course explores the biological, psychological, and social developmental tasks and life events of the adult years. It includes a focus on the developmental issues salient to relationships, separation, blended families, and geropsychology. A discussion of multicultural counseling approaches appropriate for adult and aging populations is also included. Prerequisite: EDCS 510 or permission. [S]

EDCS 520. Professional Ethics (2) This course focuses on contemporary professional ethics common to the scope of clinical/counseling practice. The professional codes of ethics (ACA, AAMFT/CAMFT, and APA) will be presented and illustrative case examples of key ethical issues such as confidentiality and administration of psychological tests will be discussed. [S]

EDCS 525. Legal and Professional Issues: School Counseling (1) This course focuses upon the legal issues pertaining to school counseling as found in the California Education Code. Included is discussion of the laws governing minors and the reporting requirements imposed upon school counselors by regulation, statute and case law. Goals and objectives of professional organizations, standards of training, credentialing, and the rights and responsibilities of the school counselor are also discussed. Prerequisite: EDCS 520 or concurrent enrollment. [F]

EDCS 526. Legal and Professional Issues: Clinical Practice (2) This course focuses upon the statutory and regulatory law that delineates the professional scope of practice for Marriage, Family and Child Counselors. Current legal patterns and trends including those in family law and the reporting requirements imposed on California therapists by statute, regulation and case law are discussed. Included is discussion of the goals and objectives of professional organizations, standards of training, licensure and certification, and the rights and responsibilities of the professional counselor. Prerequisite: EDCS 520 or concurrent enrollment. [F]

EDCS 527. Legal and Professional Issues: Career Counseling (2) This course focuses upon the legal issues regulating the practice of the counselor in business, industry, and vocational settings. Included is an examination of professional organizations, standards of training, certification, and the rights and responsibilities of the counselor/consultant. Prerequisite: EDCS 520 or concurrent enrollment. [Not offered at this time.]

EDCS 532. Assessment for School Counselors (4) This course surveys selected assessment instruments, including standardized tests and other programs and techniques commonly used by California elementary and secondary school counselors to evaluate individuals and groups. Special attention is paid to cultural and ethnic factors that bear upon academic assessment and achievement. A major thrust will be upon the selection, administration and interpretation of instruments appropriate to academic, career and personal/
social counseling. Methods for early identification of students at risk, as well as the assessment of limited English-proficient (LEP) students will be discussed. Prerequisite: EDRS 680. [W]

EDCS 590. Special Problems in Counseling (1-5) A review and analysis of specific topic areas in counseling. May be repeated with different topics; permission. [Varies]

EDCS 601. Special Topics in Counseling: Chemical Dependency (2) This course meets the requirements established by the Board of Behavioral Science Examiners for MFCC licensing. It also meets the requirements established by the Board of Medical Quality Assurance for Psychologist licensing. The focus is upon various aspects of alcohol and drug abuse and dependency. Etiology, diagnosis, treatment, family, medical and legal issues, and community resources will be discussed. [S]

EDCS 602. Special Topics in Counseling: Abuse and Battering (1) This course focuses upon the assessment of violence in families and in relationships. A major emphasis is on physical, emotional and sexual abuse of children, the elderly and in partners in intimate relationships. Abandonment, battering, rape, incest, general and severe neglect, willful cruelty, corporal punishment and injury, and abuse in out-of-home care will be discussed. The legal procedures for timely reporting of such victimization will be included. [W]

EDCS 603. Special Topics in Counseling: Spirituality (1) This course focuses upon the role of the counselor in assisting clients to resolve the spiritual issues of meaning and value that arise in the counseling process. Spiritual issues specific to adult transitions will be discussed. [Not offered at this time.]

EDCS 604. Special Topics in Counseling: Loss (1) This course focuses upon loss and the human experience. Cycles and processes of loss will be highlighted. Issues related to loss throughout the life span will be discussed. [Not offered at this time.]

EDCS 605. Theories of Counseling (4) This course focuses upon basic concepts and theoretical models of counseling that can be used to intervene therapeutically with couples, families, adults, children, and groups. Applications of each perspective across the life span are discussed. Prerequisite: Advancement to Candidacy in Counseling Program. [S]

EDCS 610. Theories of Family Counseling (5) This course focuses upon the major theoretical psychotherapeutic orientations relative to relationships and family counseling. The psychodynamics of relationships and family systems, communications theory, and the role of family patterns and interactions in the individual and the family will also be discussed. Bicultural issues will be addressed. Prerequisite: Advancement to Candidacy in the Counseling Program; EDCS 605. [F]

EDCS 615. Techniques in Family Counseling (3) This course focuses upon the development of counseling skills based upon the theoretical perspectives of family counseling. Clinical experiences in assessment and implementation will be provided by means of observation, demonstration and practice. Prerequisite: EDCS 610. [W]

EDCS 620. Group Counseling (4) The focus of this course is the clinical process of group facilitation. Students will become familiar with the literature related to small groups and engage in group experiential activities designed to relate the clinical process to theoretical explanations. Prerequisite: Advancement to Candidacy in Counseling Program; EDCS 605 and EDCS 610. [W]

EDCS 625. Techniques in Group Counseling (3) The focus of this course is upon the development of counseling skills based on the theoretical perspectives of group process. Clinical experiences in assessment and implementation will be provided through observation, demonstration, supervision, and practice. Prerequisite: EDCS 620. [S]

EDCS 631. Practicum: Human Communication IIA (3) This practicum focuses upon advanced theory and practice of human communication with emphasis upon communication skills, assessment of nonverbal and verbal communication processes, and crisis intervention. The major thrust will be upon individual supervision of advanced counseling procedures and practices which focus upon the interviewing, assessment, and evaluation of clients. Prerequisite: EDCS 605 and EDCS 610; permission. [F, W, S]

EDCS 632. Practicum: Human Communication IIB (2) A continuation of EDCS 631. [F, W, S]

EDCS 633. Practicum: Human Communication IIC (5) [F, W, S]

EDCS 634. Practicum: Human Communication IID (5) [F, W, S]

EDCS 635. Theory and Practice of Consultation (4) This course focuses upon discussion of the theory and practice of consultation. It is designed to enable counselors to promote primary prevention and facilitate change processes by functioning as consultants within a variety of organizational settings. Students enrolled in Marriage, Family and Child Counseling and Career Development Counseling will have the opportunity to specialize in consultant activities appropriate to their option. Prerequisite: EDCS 620 and EDRS 681. [S]

EDCS 640. School Counseling (4) This course focuses on the role and function of the school counselor within the social structure of the educational system. It includes a discussion of the current trends in the organization and delivery of pupil personnel services in multicultural educational settings. [F]

EDCS 645. Techniques in School Counseling (3) This course focuses upon the development of the clinical 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: Advancement to Candidacy, EDCS 605 and EDCS 640. [W]

EDCS 650. Group and Consultation Interventions in School Settings (5) This course focuses upon the theory and skills necessary for effective group and consultation interventions in multicultural educational settings. It is designed to enable school counselors to establish the conditions necessary for primary and secondary change in such settings. In two meetings weekly, the course will deal one day with group interventions and another with consultation interventions. Prerequisites: EDCS 645. [S]

EDCS 670. Career Counseling (4) This course focuses upon the processes of career development and counseling through the life span. Included will be emphasis on theories of career counseling, culturally different populations, the interface between the individual and the organizational climate, and the resources utilized in the career counseling process. [F]

EDCS 671. Techniques in Career Counseling (3) This course focuses upon the development of skills necessary for effective career counseling. Experiences with career resources, interpretation of interest, aptitude and value tests, and career planning for women, the culturally different, economically disadvantaged, adults in transition, the physically limited, and the developmentally disabled will be provided through observation, demonstration, and practice. Prerequisite: Advancement to Candidacy, EDCS 605 and EDCS 670. [Not offered at this time.]

EDCS 672. Counseling in the Workplace (4) This course focuses upon appropriate knowledge and helping skills associated with comprehensive counseling and career development services offered employees within a variety of work settings. It will examine the manner in which a career development orientation can serve as a pragmatic basis for integrating employee assistance and vocational services into the total human resource development plan of an organization. Prerequisite: EDCS 670. [Not offered at this time.]

EDCS 681. Counseling Case Analysis (1) This course accompanies Counseling Internship. It focuses upon case analyses and activities relevant to field related experiences. Issues related to professional development will be discussed. Students must enroll in this laboratory each quarter they are enrolled in Counseling Internship. Offered for CR/NC only. Prerequisite: Concurrent enrollment with EDCS 691. Counseling Internship; permission. [F, W, S, SS]

EDCS 682. Counseling Case Analysis II (1) A continuation of EDCS 681, Counseling Case Analysis. [F, W, S, SS]

EDCS 683. Counseling and Case Analysis III (5) A continuation of EDCS 682. [F, W, S, SS]

EDCS 684. Counseling and Case Analysis IV (5) A continuation of EDCS 683. [F, W, S,]

EDCS 685. Counseling and Case Analysis V (5) A continuation of EDCS 684. [F, W, S, SS]

EDCS 691. Counseling Internship I (5) The internship provides an individually supervised clinical practicum in settings designed to facilitate the professional goals of the intern. For those pursuing the MFCC license, the internship provides a practicum falling within the scope and practice of a Marriage, Family and Child Counselor. It further provides opportunities for experience in interviewing, assessment, diagnosis, prognosis and treatment of familial and relationship dysfunctions (meets the MFCC practicum requirement specified in Division 2 of the Business and Professions Code, Chapter 13, Article 1, Sections 4980.40 and 4980.43). For those pursuing the Pupil Personnel Services Credential, the placement provides the opportunity to counsel in a cross-cultural setting (meets PPS Category B, 1.4). Students must enroll in EDCS 681, Counseling Case Analysis, every quarter they are enrolled in this course. Offered for CR/NC only. Prerequisite: Advancement to Candidacy in Counseling Program; EDCS 605; permission; and concurrent enrollment in EDCS 681. [F, W, S, SS]

EDCS 692. Counseling Internship II (5) A continuation of EDCS 691, Counseling Internship. [F, W, S, SS]

EDCS 693. Counseling Internship III (5) A continuation of EDCS 692. [F, W, S, SS]

EDCS 694. Counseling Internship IV (5) A continuation of EDCS 693. [F, W, S, SS]

EDCS 695. Counseling Internship V (5) A continuation of EDCS 694. [F, W, S, SS]

CULMINATING ACTIVITY

EDCA 690. Master's Thesis in Education (2-5) A carefully designed review of the research literature and findings of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a Culminating Activity Committee (CAC **). [F, W, S]

EDCA 691. Master's Project in Education (2-5) 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 equivalents. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of Culminating Activity Committee.** [F, W, S]

EDCA 692. Master's Examination in Education (2-5) Study and examination in depth of a specific area of concentration in Education; form of the examination to be determined by a CAC.** Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a CAC.** [F, W,S]

EDCA 693. Field Work in Educational Administration I (3) Directed field work in administration of schools. Includes supervised project, assigned readings, and written reports. Prerequisite: Consent of the instructor. [F, W,S, SS]

EDCA 694. Field Work in Educational Administration II (5) [F, W, S, SS]

EDCA 696. Master's Project in Counseling (2) The master's project is a quarter-long individually supervised, significant undertaking appropriate to the professional field of counseling. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation. The project will be orally presented (California Administrative Code Section 40510). Prerequisite: Advancement to Candidacy in Counseling Program; concurrent enrollment with Counseling Internship; permission [F, W, S]

EDCA 697. Master's Examination in Counseling (2) An in-depth examination in the field of counseling. Prerequisite: Advancement to Candidacy in Counseling Program; EDCS 605; permission. [F, W, S]

EDCA 698. Culminating Examination in Educational Administration (3) An examination in-depth of educational administration. Prerequisites: Successful completion of 39 quarter units in the concentration and core requirements, and EDCA 693, approved petition for advancement to candidacy, and the appointment of a Culminating Activity Committee. [F, W, S]

EARLY CHILDHOOD EDUCATION

EDEC 443. Supervision and Administration of Early Childhood Education (5) The planning, supervision and administration of early childhood programs in local districts and private institutions including employer-sponsored preschool programs. 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. [F]

EDEC 444. Internship in Administration and Supervision of Children's Programs (5) This course will focus on the practical application of information gained in EDEC 443. It 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 ECE pedagogy and curriculum development, fiscal management, recruitment and training of staff. Students will learn sound managerial practices and procedures for operating centers effectively. Prerequisite: EDEL 443. [W]

EDEC 513. Seminar in Early Childhood Education (5) An examination of the status of early childhood education in general; optional program patterns; basic theories, research, and practice of early childhood education. [F]

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. Prerequisite: EDEC 412. [S]

EDEC 522. Curriculum and Instruction in Early Childhood Education (5) Basic instructional modes and practices; curriculum content and development; materials and optional organizations for instruction. Prerequisite or corequisite: EDEC 513. [W–offered in alternating years]

EDEC 523. Family and Community Involvement in Education (5) Discussion of various modes of family-school and community interaction and involvement in the education of young children. Focus on different levels of family-school collaboration and impact of family participation in students' academic performance and development. Lectures, research projects, class presentations and field experiences. [Varies–W, S]

EDEC 545. Human Development: A Lifespan 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. [W]

EDEC 590. Special Topics in Early Childhood Education (1-5) Course may explore different topics each time that it is offered. Select topics include children's literature, emergent literacy, play and math/science instructional strategies. [SS]

EDEC 644. Early Childhood Education Field Experience (1-6) Laboratory and field experiences with children in different environments: Studies of behavior via modes of observation and research projects; methods and procedures. [F, W, S]

EDUCATIONAL ADMINISTRATION

The following courses meet the requirements for the Preliminary Administrative Credential and master's degree and are prerequisites for culminating activities EDCA 693, EDCA 694, and EDCA 698.

EDAD 515. Administration and Supervision of Programs for Exceptional Children (3-5) Intensive study of the organization, administration, and supervision of education programs for exceptional children: curriculum, legal relations, budgeting and financing, attendance reporting, facilities planning referral and use of community agencies, surveying of state, local, regional, and national trends and issues. [W]

EDAD 572. Legal Aspects of Education (3) The laws of public education, examined from the point of view of implications for the profession; considers legal responsibilities and duties, powers and liabilities of teachers and administrators. [W]

EDAD 573. Financing Public School Districts (3) A systematic examination of such basic concerns as sources of public school revenues, patterns and problems of distribution, budgeting, PPBS programs, effects of technology and management and accounting. [F]

EDAD 576. School Personnel Management (3) Policy formation for personnel practices; techniques of organizing for personnel selection and evaluation; legal and theoretical aspects of the negotiation process. [F]

EDAD 600. Administrative Induction (3) Taken upon employment as an administrator, the candidate will learn approaches to professional self-assessment, and develop a plan for meeting the Professional Administrative Credential requirements. The plan will be based upon multiple assessments of the candidate's competence, interests, and career goals, and developed in consultation with the employing school district and the administrator'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 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, and management of information systems and human and fiscal resources. [F, W, S]

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. [SS]

EDAD 611. Executive Liberal Arts Seminar (3) This is an elective course which 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). [SS]

EDAD 671. The Governance and Politics of American Education (3) Study of 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. [S]

EDAD 673. Human Relations in Educational Management (3) 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. [F]

EDAD 674. Supervision of Instruction (3) Historical development and trends of supervision in an educational setting. Current practices and leadership behaviors necessary for the improvement of instruction, staff development, and the evaluation of teaching-learning effectiveness. [W]

EDAD 675. Supervision of Curriculum (3) 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 for the evaluation and improvement of curriculum. [W]

EDAD 677. The Role of the Principal (3) A study of the theoretical concepts of human organizational behavior in educational institutions; the communication and planning processes involved in the management system. [F]

EDAD 679. School-Community Relations (3) The influence of the formal and informal structures of communications systems in communities; the nature of communities and the contributions of cultures. [S]

The following 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. Strategy related to long-term, short-term, and strategic planning to relate theory to practice will also be emphasized. [W]

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. [W]

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 covered. [S]

EDAD 683. School Law and Political Relations (3) Court decisions and legislative enactments at the state and national level will be analyzed as to their implications as to school-level policy decisions. Activities relating to school/district intervention at the state policy level will also be investigated. [S]

EDAD 684. Fiscal Policy Planning and Management (3) Analysis of raising and allocating resources. Resource forecasting and allocational planning for human resources as well as materials, equipment, and buildings will be analyzed. [F]

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. [F]

The following are all field work experiences for the Professional Administrative Credential only.

EDAD 686. Field Work in Educational Administration I (3) Field experience developed with the candidate, field supervisor, and college advisor. The emphasis of the field work for the Professional Credential will be assuring that candidates have a series of policy-level administrative experiences in order to give them understandings of the decision-making processes relating to the important legislative issues at the local, county, state, and national levels.
[F, W, S, SS]

EDAD 687. Field Work in Educational Administration II (3) [F, W, S, SS]

EDAD 688. Field Work in Educational Administration III (3) [F, W, S, SS]

EDAD 689. Field Work in Educational Administration IV (3) [F, W, S, SS]

EDAD 692. Administrative Assessment (3) Taken at the end of the Professional Administrative Services Credential Program to assess the completion of the induction plan. Completion will be determined as a collaborative effort involving the candidate, the employing school district, and the university faculty advisor. [F, W, S, SS]

EDUCATIONAL RESEARCH

EDRS 680. Educational Statistics (4) The application of statistics including computerized statistical packages, in educational research; descriptive and inferential statistics, parametric and non-parametric statistics, types of data; uses and misuses of statistics. Prerequisite: The equivalent of at least one year of algebra is recommended. [F, W, S]

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. [F, W, S]

EDRS 688. Research in Special Education (3) Review and analysis of specific, topical researches in special education; critical analysis of selected literatures. Prerequisite: admission to conditional graduate standing in the School of Education. [W]

INDIVIDUAL STUDY

EDIS 489. Experiential Learning (5) [F, W, S]

EDIS 496. Internship in Education (5) [F, W, S]

EDIS 497. Cooperative Education (5) [F, W, S]

EDIS 499. Individual Study (1-5) Admission with consent of dean, School of Education. [F, W, S]

EDIS 699. Individual Study (1-5) Admission with prior approval and consent of the advisor, department chair and dean, School of Education. [F, W, S]

SPECIAL EDUCATION

EDSP 501. Introduction to Education of Exceptional Children and Youth (5) Basic characteristics, needs and socio-linguistic necessities of exceptional children. Survey of existing constraints, facilities, personnel, and curricula for the exceptional children. Current and future special educational services will be discussed in terms of the concept of mainstreaming, the California Master Plan, and the federal P.L. 94-142. This course is required to clear the fifth year mainstreaming component for multiple subjects and single subject credential candidates. Prerequisite: Preliminary basic teaching credential or admission to a basic credential program. [F, W, S]

EDSP 505. Applied Behavioral Analysis in Special and Remedial Education Classrooms (5) This course introduces the graduate student to the theoretical perspective (including terminology) of applied behavior analysis (A.B.A.), as a powerful and widely used technology within the broad field of special education. This course will provide practicum/clinical opportunities for students to acquire and apply the principles of applied behavior analysis within their own professional settings. Within a "case study" format, graduate students will design behavioral intervention programs for clients exhibiting a wide range of academic and/or social problems (including persons with mild, moderate and/or severe handicaps). Students will be challenged to consider the ethical implications inherent in the use of A.B.A. technology. [F, W]

EDSP 507. Education of the Emotionally Disturbed (5) The child with behavior disorders examined in terms of physical, social, and psychological characteristics. Educational methodologies including psychodynamic strategy, behavior modification strategy, ecological strategy, and the psychoeducational strategy reviewed. Relevant literature pertaining to children with behavior disorders examined. [W, SS]

EDSP 508. Assessment of Sensorimotor, Perceptual, and Cognitive Skills for Exceptional Children and Youth (5) Intensive study of normal and delayed developmental patterns of sensorimotor, perceptual and cognitive skills, including a continuum from norm-referenced standardized instruments to criterion-referenced and curriculum-based assessment. [W, S]

EDSP 529. Vocational Education and Transition for Exceptional Students (5) 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. [Offered in alternating years, SS]

EDSP 540. Special Education/Remedial Strategies in Mathematics Instruction (5) 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 education options in mathematics: strategies to experiment with carefully sequenced developmental remediations; and problem-solving techniques to develop compensatory tools 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 remedial tasks, and (c) permitting compensatory solutions in mathematics learning situations (i.e., calculators). [W, S]

EDSP 542. Observation in Special Education (5) Field work experiences related to the special education learning handicapped classroom, with particular emphasis given to culturally and linguistically diverse populations.

EDSP 550. Special Education/Remedial Strategies in Language Arts Instruction (5) 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: strategies to experiment with carefully sequenced developmental remediations; and problem-solving techniques to develop compensatory tools when remediation is for some reason inappropriate. Emphasis will be given to research on microcomputers and other technologies. [F, S]

EDSP 621. Counseling Exceptional Children/Youth and Their Parents (5) Exceptional children manifest serious emotional and behavioral problems in addition to expected academic and psychological problems. This course is designed to focus on strategies to enhance the exceptional students' emotional well-being and his/her behavioral control. Further, it will include skills to assist parents who frequently need support in coping with the special challenges of being effective parents for an exceptional child. The continuum of skills taught range from a Rogerian communications model to precision behavior change procedures. [F, W]

EDSP 622. Curriculum Development, Learning Handicapped (5) Within this course students are expected to integrate the competencies of the LH program, including a survey of the most current curriculum theories and techniques for LH students (grades K-12), including strategies to promote cross-cultural communication and English as a second language (ESL). [F, S]

EDSP 623. Field Work Learning Handicapped Student Teaching: LH Classroom Emphasis (5) Provides practical experience teaching learning handicapped students on a daily basis in a public school setting under the supervision of a cooperating teacher and university supervisor. The student teacher has the responsibility to plan and organize culturally and linguistically sensitive lesson plans to demonstrate the required competencies. Grading is on a credit, no-credit basis. Prerequisite: Consent of the instructor. [F, W, S]

EDSP 624. Field Work Learning Handicapped Student Teaching: Mainstreaming Emphasis (5) Provides practical experience teaching learning handicapped and remedial students on a daily basis in a public school setting under the supervision of a cooperating teacher or building principal and university supervisor. The student teacher has the responsibility to demonstrate individual and small group remedial strategies and the ability to implement and/or facilitate mainstreaming in the regular classroom using strategies that are culturally and linguistically appropriate. Prerequisite: Consent of the instructor. [F, W, S, SS]

EDSP 625. Field Work Learning Handicapped Supervision I (5 or 10) Provides advanced field supervision for competency certification for LH teachers who are teaching on emergency LH credentials. The teachers in training have the responsibility to plan and organize culturally and linguistically appropriate lesson plans to demonstrate the required competencies. Credit, no-credit grading. Prerequisite: Consent of the instructor. [F, W, S, SS]

EDSP 626. Field Work Learning Handicapped Supervision II (5)

EDSP 630. Instructional Methods and Research in Severely Handicapped (5) This course focuses on empirically validated instructional methods relevant to the severely handicapped which are highly behavioral. Particular emphasis will be placed on what content is relevant to ultimate adult adjustment and is age appropriate. [F]

EDSP 631. Assessment for the Severely Handicapped (3) This course focuses on the administration and interpretation of norm-referenced and criterion-referenced measures (1) to assess current levels of performance of the severely handicapped and (2) to write a sequence of measurable IEP objectives. Skills in direct behavioral measurement strategies and interdisciplinary professional team communication of assessment results will be emphasized. [W]

EDSP 632. Curriculum Development, Severely Handicapped (5) Within this course students are expected to integrate the competencies of the severely handicapped program, including a survey of the most current curriculum theories and techniques for severely handicapped students (grades K-12). Prerequisites: EDSP 505, 507, 508, 542, 621, 630, 631. [S]

EDSP 633. Field Placement Seminar, Severely Handicapped (2) Under the guidance of the instructor, students plan their culturally/linguistically sensitive "lesson plans" for EDSP 634 or EDSP 635. Concurrent with or prerequisite: EDSP 632. [F, W, S]

EDSP 634. Field Work Severely Handicapped Student Teaching (10) Provides practical experience teaching severely handicapped students on a daily basis in a public school setting under the supervision of a cooperating teacher and university supervisor. The student teacher has the responsibility to demonstrate individual and small group teaching strategies appropriate to the severely handicapped and the ability to implement and/or facilitate "least restrictive environment" instructional opportunities using strategies that are culturally and linguistically appropriate. Concurrent with or prerequisite: EDSP 633 and consent of the instructor. Credit, no-credit grading. [F, W, S]

EDSP 635. Field Work Severely Handicapped Field Supervision (10) Provides advanced field supervision for competency certification for SH teachers who are teaching on emergency SH credentials. The teachers in training have the responsibility to plan and organize culturally and linguistically appropriate lesson plans and LRE (least restrictive environment) instructional opportunities. Concurrent with or prerequisite: EDSP 633 and consent of the instructor. Credit, no-credit grading. [F, W, S]

EDSP 651. Resource Specialist I--Role and Legal Mandates and Diagnostic Assessment (5) Analysis of the role of resource specialist focusing on laws, regulations, and other compliance requirements. Emphasis will be on the resource specialist's role as facilitator between regular education and special education. The specialized coordination and consultation functions of the resource specialist's role will be introduced. Analysis of the resource specialist's role in utilization of evaluation data for the modification of instruction and curriculum. Emphasis will be on assessment consultation with regular classroom teachers and on coordination of referral and assessment procedures. [F]

EDSP 652. Resource Specialist II--Instructional Function and Communication Strategies to Facilitate Staff Development and Parent Education (5) The coordination and follow through from assessment to instruction will be emphasized. This instructional function will be divided into two areas, one focusing on curriculum competencies and the other focusing on behavior management competencies. Analysis of the communication skills needed to effectively implement the total resource specialist role. Emphasis will be on strategies to facilitate the acceptance of students with exceptional needs by regular classroom teachers and peers and on strategies to enhance parent education, including the assessment of staff development inservice needs. The RSP's role in instructional coordination, consultation, staff development, and parent education will be focused in one or more content areas. [F]

EDSP 672. Self and the Exceptional Child (5) Self properties with respect to development, history, theories, terminology, and assessment will be reviewed. Additional focus will be directed to actual clinical assessment of pupils and diagnosis. [F–offered in alternating years]

PHYSICAL EDUCATION

The purpose of the Bachelor of Science Degree in Physical Education is to develop and impart to students in an integrated, orderly and logical sequence, a fundamental understanding of individuals as they engage in physical activity. The body of knowledge covered by courses in the major, which require prerequisite courses in the traditional academic fields, is designed to provide students with tools to analyze physical performance and sport from a number of different viewpoints: biological, mechanical, historical, social, etc. While the general approach to study in these areas emphasizes the utilization of theoretical principles and scientific information, practical application is stressed.

Students who complete the Teaching Option major will be prepared for teaching and coaching positions in the public schools. Anyone interested in a public school position should consult with an advisor during the first quarter of the junior year concerning teaching credential requirements.

The Physical Education Department offers a variety of physical education activity courses (100 series) on a credit/no credit basis to all students. (Not a requirement of nor applicable to the major.)

Students who began their college curriculum in the fall of 1979 or thereafter are limited to 8 units of credit in PED 100 or equivalent activity courses which may be applied toward graduation. Students may repeat the same activity course for credit (up to the maximum of 8 units of activity courses).

Enrollment in PED 160 Jogging, PED 161 Walking, and PED 162 Biking is limited to a combined total of 2 units per quarter.

Education Building, Room 142
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Email: tlarrabee@csubak.edu

Chair: N. Bailey

Faculty: H. Clark, C. Craig, C. Ferreira, G. Friedman, T. Kerr, J. Sage, P. Skehan, S. Tobin, C. Warner, K. Welter

Requirements for the Major in Physical Education

Students interested in majoring in Physical Education should obtain general information about the program early in their lower division career. After declaring a major in Physical Education, they should meet with their advisor to plan a course of study.

Many courses are offered only once per year and some require prerequisites.

Teaching Physical Education Option

Required Courses

1 PED 200. Perspectives in Physical Education
2. PED 212–232 Introduction to Teaching Series (See Note)
3. PED 300. Motor Learning
4. PED 310. Measurement and Evaluation
5. PED 312. Teaching Physical Education (3)
6. PED 330. History of Physical Education and Sport
7. PED 401. Kinesiology, Prereq: BIOL 250 Anatomy
8. PED 403. Adapted Physical Education
9. PED 404. Physiology of Exercise, Prereq: BIOL 255 Physiology
10. PED 412. Elementary School Physical Education
11. PED 420. Physical Education and Sport Sociology
12. PED 470. Administration of Physical Education and Athletic Programs
13. PED 480. Physical Education and Sport Psychology
14. PED 490. Senior Seminar in Physical Education

Note: A total of 18 units must be taken in the Professional Activities Series 212-232 and they must include dance, aquatics, gymnastics, and outdoor education.

Fifteen or more units from the following courses:

1. PED 290. Prevention and Treatment of Athletic Injuries
2. PED 315. Aquatics
3. PED 316. Lifesaving and Water Safety
4. PED 317. Water Safety Instructors
5. PED 351-357. Coaching Series
6. PED 362. Sports Officiating
7. PED 370 Advanced Coaching Series
8. PED 392. Exercise Rehabilitation in Athletic Training
9. PED 402. Practicium in Adapted Physical Education
10. PED 405. Motor Development
11. PED 406. Sports Medicine
12. PED 410. Movement Education
13. PED 430. Women in Sport
14. PED 435. Recreation and Leisure Services
15. PED 440. Recreational Leadership
16. PED 441. Community Recreation
17. PED 450. Recreational Programming, Management of Areas and Facilities
18. PED 492. Advanced Athletic Training

Others: Transfer credits approved by the department chair

Requirements for the Minor

The minimum requirement for the minor in Physical Education is 20 units. This must include PED 200 and a combination of 17 units in upper division course work acceptable to the chair of the Physical Education Department.

Teaching Credential--Single Subject

The CSUB degree in Physical Education has been certified by the Commission on Teacher Credentialing (CTC) as satisfying requirements for the State of California Single Subject Credential. This means that a student completing the CSUB BS degree in Physical Education also completes the CTC-approved examination waiver program in Physical Education.

Adapted Physical Education Certificate Program

The CTC has granted an examination waiver for the teaching certificate in Adapted Physical Education. All students interested in the certificate program shall have current and valid a California basic teaching credential.

Prior to the completion of the certificate program, candidates must have completed the following prerequisites (or their equivalents):

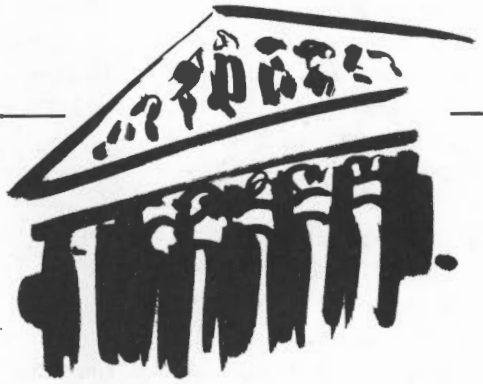
1. PED 300. Motor Learning
2. PED 401. Kinesiology
3. PED 404. Physiology of Exercise

The following courses will be required:

1. PED 402. Practicum in Adapted Physical Education
2. PED 403. Adapted Physical Education
3. PED 405 Motor Growth and Development
4. PED 410. Movement Education
5. EDSP 501. Introduction to Education of Exceptional Children/Youth
6. EDSP 621. Counseling Exceptional Children/Youth and Their Parents

Because it is likely that they will have covered them in their degree and credential programs, those who possess the following credentials will not be required to complete the prerequisites:

1. Ryan Single Subject (P.E.)
2. Standard Secondary P.E. Major



The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The CSUB Class Schedule is published quarterly and is available through the campus bookstore. Students should refer to the Class Schedule for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.

COURSES

Experiential Prior Learning

Credit for prior work experience is available in the Department of Physical Education:

1. PED 289/489. 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.

Lower Division

PED 100. Fundamental Skills (1) Instruction in a variety of sports activities. Two meetings per week or TBA. Intramurals, skiing, and selected physical conditioning courses are TBA. Offered only on a credit, no-credit basis.

PED 200. Perspectives in Physical Education (3) An introduction and orientation to the field of physical education in terms of professional and career opportunities. A consideration of the major theories, ideas, and issues (contemporary and historical) that have influenced the direction of the field. Lecture, discussion, and observation.

PED 212-232. Introduction to Teaching (1-2) A focus on the skill acquisition necessary for competent teaching of physical education activity classes. Two meetings per week, plus additional two hours per week field activity time. Subjects covered will include: Badminton/Racquetball, Basketball/Gymnastics, Field Hockey/Golf, Folk/Square Dance, Softball/Flag Football, Swimming/Water Safety, Tennis/Archery, Volleyball/Soccer, Weight Training/Physical Fitness, Self-Defense, and Outdoor Education. These subjects are 1 unit each and paired as listed, except PED 230 Self-Defense and PED 232 Outdoor Education, which are 2 units and cover the entire quarter.

PED 250-264. Intercollegiate Sports (2) Daily instruction in intercollegiate activities. May be repeated for credit according to season. Field trips required. Five meetings per week. Prerequisite: Permission of the instructor. Subjects are: Basketball, Wrestling, Men's Track, Women's Track, Cross Country, Women's Tennis, Men's Tennis, Volleyball, Men's Soccer, Women's Soccer, Swimming, Softball, and Golf.

PED 252. Topics in Physical Education (1-5) Variable subject matter dealing with selected facets of physical education. May be repeated for different course credit. Discussion and a terminal project.

PED 289. Experiential Learning (5)

PED 290. Prevention and Treatment of Athletic Injuries (3) An examination of the theoretical background of the prevention, care, and rehabilitation of athletic injuries and other sport-related pathological conditions. Also studied are the practical skills involved in taping, first aid, and rehabilitation techniques.

PED 299. Individual Study (5)

Upper Division

PED 300. Motor Learning (3) A study of selected factors that influence the acquisition and retention of fine and gross motor skills, with emphasis on the role of motor and sensory systems. Lecture, discussion, and lab.

PED 310. Measurement and Evaluation (3) Introduction to measurement and evaluation procedures used in physical education. Theory and analysis of the construction, administration, and evaluation of measurement instruments used in physical education. Emphasis on learning to evaluate objectives, program outcomes, and student achievements.

PED 312. Teaching Physical Education (3) Advanced instruction in and practice of teaching competencies. Additional emphasis placed on teaching strategies. One and one-half hours of lecture, three hours of activity under supervision. Completion of six of the 211 series in selected activity areas. Prerequisite: Completion of 12 units in the Professional Activities Series PED 212-230.

PED 315. Aquatics (2) Content designed to familiarize students with techniques and safety practices in life saving, skin and scuba diving, small boating, and synchronized swimming. One hour of lecture, two hours of activity.

PED 316. Lifesaving and Water Safety (2) A course designed for students who wish to increase their awareness of water hazards and accident prevention, in, on, and around the water. Students who enroll should be reasonably proficient in the front crawl stroke, the breaststroke, and the sidestroke. They should be able to tread water for 3-5 minutes and swim one-quarter mile nonstop.

PED 317. Water Safety Instructors (3) A course designed for students who want to learn to teach a variety of swimming and lifesaving courses.

PED 330. History of Physical Education and Sport (3) Examination of the relationship between historical pattern and change and the status, relevancy, and acceptance of sport, with emphasis on Western tradition. Lecture and discussion.

PED 351-357. Coaching Theory (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, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, discussion, and participation. Subjects include: Competitive Swimming, Softball, Basketball, Football, Tennis, Track, Volleyball, Wrestling, Field Sports for Women, Golf, and Soccer.

PED 362. Sports Officiating (2) Theory and practice of officiating sports in programs in the schools. Lecture, demonstration, and practice leading to certification or local rating. Modules of instruction selected from the following: basketball, volleyball, softball/baseball.

PED 370. Advanced Coaching Series (2-5) Advanced 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, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, discussion, and participation. Prerequisite: Permission of instructor. Subjects include: Softball, Basketball, Football, Tennis, Track, Volleyball, Wrestling, Field Sports for Women, and Competitive Swimming.

PED 391. Competency Examination (5)

PED 392. Exercise Rehabilitation in Athletic Training (3) The design, development, and application of exercise programs for rehabilitation of athletic injuries.

PED 393. Seminar in Athletic Training (5)

PED 394. Internship in Athletic Training (1) Practical experience in athletic training.

PED 396. Therapeutic Modalities in Athletic Training (5)

PED 401. Kinesiology (3) The study and application of physical structure and muscular movements in various physical education activities. Description and application of certain anatomical concepts and physical laws to joint and muscular action. Lectures, discussions, and observations. Prerequisite: BIOL 250 Human Anatomy.

PED 402. Practicum in Adapted Physical Education (5) A study of the uses of recreation for the handicapped and handicapped health and safety; supervised experience in the practical application of adapted physical education principles in the development of specific individualized instruction programs for handicapped persons in the community; development of performance, and program assessment and evaluation. Prerequisite: PED 403 and 405 or consent of the instructor.

PED 403. Adapted Physical Education (5) A study of physically handicapped children who require specialized physical education and rehabilitation. Lecture, discussion, and observation.

PED 404. Physiology of Exercise (5) A study of human physiological adaptation during exercise. Lecture, discussion and lab. Prerequisite: BIOL 255 Human Physiology.

PED 405. Motor Development (5) A study of the relationship between physical growth, motor development, and motor performance of individuals from infancy through adolescence, with emphasis on age and sex differences. Lecture and discussion.

PED 406. Sports Medicine (5) A study of selected topics related to sports medicine with application for athletics, personal fitness and health. Emphasis is on studying various methods of training and types of diet on specific sport activities, and health-related aspects of cardiorespiratory fitness. Written and oral reports, based on current information from the research literature, will be required. Lecture, discussion, and laboratory demonstration. Prerequisites: PED 404 and senior standing.

PED 410. Movement Education (5) A study of growth and development, large muscle activity, movement exploration, rhythms, and self-testing as they related to the total learning of the elementary school child. Emphasis is placed on the preparation of teacher candidates for instruction in movement education.

PED 412. Elementary School Physical Education (3) This course is 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 grades Kindergarten through sixth. Additionally, innovative and contemporary trends in curriculum will be presented (i.e., perceptual-motor training, noncompetitive games, relaxation), and movement experiences for the exceptional child. A portion of the class meetings will provide opportunity for peer-teaching in which the focus will be on appropriate selection of activities and methods of instruction.

PED 420. Physical Education and Sport Sociology (5) A study of the relation of play, sport, and physical activity to social process, function, and structure through the use of sociological concepts. Lecture and discussion.

PED 430. Women in Sport (5) A multidisciplinary analysis of the problems, patterns, and processes associated with the sport involvement of women in our culture. Reflects changing trends in education and society, including current legislation and feminist ideas. Satisfies the Women or American Ethnic/Racial minorities course requirement, and a Women's Studies Minor course requirement.

PED 435. Recreation and Leisure Services (5) An orientation to the field of recreation and leisure services, including an overview of the history and development of the recreation profession.

PED 440. Recreational Leadership (5) An examination of the theoretical and philosophical basis for leadership roles, social dynamics, and participation in recreation activities, planning, implementing, financing, staffing, supervising, and evaluating organized systems of recreation.

PED 441. Community Recreation (5) An examination of the history and social determinants of the recreation movement in the United States. Lecture, discussion, and observation.

PED 450. Recreational Programming, Management of Areas and Facilities (5) A study of basic principles and practices in organization, supervision, promotion, and evaluation of various types of recreation programs, including methods and materials used in planning and conducting organized recreation programs in public and private agencies.

PED 470. Administration of Physical Education and Athletic Programs (3) Topics include curriculum, facilities, budget, personnel selection and problems, evaluation, scheduling, legal questions, intramurals, recreation, and related items in secondary school programs. Prerequisite: Major or minor in Physical Education or permission of the instructor.

PED 480. Physical Education and Sport Psychology (5) Perception, motivation, and emotion in relation to physical activities. Personality types and activity selection; relationships and interactions between coaches and players. The psychology of competition. Lectures and discussions.

PED 489. Experiential Learning (5)

PED 490. Senior Seminar in Physical Education (5) A terminal integrating course dealing with the nature of the discipline with particular emphasis on the relationship between physical education and the student's minor field of study. Prerequisite: Senior major or permission of the instructor.

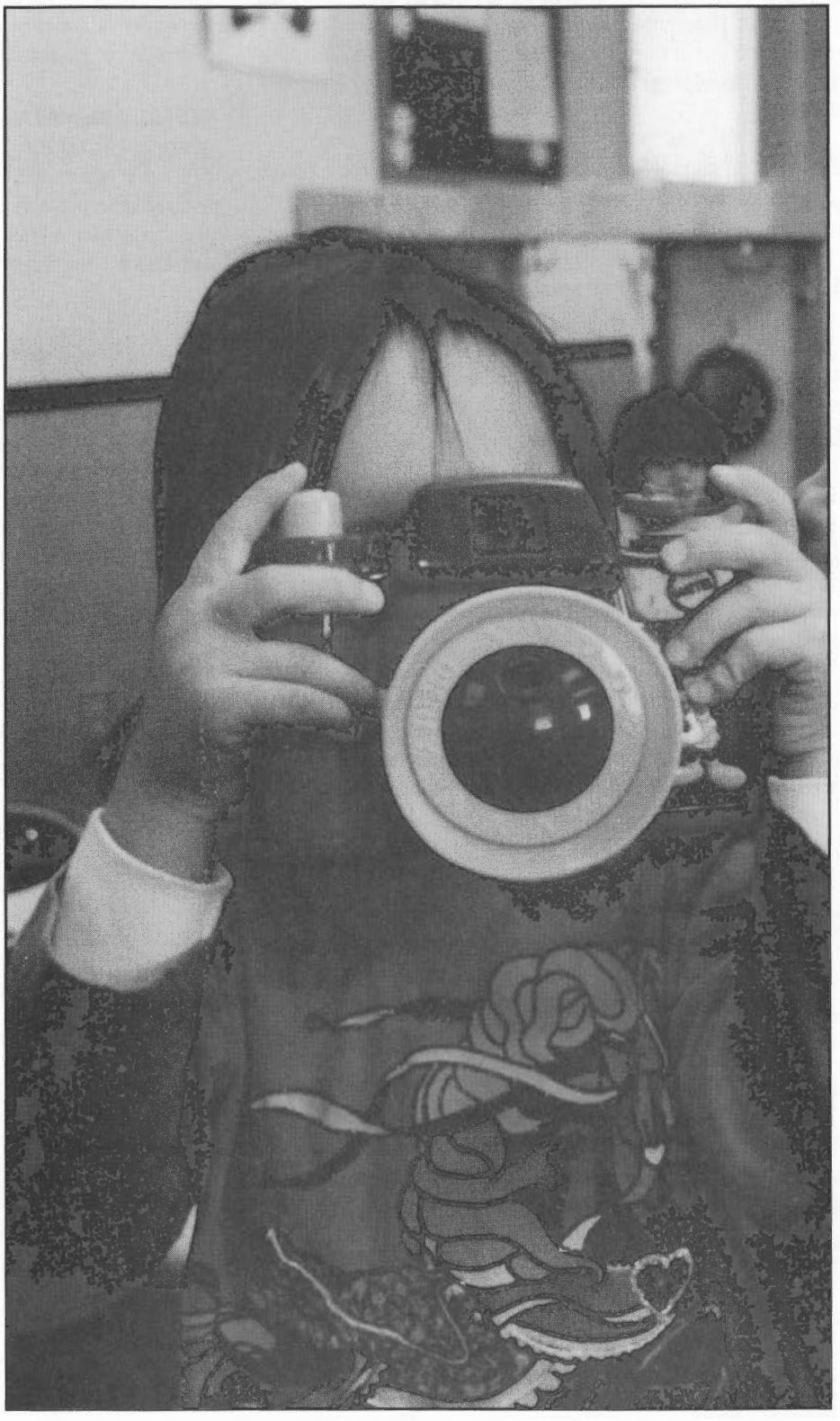
PED 492. Advanced Athletic Training (5) Extension of the theoretical constructs of PED 290. Study of advanced concepts of athletic injury and other sport-related pathological conditions. Focus on responsibilities of the Head Athletic Trainer (i.e., organization, evaluation prescription, and administration of the athletic injury prevention and care areas). Meets requirements of the National Athletic Trainers Association. Prerequisite: PED 290 and Human Anatomy.

PED 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. Credit, no-credit grading. (Each department to determine application of credit.)

PED 499. Individual Study (1-5) Exploration of a specific topic, primarily through directed readings and discussion with professor. Prerequisites: Consent of instructor and approval of department chair and dean of the School of Education.

TEACHER EDUCATION

The programs and services of this department are directed toward the pre-service preparation of teachers who are seeking a basic California credential, in-service education for persons already employed, and graduate preparation for the Curriculum and Instruction and Reading/Literacy options in the MA in Education degree and the specialist credential in Reading/Language Arts.



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BASIC PRELIMINARY CREDENTIAL PROGRAMS

- Single Subject Credential
- Multiple Subject Credential

The University has been granted approval to offer credential programs by the Commission on Teacher Credentialing. The Single Subject credential authorizes the holder to provide instruction in the designated subject matter area in California schools in preschool, kindergarten, and in grades 1 to 12 inclusively. The Multiple Subject credential authorizes the holder to provide instruction in any self-contained classroom in the preschool, kindergarten, and grades 1 to 12 inclusively.

Changes are occasionally made in course units, numbers and content. Students must check with the Student Teaching Office for specific program requirements.

Advising

In consonance with University policy, all undergraduate students seeking the Single Subject or Multiple Subject credential are assigned to advisors in the area of their undergraduate major for counseling regarding general education, majors and minors, and electives. Students are urged to work very closely with their advisors and should note that credential requirements and procedures are continually being reviewed and are subject to change. Students who are planning to qualify for credentials or are planning to enroll in professional education courses should seek information regarding their program from the Student Teaching Office of the School of Education. (EDUC 102, 664-3075)

Approved Subject Matter Programs for Single and Multiple Subject Credentials

The following table includes a cross-listing of the subject matter program majors approved by the Commission on Teacher Credentialing for examination waiver purposes for each credential:

Credential	*Degree Major*
Multiple Subjects:	
Child Development	BA-Child Development
Liberal Studies	BA-Liberal Studies
Single Subject:	
Art	BA-Art
Business Education	BS-Business Administration
English	BA-English
Foreign Languages	BA-Spanish
Music	BA-Music
Physical Education	BS-Physical Education
Mathematics	BS-Mathematics
Science	BS-Physics
	BS-Chemistry
	BS-Biology
Social Sciences	BA-Economics
	BA-History
	BA-Political Science

Students who have not completed an approved subject matter program must complete one of the following:

1. Pass the appropriate Praxis Series Subject Assessment (contact the Testing Center 664-3373),
   or
2. Complete a CSUB CTC-approved subject matter program (contact the appropriate major office noted above).

Admission to Basic Credential Programs

A student must be admitted to the University in order to make application to the professional teacher education credential program. Before being permitted to enroll in a credential program, the student must have made formal application, been screened according to established criteria, and been formally admitted to teacher education credential programs through the School of Education. Students may be required to complete 15 quarter units at CSUB before being fully admitted to the program.

A committee will review information concerning the applicant's intellectual resources, command of fundamental skills of communication, scholarship, personality and character suited to teaching, many-sided interests, health, and relevant experiences. Detailed information concerning the criteria and the procedures for admission must be obtained in the Student Teaching Office (EDUC 102).

Multiple Subject Credential Program

Students may begin the Multiple Subject program in Fall, Winter, or Spring quarters.

Admission Requirements

1. Register for or take the California Basic Educational Skills Test (CBEST).
2. Earned a GPA which places the student in the upper half of undergraduate students in the candidate's discipline division (area of major work).
3. EDEL 240. Early Field Experience in the Elementary School/or equivalent experience
   (University requirement of an approved composition course or the UDWC Examination for any degree)

Attend an orientation and information session the quarter before you plan to start the program. Usually offered during the second week of each quarter. The course sequence for students wishing to receive a credential to teach in the elementary schools in California or in a multiple subjects classroom in pre-school, kindergarten, or grades 1 through 12 is as follows: (units in parentheses)

Students must maintain a 3.0 GPA in all credential courses to remain in the program.

1. **Phase I**
   a. EDEL 411. Introduction to Teaching Multiple Subject (3)
   b. EDEL 412. Curriculum and Instruction of Elementary Mathematics (3)

c. EDEL 413. Classroom Learning Theories and Management (4)
d. EDEL 423. Teaching Reading in the Elementary School I (3)
e. EDEL 308. Laboratory Experience--Multiple Subject (1)

2. **Phase II**
   a. EDEL 422. Curriculum and Instruction of Elementary Language Arts (2)
   b. EDEL 424. Teaching Reading in the Elementary School II (2)
   c. EDEL 431. Curriculum and Instruction of Elementary Social Studies (2)
   d. EDEL 441. Seminar: Student Teaching Multiple Subject I (1)
   e. EDEL 440. Student Teaching Multiple Subject I (8)
3. **Phase III**
   a. EDEL 432. Curriculum and Instruction of Elementary Science (2)
   b. EDEL 443. Seminar: Student Teaching Multiple Subject II (1)
   c. EDEL 442. Student Teaching Multiple Subject II (14)

Multiple Subject Student Teaching

Students seeking the Multiple Subject credential will enroll in two 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 program faculty so candidates have a teaching experience in a setting that is culturally different from themselves and with students at two different grade levels. At least one experience must be in public schools.

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 school responsibilities. In addition, outside responsibilities must be limited during student teaching. This includes work responsibilities and coursework not directly related to the credential program.

Requests for placements are required by the second week of quarter preceding student teaching.

Emergency Credential teachers follow the guidelines set forth in Elementary Education Program handbook.

BCLAD/CLAD (Bilingual/Cross-Cultural Language and Academic Development)

Students may pursue a course of study in a BCLAD/CLAD emphasis program. The BCLAD/CLAD Program proposal was approved by the Commission on Teacher Credentialing in Spring 1995.

Students interested in the BCLAD/CLAD emphasis program should consult the Student Teaching and Credentials Offices or the Coordinator of Bilingual/Cross-cultural Education in the School of Education.

Professional Development School Option for Preservice 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-6th 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 1996 Fall quarter. The Professional Development School will utilize technology and field-based experiences as an integral part of the preservice teacher preparation program. Students should contact the Director of the Elementary Education Program for further information about the PDS Option in Greenfield as well as other PDS options that may be available.

Antelope Valley Elementary Education Program

The Teacher Education Department offers an Antelope Valley Education Program (Preliminary Multiple Subject Credential with a Cross-cultural, Language and Academic Development Emphasis (CLAD) or a Bilingual Cross-cultural, Language, and Academic Development Emphasis (BCLAD) through three quarters (9 months) for the total 46 quarter units. Holders of a Multiple Subject Preliminary Credential usually teach at the elementary level through grade six unless a supplementary authorization is earned.

Students may begin the Antelope Valley Elementary Education Program in Fall quarters only. One quarter before entering the elementary program, students must attend an orientation and information session which is held each quarter. Information concerning the criteria and the procedures for admission may be obtained at the CSUB's Antelope Valley Center–Lancaster, Room 206 or at the Antelope Valley Elementary Education Program—Bakersfield, EDUC 222. Students must be admitted to the program before enrolling in classes. Admission requirements are:

1. Complete subject matter competency—a diversified major or equivalent knowledge is required. This may be completed in one of the following ways:
   a. Liberal Studies Waiver Program
   b. Child Development Waiver Program
   c. Any other academic degree and completion of a Liberal studies Equivalency Major
   d. Any other academic degree and passage of the MSAT Exam
2. EDEL 240 Early Field Experience or approved experience working with children in a classroom.
3. Register for or take the California Basic Educational Skills Test (CBEST)
4. A GPA that indicates the upper half of undergraduates in the major for the degree-granting university. A minimum 2.50 GPA to apply for exceptional admit.

The course sequence for Antelope Valley Elementary Education program is the same as the on-campus students for Phase I, Phase II, and Phase III. Students also pay regular CSU fees the same as on-campus students. Students must maintain a 3.0 GPA in all credential courses to remain in the program. Student teaching is arranged for students to participate in the school districts located in Antelope Valley. Candidates must have a teaching experience in a setting that is culturally different from themselves and with students at two different grade levels. At least one experience must be in public schools. Students who are on an emergency credential are able to complete two of their student teaching assignments in their own classrooms. During summer or off-track sessions, they will be placed with a master teacher at a different grade level.

Single Subject Credential Program

Students may begin the Single Subject program in the Fall or Spring.

All admissions requirements, including EDSE 241, must be completed before Phase I classes can be taken. Phase I courses are offered after 3:30 p.m. Students may not proceed to Phase II until they have completed all Phase I courses with a minimum 3.0 GPA. Special Methods may only be offered in the Fall quarter, and thus may be taken when available.

Admission Requirements

1. Register for or take CBEST for Phase I admission; Pass CBEST for Phase II student teaching (contact Testing Center for information).
2. Have a GPA in the upper half of undergraduate students in the candidate's area of degree work.
3. EDSE 241. Early Field Experience (2)
4. Attend orientation and information session for admission the quarter before you plan to start the program. Offered during second week of each quarter.
5. Near completion of a subject matter program (contact subject matter advisor) or pass Praxis (contact Testing Center).

Curricular Sequence for Single Subject Preliminary Credential

1. **Phase I**
   a. EDSE 412. Introduction to Education and Teaching (5)
   b. EDSE 420. General Methods and Educational Technology (5)
   c. EDSE 427. Teaching Reading in Secondary Schools (5)
2. **Phase II**
   a. EDSE 413. Managing and Assessing the Learning Process (5)
   b. EDSE 421. Special Methods and Resources in the Major Subject Area (3)--*offered only in Fall quarter*
   c. EDSE 445. Single Subject Student Teaching I (7)
   (Placement request forms are due the seventh week of the quarter preceding Phase II student teaching)
   d. EDSE 446. Single Subject Student Teaching Seminar I (1)
3. **Phase III**
   a. EDSE 447. Single Subject Student Teaching II (13)
   (Placement request forms are due the seventh week of the quarter preceding Phase III student teaching)
   b. EDSE 448. Single Subject Student Teaching Seminar II (1)

Single Subject Student Teaching

Students seeking the Single Subject Credential will enroll in two quarters of student teaching (EDSE 445 and EDSE 447) and concurrently enroll in the Student Teaching Seminars (EDSE 446 and EDSE 448). Placement request forms are due in the Student Teaching Office the seventh week of the quarter preceding each phase of student teaching. Student teaching will be arranged so that candidates can have a teaching experience in a setting that is significantly culturally different from themselves and with students representing more than one level of achievement. At least one student teaching experience must be in public schools. A local school master teacher or mentor teacher and a university supervisor are assigned for each student teaching assignment.

In most cases, the local school calendar is followed regarding starting and ending student teaching. This usually means starting at the beginning of a semester and finishing at its end. This also means that the two quarters of student teaching may require candidates to begin and end student teaching at odd times regarding the university quarters. Starting Phase II student teaching in the Spring quarter or Phase III student teaching in the Fall quarter is discouraged.

Student teaching is a rigorous experience and candidates are expected to devote substantial time and energy to it. Candidates involved in student teaching must keep their schedules free of other commitments during periods of school responsibilities. In addition, outside responsibilities must also be limited during student teaching. This includes work responsibilities and coursework not directly related to the credential program.

FIFTH-YEAR PROGRAM FOR PROFESSIONAL CLEAR CREDENTIAL

To obtain a professional clear Single Subject or Multiple Subject credential 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 objectives may include:

1. A basic teaching credential
2. A master's program
3. A specialist or services credential program
4. Additional courses in the student's teaching major
5. Courses undertaken for improvement in teaching effectiveness

The fifth-year program student should consider the following:

1. Any course in a fifth-year program must receive prior approval from a fifth-year program advisor.
2. Courses used to fulfill requirements for credit toward a bachelor's degree will not count toward a fifth year requirement.
3. A minimum of 16 units must be completed in residency.
4. **Fifth-Year Program Requirements:** Select at least one course (or equivalent) from the first four of the following categories. These program courses have a prerequisite of a basic teaching credential.
   a. Educational Foundations: Historical, Philosophical, Social
      EDCI 516, EDCI 548, EDCI 610, EDCI 615
   b. Psychological Foundations of Education
      EDCI 511, EDEC 412, EDEC 413, EDEC 514
   c. Curriculum and Instruction
      EDCI 520, EDCI 530, EDCI 531, or any advanced course in curriculum or instruction in a candidate's subject area
   d. Special Education
      EDSP 501*
   e. Technology and Education
      EDCI 560*

***Note:** Course has prerequisites

Advanced Specialist Credential Program

Reading/Language Arts Specialist

This specialist credential program is designed to provide the specialized and advanced preparation for positions in teaching and in instructional leadership which require such knowledge and specific expertise.

Detailed current information describing this credential program may be obtained from the Credentials Office or Graduate Studies Office of the School of Education or from departmental advisors.

Requirements for Specialist Credential in Reading/Language Arts

Prerequisites:

1. A valid teaching credential, completion of a Commission-approved reading methods course (or NTE exam #20 "Introduction to the Teaching of Reading"), verification of at least one-half year of successful teaching experience, minimum GPA of 2.5
2. Concentration (minimum of 40 quarter units):
   a. EDLT 518. Development, Assessment and Evaluation of Reading Programs
   b EDLT 519. Survey of Research in Reading
   c. EDLT 526. Diagnosis and Correction of Reading Problems
   d. EDLT 546. Practicum in Diagnosis and Correction of Reading Problems
   e. EDLT 558. Reading in Elementary, Middle, and Secondary Schools
   f. EDLT 559. Field Experience in Reading
   g. EDLT 570. Reading in the Content Areas
   h. EDLT 597. Development of Inservice Education
   I. EDLT 598. Linguistics and Reading
   j. EDLT 599. Seminar in Reading
   k. EDIS 699. Individual Study in Graduate Education (Reading)
3. Select one course from the following:
   a. EDLT 585. Children's Literature
   b. EDLT 586. Adolescent Literature

GRADUATE DEGREE PROGRAMS

The Department of Teacher Education offers programs of studies leading to the Master of Arts in Education degree in the following areas of concentration: Curriculum and Instruction and Reading/Literacy.

Students working for a specialist or services credential may wish to combine this program with work toward a Master of Arts in Education degree. Those students interested in working toward such a degree should see the Graduate Studies Office in the School of Education to obtain applications and advising materials. Students should then consult with faculty advisors for further information and program planning.

Master of Arts in Education

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 to meet the standards required by the school. The basic pattern of all programs consists of (1) core studies (7 units), (2) professional concentration options (34 units), and (3) a culminating project, thesis, practicum or comprehensive examination (5 units). All programs shall be based upon an irreducible minimum of forty-five (45) quarter units of graduate credit acceptable to both the School of Education and the University. Degree programs shall be planned cooperatively by the students and their advisors within the School of Education and subject to approval by the coordinator of Graduate Studies of the school. All courses and the culminating activity must be completed within a seven (7) year period to qualify for the degree.

Program Concentrations

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 pre-school, kindergarten, or elementary education and subject fields acceptable for instruction in grades seven (7) through twelve (12). This option will also benefit other people, 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 if taken as post-baccalaureate credits or as part of a "fifth year" pattern, unless they are approved by an advisor and carry clearly identifiable graduate numbers certifiable by transcripts from accredited institutions or programs.

Requirements for the MA Degree Concentration in Curriculum and Instruction

1. Prerequisite:
   a. A valid basic teaching credential
2. Core:
   a. EDRS 680. Educational Statistics
   b. EDRS 681. Research Design and Analysis in Education
3. Concentration (14 units):
   a. EDCI 516. Foundations of American Education
   b. EDCI 520. Modern Instructional Strategies
   c. EDCI 530. Curriculum Theory and Development
4. Select one of the following:
   a. EDCI 511. Advanced Educational Psychology and Learning Theory
   b. EDEC 514. Growth and Cognitive Development of Children
   c. EDEC 545. Human Development: A Lifespan Perspective
5. Elective courses for areas of emphasis (minimum of 20 units--see advising sheet)
6. Culminating Activity (select one):
   a. EDCA 690. Master's Thesis in Education
   b. EDCA 691. Master's Project in Education
   c. EDCA 692. Master's Examination in Education

Literacy

The 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, elementary or secondary. All applicants for the 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 Commission on Teacher Credentialing (CTC).

Requirements for the MA Degree Concentration in Literacy

Prerequisites: A valid teaching credential, completion of a Commission-approved reading methods course (or NTE exam #20 "Introduction to the Teaching of Reading"), verification of at least one-half year of successful teaching experience, minimum GPA of 2.5

1. Core:
   a. EDRS 680. Educational Statistics
   b. EDRS 681. Research Design and Analysis in Education
2. Concentration (minimum of 34 quarter units):
   a. EDLT 519. Survey of Research in Reading
   b. EDLT 526. Diagnosis and Correction of Reading Problems
   c. EDLT 546. Practicum in Diagnosis and Correction of Reading Problems
   d. EDLT 558. Reading in Elementary, Middle, and Secondary Schools
   e. EDLT 570. Reading in the Content Areas
   f. EDLT 598. Linguistics and Reading
   g. EDLT 599. Seminar in Reading
3. Select one course from the following:
   a. EDLT 585. Children's Literature
   b. EDLT 586. Adolescent Literature
4. Culminating Activity:
   a. EDCA 690. Master's Thesis in Education
   b. EDCA 691. Master's Project in Education
   c. EDCA 692. Master's Examination in Education

CULMINATING ACTIVITY

EDCA 690. Master's Thesis in Education (2-5) A carefully designed review of the research literature and findings of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a Culminating Activity Committee (CAC**) [F, W, S]

EDCA 691. Master's Project in Education (2-5) 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 equivalents. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of Culminating Activity Committee.** [F, W, S]

EDCA 692. Master's Examination in Education (2-5) Study and examination in depth of a specific area of concentration in Education; form of the examination to be determined by a CAC.** Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a CAC.** [F, W, S]

CURRICULUM AND INSTRUCTION

EDCI 482. Technology and Education (3) An examination of how a broad range of technological innovations has evolved and impacted upon operational systems and personal behaviors in education. Focus on theory and practice of such "high tech" devices as motion-picture projectors, video-tape recorders, video-disc or tape players, sound-image synthesizers, electronic calculators, word processors and microcomputers. Ethical issues regarding their use are considered. Prerequisite: Teaching credential or permission of instructor. (Independent study only.)

**CAC-Culminating Activity Committee. Such committees consist of three faculty members and must be approved by the Graduate Studies Committee of the School through the Coordinator of Graduate Studies. (See your graduate advisor for specifics.)

EDCI 511. Advanced Educational Psychology and Learning Theory (3) Advanced educational psychology. Recent significant contributions in research in educational psychology and learning theory. Prerequisite: Teaching credential or permission of instructor. [F, W, S, SS]

EDCI 516. Foundations of American Education (3) An intensive study and analysis of the interrelated cultural, philosophical, historical, and social factors which bear upon the continuing and contemporary issues in American education. The course focuses upon an integration of foundational themes and concerns that relate directly to contemporary educational problems. Prerequisite: Teaching credential or permission of instructor. [F, W, S, SS]

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. Prerequisite: Teaching credential or permission of instructor. [F, W, S, SS]

EDCI 525. The Gifted, Talented and Creative Child (3) 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 instructor. [S]

EDCI 527. Art Education in the Elementary and Secondary School (3) Introduction to drawing, painting and sculpture for the public school teachers. Prerequisite: Teaching credential or permission of instructor. [W]

EDCI 528. Music Education in the Elementary School (3) The place and function of music in the elementary school curriculum. Selection, discussion, and analysis of musical materials including state texts; planning activities that enable children to develop appreciation, skills, and understanding of the music content. Prerequisite: Permission of instructor. Prerequisite: teaching credential or permission of instructor. [W]

EDCI 530. Curriculum Theory and Development (3) Current and traditional theories of curriculum, including general organizational patterns, course patterns, and methods of effecting curriculum change; relies upon historical models. Prerequisite: Teaching credential or permission of instructor. [F, W, SS]

EDCI 531. Curriculum Evaluation (3) Procedures, materials, and problems in the evaluation of school curricula and programs. Prerequisite: Teaching credential or permission of instructor. [W, SS]

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 instructor. [W]

EDCI 533. Special Problems in Science Education (5) Special research problems in science education including pilot studies, curriculum, methodologies, and the nature of science. (Laboratory based) Prerequisite: Teaching credential or permission of instructor. (Independent study only.)

EDCI 534. Curriculum Concepts for Secondary Science Education (3) Special research studies and/or independent studies in science curricula of the secondary school. Prerequisite: Teaching credential or permission of instructor. (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 instructor. [W]

EDCI 536. Special Problems in Mathematics Education (3) Instruction in mathematical concepts related to specific problems in mathematics and education; development of curricular units related to the problem under investigation. May include research problems in mathematics education, including pilot studies, curriculum methodologies, and the nature of mathematical learning. Prerequisite: Teaching credential or permission of instructor. (Independent study only.)

EDCI 537. The Nature of Science and Implications for Science Teaching (3) Designed to illustrate the relationship between the nature of science and science teaching. A specific amount of time devoted to developing understanding of the differences 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 instructor. [F]

EDCI 539. Physical Education in the Elementary Schools (3) 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. Focuses 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 instructor. (Independent study only.)

EDCI 548. Education as a Profession (3) Designed to provide experiences for graduate students that will develop their knowledge and understanding of professional: (1) standards; (2) preparation; (3) autonomy; (4) ethics; (5) organizations; (6) certification and licensure; and (7) collective bargaining. The course focuses on background, issues, and the completion of assignments in each content area. Prerequisite: Teaching credential or permission of instructor. [W]

EDCI 549. Diagnosis and Remediation of Learning Problems in Mathematics (5) Diagnosis, analysis, and remediation procedures to assist children who have problems in learning mathematics. 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, analysis and remediation through the use of manipulative and other materials. Prerequisite: Teaching credential or permission of instructor. [W]

EDCI 550. Social Studies in Elementary School (3) Surveys objectives and the foundation of the discipline of social studies; offers a variety of organizational and planning approaches for a program, variety of learning experiences, instructional strategies and methods, areas of skill development, means of providing for individual differences; treats the affective domain, the role of current affairs, a variety of resources available, and evaluation procedures. Prerequisite: Teaching credential or permission of instructor. [F]

EDCI 560. Computers and Instruction (3) A practical guide to the use of microcomputers and computer-based technology in education. Emphasis will be 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 the elementary or secondary school curriculum (includes a lab). Prerequisite: GST 190, 390, or equivalent and completion of a basic credential program or consent of the instructor. [F, W, S, SS]

EDCI 580. Research in Elementary Science Education (3) Examination of researches on processes in elementary science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: Consent of instructor. Prerequisite: Teaching credential or permission of instructor. (Independent study only.)

EDCI 581. Research in Secondary Science Education (3) Examination of researches on processes in junior and senior high school science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: Teaching credential or permission of instructor. (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 the current scholarly literature. Prerequisite: A basic teaching credential. [S]

EDCI 588. Education and Ethnic Diversity (3) A sociological-psychological survey of the disadvantaged and their relations with the schools. Analysis of inherent problems: motivation, communication, English as a second language. Prerequisite: Teaching credential or permission of instructor. [W, SS]

EDCI 591. Problems in Early Childhood Education and Elementary Education (1-5) Repeatable with different topics. In-depth study of various areas in early childhood and elementary education. Prerequisite: Teaching credential or permission of instructor. (Independent study only.)

EDCI 594. Seminar in Inservice Education (1-5) Repeatable with different topics. Special programs in inservice education. Prerequisite: Teaching credential or permission of instructor. [SS]

EDCI 595. Recent Developments in Education (1-5) An examination of significant developments in education. Presentation of recent research and ideas. Repeatable with different topics. Prerequisite: Teaching credential or permission of instructor. [SS]

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 instructor. [SS]

EDCI 604. Special Topics in Education (1-5) Varying and repeatable special topics in elementary, middle, and secondary education. Special investigations into specific areas and problems. Prerequisite: Teaching credential or permission of instructor. [F, W, S, SS]

EDCI 610. Philosophical Foundations of Education (3) Examination of selected current philosophies of education, their histories and applications to contemporary educative processes. Prerequisite: Teaching credential or permission of instructor. [W]

EDCI 612. Historical Foundations of Education (3) Detailed study of the history of the major trends, forces and patterns in education. Prerequisite: Teaching credential or permission of instructor. [S]

EDCI 615. Comparative Education (3) Education patterns of various countries. The history, development, and current status of systems of education in different cultural settings. Prerequisite: teaching credential or permission of instructor. [S, SS]

EDUCATIONAL RESEARCH

EDRS 680. Educational Statistics (4) The application of statistics including computerized statistical packages, in educational research; descriptive and inferential statistics, parametric and non-parametric statistics, types of data; uses and misuses of statistics. Prerequisite: The equivalent of at least one year of algebra is recommended. [F, W, S]

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. [F, W, S]

INDIVIDUAL STUDY

EDIS 496. Internship in Education (1-5) Involves an assignment with an educational or community agency with placement and supervision by a department in the School of Education. The assignment and coordination of the work project with conferences and readings, as well as course credits, evaluation, and grading are the responsibility of the faculty instructor, working with the field supervisor. Credit, no-credit grading. The course may not be used as the equivalent of any portion of student teaching. [F, W, S]

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 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. Credit, no-credit grading. (Each department to determine application of credit.) [F, W, S]

EDIS 499. Individual Study (1-5) Exploration of a specific topic, primarily through directed readings and discussion with professor. Prerequisites: Consent of instructor and approval of department chair and dean of the School of Education. [F, W, S]

EDIS 699. Individual Graduate Study (1-6) Investigation of an approved topic selected in conference with professor in area of major interest. Prerequisites: Consent of instructor and approval of department chair and dean of the School of Education. [F, W, S]

MULTIPLE SUBJECT

EDEL 240. Early Field Experience in the Elementary School (2) An experience of service in schools where the student works with children in content areas to link practice, knowledge, and application. The purpose is to lead the student to explore ways in which content knowledge is used in school settings. Includes both school assignment and seminar discussion. Offered on credit, no-credit basis only. Prerequisite to Multiple Subject credential program. [F, W, S]

EDEL 308. Observation and Participation: Multiple Subject (1) Field work for multiple subject candidates. Supervised experiences highlighting various aspects of the elementary school setting. Includes observation of and participation in both cognitive and affective curriculum components. Prerequisites: Admission to the Multiple Subject credential program and enrollment in EDEL 423. [F, W, S]

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 and planning, creativity, art education, audiovisual competency, and interpersonal communication skills within bilingual and non-bilingual settings. [F, W, S]

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. [F, W, S]

EDEL 413. Classroom Learning Theories and Management (4) This course addresses the psychological foundations in the teaching-learning process. It emphasizes classroom management. Other topics include learning theory, child development, motivation, and evaluation. [F, W, S]

EDEL 422. Curriculum and Instruction of Elementary Language Arts (2) Provides knowledge of skills, methods, and materials of language arts curriculum and instruction. Includes diagnosis and prescription of student needs. [F, W, S]

EDEL 423. Teaching Reading in the Elementary School I (3) Instruction in reading methods and materials in the elementary schools. Includes the teaching of phonics. (Basic credential course.) Prerequisite: EDEL 240 and admission into the Multiple Subjects program. [F, W, S]

EDEL 424. Teaching Reading in the Elementary School II (2) This course is a continuation of EDEL 423; includes diagnostic procedures, methods and materials for reading instruction in the elementary schools. (Basic credential course.) Prerequisite: EDEL 423. [F, W, S]

EDEL 425. Curriculum and Instruction of Elementary Bilingual Language Arts (2) Provides knowledge of skills, methods, and materials of primary (Spanish) and second language (English) language arts curriculum and instruction. Includes diagnosis and prescription of linguistic minority and bilingual student needs. [F, W, S]

EDEL 426. Teaching Reading in Bilingual Elementary School Settings II (2) This course is a continuation of EDEL 423. It includes methods for teaching reading in the primary language (L1), and examination of primary language materials, diagnosis, and prescription of reading problems and strategies for facilitating transfer from L1 reading to English reading. [F, W, S]

EDEL 431. Curriculum and Instruction of Elementary Social Studies (2) Curriculum, instructional strategies, skills, and materials for teaching the social studies in the elementary school. Includes evaluation and reporting pupil progress. [F, W ,S]

EDEL 432. Curriculum and Instruction of Elementary Science (2) Curriculum, instructional strategies, and laboratory activities for teaching science in the elementary school. Course experiences are focused on the nature of science relative to science teaching. [F, W, S]

EDEL 440. Student Teaching Multiple Subject I (8) 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 focus is on curriculum areas of reading, language arts, and mathematics. Scheduled during regular morning school sessions daily. Prerequisite: EDEL 411, EDEL 422, 423, and admission by the Multiple Subject program. Corequisite: EDEL 424, EDEL 431. [F, W, S]

EDEL 441. Seminar: Student Teaching Multiple Subject I (1) 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. Corequisite: EDEL 440. [F, W, S]

EDEL 442. Student Teaching Multiple Subject II (1) Provides an opportunity to apply pedagogical theory and skills in a classroom setting with guidance and assistance from a cooperating teacher and university supervisor. This includes all areas of the curriculum as an extension of EDEL 440 plus social studies, science, physical education, art, and music. Scheduled during the regular school sessions daily. Prerequisite: EDEL 440 and all Phase I and II course requirements. Corequisite: EDEL 443 and EDEL 432. [F, W, S]

EDEL 443. Seminar: Student Teaching Multiple Subjects II (1) Discussion of problems and practices of teaching in the elementary school. Various topics, including parent involvement, are examined as appropriate. Individual identification and analysis of teaching problems. Corequisite: EDEL 442. [F, W, S]

EDEL 444. Elem. Intern Teaching I [F, W, S]

EDEL 445. Elem. Intern Teaching II [F, W, S]

EDEL 446. Elem. Intern Teaching III [F, W, S]

LITERACY

EDLT 518. Development, Assessment and Evaluation of Reading Programs (3) This course is designed to meet the needs of specialists who wish to know how to assess and then evaluate total school reading programs. Course is appropriate for curriculum directors, reading specialists, and administrators. [F, SS]

EDLT 519. Survey of Research in Reading (3) Exploration of historical developments in reading research, review and analysis of current literacy-related educational research including topics such as comprehension, work recognition, beginning reading and emergent literacy, assessment, and instructional strategies; development of a working knowledge of research design and methodology. Recommended prerequisites: EDRS 680 Educational Statistics and EDRS 681 Research Design and Analysis in Education or equivalent. [F, S]

EDLT 526. Diagnosis and Correction of Reading Problems (5) This course involves an in-depth examination and critical evaluation of various diagnostic language and reading procedures and instrumentation required for assessing student needs. Administration, scoring, and interpretation of norm-referenced and criterion-referenced tests will be required. Test construction, informal and observational procedures are also included. Variables affecting reading competence such as physical, social, emotional, and intellectual impediments will be discussed. Prerequisite: EDLT 558 or consent of instructor. A teaching credential is required. [W]

EDLT 546. Practicum in Diagnosis and Correction of Reading Problems (5) This laboratory course is a continuation of EDLT 526. The focus is on the application of ongoing diagnosis of language and reading through the development and implementation of appropriate assessment and instructional plans for students with remedial reading deficiencies. Procedures for referral of severely disabled students are included. Prerequisite: EDLT 526 or consent of instructor. A teaching credential is required. [S]

EDLT 551. Teaching English in Secondary School (3) Examines how linguistics and language acquisition relate to the teaching of English in the secondary school. The course focuses on research and methodology related to language and language teaching. Prerequisite: Teaching credential or permission of instructor. (Independent study only.)

EDLT 553. Language Arts in the Elementary School (3) Methods and materials of instruction in the language arts area in the elementary school; includes writing, listening, speaking skills, and spelling. Prerequisite: Teaching credential or permission of instructor. (Independent study only.)

EDLT 558. Reading in Elementary Schools (5) This course examines the reading process as well as the selection, use, and evaluation of materials and methods for teaching reading. [W, S]

EDLT 559. Field Experiences in Reading (3) Experience on a school site enabling the student to assume responsibility for developing and/or evaluating reading problems in a school situation. Prerequisite: EDRD 546 or consent of the instructor. [W]

EDLT 570. Reading in the Content Areas (3) The student will acquire fundamental knowledge and strategies for teaching reading effectively in the content areas for K-12 grades. Prerequisite: EDSE 427 or EDEL 423 or consent of the instructor. [W]

EDLT 585. Children's Literature (5) An introduction to a range of literature for children, development/application of criteria for evaluation of literature; selection of developmentally appropriate books; exploration of the interrelatedness of social, aesthetic, cultural, personal elements of literature and how it supports children's language, creative, and intellectual development; and specific teaching strategies which reflect current literacy theory to enhance transactions with literature. [F, S, SS]

EDLT 586. Adolescent Literature (5) An introduction to the psychology and literature of young adults; development/application of criteria for evaluation of literature; role of the professional in working with literature as a tool in teaching reading as well as written and oral communication; exploration of the interrelatedness of social, aesthetic, cultural, personal elements of literature and how it supports young adults' creative and intellectual development; examination of the role of television and movies and their effects on young adult reading; and specific teaching strategies which reflect current literacy theory to enhance transactions with literature. [W]

EDLT 590. Writing Across the Curriculum (3) This course introduces the student to the concepts, techniques, and experiences of teaching writing as a process in various content areas taught in the public schools, K-12. [W]

EDLT 597. Development of Inservice Education (3) This course is designed to develop and apply students' knowledge of the leadership role required of reading specialists for developing reading curriculum and providing inservice and staff development in reading. [S]

EDLT 598. Linguistics and Reading (5) A review of basic structural systems, sources, and dialects of the English language. Cultural differences and cueing systems in reading are considered. Practical applications are presented by an examination of the "linguistic" features of commercial reading materials and programs available to public schools. [F]

EDLT 599. Seminar in Reading (3) Consideration of topical interests in literacy such as future trends, professional attitudes toward literacy, language, cultural diversity, and reading in the workplace. [S]

EDLT 604. Special Topics in Literacy (1-5) Varying and repeatable special topics in literacy. Special investigations into specific areas and problems. Prerequisite: Teaching credential or permission of instructor. (Independent study)

SINGLE SUBJECT

EDSE 241. Early Field Experience in the Secondary School (2) Observation and supervised participation in a junior high school or senior high school classroom. Designed to provide the prospective secondary teacher with a frame of reference for further work and study in the teaching profession. Offered on credit, no-credit basis only. Prerequisite for admission to the Single Subject program. Students seeking to take this course should submit a formal placement request to the instructor during or before the first week of the quarter. Because of the field-based nature of the course, it cannot be added after the first week. [F, W, S]

EDSE 412. Introduction to Education and Teaching (5) Introduces the student to the field of education and 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. [F, S]

EDSE 413. Managing and Assessing the Learning Process (5) Relates directly to the student's beginning teaching experience and addresses the psychological foundations in the teaching-learning process. Major topics include: adolescent psychology, classroom management, motivation, evaluation and learning theory. Taken in Phase II concurrently with EDSE 445. Prerequisites include: EDSE 412, EDSE 420 and EDSE 427. [F, W]

EDSE 420. General Methods and Educational Technology (5) Instruction in general methods. Includes instructional strategies, resources, current technology, and procedures used in the junior high and secondary schools. [F, S]

General Methods must be taken before any student teaching.

EDSE 421. Special Methods and Resources in the Major Subject (3) [F]

*Concentrations:
Single Subject Credential Subjects for Special Methods courses:

- Art
- Business
- English
- Foreign Language
- Physical Education
- Mathematics
- Music
- Social Science
- Science

Some of these major subjects may not be offered at CSUB. In such cases, an appropriate related subject may be substituted or a special methods course from another institution may be used.

EDSE 427. Teaching Reading in the Secondary School (5) Knowledge of alternative methods of reading instruction dealing with the problems of reading encountered in the secondary school. Twenty hours of practicum is required. [W, S]

EDSE 440. Microcomputers and Instruction (2) Designed to introduce the student to the theoretical and practical applicability of microcomputers in today's secondary classrooms and instruction. Prerequisite: GST 163, 163, equivalent course or permission of instructor.

EDSE 441. Secondary Intern Teaching I [F, W, S]

EDSE 442. Secondary Intern Teaching II [F, W, S]

EDSE 443. Secondary Intern Teaching III [F, W, S]

EDSE 445. Single Subject Student Teaching I (7) Introductory classroom teaching experience assuming responsibility for two to four classes. Experience is based in junior high schools and/or high schools with the guidance and assistance from the local school master teacher and the university supervisor. Taken concurrently with EDSE 413, EDSE 446 and EDSE 421 Special Methods (if available). EDSE 445 placement request forms are due the seventh week of the quarter preceding Phase II student teaching. [F, W, S]

EDSE 446. Student Teaching Seminar I (1) Taken concurrently with EDSE 445. [F, W, S]

EDSE 447. Single Subject Student Teaching II (13) Full day responsibility in classroom teaching experience is assumed. Experience is based in junior high schools and/or high schools with the guidance and assistance from the local school master teacher and the university supervisor. Taken concurrently with EDSE 448. EDSE 447 placement request forms are due the seventh week of the quarter preceding Phase III student teaching if a different assignment is desired. [F, W, S]

EDSE 448. Student Teaching Seminar II (1) Taken concurrently with EDSE 447. [F, W, S]

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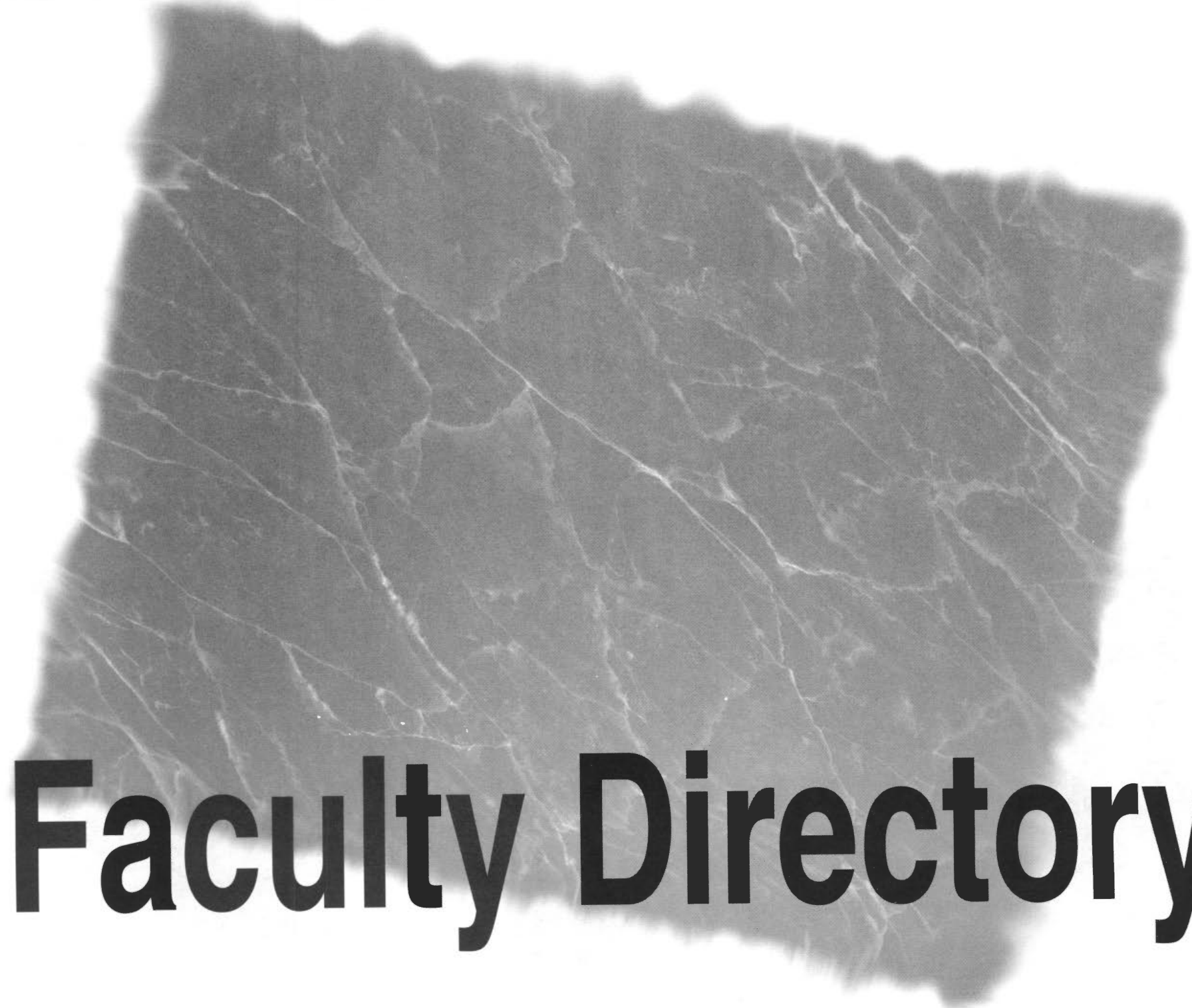
The purpose of this catalog is to provide information about the academic programs of California State University, Bakersfield, to students, prospective students, faculty, and staff of the University. Included is information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the administrative officers and faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula, and courses listed in this catalog.

This catalog was prepared in advance of its effective date; therefore, the course descriptions may vary from actual course content due to advancements in the discipline, interests of individual professors or decisions to change the scope of a course. Thus, the descriptions are not provided in the nature of a contractual obligation.

The CSUB Class Schedule is published quarterly and is available through the campus bookstore. Students should refer to the Class Schedule for the offerings in any given quarter. For administrative reasons, because of insufficient enrollment or because of limited resources, any given course might not be offered in the announced quarter.

The university reserves the right to change its policies, rules, regulations, requirements for graduation, course offerings, and any other contents of this catalog at any time.



Faculty Directory

Faculty Directory 1997-99

Adjaye, Sophia (1993)
Assistant Professor of English
BA, University of Ghana, Legon; MA, PhD, University of London.

Alali, Andy O. (1989)
Professor of Communications
BA, Alabama A&M University; MA, Murray State University; PhD, Howard University.

Alexander, Johanna A. (1982)
Associate Librarian
BA, California State University, Fresno; MLS, University of California, Los Angeles; MBA, California State University, Bakersfield.

Allen, Mary J. (1972)
Professor of Psychology
BA, MA, PhD, University of California, Berkeley.

Arciniega, Tomás (1983)
President of the University; Professor of Education
BS, New Mexico State University; MA, PhD, University of New Mexico.

Arnold, Angelina (1995)
Assistant Professor of Nursing
BS, Loretto Heights College; MS, University of Colorado.

Attaran, Mohsen (1984)
Professor of Operations Management
BA, College of Mass Communication; MS, Northrop University; PhD, Portland State University.

Ayuso-Ventimiglia, Monica (1995)
Assistant Professor of English and Communications
BA, Instituto Superior del Profesorado, Argentina; MEd, University of North Florida; MA, PhD, University of Florida.

Bacon, Leonard (1979)
Professor of Accounting
BE, University of Nebraska; MBA, University of Americas; PhD, University of Mississippi.

Bailey, Nancy (1974)
Chair and Professor of Physical Education
BA, State University of Iowa; MA, University of Missouri; EdD, University of North Carolina.

Barbour, Wendell (1996)
Vice President for Information Resources
BA, University of Florida; MA, MS, University of Illinois; JD, John Marshall Law School, Georgia.

Baron, Dirk (1997)
Assistant Professor of Geology
BS, Freie UniversitÑt Berlin, Germany; MS, Portland State University; PhD, Oregon Graduate Institute of Science and Technology.

Bellur, Venkatakrishna "Kris" V. (1987)
Professor of Marketing
BA, Utkal University, India; PhD, Kansas State University.

Betty, L. Stafford (1972)
Professor of Religious Studies
BS, Spring Hill College; MA, University of Detroit; MA, PhD, Fordham University.

Bidgoli, Hossein (1983)
Professor of Management Information Systems
BA, Tehran Business College; MS, Colorado State University; PhD, Portland State University.

Blume, F. Duane (1972)
Professor of Biology (FERP)
BA, Wabash College, Indiana; PhD, University of California, Berkeley.

Bowin, Robert B. (1984)
Professor of Management
BA, University of Portland; MS, Columbia University; PhD, University of Oregon.

Bragg, C. Kaye (1990)
Associate Professor of Political Science
BA, Colorado State University; MA, University of Denver; PhD, Colorado State University.

Brie, Raymond J. (1986)
Chair and Professor of Teacher Education
BA, MA, PhD, Arizona State University.

Byrd, Gary W. (1980)
Professor of Communications
BA, MA, PhD, University of Oklahoma.

Calhoun, George Jr. (1973)
Professor of Education
BA, MA, Eastern Michigan University; PhD, University of Michigan.

Carlisle, Robert (1987)
Associate Professor of English
BA, University of Washington; MA, InterAmerican University; MA, PhD, University of Illinois.

Carlson, Nils (1987)
Associate Professor of Education
BA, Hartwick College; MS, State University at Oneonta; PhD, University of New Mexico.

Carter, Steven M. (1985)
Professor of English
BA, University of California, Berkeley; MA, MFA, PhD, University of Arizona.

Carvajal, Rudy (1972)
Director of Athletics
BA, MA, University of California, Berkeley.

Clark, Henry (1996)
Coach of Basketball; Lecturer in Physical Education
BS, MA, Eastern Montana College.

Clark, Stanley E. (1972)
Chair and Professor of Political Science
BA, Colgate University; MA, Pennsylvania State University; PhD, University of Pennsylvania.

Clymer, Lorna (1994)
Assistant Professor of English
BA, University of California, Berkeley; MA, PhD, University of California, Santa Barbara.

Cohen, David C. (1973)
Professor of Psychology
BA, Yale University; MA, PhD, Harvard University.

Cohn, Kim C. (1972)
Professor of Chemistry
BS, Queens College, New York; MS, PhD, University of Michigan.

Corral, Helia M. (1974)
Professor of Spanish Language and Literature
BA, MA, San Diego State University; PhD, University of Southern California.

Craig, Charles (1972)
Head Coach of Track and Field; Lecturer in Physical Education
BA, California State University, Fresno; MA, Polytechnic State University, San Luis Obispo.

Davis, John Douglas (1982)
Professor of Music
BM, University of Tennessee; MA, PhD, Harvard University.

Deegan, Jess (1993)
Associate Professor of Psychology
BA, California State College, Bakersfield; PhD, University of California, Santa Barbara.

Diboll, Donald (1997)
Assistant Professor of Physical Education
BS, MS, PhD, University of Southern Mississippi

Dirkse, John P. III (1980)
Professor of Mathematics
BS, University of Wisconsin; MS, PhD, Purdue University.

Dolkart, Ronald H. (1973)
Professor of Latin American History
BA, University of California, Los Angeles; MA, University of California, Berkeley; PhD, University of California, Los Angeles.

Dorer, Fred H. (1984)
Provost and Vice President for Academic Affairs; Professor of Chemistry
BS, California State University, Long Beach; PhD, University of Washington.

DuPratt, Anita B. (1981)
Chair of Performing Arts; Professor of Theatre
BA, University of California, Los Angeles; PhD, University of Washington.

Dutton, Melvyn L. (1971)
Chair and Professor of Chemistry
BA, University of California, Riverside; MS, California State University, San Diego; PhD, University of California, Irvine.

Eaves, Ron (1997)
Interim Dean of Business and Public Administration
BA, MA, San Jose State University; PhD, University of California, Los Angeles.

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Index

A

Academic
calendar 4
advising 25, 47, 54
Academic Advancement Center 24, 57
academic support courses 24
Academic Affairs 66
Academic and Research Centers 18
Applied Research Center 19
Archaeological Information Center 19
California Well Sample Repository 19
Center for Archaeological Research 19
Center for Economic Education and Research 18, 19
Center for Living and Learning 18, 19
Facility for Animal Care and Treatment 19
Kegley Institute of Ethics 19
Academic Information 66
academic assistance 67
academic freedom 66
academic honesty 66
advising 67
classroom conduct 66
grievance 90
orientation 67
telephone registration 67
Academic Information and Advising Center 108
Academic Procedures 84
academic renewal 87
audit 87
class schedule 85
concurrent enrollment 85
course numbering 85
course overload 84
credit/no credit 86
dean's list 84
declaration of major 85
grade change policy 87
grading system 86
incomplete 86
instructor initiated drop 87
repeating courses 87
retroactive withdrawal 87
satisfactory progress 86
scholarship standards 88
simultaneous enrollment 85
unauthorized incomplete 86
withdraw 86
Accreditation
Nursing program 92
School of Business and Public Administration 92
School of Education 92
Accreditation and Memberships 16
Admission 38
academic program information 48
add/drop 48
adult students 43
advanced placement 44
alternate admission criteria 40
application acknowledgement 39
application procedure 39
auditors 45
cancellation 45
career placement 49
change of address 48
concurrent enrollment 45
credit by exam 44
credit for prior learning 44
eligibility index 39
evaluation of academic records 44
Evaluations 53
Extended university 104
fees 51
filing 39
first time freshman 39
foreign students 44
Graduate Admission 43
Graduate classified 43
Graduate conditionally classified 43
Graduate studies 43
Hardship petitions 39
health screening 44
high school students 41
impacted programs 38
institutional and financial assistance 48
limitation of enrollment 44
missing requirements 41
noncollegiate instruction 44
post-baccalaureate 94
pre-baccalaureate 38
provisional admission 40
quarter vs. semester terms 46
Records 53
registration 47
residency determination 46
returning students 43
Social Security Number 44
special action 94
student services fee 48
subject requirements 40
supplementary admission criteria 38
systemwide tests required 42
telephone registration 47
test requirements 41
TOEFL 42, 43
transcripts 45, 50
transferable courses 41
transfers 41
undergraduate admissions 39
Veterans 44
visiting students 44
Withdrawal from university 45
medical 45
military 45
other 45
Writing proficiency 43
Admission status 89
Admissions/Records, Office of 53

Advanced Education Studies 342
Advanced Credential Programs
Administration 343
Learning Handicapped 343, 344
Certificates
CLAD 345
Courses 351
master of arts 345
Administration 346, 347
Bilingual 345, 346
ECE 346
Pupil Personnel 346, 347
Special Education 346
master of science in Counseling 348
Advanced Placement Program 74
Advanced Specialist Credential Program 370
Advising and Information Center 25
Affirmative Action 57
Alternatives to Classroom Structure 73
Anthropology 293
courses 295
master of arts 293
minor 293
teaching credential 293
Archaeological Information Center 18
Art 149
courses 149
major 149
minor 149
teaching credential 149
Arts and Sciences, School of 138
Athletics 26
Basketball 26
Soccer 26
Softball 26
Swimming 26
Track and Field 26
Volleyball 26
Women's Tennis 26
Wrestling 26

B

Basic Preliminary Credential Programs 367
approved subject matter 367
BCLAD/CLAD 368
multiple subject 367
professional development school 368
single subject 369
Biology 153
concentration in environmental studies 153
courses 154
major 153
minor 153
teaching credential 154
tracks 153
Business Administration 305
accounting concentration 309
courses 309
bachelor of science 305
courses 306
finance concentration 311
courses 311
management concentration 315
courses 316
emphases 315
management information systems concentration 315
courses 318
marketing concentration 320
courses 321
emphases 320
minor 321
master (MBA) 307, 325
minor 306
minor in organizational studies 315
Business and Public Administration, School of 302
Business Research and Education Center 18

C

California State University 7
Bakersfield
Advisory Board 14
Campus history 16
CSUB Foundation Board of Directors 14
Leadership 12
Map 20
Phone numbers 21
Campuses 9
Chancellor's Office 10
Costs 10
Trustees 10
California Well Sample Repository 18
Campus Map 20
Campus phone numbers 21
Career Planning and Placement 27, 55
career library 27
career placement manual 27
EUREKA (California Career Information System) 27, 56
CBEST 340
Center for Archeological Research 18
Center for Biomedical Research 18
Center for Economic Education and Research 18
Center for Environmental Studies 18
Center for Living and Learning 18
Certificate of G.E. 83
Certificate Programs 72
extended university 104
post-baccalaureate 93
writing 182
Changes in Rules and Policies 87
Change of Address 48
Chemistry 161
concentration in biochemistry 161
courses 161
major 161
minor 161
teaching credential 161
Child Development 113
courses 116
multiple subjects credential 113
Children's Center 18, 55

Class Attendance 85
Class Conduct 85
Class Level 89
Class Meetings 85
Class schedules 22
CLEP 75
Commencement 54
Communications 190
certificates 190
courses 191
major 190
minor 190
speech and theatre minor 190
teaching credential 191
Computer Science 165
courses 165
major 165
minor 165
Continuous Enrollment and Graduation Requirements 78
Cooperative Education 75
Cooperative Research 76
Counseling Center 28, 54
ombudsman 28
Credential Programs 93
Credential Programs, Advanced 343
certificate programs 345
CLAD 345
resource specialist 345
graduate programs 345
learning handicapped specialist credential 344
preliminary administrative services 343
professional credential in educational administrat 343
severely handicapped specialist credential 344
Credit by exam 74
Credit cards 52
Credit for Extension, Correspondence and DANTES Work 83
Credit for Military Service 83
Credit for Peace Corps Service 83
Credit from Non-Accredited Colleges 83
Criminal Justice 171
courses 171
major 171
minor 171
CSU International Programs 77
Currency of Courses 79

D

Dean's List 84
Debts owed 52
Declaration of Major 84
Departmental Internships 75
Determination of Catalog for Major and Minor Requirements 79
Direct Marketing Institute 18
Directed Research 76
Disabilities, Office of Services for Students with 29, 55
Accessibility 29
services 29
Disability Nondiscrimination Policy 90

E

Economics 175
bachelor of arts 175
bachelor of science 176
courses 176
major 175
minor 176
minor in international economics 176
pre-law concentration 175
Education, School of 338
basic credential programs 338
courses 341
bilingual education 351
counseling 352
culminating activity 355, 371
curriculum and instruction 371
early childhood education 355
educational administration 356
educational research 357, 373
literacy 375
multiple subject 374
single subject 376
special education 359
graduate programs 338
master of arts in education 345, 370
master of science in counseling 348
inservice courses 341
Educational Opportunity Program (EOP) 57
ELM Preparation 57
English 181
certificate in writing 182
courses 183
master 182
major 181
minor 181
teaching credential 181
Environmental Resource Management 119
major 119
courses 119
Estimated Costs per Quarter 52
Evaluations 53
Experiential Learning 74
Extended University Division
admission 104
certificate programs 104
concurrent enrollment 85
degree programs 104
extended studies 104
fees 105
instructional television network 105
intensive English language center 105
non-credit and continuing education 104
open university 104
professional symposium series 105
regional programs 104
regular extension courses 104
special sessions 104
summer session 104
Externally Developed Tests 74

F

FACT 18, 19
Faculty Directory 380
adjunct faculty 390
emeriti facutly 389
Fees 51
student services fee 48
student body fee 50
refunds 52
Financial Aid 58
Food Service 18
Foreign Language 197
Chinese 197
French 197
courses 197
minor 197
German 199
Japanese 199
Russian 199
Spanish 197
courses 199
minor 197
teaching credential 197
Fraternities and Sororities. *See* Student Life, Office of

G

General Education Requirements 79
American institutions 81
CAN - California Articulation Number System 83
gender, race, and ethnicity 82
orientation 82
transfer units 83
upper division writing 82
General Education Transfer Curriculum 83
General Graduation Requirements 79
General Studies Courses 109
Geology 254
courses 255
major 254
masters 254
minor 254
teaching credential 255
Grading System 85
grade change 87
Graduate Admission Requirements 94
Graduate and Postbaccalaureate
Application Procedures 38
Graduate Program Applications 94
Graduate Programs 92
academic issues 96
admission requirements 94
application procedures 94, 95
arts and sciences 92
business and public administration 93
culminating experience 98
education 92
financial aid 100
general requirements 98
graduation 99
MFCC licensing 100
student standings 96
Graduate Studies and Research 92
centers and institutes 101
program coordinators 93
research and faculty development 100
Graduation 53
Graduation Procedures 84
application 84
commencement 84
honors 84
units required 68
Grants/Fellowships 58
CSU Graduate Equity Fellowship Program 58
SEOG 58
SEOP 58
Grievances, Academic and Non-Academic 90, 98

H

Health Services 30, 55
History 203
American history and institutions requirements 203
courses 205
major 203
master 204
minor 203
teaching credential 203
Housing 56
Human Corps 75

I

IGETC 83
Independent Study 75
Individual Study 76
Information 48
Academic 48
Financial Aid 48
Instructional Television Network 33, 76, 105
young scholar program 33
Intensive English Language Center 31, 105, 304
housing 31
Inter-School Programs 108, 141
Interdisciplinary Programs 141
applied ethics minor 141
Asian studies 142
black studies 142
minor 142
Chicano Studies 141
minor 142
courses 144
environmental studies 141
film and modern art minor 143
Latin-American studies minor 143
social gerontology minor 143
speech and theater minor 144
women's studies minor 144
International Education, Center for 32, 56, 76
courses and programs 32
exchange programs 32, 77

International Student Exchange Program (ISEP) 77
Internships 75

K

Kegley Institute of Ethics 18

L

Liberal Studies 123
major 123
courses 126
Library 17. *See also* Walter W. Stiern Library
Loans
direct PLUS loan 59
FFELP 58
nursing loans
perkins loans 58
short-term emergency loans 59
subsidized direct student loans 59
unsubsidized direct student loans 59
Lower Division Component 79

M

Math 211
courses 211
major 211
minor in applied statistics 211
minor in math 211
teaching credential 211
Media Services. *See* Walter W. Stiern Library
Minors 68

N

National Student Exchange Program 54, 76
Non-academic grievance 90
Non-credit and Continuing Education Courses 104
Non-discrimination Policies 89
Nursing 217
courses 220
Family Nurse Practitioner 228
general information 218
LVN option 217
masters 225
major 217
post-masters certificate 225
RN to BSN to MSN 224

O

Ombudsman 27
Off-Campus Study Alternatives 76
Open University 104
Orientation 17
new students 54

Outreach 57. *See also* University Outreach
High School Programs 36
Open Campus 36
Overload, course 84

P

Parking information 18
Passage of Externally Developed Tests 74
Pell Grants 58
Performing Arts
Music
courses 233
major 233
minor 233
teaching credential 233
Theatre
courses 239
major 238
minor 238
speech and theatre minor 238
teaching credential 239
theatre technology minor 238
Personalized Honors Program 108
Philosophy 243
courses 243
major 243
minor 243
pre-law 243
Photo I.D. Office 18
Physical Education 361
certificate
adaptive physical education 361
courses 362
major 361
minor 361
teaching credential 361
Physics 251
courses 251
major 251
minor 251
pre-engineering 251
teaching credential 251
Policies on Rights of Individuals 89
Political Science 263
courses 265
international relations concentration 263
major 264
minor 264
pre-law concentration 264
teaching credential 264
Pre-Engineering 72
Pre-Law 73
Pre-Medical 73
Pre-Professional Programs 72
pre-engineering 72
pre-law 73
pre-medical 73
Prior Experiential Learning 74
Privacy rights of Students 49
Professional Clear Credential 369
Professional Symposium Series 105
Program Emphases
Arts and Sciences 71
Business and Public Administration 71
Provisional Post-Baccalaureate Credit 84

Psychology 271
courses 275
major 271
master of arts 272
master of science 274
minor 271
teaching credential 271
Public Administration 329
bachelor of arts 329
certificate in public administration 329
courses 331
master (MPA) 330
master of science in health care management 330
minor 329
Public Administration Institute 18

R

Race, color, or national origin nondiscrimination policy 89
Records 49, 51, 53
application fee 51
privacy rights 49
Refunds 52
Religious Studies 247
courses 247
major 247
minor 247
Removal of Previous Terms 87
Repeating courses 87
Replacement of Grade through Repetition 87
Residency, determination of 46
Retroactive Withdrawal 87
Rights and Responsibilities of Students 66

S

Scholarship standards 88
academic dismissal 88
academic probation 88
good standing 88
graduate 89
post-baccalaureate 89
readmission of academically dismissed 88
Scholarships 58, 59
Arts and Sciences 61
Associated Students 59
Business and Public Administration 61
Education 61
merit scholar program 59
specialized 58-60
veteran's affairs 62
Scholastic Probation and Academic Disqualification 97
Senior Seminar 68
Sex nondiscrimination policy 89
Sexual Harassment Policies 90
Simultaneous Enrollment 84
Small Business Institute 18
Sociology 285
courses 287
ethnic studies concentration 285
major 285
master of arts 286
minor 285
teaching credential 285
urban studies and planning concentration 286
Special Minors 68
State Grants 58
Student Activities 17, 56
Student classifications 89
freshman 89
junior 89
senior 89
sophomore 89
Student Discipline 62
Student Grievance 90
Student Life, Office of 35
Clubs and Organizations 35
Fraternities and Sororities 35
leisure activities 35
Student Resource Center 35
Student Loans 58
Student Opinionaires (SOCI) 63
Student Resource Center 17
Student Services 24
Student Union 17
Subsequent Enrollment at other Institutions 83
Summer Sessions 104

T

Target Courses Program 24
Teacher Education 367
Antelope Valley Program 368
Basic Preliminary Credential 367
Multiple Subjects 367
Single Subject 367, 369
BCLAD/CLAD 368
Courses 367, 371
Fifth Year Program 369
MA in Education 370
Curriculum and Instruction 370
Literacy 371
Teacher Preparation/Subject Matter Programs 129
bilingual emphases 134
bilingual emphasis 134
child development 129
general major 134
liberal studies 131
multiple subject
child development 129
liberal studies 131
single subject
art 134
English 134
math 135
music 136
physical education 136
science 134
social science 135
Spanish 136
upper division concentration 133
Telephone Registration 67
Testing Center 55
Thematic Course Requirements 80

TOEFL 94
Transcripts 50
Transfer credit 54, 82
TRIO Programs 57
educational talent search program 57
student achievement, academic & retention program 57
Tutorial Services 57
Tutoring 76
Tutoring Program 24

U

Undergraduate and Graduate Degrees 69
Undergraduate Application Procedures 38
Undergraduate Degree Policies 78
baccalaureate degree requirements 78
catalog determination 79
writing requirement 82
scholarship standards 88
Undergraduate Degree Programs 67
bachelor of arts 68
bachelor of science 68
double majors 68
minors 68
program emphases 71
requirements 78
second baccalaureate degree 71
senior seminar 68
special majors 71
Undergraduate Studies, Division of 108
University Outreach 36
open campus 36
Upper Division Component 80
Upper Division Writing 82

V

Veterans Affairs 54

W

Walter W. Stiern Library
Computer technologies 34
Media Services 34
Services and Features 34
Work Study 59

Y

Young Scholar Program 33