

CSUB

2009-2011 CATALOG

CALIFORNIA STATE UNIVERSITY BAKERSFIELD

# CALIFORNIA STATE UNIVERSITY **Bakersfield**

2009  2011





## President's Welcome

It is my pleasure to welcome you to this official introduction to CSU Bakersfield, its academic programs and its campus community. Academic years 2009-10 and 2010-11 will be years six and seven under our new vision which was adopted in 2004-05:

"By 2014-15 CSU Bakersfield will be the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement. Realization of our vision will be advanced by recruitment, development and promotion of excellent and diverse staff within an organizational culture committed to excellence in all areas."

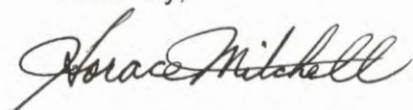
The vision emphasizes the role of our outstanding faculty as scholars and educators who are dedicated to actively engaging our students in the classroom and laboratory, and in research and other creative activities that stimulate, challenge and support them in their intellectual growth and development. Also, it reflects our commitment to assuring that our diverse student body experiences campus programs and services that advance their academic achievement and facilitate their personal development within the context of a vibrant campus life.

Our students are also major players in the University's commitment to community engagement. They provide thousands of hours of volunteer service to schools, nonprofit organizations, and civic groups. Such service-learning activities complement their intellectual and personal development. CSU Bakersfield graduates are leaders in diverse segments of our society – in all levels of government, in K-12 schools and higher education, in health care and other professions, in non-profit organizations, and in corporate executive officers, to name a few. Our alumni network is local, national, and global.

We take great pride in the University's rich history and its accomplishments in serving its students and its community as one of the major educational and cultural resources of this region which also enhances its quality of life and supports its economic development. We are defining and creating a dynamic future through "partnerships for excellence."

Learn more by visiting us at [www.csub.edu](http://www.csub.edu). As you do so, I hope you will be inspired to become a member of the CSU Bakersfield community as a student, faculty member, staff member, or supporter. CSUB is "your" University.

Sincerely,

A handwritten signature in black ink, appearing to read "Horace Mitchell". The signature is fluid and cursive, with the first name "Horace" written in a larger, more prominent script than the last name "Mitchell".

Horace Mitchell, Ph.D.  
President



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### **DIRECTORY**

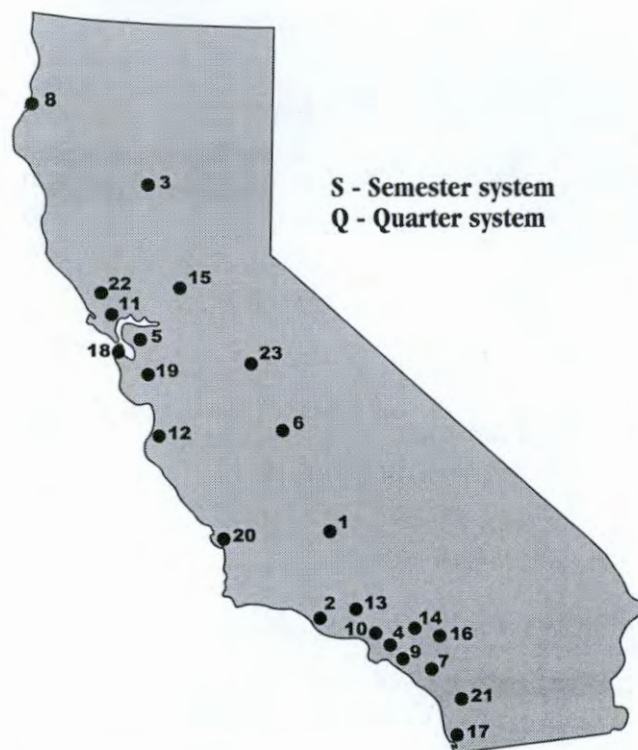
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## A world of information is just a click away.

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



**1 California State University, Bakersfield • Q**  
9001 Stockdale Highway, Bakersfield, CA 93311-1099  
(661) 654-3036 • [www.csusbak.edu](http://www.csusbak.edu)

**2 California State University, Channel Islands • S**  
One University Drive, Camarillo, CA 93012  
(805) 437-8500 • [www.csuci.edu](http://www.csuci.edu)

**3 California State University, Chico • S**  
400 W. First Street, Chico, CA 95929-0722  
(530) 898-6321 • [www.csuchico.edu](http://www.csuchico.edu)

**4 California State University, Dominguez Hills • S**  
1000 East Victoria Street, Carson, CA 90747  
(310) 243-3696 • [www.csudh.edu](http://www.csudh.edu)

**5 California State University, East Bay • Q**  
25800 Carlos Bee Blvd., Hayward, CA 94542-3035  
(510) 885-2784 • [www.csueastbay.edu](http://www.csueastbay.edu)

**6 California State University, Fresno • S**  
5150 North Maple Avenue, Fresno, CA 93740-0057  
(559) 278-2261 • [www.csufresno.edu](http://www.csufresno.edu)

**7 California State University, Fullerton • S**  
800 N. State College Blvd., Fullerton, CA 92834-9480  
(714) 278-2300 • [www.fullerton.edu](http://www.fullerton.edu)

**8 Humboldt State University • S**  
1 Harpst Street, Arcata, CA 95521-4957  
(707) 826-4402 • (866) 850-9556 • [www.humboldt.edu](http://www.humboldt.edu)

**9 California State University, Long Beach • S**  
1250 Bellflower Blvd., Long Beach, CA 90840-0106  
(562) 985-5471 • [www.csulb.edu](http://www.csulb.edu)

**10 California State University, Los Angeles • Q**  
5151 State University Drive, Los Angeles, CA 90032-8530  
(323) 343-3901 • [www.calstatela.edu](http://www.calstatela.edu)

**11 California Maritime Academy • S**  
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**12 California State University, Monterey Bay • S**  
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**13 California State University, Northridge • S**  
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**14 California State Polytechnic University, Pomona • Q**  
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**15 California State University, Sacramento • S**  
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**16 California State University, San Bernardino • Q**  
5500 University Parkway, San Bernardino, CA 92407-2397  
(909) 537-5188 • [www.csusb.edu](http://www.csusb.edu)

**17 San Diego State University • S**  
5500 Campanile Drive, San Diego, CA 92182-7455  
(619) 594-6336 • [www.sdsu.edu](http://www.sdsu.edu)

**18 San Francisco State University • S**  
1600 Holloway Avenue, San Francisco, CA 94132-4001  
(415) 338-1113 • [www.sfsu.edu](http://www.sfsu.edu)

**19 San José State University • S**  
One Washington Square, San José, CA 95192-0009  
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**20 California Polytechnic State University, San Luis Obispo • Q**  
San Luis Obispo, CA 93407  
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**22 Sonoma State University • S**  
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**23 California State University, Stanislaus • 4-1-4**  
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Sacramento 95814

The Honorable John Garamendi  
State Capitol  
Lieutenant Governor of California  
Sacramento 95814

The Honorable Karen Bass  
State Capitol  
Speaker of the Assembly  
Sacramento 95814

The Honorable Jack O'Connell  
721 Capitol Mall  
State Superintendent of Public Instruction  
Sacramento 95814

Dr. Charles B. Reed  
401 Golden Shore  
Chancellor of The California State University  
Long Beach 90802-4210

Bob Linscheid (2009)  
Peter Mehas (2015)  
Lou Monville (2014)  
Craig Smith (2009)  
Glen Toney (2013)  
Kyriakos Tsakopoulos (2009)

Correspondence with Trustees should be sent to:  
c/o Trustees Secretariat  
The California State University  
401 Golden Shore  
Long Beach, California 90802-4210

## OFFICE OF THE CHANCELLOR

**The California State University**  
**401 Golden Shore**  
**Long Beach, California 90802-4210**  
**(562) 951-4000**

Dr. Charles B. Reed  
Chancellor – CSU System

Dr. Gary Reichard  
Executive Vice Chancellor and Chief Academic Officer

Mr. Richard P. West  
Executive Vice Chancellor and Chief Financial Officer

Ms. Gail Brooks  
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Ms. Christine Helwick  
General Counsel

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Jeffrey L. Bleich  
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Vice Chair

Christine Helwick  
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Richard P. West  
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## APPOINTED TRUSTEES

Appointments are for a term of eight years, except student, alumni, and faculty trustees whose terms are for two years. Terms expire in the year in parentheses. Names are listed alphabetically.

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# THE CALIFORNIA STATE UNIVERSITY

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

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

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

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

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

The CSU offers more than 1,800 bachelor's and master's degree programs in some 357 subject areas. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California. In 2005, the CSU was authorized to independently offer educational doctorate (Ed.D.) programs, and a total of 10 CSU campuses currently have Ed.D. programs.

Enrollment in fall 2008 totaled almost 450,000 students, who were taught by some 24,000 faculty. The system awards about half of the bachelor's degrees and a third of the master's degrees granted in California. Nearly 2.5 million students have graduated from CSU campuses since 1961.

## AVERAGE SUPPORT COST PER FULL-TIME EQUIVALENT STUDENT AND SOURCES OF FUNDS

The total support cost per full-time equivalent student includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of full-time equivalent students (FTES). The total CSU 2008/09 final budget amounts were \$2,970,706,000 from state General Fund appropriations (not including capital outlay funding), \$1,251,321,000 from State University Fee (SUF) revenue, \$276,093,000 from other fee revenues and reimbursements for a total of \$4,498,120,000. The number of projected 2008/09 full-time equivalent students (FTES) is 356,050. 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 2008/09 average support cost per full-time equivalent student based on General Fund appropriation and State University Fee revenue only is \$11,858 and when including all sources as indicated below is \$12,633. Of this amount, the average student fee support per FTE is \$4,290, which includes all fee revenue in the CSU Operating Fund (e.g. State University Fee, nonresident tuition, application fees, and other miscellaneous fees).

2008/09	Amount	Average Cost per FTE Student	Percentage
Total Support Cost	\$4,498,120,000	\$12,633	100%
• State Appropriation	2,970,706,000	8,343	66%
• Student Fee Support <sup>1</sup>	1,251,321,000	3,514	28%
• Other Income & Reimbursements <sup>2</sup>	276,093,000	775	6%

<sup>1</sup>Student fee support represents campus 2008/09 final budget submitted State University Fee revenue.

<sup>2</sup>The other income and reimbursements represent campus other fee 2008/09 final budget revenues submitted, as well as reimbursements in the CSU Operating Fund.

The average CSU 2008/09 academic year, resident, undergraduate student fees required to apply to, enroll in, or attend the university is \$3,849. However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.



# ACADEMIC CALENDAR 2009-2011

## Summer Quarter, 2009

April 27-May 08	<b>Academic Advising</b> for Continuing Students (for Summer & Fall Quarters)
April 27-June 11	<b>Registration</b> for Continuing Students (for Summer Quarter)
May 04-Sept 10	<b>Registration</b> for Continuing Students (for Fall Quarter)
May 05	Campus-wide Emergency Evacuation Day
May 09	<b>Orientation</b> and Advising for All Students (for Summer & Fall Quarters)
May 09	<b>Orientation</b> and Advising for Antelope Valley Students (for Summer & Fall Quarters)
June 16	<b>Orientation</b> and Advising for All Students (for Summer & Fall Quarters)
June 23	<b>ALL SUMMER FACULTY DUE ON CAMPUS</b>
June 23	<b>First Day of Classes</b>
June 23-30	Schedule Adjustment Period
June 30	Last Day to Add Classes
June 30	Last Day to Change between Audit and Letter Grading
June 30	Last Day of Schedule Adjustment Period (for Summer Quarter)
July 03	<b>HOLIDAY</b> - Independence Day Observed - Campus Closed
July 07	<b>Last Day to Apply for Fall Graduation (\$40 fee)</b>
July 08-Aug 5	<b>Late Application for Fall Graduation Accepted (\$55 fee)</b>
July 09	<b>Orientation</b> and Advising for All Students (for Fall Quarter)
July 09	<b>Orientation</b> and Advising for Antelope Valley Students (for Fall Quarter)
July 14	Census Day
July 14	Last Day to Change between Credit/No-credit and Letter Grading
July 14	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
August 11	Last Day to Withdraw from Classes for a Serious and Compelling Reason
August 13	<b>Orientation</b> and Advising for All Students (for Fall Quarter)
August 13	<b>Orientation</b> and Advising for Antelope Valley Students (for Fall Quarter)
August 17-21	SOCI Week
August 24	<b>Last Day of Classes</b>
August 24	Last Day to Submit Completed Master's Thesis to Library (Room 211)
August 25	Study/Reading Day
August 26-29	Examination Period
August 31	Grades Due

## Fall Quarter, 2009

April 04	<b>Transfer Day Orientation</b> and Advising (for Fall Quarter)
April 25	<b>Freshman Day Orientation</b> and Advising (for Fall Quarter)
April 27-May 08	<b>Academic Advising</b> for Continuing Students (for Summer & Fall Quarters)
May 04-Sept 10	<b>Registration</b> for Continuing Students (for Fall Quarter)
May 09	<b>Orientation</b> and Advising for All Students (for Summer & Fall Quarters)
May 09	<b>Orientation</b> and Advising for Antelope Valley Students (for Summer & Fall Quarters)

June 16	<b>Orientation</b> and Advising for All Students (for Summer & Fall Quarters)
July 07	<b>Last Day to Apply for Fall Graduation (\$40 fee)</b>
July 08-Aug 5	<b>Late Application for Fall Graduation Accepted (\$55 fee)</b>
July 09	<b>Orientation</b> and Advising for All Students (for Fall Quarter)
July 09	<b>Orientation</b> and Advising for Antelope Valley Students (for Fall Quarter)
August 13	<b>Orientation</b> and Advising for All Students (for Fall Quarter)
August 13	<b>Orientation</b> and Advising for Antelope Valley Students (for Fall Quarter)
August 22	Ramadan Begins - Islamic Holy Day
September 07	<b>HOLIDAY</b> - Labor Day - Campus Closed
September 08	<b>ALL FACULTY DUE ON CAMPUS</b>
September 10	Last Day of <b>Registration</b> for Continuing Students (for Fall Quarter)
September 11	<b>Orientation</b> and Advising for All Students (for Fall Quarter)
September 11	<b>Orientation</b> and Advising for Antelope Valley Students (for Fall Quarter)
September 14	<b>First Day of Classes</b>
Sept 14-21	Schedule Adjustment Period (for Fall Quarter)
Sept 18-19	Rosh Hashanah - Jewish Holy Day
September 20	Eid Al-Fitr (end of Ramadan) - Islamic Holy Day
September 21	Last Day to <b>Add Classes</b>
September 21	Last Day to Change between Audit and Letter Grading
September 21	Last Day of Schedule Adjustment Period (for Fall Quarter)
September 26	Dasera - Hindu Holy Day
Sept 27-28	Yom Kippur - Jewish Holy Day
October 02	Census Day
October 02	Last Day to Change between Credit/No-credit and Letter Grading
October 02	Last Day to Withdraw from Classes without a "W" being recorded; withdrawals from classes after this date and continuing through the nextfour-week period will be permitted only for serious and compelling reasons and require written approval by the Dean or Department Chair
October 02	<b>Last Day to Apply for Winter Graduation (\$40 fee)</b>
October 03-31	<b>Late Application for Winter Graduation Accepted (\$55 fee)</b>
October 17	Diwali - Hindu Holy Day
October 19-30	Academic Advising for Continuing Students (for Winter Quarter)
October 20	Campus-wide Emergency Evacuation Day
October 24	<b>Orientation</b> and Advising for All Students (for Winter Quarter)
October 24	<b>Orientation</b> and Advising for Antelope Valley Students (for Winter Quarter)
Oct 26-Dec 30	<b>Registration</b> for Continuing Students (for Winter Quarter)
October 30	Last Day to Withdraw from Classes for a Serious and Compelling Reason
Nov 09-13	SOCI Week
November 11	<b>HOLIDAY</b> - Veterans Day - Campus Closed
November 20	<b>Last Day of Classes</b>
November 20	Last Day to Submit Completed Master's Thesis to Library (Room 211)
Nov 21 & 23-25	Examination Period
Nov 26-27	<b>HOLIDAY</b> - Thanksgiving - Campus Closed
November 30	Commencement
December 1	Grades Due

**Fall Quarter Break: December 2, 2009 – December 31, 2009**



# ACADEMIC CALENDAR 2009-2011

## Winter Quarter, 2010

October 02	<b>Last Day to Apply for Winter Graduation (\$40 fee)</b>
October 03-31	<b>Late Application for Winter Graduation Accepted (\$55 fee)</b>
October 19-30	Academic Advising for Continuing Students (for Winter Quarter)
October 24	<b>Orientation</b> and Advising for All Students (for Winter Quarter)
October 24	<b>Orientation</b> and Advising for Antelope Valley Students (for Winter Quarter)
Oct 26-Dec 30	<b>Registration</b> for Continuing Students (for Winter Quarter)
November 27	Eid Al-Adha - Islamic Holy Day
December 25	Christmas Day
January 01	<b>HOLIDAY</b> - New Year's Day - Campus Closed
January 04	<b>ALL FACULTY DUE ON CAMPUS</b>
January 04	<b>Orientation</b> and Advising for All Students (for Winter Quarter)
January 04	<b>Orientation</b> and Advising for Antelope Valley Students (for Winter Quarter)
January 06	<b>First Day of Classes</b>
January 06-13	Schedule Adjustment Period (for Winter Quarter)
January 13	Last Day to <b>Add</b> Classes
January 13	Last Day to Change between Audit and Letter Grading
January 13	Last Day of Schedule Adjustment Period (for Winter Quarter)
January 18	<b>HOLIDAY</b> - Martin Luther King Jr. Day - Campus Closed
January 22	<b>Last Day to Apply for Spring Graduation (\$40 fee)</b>
Jan 23-Feb 20	<b>Late Application for Spring Graduation Accepted (\$55 fee)</b>
January 27	Census Day
January 27	Last Day to Change between Credit/No-credit and Letter Grading
January 27	Last Day to Withdraw from Classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
February 01-12	Academic Advising for Continuing Students (for Spring Quarter)
Feb 08-Mar 25	<b>Registration</b> for Continuing Students (for Spring Quarter)
February 17	Ash Wednesday - Christian Holy Day
February 24	Last Day to Withdraw from Classes for a Serious and Compelling Reason
February 28	Holi - Hindu Holy Day
March 01-05	SOCI Week
March 16	<b>Last Day of Classes</b>
March 16	Last Day to Submit Completed Master's Thesis to Library (Room 211)
March 17-20	Examination Period
March 22	Grades Due
March 26	<b>Orientation</b> and Advising for All Students (for Spring Quarter)
March 26	<b>Orientation</b> and Advising for Antelope Valley Students (for Spring Quarter)

Spring Break: March 23, 2010 – March 28, 2010

## Spring Quarter, 2010

January 22	<b>Last Day to Apply for Spring Graduation (\$40 fee)</b>
Jan 23-Feb 20	<b>Late Application for Spring Graduation Accepted (\$55 fee)</b>
Feb 01-12	Academic Advising for Continuing Students (for Spring Quarter)
Feb 08-Mar 25	<b>Registration</b> for Continuing Students (for Spring Quarter)
March 26	<b>Orientation</b> and Advising for All Students (for Spring Quarter)
March 26	<b>Orientation</b> and Advising for Antelope Valley Students (for Spring Quarter)
March 28	Palm Sunday - Christian Holy Day
March 29-30	Passover - Jewish Holy Day
March 29	<b>ALL FACULTY DUE ON CAMPUS</b>
March 29	<b>First Day of Classes</b>
Mar 29-Apr 06	Schedule Adjustment Period (for Spring Quarter)
March 31	<b>HOLIDAY</b> - Cesar Chavez Day - Campus Closed
April 02	Good Friday - Christian Holy Day
April 04	Easter - Christian Holy Day
April 06	Last Day to <b>Add</b> Classes
April 06	Last Day to Change between Audit and Letter Grading
April 06	Last Day of Schedule Adjustment Period (for Spring Quarter)
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
April 26-May 07	Academic Advising for Continuing Students (for Summer & Fall Quarters)
April 26-June 10	<b>Registration</b> for Continuing Students (for Summer Quarter)
May 03-Sept 09	<b>Registration</b> for Continuing Students (for Fall Quarter)
May 04	Campus-wide Emergency Evacuation Day
May 18	Last Day to Withdraw from Classes for a Serious and Compelling Reason
May 24-28	SOCI Week
May 31	<b>HOLIDAY</b> - Memorial Day - Campus Closed
June 07	<b>Last Day of Classes</b>
June 07	Last Day for Completion of Work by Master's Candidates to Graduate in June
June 07	Last Day to Submit Completed Master's Thesis to Library (Room 211)
June 08	Study/Reading Day
June 09-12	Examination Period
June 11-12	Commencement
June 14	Grades Due
June 21-28	Schedule Adjustment Period (for Summer Quarter)

**THIS IS NOT TO BE CONSTRUED AS AN  
EMPLOYEE WORK CALENDAR**



# ACADEMIC CALENDAR 2009-2011

## Summer Quarter, 2010

April 26-May 07	<b>Academic Advising</b> for Continuing Students (for Summer & Fall Quarters)
April 26-June 10	<b>Registration</b> for Continuing Students (for Summer Quarter)
May 03-Sept 09	<b>Registration</b> for Continuing Students (for Fall Quarter)
May 04	Campus-wide Emergency Evacuation Day
May 15	<b>Orientation</b> and Advising for All Students (for Summer & Fall Quarters)
May 15	<b>Orientation</b> and Advising for Antelope Valley Students (for Fall Quarter)
June 11	<b>Orientation</b> and Advising for All Students (for Summer & Fall Quarters)
June 22	<b>ALL SUMMER FACULTY DUE ON CAMPUS</b>
June 22	<b>First Day of Classes</b>
June 22 - 29	Schedule Adjustment Period
June 29	Last Day to Add Classes
June 29	Last Day to Change between Audit and Letter Grading
June 29	Last Day of Schedule Adjustment Period (for Summer Quarter)
July 05	<b>HOLIDAY</b> - Independence Day Observed - Campus Closed
July 06	<b>Last Day to Apply for Fall Graduation (\$40 fee)</b>
July 07-Aug 4	<b>Late Application for Fall Graduation Accepted (\$55 fee)</b>
July 10	<b>Orientation</b> and Advising for All Students (for Fall Quarter)
July 10	<b>Orientation</b> and Advising for Antelope Valley Students (for Fall Quarter)
July 13	Census Day
July 13	Last Day to Change between Credit/No-credit and Letter Grading
July 13	Last Day to Withdraw from Classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the Dean or Department Chair
July 31	<b>Orientation</b> and Advising for All Students (for Fall Quarter)
July 31	<b>Orientation</b> and Advising for Antelope Valley Students (for Fall Quarter)
August 10	Last Day to Withdraw from Classes for a Serious and Compelling Reason
August 16-20	SOCI Week
August 23	<b>Last Day of Classes</b>

## Fall Quarter, 2010

April 10	<b>Transfer Day Orientation</b> and Advising (for Fall Quarter)
April 24	<b>Freshman Day Orientation</b> and Advising (for Fall Quarter)
April 26-May 07	<b>Academic Advising</b> for Continuing Students (for Summer & Fall Quarters)
May 03-Sept 09	<b>Registration</b> for Continuing Students (for Fall Quarter)
May 15	<b>Orientation</b> and Advising for All Students (for Summer & Fall Quarters)
May 15	<b>Orientation</b> and Advising for Antelope Valley Students (for Fall Quarter)

June 11	<b>Orientation</b> and Advising for All Students (for Summer & Fall Quarters)
July 06	<b>Last Day to Apply for Fall Graduation (\$40 fee)</b>
July 07-Aug 4	<b>Late Application for Fall Graduation Accepted (\$55 fee)</b>
July 10	<b>Orientation</b> and Advising for All Students (for Fall Quarter)
July 10	<b>Orientation</b> and Advising for Antelope Valley Students (for Fall Quarter)
August 11	Ramadan Begins - Islamic Holy Day
August 14	<b>Orientation</b> and Advising for All Students (for Fall Quarter)
August 14	<b>Orientation</b> and Advising for Antelope Valley Students (for Fall Quarter)
September 06	<b>HOLIDAY</b> - Labor Day - Campus Closed
September 07	<b>ALL FACULTY DUE ON CAMPUS</b>
Sept 08-09	Rosh Hashanah - Jewish Holy Day
September 09	Last Day of <b>Registration</b> for Continuing Students (for Fall Quarter)
September 10	<b>Orientation</b> and Advising for All Students (for Fall Quarter)
September 10	<b>Orientation</b> and Advising for Antelope Valley Students (for Fall Quarter)
September 10	Eid Al-Fitr (end of Ramadan) - Islamic Holy Day
September 13	<b>First Day of Classes</b>
Sept 13-20	Schedule Adjustment Period (for Fall Quarter)
Sept 17-18	Yom Kippur - Jewish Holy Day
September 20	Last Day to <b>Add Classes</b>
September 20	Last Day to Change between Audit and Letter Grading
September 20	Last Day of Schedule Adjustment Period (for Fall Quarter)
October 01	Census Day
October 01	Last Day to Change between Credit/No-credit and Letter Grading
October 01	Last Day to Withdraw from Classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the Dean or Department Chair
October 01	<b>Last Day to Apply for Winter Graduation (\$40 fee)</b>
October 02-30	<b>Late Application for Winter Graduation Accepted (\$55 fee)</b>
October 15	Dasera - Hindu Holy Day
October 18-29	Academic Advising for Continuing Students (for Winter Quarter)
October 19	Campus-wide Emergency Evacuation Day
October 23	<b>Orientation</b> and Advising for All Students (for Winter Quarter)
October 23	<b>Orientation</b> and Advising for Antelope Valley Students (for Winter Quarter)
Oct 25-Dec 29	Registration for Continuing Students (for Winter Quarter)
October 29	Last Day to Withdraw from Classes for a Serious and Compelling Reason
November 5	Diwali - Hindu Holy Day
Nov 08-12	SOCI Week
November 11	<b>HOLIDAY</b> - Veterans Day - Campus Closed
November 19	<b>Last Day of Classes</b>
November 19	Last Day to Submit Completed Master's Thesis to Library (Room 211)
Nov 20 & 22-24	Examination Period
Nov 25-26	<b>HOLIDAY</b> - Thanksgiving - Campus Closed
November 29	Commencement
November 30	Grades Due

**Fall Quarter Break: December 1, 2010 – December 31, 2010**



# ACADEMIC CALENDAR 2009-2011

## Winter Quarter, 2011

October 01	<b>Last Day to Apply for Winter Graduation (\$40 fee)</b>
October 02-30	<b>Late Application for Winter Graduation Accepted (\$55 fee)</b>
October 18-29	Academic Advising for Continuing Students (for Winter Quarter)
October 23	<b>Orientation</b> and Advising for All Students (for Winter Quarter)
October 23	<b>Orientation</b> and Advising for Antelope Valley Students (for Winter Quarter)
Oct 25-Dec 29	<b>Registration</b> for Continuing Students (for Winter Quarter)
November 16	Eid Al-Adha - Islamic Holy Day
December 25	Christmas Day
January 01	<b>HOLIDAY</b> - New Year's Day - Campus Closed
January 03	<b>ALL FACULTY DUE ON CAMPUS</b>
January 04	<b>Orientation</b> and Advising for All Students (for Winter Quarter)
January 04	<b>Orientation</b> and Advising for Antelope Valley Students (for Winter Quarter)
January 05	<b>First Day of Classes</b>
January 05-12	Schedule Adjustment Period (for Winter Quarter)
January 12	Last Day to <b>Add</b> Classes
January 12	Last Day to Change between Audit and Letter Grading
January 12	Last Day of Schedule Adjustment Period (for Winter Quarter)
January 17	<b>HOLIDAY</b> - Martin Luther King Jr. Day - Campus Closed
January 21	<b>Last Day to Apply for Spring Graduation (\$40 fee)</b>
Jan 22-Feb 19	<b>Late Application for Spring Graduation Accepted (\$55 fee)</b>
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
Jan 31-Feb 11	Academic Advising for Continuing Students (for Spring Quarter)
Feb 07-Mar 24	<b>Registration</b> for Continuing Students (for Spring Quarter)
February 23	Last Day to Withdraw from Classes for a Serious and Compelling Reason
Feb 28-Mar 04	SOCI Week
March 09	Ash Wednesday - Christian Holy Day
March 15	<b>Last Day of Classes</b>
March 15	Last Day to Submit Completed Master's Thesis to Library (Room 211)
March 16-19	Examination Period
March 19	Holi - Hindu Holy Day
March 21	Grades Due
March 26	<b>Orientation</b> and Advising for All Students (for Spring Quarter)
March 26	<b>Orientation</b> and Advising for Antelope Valley Students (for Spring Quarter)

## Spring Quarter, 2011

January 21	<b>Last Day to Apply for Spring Graduation (\$40 fee)</b>
Jan 22-Feb 19	<b>Late Application for Spring Graduation Accepted (\$55 fee)</b>
Jan 31-Feb 11	Academic Advising for Continuing Students (for Spring Quarter)
Feb 07-Mar 26	<b>Registration</b> for Continuing Students (for Spring Quarter)
March 26	<b>Orientation</b> and Advising for All Students (for Spring Quarter)
March 26	<b>Orientation</b> and Advising for Antelope Valley Students (for Spring Quarter)
March 28	<b>ALL FACULTY DUE ON CAMPUS</b>
March 28	<b>First Day of Classes</b>
Mar 28-Apr 05	Schedule Adjustment Period (for Spring Quarter)
March 31	<b>HOLIDAY</b> - Cesar Chavez Day - Campus Closed
April 05	Last Day to <b>Add</b> Classes
April 05	Last Day to Change between Audit and Letter Grading
April 05	Last Day of Schedule Adjustment Period (for Spring Quarter)
April 17	Palm Sunday - Christian Holy Day
April 18-19	Passover - Jewish Holy Day
April 18	Census Day
April 18	Last Day to Change between Credit/No-credit and Letter Grading
April 18	Last Day to Withdraw from Classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
April 22	Good Friday - Christian Holy Day
April 24	Easter - Christian Holy Day
April 25-May 6	Academic Advising for Continuing Students (for Summer & Fall Quarters)
April 25-June 9	<b>Registration</b> for Continuing Students (for Summer Quarter)
May 03	Campus-wide Emergency Evacuation Day
May 02-Sept 08	<b>Registration</b> for Continuing Students (for Fall Quarter)
May 17	Last Day to Withdraw from Classes for a Serious and Compelling Reason
May 23-27	SOCI Week
May 30	<b>HOLIDAY</b> - Memorial Day - Campus Closed
June 06	<b>Last Day of Classes</b>
June 06	Last Day for Completion of Work by Master's Candidates to Graduate in June
June 06	Last Day to Submit Completed Master's Thesis to Library (Room 211)
June 07	Study/Reading Day
June 08-11	Examination Period
June 10-11	Commencement
June 13	Grades Due
June 20-27	Schedule Adjustment Period (for Summer Quarter)

**THIS IS NOT TO BE CONSTRUED AS AN  
EMPLOYEE WORK CALENDAR**

**Spring Break: March 22 – March 25, 2011**



**OFFICE OF THE PRESIDENT**

**Horace Mitchell**  
President

**Mrs. Evelyn Coyle**  
Executive Assistant to the President

**Stella M. Chavez**  
Presidential Aide

**UNIVERSITY ADVANCEMENT/UNIVERSITY  
ADVANCEMENT**

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Vice President for University Advancement  
Executive Director, CSUB Foundation

**Sheri Horn-Bunk**  
Major Gifts Officer

**Steven Catano**  
CSUB Foundation Manager

**Kristen Doud**  
Development and Donor Relations Officer

**Shannon Hill**  
Director of Alumni Relations

**Susan Hopkins**  
Director of University Advancement Events

**Karen Langston**  
Athletics Marketing, Sponsorships, and Events

**Kathy Miller**  
Director of Public Affairs and Communications

**Amy Millis**  
Director of CSUB Fund

**Laura Lollar Wolfe**  
Assistant Vice President for Development

**Vacant**  
Director of Corporate and Foundation Relations

**Vacant**  
Major Gifts Director for Athletics Development

**ACADEMIC AFFAIRS**

**Dr. Soraya Coley**  
Provost and Vice President, Academic Affairs

**Beth Rienzi**  
Associate Vice President, Faculty Affairs

**Dee Rengiil**  
Faculty Affairs Specialist

**Jackie Collins**  
Budget Coordinator

**John Emery**  
Dean, School of Business and Public  
Administration

**Craig Kelsey**  
Interim Dean, School of Education

**Edwin Sasaki**  
Interim Dean, School of Humanities and Social  
Sciences

**Julio Blanco**  
Dean, School of Natural Sciences and  
Mathematics

**Craig Kelsey**  
Dean, Extended University and Regional  
Programs

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Associate Vice President, Academic Programs

**John Hultsman**  
Associate Vice President, Antelope Valley Center

**Doreen Anderson-Facile**  
Director, Faculty Teaching and Learning Center

**Rudy Carvajal**  
Director, Athletics

**Robert Horton**  
Interim Assistant Vice President, Grants,  
Research and Sponsored Programs

**Laura Hecht**  
Assistant Vice President, Institutional, Research  
Planning and Assessment

**INFORMATION TECHNOLOGY SERVICES**

**Rodney M. Hersberger**  
Dean, University Library & Information Security Officer

**Clarke Sanford**  
Assistant Vice President for Information  
Technology Services



## CAMPUS OFFICE DIRECTORY

**Frank Jollivette**

Director, Information Technology Services Support

**Vacant**

Director, E Learning Service

**Irene Leung**

Director, Administrative Computing Services

**David Watts**

Director, Telecommunications

### BUSINESS & ADMINISTRATIVE SERVICES

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Vice President, Business & Administrative Services

**Michelle Mills**

University Budget Officer

**Kellie Garcia**

Director, Human Resources

**Tina Williams**

Interim, Payroll Director

**Vacant**

Manager, Human Resources Programs

**David Beadle**

Director, Safety & Risk Management

**Douglas S. Wade**

Assistant Vice President, Fiscal Services

**Michael Chavez**

Director, Contract Services & Procurement

**Suzanne Muller**

Manager, General Accounting

**Lizeth (Liz) Gamez**

Supervisor, General Accounting

**Catherine Byrne**

Manager, Student Financial Services

**Claudia Neal**

Director, Public Safety

**Jack Rutledge**

Lieutenant, Public Safety

**Patrick Jacobs**

Assistant Vice President, Facilities Management

**Felicitisimo (Felix) Garcera**

Director, Facilities Operations

**Tom Velasquez**

Manager of Facilities Operations

**Albert Perez**

Supervisor, Custodial

**Michael Watkin**

Supervisor, Roads and Grounds

### STUDENT AFFAIRS

**John Hultsman**

Interim Vice President for Student Affairs

**Jane Evarian**

Director, Career Development Center

**Vacant**

Director, Counseling Center

**Janice Clausen**

Director, Services for Students with Disabilities

**Patrick Choi**

Associate Director, Services for Students with Disabilities

**Oscar Rico**

Medical Director, Student Health Services

**Vacant**

Associate Director, Student Health Services

**Vacant**

Dean of Student Life

**Marina Avalos-Kegley**

Director of Student Activities

**Vacant**

Associate Vice President for Campus Life

**Tracy Wood**

Acting Bookstore Manager

**David Corral**

Food Services Manager

**Crystal Becks**

Director, Housing and Residence Life

**Laura Catherman**

Director, Student Union



**Debby Rodrigues**

Antelope Valley Campus Student Services  
Coordinator

**DIVISION OF ENROLLMENT MANAGEMENT****Jacqueline M. Mimms**

Associate Vice President for Enrollment Management

**Monica Grimes-Horsey**

Administrative Support Coordinator

**Steve Herndon**

Special Consultant to the Associate Vice President

**Wanda Lacava**

Budget and Special Projects Director

**Vikash Lakhani**

Special Assistant to the Associate Vice President

**Ben Perlado**

Information Technology Consultant

**Vacant**

Admissions & Records Director

**Rita Gustafson**

Registrar /National Student Exchange Coordinator  
(NSE)

**Debra Blowers**

Admissions and Evaluations Assistant Director

**Maria Escobedo**

College Assistance Migrant Program (CAMP)/Title  
V Director

**Peter Rivera**

Career Beginnings Director

**Keith Powell**

EOP/Academic Advancement Center/Summer  
Bridge Director

**Vacant**

International Student & Programs (ISP) Director

**Steve Watkin**

Outreach Services / Orientation Director

**Reynaldo Cuesta**

Student Special Services (STAAR) Director

**Isabel Sumaya**

Student Success and Retention Center (SSRC)  
Director

**Pamela Gomez**

SSRC and Academic Advisor Coordinator

**Jesse Quintanilla**

Talent Search Director

**Lou Montano**

Testing Center Director

**Dale Berona**

Veterans Coordinator

**Office of Financial Aid & Scholarships****Ron Radney**

Director

**Chad Morris**

Interim Associate Director/Pell Grant Coordinator

**Cliff Smith**

Financial Aid Systems Analyst

**Kristie Luna**

Financial Aid Counselor/Federal Work-Study  
Coordinator

**Vacant**

Financial Aid Counselor/Outreach Coordinator

**Christine Lopez**

Financial Aid Counselor/Athletic Grant-in-Aid  
Coordinator

**Tanae Walker**

Financial Aid Counselor/Academic Scholarship & VA  
Coordinator

**Jodi Sharp**

Financial Aid Counselor/CSAC Programs Coordinator

**Rocio Jones**

Financial Aid Counselor/Assistant Pell Grant  
Coordinator

**Yvonne Diggles**

Financial Aid Counselor/Direct Loan Coordinator

**Cristina Alexander**

Financial Aid Counselor/Assistant Direct Loan  
Coordinator

**Janis Lopez**

COD Data Processor



## **CAMPUS OFFICE DIRECTORY**

### **Natalie Salazar**

Document Imaging Specialist/Assistant CSAC  
Programs Coord.

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Batey Development, Inc.

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Klein, DeNatale, Goldner, Cooper  
Rosenlieb & Kimball LLP

### **Mr. Ed Taylor**

Senior Vice President, Community Bank President  
South Valley Market  
Wells Fargo Bank

### **Mr. James T. Whitehead**

Major General (retired)

## **EX-OFFICIO MEMBERS**

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President, California State University, Bakersfield  
Executive Secretary

### **Ms. Judy Fritch**

Foundation Board Liaison

### **Beverly Byl**

Vice President, University Advancement

### **Ms. Evelyn Coyle**

Executive Assistant to the President, California State  
University, Bakersfield



California State University, Bakersfield taught its first classes in September 1970. Since then, more than 28,000 alumni have earned their degrees at CSUB. Significantly, 94 percent of our graduates reported their CSUB education was a good investment, according to a recent alumni survey.

CSUB is the only four year institution within a 100-mile radius; it serves a vast region encompassing Kern, Tulare, Inyo and Mono counties, and parts of Los Angeles and Kings counties. The campus is located on a 375-acre site which was donated for the university, a remarkable demonstration of the community's commitment to and support for the institution.

CSUB awards bachelor degrees in 32 subject areas from anthropology to theater arts. The master's degree is offered in 18 majors.

CSUB 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. Nearly 90 percent of the tenured faculty hold doctorate degrees in their fields of study. CSUB has the highest percentage of faculty in the CSU with terminal degrees.

CSUB hosts numerous centers and institutes which promote scholarly research and publication, give students an opportunity to conduct research, and provide invaluable scholarly and research resources to the community.

In addition, CSUB offers off site and distant learning programs. Bachelor's and master's degree programs are offered by CSUB on the Antelope Valley College campus. CSUB offers degree programs on site with a full complement of student services, including admissions and financial aid. Bachelor's degree programs in Economics, Liberal Studies, and Special Education, as well as Master's degree programs in Education and Business Administration are offered. The MBA program is offered at Edwards Air Force Base.

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

California State University, Bakersfield is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools

and Colleges (WASC), 985 Atlantic Ave., Suite 100, Alameda, CA. 94501, (510) 748-9001. The Teacher Preparation Program is accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for the Accreditation of Teacher Education (NCATE). The Nursing Program is approved by the California Board of Registered Nursing (BRN) and accredited by the Commission on Collegiate Nursing Education (CCNE). The undergraduate and graduate programs in Business Administration are accredited by the (AACSB) International, The Association to Advance Collegiate Schools of Business. The Master of Public Administration and the Master of Science in Administration, Health Care Management are accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The Chemistry Program is approved by the Committee of Professional Training of the American Chemical Society.

The university is a member of the American Association of Allied Health Professions, American Association of Colleges for Teacher Education, American Association of State Colleges and Universities, Assembly of Cooperative Assessment of Experiential Learning, Association for Supervision and Curriculum Development, California Campus Compact, California Collegiate Athletic Association, California Council on Education of Teachers, California Intersegmental Articulation Council, College Entrance Examination Board, College Placement Council, Council of Colleges of Arts and Sciences, Council of Graduate Schools, Greater Bakersfield Chamber of Commerce, Institute of International Education -West Coast Region, National Association of Schools of Public Affairs and Administration, National Collegiate Athletic Association, National Student Exchange Program, National University Extension Association, Teacher Education Council of State Colleges and Universities, Western Association of Art Museums, Western Association of Graduate Schools, and the Western Association of Summer Sessions.

The university is affiliated with many national academic honor societies. The university offers membership in a chapter of Alpha Chi, a honorary society recognizing academic achievement. The School of Humanities and Social Sciences has established active chapters of Phi Alpha Theta, the international history honor society; Lambda Pi Eta, the national Communication honorary society; Omicron Delta Epsilon, the national Economic honorary society; Sigma Tau Delta, the national English honorary society; Pi Sigma Alpha, the national Political Science honorary society; Psi Chi, the national Psychology honorary society; and Sigma Delta Pi, the national



## CAMPUS INFORMATION

Spanish honorary society. The School of Natural Sciences and Mathematics has established a chapter in the Society of Sigma Xi, the national honorary in the sciences. The Department of Nursing has a chapter of Sigma Theta Tau, International Nursing Honor 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.

President Mitchell is a signatory to the American College and University President's Climate Commitment (ACUPCC) and CSU Bakersfield is a member of the Association for the Advancement of Sustainability in Higher Education (AASHE).

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

**Availability of Institutional and Financial Assistance Information.** The following information concerning student financial assistance may be obtained from the Director of Financial Aid and Scholarships (SA 114, 661-654-3016):

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

Information concerning the cost of attending California State University, Bakersfield is also available from the Director of Financial Aid and Scholarships (SA 114, 661-654-3016), and includes fees and tuition (where applicable); the estimated costs of books and supplies; estimates of typical student room, board, and transportation costs; and, if requested, additional costs for specific programs.

Information concerning the refund policies of California State University, Bakersfield for the return of unearned tuition and fees or other refundable portions of institutional charges is available from the Assistance Vice President, Fiscal Services (ADM 103, 661-654-2251).

Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation is available from the Director, Financial Aid and Scholarships (SA 121, 661-654-3016).

Information regarding special facilities and services available to students with disabilities may be obtained from the Director, Disabled Services (SA 142, 661-654-3360).

Information concerning California State University, Bakersfield policies, procedures, and facilities for students and other to report criminal actions or other emergencies occurring on campus may be obtained from the Director, Public Safety/University Police (SSS 106, 661-654-2111).

Information concerning California State University, Bakersfield annual campus security report may be obtained from the Director, Public Safety/University Police (SSS 106, 661-654-2111).

Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from the Director, Personnel Services (ADM 108, 661-654-2266).



Information regarding student retention and graduation rates at California State University, Bakersfield and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest may be obtained from the Special Assistant to the President, Institutional Research (AW 110A, 661-654-3145).

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that California State University, Bakersfield dedicates to its men's and women's teams may be obtained from the Director, Athletics (GYM 112, 661-654-2188).

Information concerning teacher preparation programs at California State University, Bakersfield, including the pass rate on teacher certification examinations, may be obtained from the Dean, School of Education (EDUC Bldg, 661-654-6663).

Information concerning grievance procedures for students who feel aggrieved in their relationships with the university, its policies, practices and procedures, or its faculty and staff may be obtained from the Associate Vice President for Academic Programs (EDUC 242, 661-654-3420).

**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:

- **Archaeology Information Center** organization shall have as its purpose to maintain archaeological site record information for Fresno, Kern, Kings, Madera, and Tulare counties.
- **Business Research and Education Center** has many projects which provide regional capability for understanding the dynamics of business changes. The purpose of the Business Research and Education Center is to function as a focal point for the interaction between the School of Business and Public Administration and the business/government communities in providing information in order to assist them in the practice and application of professional, ethical, and effective business activities. In meeting these goals, the Center (1) supports faculty research and consulting opportunities and activities, (2) is actively involved in community-based outreach programs as a resource to local and regional businesses and to economic development efforts, (3) provides local and regional forums for lifelong learning experiences, and (4) creates and administers programs that promote student participation

within the university and the community, such as scholarships, internships, cooperative education, and community service projects.

- **California Well Sample Repository** organization shall conduct and collect, classify or process, store, and make publicly available to bona fide investigators, representative samples of California rocks, including subsurface rocks from wells, investigative borings and other subsurface information.
- **Center for Archaeological Research** is a not-for-profit, educational facility dedicated to archaeological research and long-term instruction of archaeology students. The goal is to provide a service to the community as well as superior-quality archaeological training by furnishing the available expertise to conduct cultural resource assessments in accordance with state and federal regulation
- **Center for Economic Education and Research** has the following purposes: To further the goal of economic literacy by (a) maintaining a formal affiliation with the National Council on Economic Education and California Council on Economic Education; (b) providing in-service workshops and curriculum consultation for teachers and school districts; (c) offering enrichment programs for teachers and special publics; (d) sponsoring lectures and symposia; and (e) facilitating cooperation among the Economics Department, School of Education, and K-12 educational community.
- **Center for Living and Learning** purpose is to support and undertake research on matters related to aging; facilitate community service programs; organize and facilitate delivery of educational programs relevant to the population of older adults in the community; establish a living laboratory consistent with the mission and purpose of the university for continuous research and development of model programs that enhance the well-being of older adults; and encourage the further development of interdisciplinary programs in gerontology and related subjects at California State University, Bakersfield.
- **Center for Virginia Woolf Studies** was established to further knowledge about the work of Virginia Woolf, especially her feminism and anti-fascism during the 1930s by, among other things: maintaining a website which publishes Woolf's Reading Notes and manuscripts and provides contextual resource materials related to the online edition thereof; offering enrichment programs for



## CAMPUS INFORMATION

scholars, students and significant segments of the public; and sponsoring lectures, symposia and other events related to the person and work of Virginia Woolf.

- **Environmental Studies Area (Facility for Animal Care and Treatment)** is a 40 acre site in the southeast corner of the campus devoted to research in the biological sciences. The facility contains areas for student and faculty field research. Within the Environmental Studies Area is the Facility for Animal Care and Treatment (FACT), where care and rehabilitation of local wildlife (mostly raptorial birds) brought in by the public, is accomplished. University students are given the opportunity to care for wildlife. FACT also serves as an educational facility for the community about the conservation of wildlife and natural habitats by conducting tours and open houses.
- **Kegley Institute of Ethics** purpose is to enhance the quality of our community by stimulating thought and involvement in ethical issues. It achieves this mission through a renowned lecture series, community-based panels on current ethical concerns, faculty research grants, and student scholarships.
- **Nursing Center for the Advancement of Research/Evaluation (NCARE)** encourages research, evaluation and the dissemination of information that will benefit the Greater Bakersfield area, the Southern San Joaquin Valley, and the State of California. NCARE will conduct research and evaluation for public and private agencies, institutions and corporations. NCARE will provide basic and applied nursing and health research, evaluation, consultation and related educational services.
- **Politics Research Center** shall have as its purpose to do research and consulting that enhance student training and faculty competence in the following areas: U.S. elections, political participation, intergovernmental relations, and fiscal and regulatory policies; international trade, commerce, and environmental issues; and human rights. The PRC focus is on matters in which power relations, institutions and decision-making processes, and discretion and choice in policy-making are important variables.
- **Public Service Institute (PSI)** makes available university-based resources and expertise to public, nonprofit and health care agencies in the southern

San Joaquin Valley so that these organizations might carry out more effectively the duties and responsibilities rendered them by the citizens of the region. PSI has a three-fold mission: (1) to provide state-of-the-art technical, supervisory, managerial, and leadership training and assistance to public and nonprofit agencies in the service area; (2) to provide policy analysis and program evaluation assistance and training to public and nonprofit agencies in the service area to improve their service delivery and policy effectiveness; (3) to build international linkages that will be of benefit to CSUB students and practitioners in our service region.

- **The Institute for Social and Community Research (ISCR)**, formerly known as the Applied Research Center (ARC), is the behavioral and organizational research arm of California State University, Bakersfield. ISCR also is an especially thorough teaching and learning laboratory for faculty and students.

For information on any of these and other CSUB Centers please contact the Office of Grants, Research and Sponsored Programs at (661) 654-2231.

**Food Service.** The Runner Café, Wiley's Pub, Peet's Café, and the Dining commons are operated by Sodexo USA, Campus Division. The Runner Cafe is open Monday through Thursday 7:30 am to 2:00 pm, Friday until 1:00 pm with grab and go items and snacks available until 5:00 pm Mon-Thur and Friday until 3:00 pm. Wiley's Pub is open Monday through Thursday 11:00 am until 9:00 pm and Friday until 5:00 pm. Peet's Café is open Monday through Thursday 7:30 am until 8:00 pm and Friday until 3:00 pm. The Dining Commons is open to the public.

**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, University Outreach provides newcomers an opportunity to become better acquainted with the university. Students entering at the beginning of the academic year are given three options: April orientations for transfer students and first-time freshman; May and Summer orientations for any new students; and September orientation before the first day of class for the fall quarter.

Students entering at the Winter and Spring quarters have two orientation options: a program is offered during preregistration period before each quarter and an orientation briefing is presented the first day of the quarter.



**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 parking citations and fines are processed through Parking Management Bureau, 801 West Monte Vista Ave, Turlock, CA 95382. Failure to pay parking fines may result in the withholding of vehicle registration by the State Department of Motor Vehicles, Section 41103 C.V.C, and possible immobilization or towing per Section 22651(i)(1) and 22651.7 C.V.C.

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

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

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

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

Disabled parking spaces for persons with physical disabilities are designated in each major parking lot on campus. Disabled spaces may be used by vehicles displaying a valid DMV issued Disabled Placard and a valid CSUB parking permit. Persons with a temporary

physical condition in need of disabled parking can apply for a one-week temporary parking permit. Contact the Student Health Center for further information at (661) 654-2394.

**Walter W. Stiern Library.** The Walter W. Stiern Library, completed in 1994, is an attractive and useful resource for CSUB students, faculty, and staff. This 150,000 square foot, five-floor complex includes library collections and services, computer labs and classrooms, a media center, faculty and graduate student study carrels, group study rooms, as well as instructional television studios. ADA compliant seating and computing equipment is also available. Wireless Internet access is available within the library.

Stiern Library personnel offer an array of services and programs. To assist students and faculty, research assistance is provided by librarians at the reference desk and by appointment, phone, email or chat. Library Courses and orientations are offered every quarter.

For students taking CSUB courses outside the Bakersfield area, the Library's Distance Services area provides library access and assistance to currently enrolled CSUB students. A full-time librarian is available to assist students at the CSUB Antelope Valley Center.

The Library provides access to over 20,000 electronic journals and a half a million volumes. Other collections housed in the Library include the campus archives, special collections, new acquisitions, multicultural and faculty books. Off-campus access is available to the Library's electronic resources, requiring only a current CSUB ID and an Internet connection. A Course Reserves collection includes many electronically available materials as well as some print materials for course assignments. Additionally, if the Library does not own or have access to a particular article, book, etc. current CSUB users can request the material through the Interlibrary Loan Service.

The Library's web page is the portal to library resources including online periodical databases and reference sources, the library's online catalog, subject guides, and links to other services such as distance services, interlibrary loan, course reserves (online and print), and library courses.

For more information about the Library, please visit in person or via the library web site: <http://www.csub.edu/library/>



## ENROLLMENT MANAGEMENT

**Associate Vice President:** Dr. Jacqueline M. Mimms  
**Division:** Division of Enrollment Management  
**Division Office:** SA 104  
**Telephone:** (661) 654-2160  
**email:** jmimms@csu.edu  
**Website:** www.csub.edu/admissions/

Requirements for admission to California State University, Bakersfield are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. Complete information is available at [www.csumentor.edu/planning/](http://www.csumentor.edu/planning/).

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

Applying online via [www.csumentor.edu](http://www.csumentor.edu) is encouraged, and many CSU campuses will facilitate use of online applications for admission. Application in "hard copy" form may be obtained online or at any California high school or community college or from the Office of Admissions at any of the campuses of the California State University.

**Importance of Filing Complete, Accurate, and Authentic Application Documents.** CSU, Bakersfield 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, when requested, submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of registration or academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

**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.

**Use of Student Data for Marketing Programs.** 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 office at 9001 Stockdale Highway, Bakersfield, California 93311-1022.

**Late 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 experience difficulties arranging their programs due to closed classes. A \$25.00 fee is assessed for late registration.

**Reservations to Admission.** The University reserves the right to select its students and deny admission to the University or to any of its programs as the University, in its sole discretion, determines the appropriate action based on the applicant's suitability and the best interests of the University.

### UNDERGRADUATE APPLICATION PROCEDURES

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

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

The CSU will announce impacted programs during the fall filing period and the supplementary criteria campuses will use for admission into these programs. Detailed impaction information is available at <http://www.calstate.edu/impactioninfo.shtml> and via [www.csumentor.edu](http://www.csumentor.edu). That announcement will also be published in official CSU publications distributed to high school and college counselors, and made



available online at <http://www.calstate.edu>. Information about the supplementary criteria will also be provided to program applicants.

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

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

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

## GRADUATE AND POST-BACCALAUREATE APPLICATION PROCEDURES

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

electronic version of the CSU graduate application is available on the World Wide Web at <http://www.csumentor.edu>. Application forms may also be obtained from the Graduate Studies Office or the Admissions Office of any California State University campus.

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

### Terms in 2009-2010

#### Applications First Accepted

Summer Quarter 2009 .....	February 1, 2009
Fall Quarter 2009 .....	October 1, 2008
Winter Quarter 2010 .....	June 1, 2009
Spring Quarter 2010 .....	August 1, 2009

#### Initial Filing Period

Summer Quarter 2009 .....	February 1-28, 2009
Fall Quarter 2009 .....	Oct. 1 - Nov. 30, 2008
Winter Quarter 2010 .....	June 1-30, 2009
Spring Quarter 2010 .....	August 1-31, 2009

**Application Acknowledgment.** Applicants who have submitted their application by the filing deadline for the quarter may expect to receive an acknowledgment from the campuses to which they have applied within two to four weeks of filing the application. The notice may also include a request that additional records necessary to evaluate academic qualifications be submitted. Applicants may be assured of admission if the evaluation of relevant qualifications indicates that applicants meet CSU admission requirements and campus requirements for admission to a program. Unless specific written approval/confirmation is received, an offer of admission is not transferable to another term or to another campus.

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

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

## UNDERGRADUATE ADMISSION REQUIREMENTS

**Freshman Requirements.** Generally, first-time freshman applicants will qualify for regular admission if they meet the following requirements:



## ENROLLMENT MANAGEMENT

1. Have graduated from high school, have earned a Certificate of General Education Development (GED) or have passed the California High School Proficiency Examination; and
2. Have a qualifiable minimum 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 also known as the "a-g" pattern (see "Subject Requirements" page 31).

**Eligibility Index.** The eligibility index (see page 31) is the combination of the high school grade point average and scores on either the ACT or the SAT. Grade point averages (GPA) are based on grades earned in courses taken during the final three years of high school. Included in calculation of GPA are grades earned in all college preparatory "a-g" subject requirements, and bonus points for approved honors courses.

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

A CSU Eligibility Index (EI) can be calculated by multiplying a grade point average by 800 and adding your total score on the mathematics and critical reading scores of the SAT (SAT I has changed its name to SAT Reasoning Test). Students who took the ACT, multiply your the grade point average by 200 and add ten times the ACT composite score. Persons who are California high school graduates (or residents of California for tuition purposes), need a minimum index of 2900 using the SAT Reasoning Test or 694 using the ACT. The Eligibility Index Table illustrates several combinations of required test scores and averages.

For admission to terms during the 2009-2010 college year, the university has no current plans to include the writing scores from either of the admissions tests in the computation of the CSU Eligibility Index.

Persons who neither graduated from a California high school nor are a resident of California for tuition purposes, need a minimum index of 3502 SAT Reasoning Test or 842 (ACT). Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

An applicant with a grade point average of 3.00 or above (3.61 for nonresidents) is not required to submit test scores. However, all applicants for admission are

urged to take the SAT or ACT and provide the scores of such tests to each CSU to which they seek admission. Campuses use these test results for advising and placement purposes and may require them for admission to impacted majors or programs. Impacted CSU campuses require the SAT or ACT scores of all applicants for freshman admission.

**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 specific program and does not constitute a right to continued enrollment. Students wishing to continue their studies after high school graduation must apply and meet the CSU admission requirements.

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

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

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

Due to enrollment pressures, some CSU campuses do not admit or enroll lower division transfer students.

### **Provisional Admission First-Time Freshman.**

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 admitted students complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all course work has been satisfactorily completed. Official high school transcripts must be received prior to deadline set by the university. In no case may documentation of high school graduation be received any later than the census date for a student's first term of CSU



enrollment. A campus may rescind admission decisions, cancel financial aid awards, withdraw housing contracts, and cancel any university registration for students who are found not to be eligible after the final high school transcript has been evaluated.

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

#### **Provisional Admission Transfer Applicants.**

California State University, Bakersfield may provisionally or conditionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit two official transcripts of all college level work completed. Campuses may rescind admission for any student who is found not to be eligible after the final transcripts has been evaluated. In no case may such documents be received and validated by the university any later than a student's registration for their second term of CSU enrollment.

**Upper Division Transfer Requirements.** Generally, applicants will qualify for admission as an upper division transfer student if they meet the following requirements:

1. They have a grade point average of at least 2.0 (C or better) in all transferable units attempted; and
2. They are in good standing at the last college or university attended; and
3. they have completed at least 60 transferable semester units of college coursework with a grade point average of 2.0 or higher and a grade of C or better in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking and quantitative reasoning, e.g. mathematics. The 60 units must include all of the general education requirements in communications, writing, 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.

## **TEST REQUIREMENTS**

Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index" on page 31), from either the ACT or the SAT Reasoning Test of the College Board.

Persons who apply to an impacted program for fall may be required to submit test scores and should take the test no later than October or November. Test scores are also used for advising and placement purposes. Registration forms and dates for the SAT Reasoning Test or ACT are available from school or college counselors or from a CSU campus testing office or students may write to or call:

#### **The College Board (SAT Reasoning Test)**

Registration Unit, Box 6200  
Princeton, New Jersey 08541-6200  
(609) 771-7588  
[www.collegeboard.org](http://www.collegeboard.org)

#### **ACT Registration Unit**

P.O. Box 414  
Iowa City, Iowa 52240  
(319) 337-1270  
[www.act.org](http://www.act.org)

**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 General Educational Development or California High School Proficiency Examinations).
2. Has not been enrolled in college as a full-time student for more than one term during the past five years.
3. If there has been any college attendance in the last five years, has earned a C average or better in all college work attempted.

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

**System-wide Placement Test Requirements.** The California State University requires that each entering undergraduate, except those who qualify for an exemption, take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests



## ENROLLMENT MANAGEMENT

are not a condition for admission to the CSU, but they are a condition of enrollment. They are designed to identify entering students who may need additional support in acquiring college entry-level English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment. Students placed in remedial programs in either English or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms.

To register for the EPT/ELM exam at our CSUB campus go to our CSUB Testing Center website: [www.csub.edu/testing](http://www.csub.edu/testing)

**Note:** Students may take the EPT/ELM exam at the most convenient CSU campus. Many CSU campuses have online registration available. To take the EPT/ELM exam at another CSU campus or obtain further information visit: [www.ets.org/csu](http://www.ets.org/csu)

**Test Preparation.** The CSU has a Math Success Website and an English Success Website which include diagnostic tests, review courses, videos and an individualized Roadmap for student success geared toward the EPT/ELM program.

**Websites:** [www.csuenglishsuccess.org](http://www.csuenglishsuccess.org)  
[www.csumathsuccess.org](http://www.csumathsuccess.org)

California State University, Bakersfield  
Testing Center  
9001 Stockdale Highway  
Bakersfield, California 93311-1099  
Office: (661) 654-3373  
Fax: (661) 654-6239  
Website: [www.csub.edu/testing](http://www.csub.edu/testing)

**TOEFL Score Requirement.** All undergraduate and graduate applicants whose native language is not English and who have not attended schools at the secondary level for at least three years full time where English is the principal language of instruction must present a score on the Test of English as a Foreign Language (TOEFL). The minimum requirements for consideration are:

	Paper	Computer	iBT
Undergraduate	500	173	61
Graduate	550	213	79/80

## GRADUATE AND POST-BACCALAUREATE ADMISSION REQUIREMENTS

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

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

Students who meet the minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:

- **Post-Baccalaureate Unclassified.** To enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Some departments may restrict enrollment of unclassified students because of heavy enrollment pressure. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program; or
- **Post-Baccalaureate Classified** (e.g. admission to an education credential program). Persons wishing to enroll in a credential or certificate program, will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or



- **Graduate Conditionally Classified.** Applicants may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authorities, deficiencies may be remedied by additional preparation; or
- **Graduate Classified.** To pursue a graduate degree, applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus.

### **Graduate-Post-Baccalaureate TOEFL Requirement.**

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

## **UNDERGRADUATE AND GRADUATE NON-STANDARD ADMISSIONS AND ENROLLMENT**

**CSU Intrasystem Concurrent and Visitor Enrollment.** Matriculated students in good standing may enroll at both their home CSU campus and a host CSU campus during the same term through the CSU Concurrent Enrollment program. Program participants pay the full-time enrollment fees to the home campus. Credit earned at the host campus is reported to the home campus to be included as transfer credit on the student's transcript.

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

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California Community Colleges.

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

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

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

**Students with Disabilities Special Admissions Policy.** California State University, Bakersfield, offers an admissions process for applicants who have been denied university admission, but who have a disability that impacts their academic achievement.

To petition for special admissions, the applicant will need to submit the following documentation to the Services for Students with Disabilities Office (SSD), located in SA 140.

Written Petition:

- The petition should include a description of the disability and its impact on academic achievements. Disability Verification (Please contact the SSD office for disability verification guidelines):
- Documentation must be recent, from an appropriate professional and contain the diagnosis, functional limitations, and factors that impact the student in an educational setting
- Students with learning disabilities must have recent documentation that is based on appropriate testing instruments using adult norms

Information regarding missing requirements:

- A letter from the SSD office of your prior college or high school, which includes the following information:
  - The nature of the disability and the functional limitations imposed by the disability.



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- The accommodations provided while attempting the missing requirement(s).
- Verification that attempts were made, using appropriate accommodations, to fulfill the missing requirement(s).

### SSD Special Admission Agreement:

- Complete and return the agreed upon conditions outlined in the Special Admissions Agreement with SSD.

No review will be made until all documentation is received. An interview may be required should additional information be needed. If all criteria for Special Admission support are met, SSD will forward a letter of support to the Admissions Review Committee. The Admissions Office will notify the applicant of the Committee's decision. If admitted to CSUB, the applicant must call to schedule an intake appointment with an SSD staff. The SSD office may be reached at (661) 654-3360 (voice) or (661) 654-6288 (tdd).

**Veterans.** Veterans are given priority admission status although they must meet the same admission criteria established for all students. Eligible veterans who attend California State University, Bakersfield may receive all appropriate Veteran Educational Benefits. For additional information concerning veteran benefits, please check with the Office of Veteran Affairs in the Division of Enrollment Management. Veterans who do not meet the regular admissions criteria may apply for a hardship consideration.

The Evaluations Office will evaluate all military educational training and experience for applicability to your chosen educational program. Credit is awarded based on recommendations provided by the American Council on Education (ACE). Veterans seeking a military evaluation should submit a DD214 (separation papers), DD295 (evaluation of military experience), or a Military Registry Transcript.

### GENERAL INFORMATION ABOUT ADMISSION AND EVALUATION OF ACADEMIC RECORDS

**Cancellation of Admission.** A student 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 the change in plans. A student who is admitted but does not enroll, and who later wishes to undertake course 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.

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

**Credit for Non-collegiate Instruction.** California State University, Bakersfield grants undergraduate degree credit for successful completion of non-collegiate instruction, either military or civilian, appropriate to the baccalaureate degree, which has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of units allowed is recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs.

**The Federal Military Selective Service Act.** The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

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

**Use of Social Security Number.** Applicants are required to include their correct social security numbers in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code (26 U.S.C. 6109). The University uses the social security number to identify students and their records, including identification for purposes of financial aid



eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

### ALTERNATE ADMISSION CRITERIA

**Applicants Not Regularly Eligible.** Applicants not admissible under one of the above provisions should enroll in Extended University 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.

**Students with Disabilities Subject Requirement Substitution.** Applicants with disabilities are encouraged to complete college preparatory course requirements if at all possible. If an applicant is judged unable to fulfill a specific course requirement because of his or her disability, alternate college preparatory courses may be substituted for specific subject requirements. Substitutions may be authorized on an individual basis after review and recommendation by the applicant's academic adviser or guidance counselor in consultation with the director of a CSU disabled student services program. Although the pattern of courses may be slightly different from the course pattern required of other students, students qualifying for substitutions will still be held to the same number of courses of college preparatory study. Students should be aware that course substitutions may limit later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please call the director of disabled student services at your nearest CSU campus.

### CANCELLATION OF REGISTRATION OR WITHDRAWAL FROM THE INSTITUTION

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for

readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available from [name of officer, campus address, and phone number].

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. If a recipient of student financial aid funds withdraws from the institution during an academic term or a payment period, the amount of grant or loan assistance received may be subject to return and/or repayment provisions.

**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 during a term may petition through the Admissions/Records Office for withdrawal. No academic penalties will be assessed under these conditions. This provision also applies to individuals called to active military service.

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

### REQUIRED DOCUMENTS AND TRANSCRIPTS

**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 they are currently enrolled. After the applicant has completed these subjects, the applicant must notify that school or college to forward two supplementary records showing



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the final grades for that term. Final admission is subject to the receipt and approval of any outstanding credentials.

**Health Screening.** All entering CSU students are required to present proof of the following immunizations to the Student Health Services by the end of their first quarter of attendance.

- **Measles, Rubella.** All new or readmitted students born on or after January 1, 1957 must provide proof of immunity against measles and rubella during their first quarter at CSUB. The minimum requirement is proof of at least one immunization for measles and rubella given after the first birthday and after 1968. (All students are encouraged to consider a second measles immunization.)

Students may fulfill the immunization requirement by bringing or sending medical documentation as proof of immunization to Student Health Services. Students who attended high school in California can also fulfill the requirement by completing the California High School Immunization Form at the Student Health Services. Students who can't fulfill these requirements may also receive the immunization at Student Health Services.

- **Hepatitis B.** All new students who will be 18 years of age or younger at the start of their first term must provide proof of immunity against hepatitis B during their first quarter at CSUB. Hepatitis B vaccination consists of three timed doses of vaccine over a minimum four to six month period. (All students are encouraged to consider immunization against Hepatitis B.)

Students may fulfill the immunization requirement by bringing or sending medical documentation of immunization to the Student Health Services. Students may also receive the immunization at Student Health Services. ***Important: Students who have not complied with these California State University mandates prior to the registration deadline will not be able to register for their second quarter.***

- **Meningitis Vaccine.** Each incoming freshman who will be residing in on-campus housing is informed of the increased risk of meningococcal disease, vaccine availability, and recommendations to receive the vaccine. These students are required to return a form indicating their understanding of the risk and whether or not he or she has chosen to receive the vaccination.

Although immunization against this infection is not a requirement all entering freshmen, particularly those living in residence halls, are urged to consider vaccination. The meningococcal vaccine is available at Student Health Services.

**Transcripts Required.** All beginning freshmen and those transfer students with less than 90 quarter units (60 semester units) of completed college work at time of enrollment must request that complete official transcripts (two copies of each) from the high school of graduation be sent directly to the Office of Admissions. 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 unless they are in sealed envelopes originating directly from the high school, college or university.

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. 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.

### DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

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



California, but rather to determine whether a student should pay University fees on an in-state or out-of-state basis.

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

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

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

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

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

Exceptions to the general residence requirements are contained in California Education Code sections 68070-68084 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906-41906.5,

and include, but are not limited to, members of the military and their dependents, certain credentialed employees of school districts and most students who have attended three years of high school in California and graduated or attained the equivalent. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor's Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Residence determination dates are set each term. They are:

## Quarter Term Campuses

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

## Semester Term Campuses

Fall ..... September 20  
Winter\* ..... January 5  
Spring ..... January 25  
Summer ..... June 1

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

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

\* Applies only to winter term at California State University, Stanislaus.

Students classified as nonresidents may appeal a final campus decision within 120 days of notification by the campus. A campus residence classification appeal must be in writing and submitted to:

The California State University  
Office of General Counsel  
401 Golden Shore, 4<sup>th</sup> Floor  
Long Beach, CA 90802-4210

The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review.

Students incorrectly classified as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations.



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Resident students who become nonresidents or who no longer meet the criteria for an exception must immediately notify the Admissions Office.

Changes may have been made in the rate of nonresident tuition and in the statutes and regulations governing residence for tuition purposes in California between the time this information is published and the relevant residence determination date. Students are urged to review the statutes and regulations stated above.

### ADMISSIONS, RECORDS, AND EVALUATIONS

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.** The Admissions office is responsible for admitting freshman, transfer and graduate students into the University. The office provides pre-admission advising to prospective students and veterans seeking admissions into the undergraduate, graduate and credential programs of the university. The office works closely with university deans, district superintendents, high school principals and 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 while assisting the University Outreach Services in their recruitment efforts. Students interested in enrolling at California State University Bakersfield (CSUB) should contact this office.

**Records.** The Records office is primarily responsible for registration. In addition, the office works closely with faculty, school deans, and Extended University in keeping records and processing grades of students. The Records office also processes academic renewals, auditing, grade changes, transcript requests, and course withdrawals for both undergraduate and graduate students.

**Evaluations.** The Evaluations Office is responsible providing evaluations of transfer credit and for certification of General Education breadth requirements. Transfer students enrolled in the university may check with this office to determine if course credit has been given for courses taken at

another institution. For students nearing graduation from CSUB, the office does a complete evaluation of all graduation requirements.

**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 who provide only 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, graduate 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. A general education certification is available only to students transferring from a California Community College. Students who have specific questions regarding transfer credit should make an appointment with the evaluator listed on their transfer credit evaluation letter.

**Veterans Affairs.** The Veterans Office is located in the Admissions and Records Office. The Veterans Coordinator is responsible for working with the Cal State University community and the Veterans Administration to insure that certified veterans are receiving their benefits. Please contact this office if you are a veteran or have any questions regarding veterans affairs.

### EDUCATIONAL SUPPORT SERVICES

The Educational Opportunity Program (EOP) at California State University, Bakersfield is designed to help those students who are historically disadvantaged because of their economic or educational background, but who have the potential and motivation to succeed in a college environment. The EOP serves California residents who do meet regular admission criteria as well as those who do not qualify for regular admission, as long as 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, as there are a limited number of spaces allocated for the program. The priority filing deadline is November 30 and the final deadline to apply is March 2.



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

**Subject Tutorials.** Tutors are available for most academic disciplines. The tutors work closely with the faculty in the 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 course subject tutorials, the AAC provides assistance in basic skills development in the following areas:

- Study Skills Classes (e.g. research skills, note-taking techniques, exam preparation)
- Reading, Writing, and Mathematics

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

## STUDENT SUCCESS AND RETENTION CENTER

**Director:** Dr. Isabel Sumaya  
**Office:** Student Success and Retention Center  
**Location:** Administration East 100  
**Telephone:** (661) 654-2700  
**email:** [ssrc@csub.edu](mailto:ssrc@csub.edu)  
**Website:** [www.csub.edu/ssrc/](http://www.csub.edu/ssrc/)

The Student Success and Retention Center (SSRC) (Administration East, 100) offers academic advising and informational support services. The Center operates as an important academic component of the Division of Enrollment Management at California State University, Bakersfield.

One important feature of the SSRC is we serve undeclared students. The Center specializes in advising of the general education and other graduation requirements, Roadrunner Academic Achievement Program advising (English and Mathematics development), academic probation intervention (REACH Workshops), and Orientation to undeclared students. The Center also disburses information

relative to various academic majors (roadmaps), university programs, and other services available to students.

The SSRC website has invaluable information to students and advisors. Students can locate who their advisor is, retrieve the General Education and Other Graduation Requirements checklists, retrieve information about academic probation, and utilize a probation GPA calculator to estimate grades needed to clear probation. Academic counselors, student peer counselors, and School counseling interns are all available to assist students. Both scheduled and walk-in appointments are accommodated at the SSRC.

## TESTING CENTER

The Testing Center administers two general types of tests: (1) national admission and matriculation tests for undergraduates and graduates, and (2) 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 Modular West (next to the Children's Center) or call us at (661) 654-3373. The Testing Center administers the following tests:

Chemistry Placement Test  
 COMPASS exam (math only)  
 General Education waiver exams (Area A1, Area A2, Area A3, Area A4)  
 American College Test (ACT)  
 Scholastic Assessment Tests I & II (SAT Reasoning & Subject exams)  
 Graduate Record Examination (GRE)  
 Miller Analogies Test (MAT)  
 Graduate Management Admissions Test (GMAT)  
 Praxis I & II Series: Subject, Specialty (MSAT)  
 Test of English as a Foreign Language (TOEFL)  
 English Placement Test (EPT)  
 Entry Level Math Exam (ELM)  
 California Basic Education Skills Exam (CBEST)  
 California Subject Examinations for Teachers (CSET)  
 Graduation Writing Assessment Requirement (GWAR)  
 College Level Examination Program (CLEP)  
 Campbell Interest and Skills Survey (CISS)  
 Myers-Briggs Type Indicator (MBTI)  
 Reading Instruction Competence Assessment (RICA)  
 Single Subject Assessments for Teaching (SSAT)

Testing information and registration bulletins are available for various other tests. However, CSUB is not yet a designated test center to offer the computer (only) based testing for the GRE and GMAT, the Law School Admission Test (LSAT), and the Medical College Admission Test (MCAT).



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### UNIVERSITY OUTREACH SERVICES

The University Outreach Services Department coordinates many of the university's ongoing outreach and recruitment activities. California State University, Bakersfield concentrates its major outreach activities in high schools and community colleges located in the following counties: Kern, Kings, Tulare, Inyo and Mono. The primary focus of University Outreach Services is to assist prospective students with the pre-admission procedures necessary to attend CSUB. The department also attempts to improve access to higher education for students who are from educationally and /or economically disadvantaged families. University Outreach coordinates campus tours, the College Ambassador Program, and assists with CSUB's orientation programs.

### OTHER SPECIAL PROGRAMS

**Educational Talent Search Program.** The CSUB Educational Talent Search Program provides fundamental support to 1,000 youths in grades six through twelve attending schools in the Bakersfield City School or Kern High School Districts. ETS is a federally-funded program designed to assist low-income and first-generation students meeting the following eligibility criteria:

1. two-thirds of the 1,000 participants must be low-income and first-generation potential college students;
2. must be citizens, nationals, or permanent residents of the United States;
3. must have completed five years of elementary education or be at least 11 to 27 years of age;
4. can be United States veterans, regardless of age.

The purpose of the Educational Talent Search Program is to encourage participants to continue in and graduate from secondary schools and to enroll them in post-secondary schools. ETS provides academic and personal enrichment activities, college and career planning and preparation, high school course planning, college admissions and financial aid application assistance, community service opportunities, field trips to colleges and universities, and cultural trips and activities.

Schools currently participating in the Educational Talent Search Program include Compton, Emerson, Sierra, and Stiern Middle Schools and Bakersfield, East, Foothill, Highland, Shafter, South, and West High Schools.

For additional information regarding the Educational Talent Search Program call (661) 654-2261 or visit the ETS office in Administration East Building.

### Student Achievement, Academic, & Retention Program (STAAR).

The STAAR Program is a federally-funded Student Support Services program committed to providing services to first-generation, low-income, or physically- and/or learning-disabled students. Developing academic skills and confidence are essential for retention and academic success. STAAR's professional staff and paraprofessionals help students succeed by utilizing both traditional and non-traditional methods of instruction, advising, and counseling. The utilization of cultural activities, background experience, motivation, and counseling support distinguishes STAAR's support services from mainstream academic assistance.

Applications for participation in the STAAR program are available in the STAAR office. Staff will verify eligibility and conduct an interview with qualified applicants.

Throughout the year, STAAR offers many services that are both academically and socially focused. These services include math, reading, and writing assistance, financial aid assistance, networking, peer counseling, career planning, tutoring referral, academic advising and counseling, graduate school counseling, personal counseling and cultural and academic enrichment activities. The program sponsors the TRiO Parapro club, the Chi Alpha Epsilon National Honor Society, the Student Activities club, TRiO Day, graduate field trips, Funfest, the Student Leadership Conference, the Transition from Student to Teacher Conference, campus trips and tours, GEAR and CBEST workshops, and academic and personal enrichment workshops.

STAAR provides math tutors to assist with math classes, CBEST preparation, and computational or basic skills development. Reading tutors are available to STAAR participants to address reading or writing difficulties. They also provide CBEST preparation.

For more information regarding any of STAAR's services, please call (661) 654-2281 or visit the STAAR office in the Administration East building (AE 102). Visit us on the web at [www.csub.edu/STAAR](http://www.csub.edu/STAAR).



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

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

The CSU uses only the SAT mathematics and critical reading scores in its admission eligibility equation. The SAT or ACT writing scores are not currently used by CSU campuses.

**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.

2 years of social science, including 1 year of U.S. history, or U.S. history and government.

4 years of English.

3 years of math (algebra, geometry and intermediate algebra).

2 years of laboratory science (1 biological and 1 physical, both must include laboratory instruction).

2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence).

1 year of visual and performing arts: art, dance, drama/theater, or music.

1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other courses approved and included on the UC/CSU "a-g" list.



## SCHEDULE OF FEES

**Website:** www.calstate.edu.

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

### SYSTEMWIDE FEES

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

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

#### All Students

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

#### State University Fee

All campuses except California State University, Stanislaus:

**Based on State University Fee for Academic Year 2008-2009**

**Note: Fees are subject to change without notice.**

#### Undergraduate:

	Per	Per	Per
Units	Semester	Quarter	Academic Year
0.0 to 6.0	\$885	\$590	\$1,770
6.1 or more	\$1,524	\$1,016	\$3,048

#### Credential Program Participants:

	Per	Per	Per
Units	Semester	Quarter	Academic Year
0.0 to 6.0	\$1,026	\$684	\$2,052
6.1 or more	\$1,770	\$1,180	\$3,540

#### Graduate:

	Per	Per	Per
Units	Semester	Quarter	Academic Year
0.0 to 6.0	\$1,089	\$726	\$2,178
6.1 or more	\$1,878	\$1,252	\$3,756

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

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

	Quarter	Semester
<b>Charge Per Unit</b>	\$226	\$339

The total nonresident tuition paid per term will be determined by the number of units taken. The maximum nonresident tuition per academic year (as of 2006-07) is \$10,170.

#### Special Session

Standard course fee per summer quarter unit:

\$115.00 Undergraduate

\$130.00 Graduate

#### Mandatory Campus Based Fees

**Based on academic year 2009-2010 Fee Schedule**

**Note: Fees are subject to change without notice.**

#### Student Association Fee

Fees are assessed by the Student Association to support programs and activities of the various student body organizations. Fees are adjusted annually based on Higher Education Consumer Price Index (HEPI).

Fall Quarter .....	\$109.00
Winter Quarter .....	\$109.00
Spring Quarter .....	\$109.00

#### Student Body Center Fee

Fees are adjusted annually based on Higher Education Consumer Price Index (HEPI).

Fall Quarter .....	\$141.00
Winter Quarter .....	\$141.00
Spring Quarter .....	\$141.00

#### Instructionally Related Activities Fee

Fall Quarter .....	\$22.00
Winter Quarter .....	\$22.00
Spring Quarter .....	\$22.00

#### Facility Fee

Fall Quarter .....	\$ 2.00
Winter Quarter .....	\$ 2.00
Spring Quarter .....	\$ 2.00



## SCHEDULE OF FEES

### Photo ID Fee

Fall Quarter .....	\$ 4.00
Winter Quarter .....	\$ 4.00
Spring Quarter .....	\$ 4.00

### Health Service Fee

Fees are adjusted annually based on Higher Education Consumer Price Index (HEPI).

Fall Quarter .....	\$77.00
Winter Quarter .....	\$77.00
Spring Quarter .....	\$77.00

### Insurance Fee

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

### Other Fees and Charges (in addition to Registration)

Identification Card (per quarter) .....	\$4.00
Application Fee (nontransferable and nonrefundable) .....	\$55.00
Late Registration Fee (nonrefundable) .....	\$25.00
Failure to Meet Administrative Deadline Fee (nonrefundable) .....	\$20.00
Graduation Fee .....	\$40.00
Late Graduation Fee .....	\$55.00
Evaluation Fee for Credential Candidates .....	\$30.00
Check Returned from bank for any cause .....	\$25.00
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 ...	\$115.00-\$130.00
Open University .....	\$115.00-\$130.00
Regional Programs (per quarter unit) .....	Varies with Program
Parking Fees:	
Nonreserved spaces, autos	
Regular students, per quarter .....	\$36.00
Sixweek session or period .....	\$24.00
Fourweek session or period .....	\$12.00
Parking meter (per day) .....	\$2.00
Locker usage fees:	
One quarter .....	\$15.00
Two quarters .....	\$20.00
Three quarters .....	\$25.00
<i>With refund of \$5.00</i>	

Resident Hall fee (per academic year)

(approximately \$6,325 – subject to change)

Field Trip Fee ..... \* See Class Schedule

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

**Credit Cards.** MasterCard, Discover and American Express credit cards may be used for payment of student fees online only.

**Estimated Costs Per Quarter.** It is estimated that commuter students will pay from \$400.00 for books and from \$1371 to \$1607 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 \$2100 each quarter. Students who live in off-campus private housing should allow \$2200 each quarter for room and board. Tuition for nonresidents of California is paid in addition to the above costs.

### FEES AND DEBTS OWED TO THE INSTITUTION

Should a student or former student fail to pay a fee or a debt owed to the institution, the institution may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381).

Prospective students who register for courses offered by the university are obligated for the payment of fees associated with registration for those courses. Failure to cancel registration in any course for an academic term prior to the first day of the academic term gives rise to an obligation to pay student fees including any tuition for the reservation of space in the course.

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact the campus business office. The business office, or another office on campus to which the business office may refer the person, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

For more information or questions, please contact Colleen Nickles, Senior Director of Financing & Treasury in the CSU Chancellor's Office, at (562) 981-4579 or [cnickles@calstate.edu](mailto:cnickles@calstate.edu).

### REFUND OF FEES INCLUDING NONRESIDENT TUITION

Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at



## SCHEDULE OF FEES

the California State University are included in Section 41802 of Title 5, *California Code of Regulations*. For purposes of the refund policy, mandatory fees are defined as those systemwide fees and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support programs at the California State University (courses offered through extended education) are governed by a separate policy established by the University.

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

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

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

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

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

Students who are not entitled to a refund as described above may petition the university for a refund demonstrating exceptional circumstances and the

chief financial officer of the university or designee may authorize a refund if he or she determines that the fees and tuition were not earned by the university.

Information concerning any aspect of the refund of fees may be obtained from the Assistant Vice President, Fiscal & Support Services (654-2251, ADM 103).

### STUDENT SERVICES FEE

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

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

### PROCEDURE FOR THE ESTABLISHMENT OR ABOLISHMENT OF A STUDENT BODY FEE

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



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

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

For more information or questions, please contact the Budget Office in the CSU Chancellor's Office, at (562) 951-4560.

### **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.



## STUDENT SERVICES

Various student and campus services are offered to individualize and enrich university instruction. This is based upon the principle that personal development and maturity are integral components of a comprehensive educational experience. To these ends, student and campus services are designed to help students gain full benefit from university life and to assist each student in meeting his or her individual needs.

The Vice President for Student Affairs reports directly to the President of the University and oversees departments, programming, and services that directly impact the quality of the student experience on campus. Departments within the Division of Student Affairs include the Career Development Center; Residence Life and Housing; Office of Services for Students with Disabilities; Health Center; Counseling Center; Office of Student Activities; Associated Students, Inc; Campus Dining; Campus Bookstore; Student Union; and the soon to be constructed Student Recreation Center. The Antelope Valley Student Services Coordinator, the Dean of Students (responsible for Student Conduct issues), and the Associate Vice President for Campus Life also report directly to the Vice President for Student Affairs.

### ASSOCIATED STUDENTS, INC.

The Associated Students, Inc. (ASi) of California State University, Bakersfield exists to provide an official voice through which students' opinions and issues may be expressed regarding university and statewide affairs. ASi seeks to assist in the protection of the rights and interests of individual students and the student body as a whole. In the spring of 1976, the constitution which instituted student government at CSUB was approved by an overwhelming majority of the student population. The organization has evolved since that time and was incorporated in 1987 as a non-profit organization. It is an officially recognized auxiliary organization of the California State University.

More than just a student government, ASi is a unique organization that fosters student development and involvement in educational, cultural, and social activities. This is accomplished through the provision of resources and programs that encourage leadership, civic participation, and social, educational, political and cultural awareness for the betterment of the students.

ASi is comprised of a Board of Directors (with directors from each school, class level, residential life, and Antelope Valley) in addition to the student body president and vice presidents. ASi oversees a budget that is funded entirely by student fees, paid each quarter through registration. ASi does not receive

state support. This Student Body Fee is reallocated by ASi to support student clubs and organizations, activities, programming, services, athletics, and the Children's Center. When you see the ASi logo, you see student dollars at work.

### CAMPUS BOOKSTORE

The Runner bookstore is a full service bookstore providing service to the University campus located in Bakersfield, Antelope Valley and campus visitors. The bookstore carries all course required materials as well as school supplies, study guides, convenience items, and emblematic giftware, including clothing. The bookstore also offers educationally priced software online.

### CAREER DEVELOPMENT CENTER

The University offers a centralized Career Development Center providing career exploration and counseling services to CSUB students. Professional trained staff at the career center work directly with students to explore and discuss educational and career plans, with the goal of creating an academic and professional road map for success. These services are provided in support of the educational mission of the University, in cooperation with various academic departments and student services departments.

**Career Counseling.** An emphasis is placed on assisting students with self reflection and appraising strengths relative to career goals and aspirations. Career inventories are used to assist students in identifying interest patterns and characteristics that facilitate informed career decisions.

**Career Guidance.** Enjoyable and meaningful testing is offered to help students identify interests and skills. Test results are used to connect interests and skills with careers and to open a variety of occupational opportunities for students.

**Resume Development and Job Search Strategies.** The career center utilizes an effective resume development methodology focused on highlighting skills and preparing students for interviews. Additionally, the career center works individually with students to create job search strategies uniquely designed for the student.

**Presentations, Seminars and Events.** The career development center can also be found in the classroom. Brief presentations and 10 week career development courses include topics such as the basic elements of the job search process, resume writing



and interview preparation. Career fairs occur regularly throughout the academic year to provide a connection to companies and organizations.

**On-Campus Interviews.** On campus interviews are a significant part of the job search process and are facilitated by the career development center. Visits from a variety of organizations and companies are a regular occurrence on campus. And representatives are invited to visit CSUB to provide students the opportunity to explore career paths and meet potential employers.

**Vacancy Listings and Referrals.** Each year thousands of jobs are listed with the Career Development Center. The center lists available jobs through the department website and by direct referrals to students from the career center staff.

**Research Contribution.** The Career Development Center may furnish information about the employment of students who graduate from programs at CSUB. The information is collected from graduates nationally and compiled by the National Association of Colleges and Employers.

### 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 children. Included in the approach is a concern for the children's educational needs, social learning, emotional growth, and physical well-being.

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

### COUNSELING CENTER

The University provides services to address the mental health needs of college students at the Counseling Center. These services are designed to help students develop their maximum potential while pursuing their educational and personal goals, as well as to help remove any emotional or psychological barriers that may interfere with students' successful graduation from CSUB.

Professional counseling services are provided to all registered CSUB students at the Counseling Center. Outreach, consultation, and emergency response services are also provided to students, faculty, and staff.

The licensed, professional, and caring counselors who staff the Counseling Center provide, free of charge, confidential individual and group services in the following areas:

**Crisis Intervention.** Counselors are available at all times that the Center is open to provide crisis intervention assistance.

**Personal Counseling.** Personal counseling is an opportunity to meet on a one-to-one basis with a licensed counselor to explore various needs and concerns. Concerns include relationships, abuse, and emotional issues such as loneliness, self-confidence, anger, and depression. Personal counseling may address any issue which influences a person's sense of well-being and progress in school. Due to high demands for services, an appointment may be necessary and the number of individual counseling sessions is limited.

**Educational Counseling.** Educational counseling includes selecting an appropriate major, working on academic problems, and educational planning. Counselors provide opportunities for identifying interests, goals, and skills, and learning decision-making skills.

**General Studies Courses.** Each quarter a variety of General Studies courses are offered. Courses are typically available in such areas as self-esteem, stress management, parenting, test anxiety, and adult children from dysfunctional families.

### CAMPUS DINING

The Runner Café, Dining Commons, Wiley's Pub and Peet's Coffee are operated by Campus Dining. The Runner Café is open Monday through Friday 7:30 am to 2 pm and grab-and-go items and snacks are available until 5 pm; and on Friday until 3 pm. Wiley's Pub is open Monday through Thursday, 11 am to 9 pm, and Friday 11 am to 5 pm. Peet's Coffee is open Monday through Thursday 7:30 am to 8:00 pm, and on Friday to 3:00 pm. The Dining Commons are open to the public. Campus Dining also provides a wide variety of catering choices for student and campus events.



## STUDENT SERVICES

Each location serves a unique menu, designed for that location. Please see our website at: [www.csub.edu/foodserves](http://www.csub.edu/foodserves) for more information, menus, nutritional information, and promotions.

### STUDENT HEALTH SERVICES (SHS)

The College Health Professionals at the CSUB Student Health Services are dedicated to providing the highest quality health care to the diverse community at California State University Bakersfield. Services are designed to help students stay healthy and reach their academic goals. Enrolled students at CSUB have access to basic medical care at the Student Health Services located on both the main campus and the satellite campus in Antelope Valley. The SHS excellent medical staff of physicians, nurse practitioners, registered nurse and other licensed medical professionals offer a wide range of care to help students stay well and get better quickly should they become ill or injured. The Health Service is accredited by the Accreditation Association for Ambulatory Health Care, an independent national accrediting organization that recognizes the Health Service's high standard of outpatient medical care and services.

Currently enrolled students can access the health services with their CSUB identification card. Current enroll students of the Extended University can qualify for care once they have paid the quarterly mandatory health fee. If students are under 18 years of age, they are required to submit a signed "Consent to Treat" form by their parent or guardian prior to receiving any services. Forms are available at the Health Center reception desk.

Services offered at the Health Center include both basic and augmented services such as general medicine, physicals, immunizations, health education, laboratory, x-ray, and pharmacy. All basic services rendered in support of actual illness or injuries are provided at no extra cost. Augmented services such as pharmacy services, specialized lab testing, or services requested for health maintenance or clearances have a small fee associated with them. The complete fee schedule is posted in the Health Center and on the website: [www.csub.edu/healthcenter/](http://www.csub.edu/healthcenter/).

All charges for health care provided off campus are the responsibility of the individual student. The Health Services recommends that students have supplemental health insurance for services beyond the scope of the Health Center; such as emergency room care, ambulance service, hospitalization, and outside

specialist care. For those students not otherwise covered, medical insurance plans are available through the Associated Students, Inc.

Please also see the catalog section on *Health Screening* regarding documentation of the vaccine series for Hepatitis B vaccination for those students 18 years of age and younger, and documentation of a vaccination for Measles and Rubella.

### RESIDENTIAL LIFE & HOUSING

The campus residence halls provide CSUB students the opportunity to live on campus, establish a community of support with fellow residents, and engage in a variety of social, recreational, and educational activities while pursuing their academic goals.

More than 300 students of all ages and class levels call CSU, Bakersfield home. 14 Student Leaders, 12 Resident Assistants, and 2 Program Assistants, live in the halls and provide programs and resources for the residents. CSUB residential facilities consist of six three-story buildings. These traditional residence halls accommodate fifty-five students in double and triple rooms. Each hall is accommodated with a television lounge and a study room which are located on the ground floor. All living areas are carpeted and all rooms have individualized heating and air conditioning. All student rooms come with basic cable television and high speed internet access. Other amenities include microwave ovens in each lounge, a centrally located coin operated laundry facility, swimming pool, bicycle racks, parking, and a lighted sand volleyball court. Freshman who do not live at home or with legal guardians are encouraged to live on campus.

The Residential Life Office sponsors a series of social, educational and recreational programs throughout the year. The Dining Commons serves as a focal point for many of the programs as well as food service. Students must select between a 14 and 19 meal plan when living in the campus resident halls. The dining format is all you can eat and includes hot entries, a deli line, a char-broiler line, a twenty four item salad bar, and a desert bar including ice cream.

The Residence Life staff includes a full time professional Resident Coordinator as well as an Assistant Director and Director of Residence Life. All staff has been trained in community development with the express purpose of enhancing student development and life on campus. Within the next few years our community will be growing with the addition of several new residence halls. We are excited about



the positive impact that this project will have on the Housing community as well as the University as a whole!

### SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

California State University, Bakersfield (CSUB) 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 students with disabilities through the Office of Services for Students with Disabilities (SSD).

The mission of SSD is to provide support services that will enable every student, regardless of disability, to have access to a university education. In addition, SSD staff will promote campus awareness of and sensitivity to disability issues.

CSUB is accessible both in its architectural planning and in the attitudes of the faculty and staff. As the nineteenth institution in the California State University system, CSUB was built in the 1970's in compliance with state architectural building codes that mandate accessibility for persons with disabilities. It is a small campus, built on flat terrain, with classrooms and services located close together and with proper ramping.

SSD recognizes the following disabling conditions which may impede the educational process and necessitate support service(s) or programs: visual limitations, communication disability, mobility limitation, specific learning disability, other functional limitations, and temporary disabilities.

- Services are available without charge to all enrolled students with verified temporary or permanent disabilities. All contacts and obtained information are confidential within CSU policies and state and federal laws.
- Assistance is available for mobility, reading, writing, and communication needs that may occur during registration.
- Readers, note-taking paper, test proctors, scribes, and interpreter services are provided as appropriate.
- Priority registration is available for students with disabilities.
- A variety of equipment is available including: tape recorders, assistive listening devices, a Kurzweil reading machine, Braille, CCTV large text display, and adaptive computer training.
- Contact is made with off-campus agencies such as the Department of Rehabilitation in order to best meet the needs of the students. SSD staff serves

as liaison with campus departments and personnel to ease the student's integration into the campus population.

- A learning disabilities specialist is available to provide diagnostic assessment at no cost to currently enrolled CSUB students who feel they may have a learning disability.
- Disabled Parking spaces for persons with physical disabilities are designated near each major facility on campus and may be used with a valid DMV Disabled placard.
- Students who are interested in obtaining information about services appropriate to their disabilities should contact the SSD staff for an application for services. SSD is located in the SA 140. Upon receipt of a completed application, including current medical documentation or previous diagnosis of a learning disability, the SSD will evaluate and certify the disability and recommend appropriate accommodations.

**Disability Services Advisory Committee.** Each campus in the CSU is encouraged to establish an advisory committee for services to students with disabilities in order to assist in the evaluation of current campus policies and procedures relating to students with disabilities. The Advisory Committee will also develop plans relating to programs and services for students with disabilities, recommend priorities, review barrier removal priorities as specified in the State University Administrator's Manual (SUAM), and develop timelines.

At CSUB, members of the Disability Services Advisory Committee are appointed by the Director of Disability Services, as designated by the campus President. The composition of the committee includes campus representatives from various student disability categories, administrative, and academic areas including the Disability Services Office, the Office of Financial Aid & Scholarships, Admissions and Records, Housing Office, Counseling Center, faculty, etc.

Any disability related concerns should be forwarded to the Advisory Committee to be placed on the agenda for their next meeting. The Committee normally meets on a quarterly basis and more frequently should the need arise.

### OFFICE OF STUDENT ACTIVITIES

The Office of Student Activities assists students, faculty and staff in the development and coordination of social, cultural, educational and recreational activities and programs for the university. Co-



## STUDENT SERVICES

curricular activities and programs are planned to enhance instructional offerings, provide opportunities for student involvement, and make available a variety of diverse experiences to assist students in the development of their interpersonal and social skills. These activities and programs include: student clubs and organizations, fraternities and sororities, special interest programs, recreational and leisure activities, intramural sports and student government.

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 and 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.

### 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. Organizations and services housed within the Student Union include: Wiley's Pub, a video arcade, The Runner Bookstore, Office of Student Activities, Student Resource Center, Associated Students, Inc., Safe1 Credit Union, and the Student Union Director's Office. 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.

Reservations for Student Union facilities may be made by contacting the Director's Office. Facilities that are available for rental include a variety of conference rooms, a large meeting room, outside patio areas, and Runner Park. Rental charges vary depending upon the facility utilized and whether the reservation is being made by a student group, campus department, or off-campus guest. In addition to tables and chairs, the Student Union has portable stage risers and a variety of audiovisual equipment.

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.

## CSUB - ANTELOPE VALLEY STUDENT LIFE CENTER

**Student Life Consultant.** The Antelope Valley Counseling Center, located in the 200 Building, offers CSUB-AV students services such as personal coaching, educational advising, and career counseling. These services are designed to encourage and facilitate students' academic success, as well as to assist students in reaching their maximum potential while pursuing their educational and personal goals.

**Health Services.** Health services, located in the 200 Building, are available at the Antelope Valley campus for all registered students who have paid the health services fee. There is a Nurse Practitioner on staff to provide non-emergency medical care at no extra cost. There is a slight fee for specialized lab testing, pharmacy services, etc. The Health Center also offers vaccinations to fulfill the mandatory university immunization requirement. For more information about services offered through the Antelope Valley Health Center, please refer to [www.csub.edu/healthcenter/antelopevalley](http://www.csub.edu/healthcenter/antelopevalley).

**Services for Students with Disabilities.** Disability Services for the AV campus is located in the Student Services Building (200). Services provided and eligibility requirements are the same as those listed for Disability Services at the main campus. SSD is staffed by one part-time Disability Management Counselor and one part-time student assistant. Further information on the types of services and listed requirements for eligibility is available in the Student Services Building on the AV campus.

### STUDENT RECREATION CENTER

The new Student Recreation Center is scheduled to open during the 2008-09 academic year. The 75,000 square foot state-of-the-art facility is intended for use by the general student body and will have something for every student regardless of gender, age, ethnicity, level of fitness, or skill level. It will be an inviting, warm, and friendly place where every person is welcome. CSUB students approved a fee referendum to fund and operate the center, so there is no additional cost for students to use it.

The center includes: a 13,000 square foot fitness area equipped with 60 cardiovascular machines, free weight and variable resistance weight equipment, core strength area and 24 LCD big screen televisions; seven exercise rooms with specialized hardwood flooring, mirrors, padding, and sound system for a variety of classes such as aerobics, martial arts, and



yoga; dedicated room for personal trainer services and assessment; 3-court gymnasium, (two hardwood courts and one resilient rubber floor) for informal and intramural basketball, volleyball, badminton, indoor soccer, and floor hockey; Indoor 32-foot high climbing wall with separate bouldering rock, Indoor 3-lane, suspended, 1/10<sup>th</sup> of a mile, jogging/walking track; lighted outdoor sports field for informal, intramural, and student club activities like soccer, flag football, ultimate Frisbee, and softball; juice bar; two outdoor sand volleyball courts; day-use locker and shower facilities.

The approximate 100 student staff members employed by the Student Recreation Center will deliver student-directed, participant-focused programs that are fun, safe, inclusive, accessible, and challenging.

### **DEAN OF STUDENTS**

The Dean of Students is responsible for enhancing the quality of student experience at CSUB by providing opportunities that will contribute to the students' personal and academic success. The Dean of Students serves as a direct supervisor to Associated Students Inc, Office of Student Activities, Children's Center, and Office of the Dean of Students.

In addition, Student Conduct Policies and Procedures are overseen by the Office of the Dean of Students. The office administers the campus disciplinary system by enforcing the CSUB Student Code of Conduct and CSUB Student Conduct Procedures. These policies and procedures help ensure a safe and fair learning environment for all students. The Office of the Dean of Students is committed to ensuring that students receive prompt due process in cases involving alleged violation of the CSUB Student Code of Conduct.



## FINANCIAL AID AND SCHOLARSHIPS

**Location:** Student Administration Building, SA 114

**Telephone:** (661) 654-3016

**email:** [finaid@csub.edu](mailto:finaid@csub.edu)

**Website:** [www.csub.edu/finaid](http://www.csub.edu/finaid)

The Office of Financial Aid and Scholarships (OFA&S) administers a number of financial aid programs to enable students without adequate financial resources to attend California State University, Bakersfield (CSUB). Students are encouraged to contact the OFA&S for specific application instructions, and/or as visit our website at [www.csub.edu/finaid](http://www.csub.edu/finaid) for information on: **How to Apply** - a General Overview of the Financial Aid Application & Delivery Process; **Tips for Success**; and, simplified **Checklists** to assist with a smooth transition to CSUB. The priority filing date for financial aid consideration for all CSU campuses is March 2 prior to the beginning of each new academic year. 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 who has submitted all required verification documentation will be considered for a "financial aid package" which may include monies from one, or a combination of some, of the following programs:

### GRANTS/FELLOWSHIPS

Grants and fellowships are disbursed to students for education-related expenses and do not need to be repaid unless the student withdraws from all classes prior to completion of 60% of the quarter.

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

**Bureau of Indian Affairs (BIA) Grant.** Native American students who can prove membership in a federally recognized tribe may receive education grants from the Federal Bureau of Indian Affairs. If you are a member of a California tribe, contact the Bureau's Office of Indian Education, 2800 Cottage Way, Sacramento, CA 95825, phone (916) 978-6000.

**California Chafee Grant.** This program provides up to \$5,000 annually to current or former foster youth to use for vocational school training or college expenses. In order to apply, you must be enrolled in a:

- Vocational school or college that is Title IV eligible
- Course of study of at least half-time

- Course of study that is at least one year long and is Title IV eligible

In addition, you must maintain satisfactory academic progress through your course of study.

To apply, you must:

- Be eligible, or have been eligible for foster care, between your 16<sup>th</sup> and 18<sup>th</sup> birthday, and not have reached your 22<sup>nd</sup> birthday as of July 1 of the award year.
- File two forms:
  1. A Free Application for Federal Student Aid (FAFSA). Students without a Social Security number, or who are unable to complete a FAFSA, may contact the California Student Aid Commission (CSAC) for further instructions and assistance.
  2. A California Chafee Grant Program Application must also be submitted. Send it to the CSAC. The form is on the CSAC website at [www.chafee.csac.ca.gov](http://www.chafee.csac.ca.gov). Or, call the CSAC at phone 1-888-224-7268 and request an application.

The CSAC will review your FAFSA and your Chafee Grant Application. The California Department of Social Services will verify your Independent Living Program (ILP) status, and your school financial aid office will determine your financial aid eligibility. At that time, the CSAC will send you a letter to tell you if you are eligible to receive a grant or not.

**Cal Grant Program.** The Cal Grant Program is a state-funded educational opportunity grant program administered by the California Student Aid Commission (CSAC) to assist undergraduate students in paying for a college education. These awards do not need to be repaid by the student. Recipients of these renewable awards are eligible to receive a fifth year of funding while enrolled in specific coursework in post-baccalaureate teaching credential programs. The final filing deadline for these programs is March 2 prior to the beginning of each new academic year.

**Cal Grant A Entitlement Award.** This award provides grant funds to help pay tuition/fees for California residents at qualifying for-credit instructional programs of not less than two academic years. These awards are guaranteed for those students who have a high school GPA of no less than 3.0 and meet the established program eligibility criteria.

**Cal Grant B Entitlement Award.** This award provides grant funds for "access costs" for low-income students in an amount not to exceed \$1,551 during their first year of Cal Grant B benefits. This grant is to be used to pay living expenses and expenses related to transportation, books, and supplies. Beginning with



the second year of Cal Grant B benefits, Cal Grant B also helps pay for tuition/fees for California residents attending qualifying institutions offering a baccalaureate degree. These awards are also guaranteed for those students who have a high school GPA of no less than 2.0 and meet the established program eligibility criteria.

### **California Community College Transfer**

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

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

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

**CSU Graduate Equity Fellowship Program.** This program seeks to increase the diversity of students completing Graduate degree programs in the CSU and encourages continuation on to doctoral programs and consideration of university faculty careers. It provides fellowships for economically disadvantaged CSU students, especially those 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 on a competitive basis for Graduate students. Individual fellowship awards may range from a minimum of \$500 to a maximum of \$4,500 with an average award approximating \$1,500 for the academic year. Students may apply by filing a FAFSA. Contact the Office of Graduate Studies (661) 654-3420 for the fellowship application.

### **Educational Opportunity Program (EOP) Grants.**

This is a state-funded program limited to undergraduates admitted to California State University,

Bakersfield through the Educational Opportunity Program. To be eligible for the EOP grant, a student must be disadvantaged according to criteria established by state regulations, and be enrolled at least half time. This program currently provides up to a maximum of \$600 annually, based on available funding, to students enrolled in the EOP program. Apply by contacting the EOP Office at (661) 654-2275 or write: EOP Office, California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield, California 93311-1099

**Federal Pell Grant.** The Federal Pell Grant program is the largest federal student-grant program. Eligibility was previously limited to Undergraduate students for up to five years of full-time attendance. As a result of the Higher Education Act Amendments of 1998, students enrolled at least half-time in teacher preparation post-baccalaureate programs leading to an initial teaching credential are now also eligible. Eligibility for a Pell Grant is dictated by the federal government according to a formula developed by the U.S. Department of Education and Congress. Pell Grant awards for full-time students currently range from \$400 to \$4,731 annually, but may change from year to year depending on Congressional appropriations. Apply by completing the Free Application for Federal Student Aid (FAFSA).

**Federal Supplemental Educational Opportunity Grants (FSEOG).** The FSEOG program is a federally-funded program that is designed to supplement other sources of financial aid for Undergraduate students who demonstrate exceptional financial need. Typically, the average award at CSUB is \$600 for the academic year because funds are not sufficient to meet the needs of all eligible students. A student's eligibility for FSEOG is determined by information submitted to the Financial Aid Office on the FAFSA.

**National Academic Competitiveness Grant (ACG) Program.** The Higher Education Reconciliation Act of 2005 (HERA) was signed into law by President Bush on February 8, 2006. This Act created the new Academic Competitiveness Grant (ACG) Program to be awarded to eligible students in their 1<sup>st</sup> and/or 2<sup>nd</sup> year of study, beginning in the 2006-2007 award year. The U. S. Department of Education (USDE) uses the information collected on the FAFSA to identify potentially eligible students and notifies the university. The maximum 1<sup>st</sup> year ACG award is \$750, and the maximum 2<sup>nd</sup> year ACG award is \$1,300. Students do not need to contact the Office of Admissions or the OFA&S. Confirmation of eligibility will be performed automatically each term.



## FINANCIAL AID AND SCHOLARSHIPS

**National Science and Mathematics Access to Retain Talent (SMART) Grant Program.** The Higher Education Reconciliation Act of 2005 (HERA) was signed into law by President Bush on February 8, 2006. This Act created the new National Science and Mathematics Access to Retain Talent (SMART) Grant Program to be awarded to eligible students in their 3<sup>rd</sup> and/or 4<sup>th</sup> year of study, beginning in the 2006-2007 award year. The university will identify students enrolled in eligible mathematics and science majors, confirm that the students meet all of the other eligibility criteria, and notify students of their awards each quarter. The maximum 3<sup>rd</sup> year SMART award is \$4000, and the maximum 4<sup>th</sup> year SMART award is \$4,000. Students do not need to contact the Office of Admissions or the OFA&S. Confirmation of eligibility will be performed automatically each term.

**Scholarships for Disadvantaged Students (SDS).** Funding for this program is provided by the U.S. Health and Human Service Department (HRSA), and awarded to eligible institutions. If funds are available, this program may assist bona fide nursing students from disadvantaged backgrounds who are enrolled as full-time students. Based on funding, undergraduate students who have demonstrated a commitment to pursuing a career in health professions may also be considered. Scholarship awards vary and may cover tuition and required fees, books and supplies, and reasonable living expenses incurred while enrolled in school as a full-time student. Bona fide nursing candidates interested in being considered for the SDS Program should contact the Nursing department at (661) 654-3102 or the Office of Financial Aid & Scholarships at (661) 654-3016 for additional information.

**State University Grant.** The State University Grant (SUG) is a California State University (CSU) funded grant, intended for needy students who are legal residents of California. The California State University Chancellor defines eligibility criteria for award priorities, as well as amounts of the grant. Undergraduate, post-baccalaureate, and graduate students who have exceptional financial need, and who meet the FAFSA priority filing deadline, are targeted for a SUG award for the academic year. Late applicants may be awarded SUG depending upon available funding.

### LOANS

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

Students must be enrolled at least half-time to be eligible for federal student loans.

**Federal Perkins Loans.** Federal Perkins Loan is a low interest (5%) federal loan, available to students who demonstrate exceptional financial need and are enrolled at least half-time. Based on the availability of funds, Undergraduates pursuing a bachelor's degree, classified Graduates and Teaching Credential candidates may qualify for this loan. Typical awards at CSUB are \$3,000 per year. The maximum cumulative total borrowing limit is \$11,000 for lower division students and \$27,500 for upper division students. Graduate or professional students may borrow up to a cumulative total of \$60,000 (including any previous Perkins program loans). The student, while in school, pays no interest and repayment does not begin until nine months after graduating or leaving school.

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

**Ford Federal DIRECT Loan Programs.** The William D. Ford Federal DIRECT Loan Program replaced the Federal Family Education Loan Programs (FFELP) at CSUB in 1994. The Direct Loan program is virtually identical to the FFELP Stafford 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, has converted from the FFELP Stafford to the Direct Loan program as we believe it better serves the needs of our students, especially with respect to expediting the processing of their student loans. The following loans are part of the DIRECT Loan Program:

**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 charged 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.

**UNSUBSIDIZED Direct Student Loan.** For students who are not able to show need according to the required need analysis calculation, or where the



calculated need for a subsidized loan is less than the maximum that is allowed for the student's grade level, students may apply for an UNSUBSIDIZED Direct Loan. For example, if a freshman has no calculated NEED for aid, and if he/she is receiving no scholarship or other resources, then that freshman could borrow, as an UNSUBSIDIZED Direct Loan, any amount he/she wishes up to the freshman academic year limit. For Unsubsidized Direct Loans, interest accumulates while the student is enrolled in school. The student will receive either a monthly, quarterly, or semi-annual interest billing statement from the lender, which they may pay or elect to have capitalized into their loan balance (meaning adding their unpaid interest to their loan balance, thereby increasing the overall loan balance owed). Therefore, students with UNSUBSIDIZED loan(s) are encouraged to pay the quarterly interest, instead of capitalizing it, if possible. Full repayment (interest and principle) begins within 60 days after the student either graduates, or drops below half-time enrollment, whichever occurs first. For example, the interest-only on an unsubsidized loan of \$3,500 is currently \$238 per year (about \$20 per month). Full payment on a \$3,500 loan will be at least \$50 per month.

**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 \$9,000 for an academic year, then the parents of a dependent student may borrow any amount they feel they need up to \$9,000. However, if the student were to receive scholarships totaling \$1,000, the parents could only borrow up to \$8,000. Parents should take note that there is no deferment of interest or regular repayment for Direct PLUS loans. Full regular repayment usually begins within 60 days after the loan is fully disbursed (typically the end of the spring quarter). For PLUS loans borrowed through June 30, 2008, parents must repay both principle and interest while the student is in school. For PLUS loans borrowed on or after July 1, 2008, parents may request deferment of repayment while the student is enrolled at least half-time. Interest accumulates and is capitalized while in PLUS deferment.

**Direct Graduate PLUS Loan.** Students enrolled at least half-time in a graduate program of study are now eligible to borrow under the PLUS Loan Program up to

their cost of attendance minus other estimated financial assistance. The terms and conditions are the same for the Parent PLUS loan as they are for the Graduate PLUS loans, with the exception that no parent signature is required. The requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate of 7.9% per year. Applicants for these loans are required to complete a FAFSA. They must also have applied for the annual loan maximum eligibility under the Federal Subsidized and Unsubsidized loans before applying for the Graduate PLUS loan.

**Direct Loan Interest Rates.** The fixed interest rates for the life of the loan are as follows:

- A. The fixed interest rate for Direct Subsidized Loans for graduate borrowers and Unsubsidized Loans for graduate and undergraduate borrowers first disbursed on or after July 1, 2006 is 6.8%.
- B. Interest rates for Direct Subsidized Loans for undergraduate borrowers have a fixed interest rate as follows:
  - If first disbursed on or after July 1, 2006 and prior to July 1, 2008 - 6.8%.
  - If first disbursed on or after July 1, 2008 and prior to July 1, 2009 - 6.0%.
  - If first disbursed on or after July 1, 2009 and prior to July 1, 2010 - 5.6%.
  - If first disbursed on or after July 1, 2010 and prior to July 1, 2011 - 4.5%.
  - If first disbursed on or after July 1, 2011 and prior to July 1, 2012 - 3.4%.
  - If first disbursed on or after July 1, 2012 - 6.8%.
- C. The fixed interest rate for Direct PLUS loans first disbursed on or after July 1, 2006 is 7.9%.

**Direct Loan Origination Fees.** The loan fee, or borrower origination fee, is another expense of borrowing a Direct Loan. The loan fee is subtracted proportionately from each loan disbursement. The loan origination fee for Direct Stafford (Subsidized and Unsubsidized) Loans will be reduced annually according to the following schedule:

- A. Loan origination fees for Direct Subsidized and Unsubsidized loans:
  - If first disbursed prior to July 1, 2007 - 3.0%.
  - If first disbursed on or after July 1, 2007 and prior to June 30, 2008 - 2.5%.
  - If first disbursed on or after July 1, 2008 and prior to June 30, 2009 - 2.0%.
  - If first disbursed on or after July 1, 2009 and prior to June 30, 2010 - 1.5%.
  - If first disbursed on or after July 1, 2010 - 1.0%.
- B. Loan origination fees for Direct PLUS loans:
  - If first disbursed prior to July 1, 2007 - 4.0%.



## FINANCIAL AID AND SCHOLARSHIPS

### Academic Year Direct Loan Grade-Level Limits for Dependent Students, beginning July 2008:

Freshman .....	\$3,500 Subsidized & \$2,000 Unsubsidized (0-44 units)
Sophomores .....	\$4,500 Subsidized & \$2,000 Unsubsidized (45-89 units)
Juniors .....	\$5,500 Subsidized & \$2,000 Unsubsidized (90-134 units)
Seniors .....	\$5,500 Subsidized & \$2,000 Unsubsidized (above 135 units)
2 <sup>nd</sup> BA / BS .....	\$5,500 Subsidized / Unsubsidized
Teacher Credential .....	\$5,500 Subsidized / Unsubsidized

### Academic Year Direct Loan Grade-Level Limits for Independent Students, beginning July 2008:

Freshman .....	\$3,500 Subsidized & \$6,000 Unsubsidized (0-44 units)
Sophomores .....	\$4,500 Subsidized & \$6,000 Unsubsidized (45-89 units)
Juniors .....	\$5,500 Subsidized & \$7,000 Unsubsidized (90-134 units)
Seniors .....	\$5,500 Subsidized & \$7,000 Unsubsidized (above 135 units)
2 <sup>nd</sup> BA / BS .....	\$5,500 Subsidized & \$7,000 Unsubsidized
Teacher Credential .....	\$5,500 Subsidized & \$7,000 Unsubsidized
Graduate .....	\$8,500 Subsidized & \$12,000 Unsubsidized

### Cumulative Direct Loan Program Limits (for all post-secondary Federal Stafford Student loans)

Dependent Students .....	\$23,000 Subsidized, and \$31,000 Subsidized + Unsubsidized
Independent Undergraduate .....	\$23,000 Subsidized, and \$57,500 Subsidized + Unsubsidized
Teacher Credential .....	\$23,000 Subsidized, and \$57,500 Subsidized + Unsubsidized
Graduate .....	\$65,500 Subsidized, and \$138,500 Subsidized + Unsubsidized

**Please note:** The above academic year amounts are maximums. If the required need analysis process indicates a lesser financial 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).

**Short-Term Emergency Loan.** This loan is administered by the CSUB Student Financial Services Office and is for assisting students with unanticipated temporary emergencies. The maximum loan is \$250 and is repayable within 45 days. A nominal service fee

is charged. The emergency loan is available to any enrolled student, not just those receiving financial aid. Applications are available in the Student Financial Services Office, AE 107, phone (661) 654-3225.

## EMPLOYMENT

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

**Federal Work-Study.** Through the Federal Work-Study Program (FWS), eligible undergraduate and graduate students may work part-time (up to 20 hours per week) and earn money to help pay for their educational expenses. Limited Work-Study funds are awarded to students as part of their financial aid award package. Students awarded Work-Study should follow the New Work-Study Placement procedures outlined on our web page at <http://www.csub.edu/finaid/aid/work.html> Apply by completing the FAFSA.

**America Reads/Counts Programs.** CSUB also participates in the America Reads/Counts programs, which are federal initiatives that challenge universities to train work-study eligible students to provide tutoring of reading and mathematics to local elementary/ middle school children performing below grade level. These programs are part of the Federal Work-Study program. Students interested in participating in this program should contact the Federal Work-Study Coordinator in the OFA&S at phone 654-3016.

**Student Assistant (on campus) & Part-time (off campus) Employment.** Student Assistant employment is available on campus and eligibility is not based on financial need. Part-time, off-campus employment is available to all students as well. Positions are advertised in the Career Development Center located in the Student Center, phone (661) 654-3033.

## SCHOLARSHIPS

The purpose of the University's scholarship program is to provide monetary support and public recognition to students who have demonstrated academic excellence in the classroom. CSUB's growing scholarship program encompasses campus-wide, school/departmental, and community-based scholarships that are awarded by donors and/or respective scholarship committees. Scholarship awards typically range from \$300 to \$2,500, and are usually disbursed on a quarterly basis. The *First-Time Freshman Academic Scholarship Application & Recommendation Forms*, as well as the *Continuing CSUB Student & Transfer Student Academic Scholarship Application and Recommendation Forms*,



are available on the Office of Financial Aid & Scholarships' web page at <http://www.csub.edu/financialaid/forms/>. The Priority Deadline is **April 1** each year for the upcoming academic year. The following are examples of scholarships awarded throughout the year by CSUB's scholarship committees:

**Joseph E. Anderson, Jr. Memorial Endowed Scholarship.** The Joseph E. Anderson, Jr. Memorial Scholarship was established by the CSUB Foundation Board of Directors at its meeting of September 26, 2001 to honor the memory of its long-serving member of the Board of Directors. Disbursements from this endowment are to be used for scholarship awards to students enrolled at CSUB. Since Dr. Anderson was a member of the Dr. Ernest W. Williams, Jr. Scholarship Committee, the recipients of the Anderson Memorial Scholarship will be selected by the Dr. Ernest W. Williams, Jr. Scholarship Committee.

**Angels Over Africa Mission, LTD Scholarship Fund.** The Angels Over Africa Mission Scholarship was established to aid African youth or other CSUB students in their pursuit of higher education. Interested students must meet the following criteria: be a full-time student at CSUB; are students from the Sudan region; possess a valid T-visa that is stamped "Refugee," as well as HHS Certification Letter or Eligibility Letter.

**Tomás A. Arciniega Endowed Scholarship.** The scholarship was established in honor of Tomás A. Arciniega, third president of California State University, Bakersfield. The initial gifts to the endowment were proceeds from a dinner on November 21, 2002, celebrating his 20 years of service as president of CSUB. The dinner was sponsored by the CSUB Foundation. Disbursements from this endowment are to be used for scholarships for students enrolled at California State University, Bakersfield. Criteria for awards and selection of recipients shall be determined by a special scholarship committee.

**Arts & Sciences Merit Award Scholarship Program.** Sponsored by the Schools of Humanities and Social Sciences and Natural Sciences and Mathematics, this program provides scholarships to selected graduates of Kern County high schools. Selection is based entirely on academic achievement, and only applicants who meet the following criteria will be considered: must be a first-time college freshman; have a minimum GPA of 3.8 and a minimum SAT score of 1150 or ACT score of 26; major in a discipline within Humanities & Social Sciences or Natural Sciences & Mathematics; commit to completion of a baccalaureate degree within four years. Founded in 1991, the Merit Award Scholarship Program is funded through the generosity of private donors; scholarships

are awarded solely on the basis of academic distinction. The following individuals and businesses from the local community have established endowed scholarships that provide ongoing support for this program:

- Dr. George & Millie Ablin Family Endowed Scholarship
- H. Victor & Virginia C. Church Endowed Scholarship
- Fairie A. Decker Memorial Endowed Scholarship
- Theodore David Decker Memorial Endowed Scholarship
- Dr. Paul Dhariwal Memorial Endowed Scholarship
- Ray Geigle Endowed Scholarship
- Jeanette Haskin Endowed Scholarship for Women in Science
- Kegley Endowed Scholarship

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

**John and Angelina Bertano Memorial Endowed Scholarship.** This scholarship was established through a testamentary gift following the death of Angelina Bertano on February 3, 2005. John and Angelina were long-time residents of Bakersfield, John having grown up in a farming family. They knew the value of education and helped students financially in their pursuit of a college degree. Awards start at \$1,000 and may be increased as education expenses rise.

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

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

**Florence Clare Presidential Endowed Scholarship.** This scholarship, established by the Estate of Florence



## FINANCIAL AID AND SCHOLARSHIPS

Clare, is intended for incoming freshmen who demonstrate academic achievement (minimum 3.25 GPA) and leadership ability. Recipients must reside in the CSUB service region, be interested in serving the community, and have a viable economic need. Scholarships of \$1,000 each are awarded on an annual basis.

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

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

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

**Mimi Deeths Memorial Endowed Scholarship.** The Mary Catherine "Mimi" Deeths Memorial Scholarship was established in March 2004 with gifts provided by the Deeths family, friends and colleagues. Proceeds from the endowment will be used to fund an annual scholarship for a student who demonstrates an intense desire and sincere commitment to completing a baccalaureate degree or teaching credential. Preference will be given to upper division nursing students with an interest in Oncology nursing, upper division liberal studies or teaching credential students, especially those with a special education or English (writing) emphasis, or students who have been touched by Mimi's love for teaching and learning, as well as her ability to overcome hardship. The scholarship is not based on financial need and requires a minimum 3.0 grade point average. A minimum of \$2,000 is available to be awarded each year.

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

**Dr. Hans Einstein Community Medical Endowed Scholarship.** This scholarship is funded by the family of Dr. Hans Einstein and is intended to assist pre-med students attending CSUB. Recipients of this scholarship must intend to return to Kern County to practice medicine upon completion of their medical training. This \$1,000 scholarship is awarded annually.

**Fine Arts Merit Award Scholarships (FAMAS).** FAMAS (pronounced famous) rewards students with exceptional achievements in the arts. These 4-year scholarships, with a minimum award of \$1,000 per year, cover all areas of the arts offered at CSUB: painting, sculpture, photography, printmaking, ceramics, voice or instrumental performance or composition, conducting, playwriting, acting, stage management, and theatrical design. Students who receive these awards must meet the highest performance standards and have a high likelihood of graduating from the University in four years. A special application form is required.

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

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

**Dr. James H. George Endowed Scholarship.** This scholarship was established in Spring 2005 with gifts from family and friends of Dr. George at the time of his retirement as CSUB Provost and Vice President for Academic Affairs. This scholarship will be awarded



## FINANCIAL AID AND SCHOLARSHIPS

annually to a student majoring in history, who is beginning his/her junior or senior year, and will be based primarily on the student's academic record.

**Helen Louise Hawk Honors Scholarship.** These scholarships honor Helen Hawk Windes, a donor of a major gift in trust to the CSUB Honors Program. Helen Windes, a former journalist and public relations professional, provided this gift to allow the University to offer a series of \$1,000 scholarships each year to incoming CSUB honors students. Students are eligible to apply for these scholarships if they meet or exceed CSUB Honors Program eligibility requirements: at least a 3.8 high school GPA (plus a 1000 SAT) or a score of at least 1150 on the SAT or a score of at least 26 on the ACT. Students who receive these scholarships are required to participate in the CSUB Honors Program as a condition of receiving this award.

**G. A. Holtz Endowed Scholarship.** This scholarship was established by Mrs. Grace Holtz in memory of her late husband, G. A. Holtz. Awards are 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 for receipt of this scholarship.

**Harold G. Hull Endowed Scholarship.** This scholarship 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.

**Dorothy Jane Jones Endowed Scholarship.** This scholarship was established in memory of Dorothy Jane Jones. Mrs. Jones was a retired school teacher who, in her Will, bequeathed funds to CSUB for scholarships "for students acquiring a teaching credential in the School of Education."

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

**Dr. Clifford Loader Memorial Endowed Scholarship.** The CSUB Foundation established the Dr. Clifford Loader Memorial Scholarship. Dr. Loader was a founding member of the California State

University Bakersfield Foundation Board of Directors and served as its first chairman. This scholarship is awarded annually to incoming freshmen.

**Dr. Robert C. Marshall Endowed Scholarship.** This scholarship program was created out of the generosity of Dr. Robert C. Marshall, MD, a local Bakersfield physician and a Taft Union High School alumnus. In an effort to promote and support the educational pursuits of Taft Union High School District graduates attending CSUB, this annual scholarship (\$2,650 in AY 2006-07) 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 & Recommendation Forms (incoming freshmen only) or the CSUB Academic Scholarship Application & Recommendation Forms (all other students). Both applications have an annual deadline of April 1.

**Hugh C. Mays Memorial Endowed Scholarship.** The CSUB Foundation established the Hugh C. Mays Memorial Scholarship in honor of Hugh Mays, a Taft resident and founding member of the Cal State Bakersfield Foundation Board of Directors. A scholarship is awarded annually to an incoming freshman.

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

**Wayne and Sally Montgomery Endowed Scholarship.** This scholarship was established by the family in honor of Wayne's 70<sup>th</sup> birthday. Wayne and Sally are both very active in everything education-related. Proceeds from the fund will be used to provide scholarship support to a Kern County high school graduate who is a first generation college student and demonstrates financial need. There is no restriction on major.

**Ravi & Naina Patel Endowed Scholarship.** Drs. Ravi & Naina Patel established the scholarship to encourage well-trained nurses to pursue a career in



## FINANCIAL AID AND SCHOLARSHIPS

Oncology. Proceeds from the endowment will be used to fund one annual scholarship for a student who demonstrates high academic achievement, financial need and a willingness to practice in Kern County for a minimum of two years following graduation. Preference will be given to nursing students entering their junior year with an expressed interest in Oncology nursing. This \$2,500 scholarship is awarded annually.

**President's Matching Scholarship Fund Program (PMSFP).** The President's Matching Scholarship Fund Program (PMSFP) is in response to changes brought about with the 2000/01 Lottery Revenue Budget. The 2000/01 budget delegates to California State University (CSU) campus Presidents the authority to determine how system-wide lottery revenue funds that support access and retention programs can be used most effectively to advance campus outreach and retention efforts. The PMSFP was established by Former President Tomás Arciniega with "campus-based program" lottery funds. Current CSUB President Horace Mitchell continues to support this program, which is intended to match academic scholarship awards made by various Campus-based Scholarship Donors.

**Gladys Rachal Endowed Scholarship.** This scholarship was bequeathed to the California State University Bakersfield Foundation through the estate of Gladys Rachal, a prominent Kern County resident. 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.

**Dr. Robert W. and Jean L. Sheldon Endowed Scholarship.** Dr. and Mrs. Sheldon established this scholarship with a gift of the medical office building where Dr. Sheldon practiced as an ear, nose and throat doctor for many years. Their generous gift will be used for scholarships that encourage Bakersfield College (BC) students to transfer to California State University, Bakersfield (CSUB). Dr. Sheldon attended and played football at BC. He served also as the team physician.

**Lorraine West Memorial Endowed Scholarship.** Lorraine West, Professor Emeritus, was one of the original faculty in the CSUB School of Education. She was on the faculty of the CSU, Fresno Center in Bakersfield before it became CSUB. Disbursements from this fund are to be used for scholarships for

students in the Department of Education as determined by the Foundation and the School of Education.

### 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, which may be obtained through the Office of Financial Aid and Scholarships at CSUB.

**CSU Future Scholars Program.** The CSU Future Scholars Program is designed to increase college participation of students who are disadvantaged because of economic, educational, or environmental factors. Thirty (30) awards of \$1,000 each are made on an annual basis. Students whose family has not had education beyond elementary or secondary school or who are the first in their family to attend college are eligible for consideration for this scholarship. Those who attended high schools where low rankings on standardized tests or poverty prevails, as well as migrant families, rural families and residents of impoverished areas are also eligible. To be eligible students must be California residents, graduate from a California high school, meet regular CSU admission requirements, enter the CSU preferably as a first-time freshman or as a transfer student, enroll on a full-time basis, and demonstrate academic promise. Applications are customarily made available in the fall. For more information, please call the Office of Financial Aid and Scholarships at (661) 654-3016.

**Filipino Excellence Scholarship.** The Filipino Excellence Scholarship was established to promote students of Filipino ancestry or other CSUB students and financially assist them with their educational endeavors. Scholarships are awarded annually. Interested students must meet the following criteria: be a full-time student; a new or reentry CSUB student preferably of Filipino ancestry; and have a minimum 3.0 GPA. Eligible applicants must submit the following along with their Filipino Excellence Scholarship Application: three letters of recommendation, an academic transcript or latest grade report, and a recent passport-size photograph. For more information, please call (661) 654-3361 or (661) 654-2587.

**Hispanic Excellence Scholarship Fund.** The HESF is a CSUB collaborative initiative launched in 1984 by President Tomás A. Arciniega to increase access for



academically qualified, economically needy, students who display leadership potential. Several \$1,500 and \$2,500 scholarships are awarded annually. Interested applicants must have a minimum 3.0 GPA and be enrolled as a full-time students. For more information, please call (661) 654-2242.

**Alan Pattee Scholarships.** The California Education Code includes provisions for the waiver of mandatory system-wide fees as follows:

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

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

**Section 68121** - Students enrolled in an undergraduate program who are the surviving dependent of any individual killed in the September 11, 2001, terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks was a resident of California on September 11, 2001.

Students who may qualify for these benefits should contact the Admissions/Registrar's Office, at (661) 654-2160 for further information and/or an eligibility determination.

**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. Stanley Clark, Scholarship Subcommittee Chair, at (661) 654-2475.

### CAMPUS-BASED SCHOLARSHIPS

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

#### Arts & Performing Arts

- Bill Burton Memorial Endowed Scholarship (Music)
- Tim Cartwright Memorial Endowed Scholarship (Jazz Musicians)
- CSUB Choral Music Endowed Scholarship
- CSUB Jazz Festival Endowed Scholarship
- Howard Dallimore Memorial Endowed Scholarship (Music)
- Dorian Fine Arts Endowed Scholarship (Art, Music, Theatre)
- Dwayne Gholston Endowed Scholarship (Music)
- Fine Arts Merit Award Scholarships (FAMAS)
- Ham & Wry Theatre Scholarship (Theatre)
- Armand Hammer Endowed Scholarship (Fine Arts)
- CSUB Instrumental Music Endowed Scholarship
- Margaret Rogers Lovallo Endowed Scholarship (Music)
- Mary Osborne Memorial Endowed Scholarship (Music)
- Robert Scherb II Endowed Scholarship (Choral Music)
- Ken Secor Choral Music Endowed Scholarship (Choral Music)
- Bobby Jo Shannon Straight-Line Music Endowed Scholarship
- Sid Sheffield Memorial Endowed Scholarship (Performing Arts)
- Pearle Zalud Scholarship (Music)

#### Athletics

- Sean Baxter Memorial Endowed Scholarship (Basketball)
- Richard Foster Endowed Scholarship



## FINANCIAL AID AND SCHOLARSHIPS

- Friends of CSUB Wrestling Endowed Scholarship
- Rachel Gamez Memorial Endowed Scholarship
- Jimmie Icardo Memorial Endowed Scholarship
- Fred McDonnell Memorial Endowed Scholarship (Soccer)
- Jimi McGee Memorial Endowed Scholarship
- Ed Richardson Endowed Scholarship
- Jason Schattenkirk Endowed Scholarship (Swimming/Diving)

### **Business and Public Administration**

- Bakersfield Chapter Appraisal Institute Endowed Scholarship (Real Estate)
- Audrey Kay Bender Endowed Scholarship (Applied Economics)
- John Barber Memorial Endowed Scholarship
- Louis J. Barbich Scholarship (Accounting)
- Sheryl L. Barbich Scholarship (Business)
- Dr. Jimmy D. Barnes Memorial Learning Endowed Scholarship (Business)
- Beta Gamma Sigma in Honor of J.D. Barnes Endowed Scholarship (Business)
- John Brock Endowed Scholarship (Business)
- Howard Dallimore Memorial Endowed Scholarship (Public Administration or Music)
- Don Hopkins Advertising Club Endowed Scholarship (Public Relations)
- Elmer F. Karpe Memorial Endowed Scholarship
- J.A. and Flossie Mae Smith Scholarship (Accounting & Marketing)

### **Education**

- California Retired Teachers Association – Laura E. Settle Scholarship
- California Teachers Association-Sierra Service Center Endowed Scholarship
- Linda Sue Chaney Memorial Endowed Scholarship (Teaching)
- CSUB Teacher Growth Endowed Scholarship
- Fred & Beverly Dukes Endowed Scholarship (Teaching)
- Leo B. Hart Teacher Education Endowed Scholarship
- Kern Division California Retired Teachers' Association Scholarship
- Christa McAuliffe Memorial Endowed Scholarship (Education)
- Dr. Carl E. Miller Endowed Scholarship (Teaching)
- Dr. Ernie Page Memorial Endowed Scholarship (Education)
- Panama Education Foundation Endowed Scholarship (Teaching)
- Benjamin Schneider Memorial Endowed Scholarship (Special Education)
- Schuetz-Richardson Special Education Endowed Scholarship
- Kathleen Van Horn Endowed Scholarship (Teaching)
- Lorraine West Memorial Endowed Scholarship

### **History/Political Science**

- Dr. James H. George Endowed Scholarship (History)
- Tim & Jeanelle Palmbach Memorial Endowed Scholarship (Political Science)
- Joe Wooldridge Memorial Endowed Scholarship (Law)

### **Humanities & Social Sciences**

- Betty B. Albright Memorial Scholarship (Sociology)
- Joseph Chandy Memorial Endowed Scholarship
- Kern County Sheriff's Reserve Association Endowed Scholarship (Criminal Justice)
- State Farm BBEST Scholarship

### **Natural Sciences & Mathematics**

- H. Victor and Virginia C. Church Endowed Merit Award Scholarship (Geology)
- Fairie A. Decker Memorial Endowed Merit Award Scholarship (Biology)
- Theodore Decker Memorial Endowed Scholarship (Physics, Computer Science)
- Friends of Biology Endowed Scholarship
- Jeanette Haskin Endowed Merit Award Scholarship for Women in Science
- John Reed Memorial Endowed Scholarship (Biology)
- San Joaquin Valley Chapter of the American Petroleum Institute Endowed Scholarship
- J.A. & Flossie Mae Smith Scholarship (Agricultural Biology)
- C.E. Strange Endowed Scholarship (Physics, Geology)

### **Nursing**

- Millie Ablin, R.N. Endowed Scholarship in Nursing
- Cochran Continence Endowed Scholarship
- Mimi Deeths Memorial Endowed Scholarship
- Haidee DuRelle Endowed Scholarship
- Hans Einstein Community Endowed Scholarship
- Mamie Hawkins Nursing Endowed Scholarship
- Kern County Medical Center Alliance Scholarship
- Kern Registered Nurses Endowed Scholarship
- Tim & Jeanelle Palmbach Memorial Endowed Scholarship
- Ravi & Naina Patel Endowed Scholarship
- Robert Raskind Nursing Scholarship
- Marion Reed Memorial Endowed Scholarship
- Emma Sims Nursing Endowed Scholarship
- Ralph Smith Nursing Endowed Scholarship

## REQUIREMENTS

The Office of Financial Aid & Scholarships (OFA&S) requires that full-time undergraduate student aid recipients, and post-baccalaureate Teacher Credential student aid recipients, must enroll in and satisfactorily complete 12 units per quarter toward their stated degree objective. Full-time Graduate students must enroll in and satisfactorily complete 8 units (which



should consist of 500 and 600-level coursework) per quarter toward their stated degree objective. Graduate students will not receive credit for courses numbered below 300.

For those undergraduate and credential students who are receiving financial aid based on enrollment of less than full-time, their unit expectation is prorated based on their part-time enrollment as follows.

### Undergraduate and Teacher Credential Enrollment Requirements

Less than half-time	1 - 5 units
Half-time	6 - 8 units
Three-quarter time	9 - 11 units
Full-time	12 or more units

The unit expectation for graduate students is as follows:

### Graduate Enrollment Requirements

Less than half-time	1 - 3 units
Half-time	4 - 5 units
Three-quarter time	6 - 7 units
Full-time	8 or more units

**NOTE:** students must be enrolled at least half-time for eligibility in most federal and state student financial aid programs.

**Satisfactory Academic Progress (SAP).** In accordance with regulations that govern federal and state financial aid programs, California State University, Bakersfield (CSUB) is required to establish, publish, and consistently apply reasonable standards for measuring a student's academic progress. Satisfactory Academic Progress (SAP) must include both a qualitative component (e.g. GPA) and a quantitative component (e.g. percent of units completed). Both components must be cumulative in nature, and must be evaluated by the University at least once per year to certify the student's SAP.

Student eligibility for all federal, state, and institutional financial aid programs is affected by this policy. It is the responsibility of every CSUB financial aid recipient to read, understand, and comply with these standards of eligibility. Students may view the Satisfactory Academic Progress (SAP) guidelines in full detail on our website at <http://www.csub.edu/finaid/requirements/sap.html>

## STUDENT RIGHTS

Financial aid recipients are advised of their rights with respect to their financial aid and scholarship records and of their right to appeal certain types of decisions

made by the OFA&S. In consideration of limited catalog space, these rights are referenced in this section and students are referred to the OFA&S website at [www.csub.edu/finaid](http://www.csub.edu/finaid) for more detailed information.

### Family Educational Rights and Privacy Act

**(FERPA)** - The Family Educational Rights and Privacy Act affords students certain rights with respect to their educational records including: 1) the right to inspect and review their educational records within 45 days of the day the University receives a request for access; 2) the right to request the amendment of their educational records that they believe are inaccurate; and 3) the right to consent to disclosures of personally identifiable information contained in their educational records, except to the extent that FERPA authorizes disclosure without consent.

**Appeals.** If the student has mitigating factors that have hindered their Satisfactory Academic Progress (SAP) toward graduation, including death of a relative, injury or illness of the student, or other special circumstances, the student may submit a *SAP Appeal Form* (which may be downloaded from our web page at <http://www.csub.edu/finaid/forms/>), with supporting documentation, to the OFA&S. If the appeal is approved, the SAP quantitative standards may be temporarily waived to provide the student with the opportunity to reestablish SAP. Appeals are reviewed by a Financial Aid SAP Appeals Committee and determined on a case-by-case basis. The criteria for approving an appeal will be based on the student's circumstance, documentation, and a reasonable expectation that the student can reestablish progress toward a degree objective, and regain academic standing consistent with the requirements for graduation.

If the student's Petition is approved, the student will be placed on Financial Aid Probation. The student must then meet the terms and conditions of their Probation in order to continue their financial aid eligibility each term.

If the student's Petition is denied by the Financial Aid SAP Appeals Committee, the student may submit a final appeal to the Financial Aid Advisory Committee, which serves as an overarching review board. This Committee only meets once at the beginning of each term, if needed. The composition of the Financial Aid Advisory Committee includes senior campus officials from offices with who the OFA&S interfaces, as well as student financial aid recipient representatives and/or faculty representative. The Financial Aid Advisory Committee is the last level of appeal that a student can make.



## ACADEMIC INFORMATION

### ACADEMIC AFFAIRS

The University's Provost and Vice President for Academic Affairs is responsible for all academic programs. The degree programs are administered by school deans and housed in four schools: the School of Humanities and Social Sciences (DDH B102, 654-2221), the School of Natural Sciences and Mathematics (SCI 102, 654-3450), the School of Business and Public Administration (BDC A, 654-2157), and the School of Education (EDUC 124, 654-2219). The Associate Vice President for Academic Programs provides overall coordination for the graduate and undergraduate programs (EDUC 242, 654-3420). The Dean of the Extended University (BDC C, 654-2441), in cooperation with the deans of the four schools, administers off-campus degree programs, certificate programs offered through the Extended University, Open University, and 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.

### UNDERGRADUATE ACADEMIC PROGRAMS

#### Baccalaureate 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 the general education program, for each major field, and for each minor field are found in the appropriate sections 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 professions or disciplines, respectively. The major and the minor, often complementing each other, constitute areas of study within the degree program. Bachelor of Science degree programs have a narrower focus than Bachelor of Arts programs, and, while requiring the same breadth in general education, are usually

directed toward immediate employment or graduate study in a specific professional field or discipline, respectively. 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. The Bachelor of Science program in the same field, because it is more narrowly focused on study leading to employment or toward further study in a single field, will require no minor, but will achieve more depth in the single field often through more emphasis on applications, practical field experiences, and use of the specialized techniques peculiar to the field.

**Bachelor of Arts Degree.** One of the two types of undergraduate degrees offered at the university is a Bachelor of Arts degree. A complete list of the BA degrees is found on pages 85-88. 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 minor of 20 quarter units designed by another discipline, at least 10 of which must be upper division, and taken outside the major department.
- An concentration or minor in one of the specially developed areas in the section on Interdisciplinary Programs.
- A special minor consisting of 20 or more units, 15 of which must be upper division, taken outside the major discipline. Proposals for the Special Minor must be submitted and approved by the faculty advisor, the department chair for the student's major, and the AVP of Academic Programs no later than the Census Date of the quarter in which the student becomes a Senior (135 or more units). Any changes to the Special Minor require the approval of the student's faculty advisor, the department chair of the student's major, and the AVP of Academic Programs.

Electives 52 quarter units

**Total units required for graduation:** 180 quarter units

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



**Bachelor of Science Degree.** The second type of undergraduate degree offered at the university is the Bachelor of Science degree. A complete list of the BS degrees is found on pages 85-88. The minimum requirements are as follows:

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

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.

**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 senior seminars are found under the program requirements.

**Discipline-Based Majors.** Each of the academic disciplines at CSUB has a prescribed set of requirements involving a correlated set of courses that lead to the baccalaureate degree, either the Bachelor of Arts or Bachelor of Science. The faculty have primary responsibility in developing and updating its major requirements and the supporting curriculum. Students declaring a discipline-based major will develop a program of study in collaboration with a faculty advisor to meet the prescribed requirements. See also "Declaring a Major".

**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 must request approval for a diploma recognizing a double major. The AVP of Academic Programs acts on these requests.

Any student completing work for two majors, one of which generates a Bachelor of Arts and the other a Bachelor of Science, must request approval for a diploma recognizing a double major. The AVP of Academic Programs acts on these requests.

Students graduating with a double major are required to complete all components of each major, including the Senior Seminars. 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, the minimum is 55 quarter units. The student completing a double major does not need to complete a minor.

**Special Major.** The University also offers a baccalaureate degree with a Special Major. This permits a student to propose a program of correlated studies. This alternative is for the student who wants to pursue a field of study not covered by one of the University's academic departments or who transfers with a large number of upper-division units in a degree program not offered at CSUB. Students seeking information on the Special Major should contact the AVP of Academic Programs (EDUC 242, 654-3420).

A student wanting to develop a Special Major first approaches a faculty member and requests that he/she serve as the academic advisor. The faculty advisor, upon agreeing to serve, may require that a second or third advisor(s) 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 of Study must contain a minimum of 55 quarter units, 35 of which must be upper division. The student is also required to complete the senior seminar requirement. This can be accomplished by completing a "special" senior seminar specifically developed for the Special Major. The form to be completed for the Special Major is available in the Office of the AVP of Academic Programs (EDUC 242, 654-3420).

The proposed Program of Study is then reviewed for approval by the dean or deans of the school(s) involved. If the proposed Program of Study receives their approval, the AVP of Academic Programs then reviews the proposed Program of Study and makes a final determination. The approved Program of Study becomes a permanent part of the student's academic record.

**Minors.** The university offers a wide array of minors. There are three different types of minors - a traditional minor from a single discipline, a special minor, and an interdisciplinary minor. Regardless of type, most minors require a minimum of 20 units with at least two upper-division courses.

Students, whether pursuing either a Bachelor of Arts or Bachelor of Science degree, are able to complete one or more minors and have them displayed on their diploma and transcript. Students should contact the academic department or faculty coordinator responsible for the minor. The department or faculty



## ACADEMIC INFORMATION

coordinator must approve the minor and, at the time of graduation, certify completion of the minor to the Evaluation Office.

The 20 units (normally four 5-unit 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 may count one of the cognate courses as one of the four required in the minor.

**Special Minor.** The special minor consists of 20 or more units separate from the declared major, at least 15 units of which must be in upper-division courses. The student may request that two lower-division courses that are "related" in subject matter content be used to meet one of the upper-division course requirements, but that pair can only count as a maximum of 5 units towards the minor. Proposals for the Special Minor must be submitted and approved by the faculty advisor, department chair for the student's major, and the AVP of Academic Programs no later than the Census Date of the quarter in which the student becomes a Senior (135 or more units). Any changes to the Special Minor require the approval of the student's faculty advisor, the department chair of the student's major, and the AVP of Academic Programs.

**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 the second field and then seek the master's degree in that field. 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/she seeks the second degree.
3. To earn a second baccalaureate degree:
  - a. the student must meet the current graduation requirements of CSUB, including, but not limited to, General Education, Gender, Race, & Ethnicity, American Institutions, and foreign language;
  - b. the student must meet all the requirements for the second baccalaureate degree, including the major and the minor, if applicable;
  - c. units completed for the first baccalaureate degree may be counted, but the student must complete a minimum of 36 units of additional course work.

### Undergraduate Pre-Professional Programs

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 pharmacy. Help with decisions concerning professional study is available through the individual schools.

**Pre-Engineering.** CSUB offers some pre-engineering courses and that preparation allows students to transfer to Schools of Engineering at some other universities. For more information and a list of required courses, turn to the section on Engineering in the School of Natural Sciences and Mathematics (page 311).

**Pre-Law.** Law schools are more concerned about the general quality of an applicant's undergraduate education rather than about his/her having taken specific courses. They are looking for students who have maintained a high GPA and developed good writing, speaking/listening, critical thinking/logical reasoning, and problem solving skills.

The University offers pre-law concentrations within each of the Philosophy, Economics, and Political Science baccalaureate degree programs. These concentrations provide the appropriate broad preparation desired by law schools. Students should read the relevant section of this catalog for each discipline for information on the specific pre-law concentration 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 these professional schools do not always require a bachelor's degree, they generally encourage basic preparation and a broad general education. Most students obtain a baccalaureate degree in the natural sciences, e.g., Biology or Chemistry, but other majors are also accepted, provided that the student has completed the required courses for the professional school. Typically, mathematics and computer science (one year each), physics (one year), chemistry (two years), and biology (two years) are required. Courses recommended for CSUB students to satisfy these requirements include:

- BIOL 201, 202, 203, 304, 305;
- CHEM 211, 212, 213, 331, 332, and 333 or 340



- MATH 191 and 192 or 201 and 202
- PHYS 221, 222 and 223 or 201, 202 and 203

Since the admissions requirements vary among the diverse medical programs and institutions, interested students should acquire a list of specific requirements from professional schools of their choice. Sources of information include the Career Development Center, the Walter Stern 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 found at the Department of Biology (SCI I Room 227, 661-654-3089), Department of Chemistry (SCI II Room 273, 661-654-3027), or the Office of the Dean for Natural Sciences & Mathematics (SCI I Room 104, 661-654-3450).

### Undergraduate Certificate Programs

The University offers several undergraduate 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 at CSUB by the four schools and through the Extended University are listed below. A student interested in any of the certificate programs listed below should consult the department or office offering the certificate:

#### Business & Public Administration

- Certificate in Public Administration

#### Education

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

#### Humanities & Social Sciences

- Certificate in Chicano Studies
- Certificate in Children's Literature
- Certificates in Communications (three Options)
- Certificate in Environmental Resource Management
- Certificate in Writing

#### Natural Sciences & Mathematics

- Certificate in Hydrogeology
- Post baccalaureate and post-masters School Nursing Certificate
- Post-master's Family Nurse Practitioner Certificate

**Extended University.** ((661) 654-2427) 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 certificate programs are designed and taught by professionals in the field. Certificate programs currently offered by Extended University include:

- Advanced Family Law
- Attorney Assistant
- Drug and Alcohol Studies
- Geographic Information Systems
- Human Resource Management
- Safety and Risk Management
- Project Management
- Workers' Compensation Law

### GENERAL GRADUATION REQUIREMENTS

**Unit Requirements.** A minimum of 180 quarter units is required, including at least 60 upper-division units.

**Residency Requirements.** Students must complete a minimum of 45 quarter units in resident study at CSUB. At least thirty-six (36) of these 45 units shall be earned in upper-division courses, and at least 18 of those upper-division units shall be earned in the major.

**Academic Scholarship Requirements.** Each student must complete, with a grade point average (GPA) of 2.0 (C) or better: (1) all acceptable university units attempted, including all transfer units, (2) all units counted toward satisfaction of the major requirements; (3) all units counted toward satisfaction of the minor requirements, if applicable; and (4) all units attempted at CSUB. Only courses in which a letter grade (A, B, C, D, F, including pluses and minuses) is assigned are used in computing the GPA. Students cannot graduate with grades of "I," "RP," or "RD" on their record.

**Currency of Courses Requirements.** CSUB students pursuing a baccalaureate degree must satisfy major and minor requirements, including all required cognates and prerequisite courses, within ten (10) years of the date of the award of the baccalaureate 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 faculty in the department or program offering the major and minor. Students should consult their academic advisor about how to demonstrate currency for course work that is completed 10 or more years prior to the anticipated award of the baccalaureate degree. The academic dean responsible for the major or minor program must approve all exceptions to this currency of courses requirement.

**Applicable Catalog for Graduation Requirements.** To maintain rights to a set of catalog graduation requirements, a student must remain in continuous enrollment. "Continuous enrollment" means that the student cannot miss 3 consecutive quarters or two



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consecutive semesters. Summer sessions do not count toward continuous enrollment. Absence due to an approved educational leave shall not be considered an interruption in continuous enrollment, provided the absence does not exceed two years.

The University allows students two options in selecting the catalog for their major and minor requirements. Students may choose either of the following catalogs:

1. the catalog in effect when they began continuous enrollment at the university or college level;
2. the catalog in effect at the time they graduate from CSUB.

Similarly, the University allows students three options in selecting the catalog for their university-wide requirements. Students may choose the following catalog in effect during:

1. the term in which graduation requirements are completed;
2. the term they started course work at CSUB- assuming they have been in continuous enrollment since then;
3. the term they began college-level coursework applicable to the baccalaureate degree, provided they have been in continuous enrollment in regular sessions in any California public university (California State University or University of California) or California community college.

**Declaration of a Major.** Students must declare a major by the time they achieve junior standing, i.e., have 90 quarter units of coursework listed on their transcript, and they must declare the catalog under which they intend to graduate when they file for graduation.

**Credit for Physical Education and General Studies courses.** Students may apply to graduation a maximum of 8 total units of credit earned in PEAK activity courses, General Studies courses, or any approved equivalent courses.

### English and Mathematics Placement Tests and Remediation

**Executive Order 665.** In accord with EO 665 (issued February 1997, revised June 1999), all students requiring developmental (remedial) course work in English and/or Mathematics must complete the courses within one academic year (3 quarters). Students who have maintained a CSUB grade point average (GPA) of 2.0 or higher and have made "good faith effort" to complete required developmental (remedial) course work in English and/or Mathematics may be allowed an additional quarter based upon the

recommendation by the Director of the Student Success and Retention Center (SSRC) and if approved by the AVP of Academic Programs.

**English Placement Test (EPT).** The CSU English Placement Test (EPT) is designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate baccalaureate-level courses. The CSU EPT must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- A score of "Exempt" on the augmented English CST, i.e. the CSU Early Assessment Program (EAP), taken in grade 11 as part of the California Standards Test.
- A score of 550 or above on the verbal section of the College Board SAT taken April 1995 or later.
- A score of 24 or above on the enhanced ACT English Test taken October 1989 or later.
- A score of 680 or above on the re-centered and adjusted College Board SAT II: Writing Test taken May 1998 or later.
- A score of 660 on the writing portion of the SAT Reasoning Test.
- 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.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) written communication requirement, provided this course was completed with a grade of C or better.

### Entry Level Mathematics (ELM) Placement

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

- A score of "Exempt" on the augmented mathematics California Standards Test, i.e., the CSU Early Assessment Program (EAP), taken in grade 11.
- A score of "conditionally exempt" on the augmented CST, i.e. the CSU Early Assessment Program (EAP) plus successful completion of a Senior-Year Mathematics Experience (SYME).
- A score of 550 or above on the mathematics section of the College Board SAT or on the College Board SAT Subject Tests-Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).



- A score of 23 or above on the ACT Mathematics Test.
  - A score of 3 or above on the College Board Advanced Placement Calculus examination (AB or BC) or Statistics examination.
  - Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) quantitative reasoning requirement provided the course was completed with a grade of C or better.
- Students requiring developmental (remedial) course work in English shall be placed in either ENGL 80 or 100, depending upon their score on the English Placement Test (EPT). Students requiring developmental (remedial) course work in Mathematics shall be placed in either MATH 75 or 85, depending upon their score on the Entry Level Mathematics (ELM) Placement Exam.

### UNIVERSITY-WIDE COURSE REQUIREMENTS FOR DEGREE

**Committee on Academic Requirements and Standards (CARS).** This committee will oversee all university-wide academic requirements other than those of majors or minors. It reports to the Academic Affairs Committee of the Academic Senate. University-wide academic committees that will report to this committee include the General Education Area and Theme Committees, the Roadrunner Resources for Undergraduate Success & High-Achievement Committee, the American Institutions Committee (AI), the Graduate Writing Assessment Committee, the Gender, Race and Ethnicity Committee, the Computer and Information Literacy Committee, and the Pre-baccalaureate Committee.

#### University-wide Course Requirements for a Baccalaureate Degree

1. **CSUB 101.** Only required for first-time freshman students and for students transferring in with less than 20 quarter units.
2. **American Institutions.** U. S. History; American Government-US Constitution and California government/politics.
3. **Foreign Language Proficiency.** Satisfied with (i) 2 years high school course work in same language with grades of C, or (ii) passing score on proficiency exam passed.
4. **Gender, Race, and Ethnicity.**
5. **Graduation Writing Assessment Requirement (GWAR).** Satisfied by passing (i) GWAR exam, or (ii) approved GWAR course.
6. **General Education – Lower-division components.**
7. **General Education – Upper-division components.**

#### 1. CSUB 101

This is the first component in the First-Year Experience program. CSUB 101 is a seminar (one version for first-time freshman students and a second version (301) for new transfer and re-entry students) with the following course goals:

1. To acquire knowledge about CSUB and to use that knowledge for academic success;
2. To improve technical skills for academic success; and
3. To increase connections and engagement of students "in transition" with CSUB, i.e., other students, faculty, staff, and administrators.

#### 2. American Institutions Requirement

The California Education Code requires that each student qualifying for graduation with a baccalaureate degree shall demonstrate competence in the areas of United States history and federal, 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 304E, 654-3079) and Political Science Departments (BDC A248, 654-2141). The course in United States government must focus on both the federal government, including the United States Constitution, and the state and local government of California. Some courses may also count toward the discipline-based requirements. Students who have completed their U.S. government course at an institution outside of California will not have satisfied the state and local government requirement and will be required to take an additional course or to pass the applicable examination.

Courses that satisfy the United States history requirement include:

- HIST 231 Survey of US History to 1865
- HIST 232 Survey of US History Since 1865

Courses that satisfy the United States and state/local government requirement include:

- PLSI 101 American Government Politics
- INST 275 Administrative Processes in Government

#### 3. Foreign Language Proficiency

Students must demonstrate competency in a foreign language. They can do so in one of the following ways:

1. Meeting the CSU admissions requirement for first-time freshman students by completing two years of high school coursework in the same language



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with a "C" or better (for international students, this is demonstrated by a high school diploma or equivalent in an non-English language);

2. Passing a CSUB administered foreign language challenge exam at the 101 or higher level.
3. Passing a CSUB Foreign Language course at the 101 or higher level, or equivalent.

### 4. Gender, Race and Ethnicity Requirement (GRE)

As part of its effort to assist its graduates to become well educated and enlightened citizens, to be sensitive and tolerant of diverse beliefs and practices in our contemporary society, and to engage effectively with diverse peoples and cultures, the University requires all students to complete a course focusing on gender, race, and ethnicity prior to graduation.

Courses approved for this equity requirement (Gender, Race, and Ethnicity) can not satisfy either Area or Theme requirements for General Education. Some courses may also count toward the discipline-based requirements. The list of approved CSUB courses is published in the quarterly online Schedule of Classes. CSUB accepts equivalent articulated courses offered at other institutions of higher education. Students with questions about this requirement should discuss them with their advisor or the Dean of Humanities and Social Sciences.

### 5. Graduation Writing Assessment Requirement (GWAR)

In May 1976, the CSU Board of Trustees established a system-wide policy that all degree candidates (bachelor's and master's) must demonstrate writing competence as part of their graduation requirement. Undergraduate students must be upper-division (90 or more quarter units) before they demonstrate competence. Some courses may also count toward the discipline-based requirements.

Both undergraduate and graduate students have two options for meeting this requirement: (1) achieve a score of 8 or higher on a university-wide proficiency examination or (2) receive a grade of "credit" or of "C" or better in any of the following courses: COMM 304, 306 or 311; ENGL 305, 310, or 311; HIST 300; ADM 510; PPA 403.

If you transferred to CSUB from another CSU or from a UC, the Evaluations Office can determine if you have satisfied the upper-division writing requirement at that campus. If you transferred to CSUB from a college or university other than a CSU or a UC, the Evaluations Office may grant a waiver of the GWAR based on your having taken an appropriate course. If

you disagree with their decision, you will have to bring a transcript, a course description, and proof of your upper-division standing to the Composition Office in FT 102D showing you have earned a grade of C or higher in an upper-division writing course equivalent to one of the CSUB GWAR courses (NOT just a writing-intensive course, but a course that focuses on writing instruction and the development of writing skills).

The university-wide proficiency examination, open to all students who have earned at least 90 quarter units of undergraduate college credit and have completed ENGL 110 (the Basic Subjects requirement in English) or its equivalent with a grade of "C" (2.0) or higher, is given at least three times a year. Information concerning dates and registration for the examination can be obtained from the Testing Center (654-3373). Students will be required to provide evidence (printout of transcript or degree evaluation) to verify upper-division standing and completion of ENGL 110 (or the equivalent) with a grade of "C" or higher prior to registering for the examination. Eligible students may attempt the examination more than once.

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 GWAR. These arrangements will be made in such a manner as to assure that the English competence of handicapped students be tested and not the limitations imposed by their disabilities. Examination results will be mailed to each registrant who completes the examination. Results will be sent to the addresses registrants provide on the day of the examination.

Brochures with more information on the GWAR may be obtained from the Testing Center, the Campus Composition Office (FT 102B, 654-3083), the Department of English (FT 202A, 654-2144), the Academic Programs Office (EDUC 242, 654-3420), and all school deans' offices.

### 6. 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 in writing, speaking, and listening in the English language, in critical thinking and logical reasoning, and in quantitative reasoning;
2. provide students with a breadth of exposure to mathematics, life and physical sciences, arts and humanities, and social and behavioral sciences;
3. provide students with an in-depth exposure to themes of importance in the modern world-natural



- science and technology, arts and humanities, and social and behavioral sciences;
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 perceptions, ideas and values;
  6. give students an international and multicultural perspective on issues and problems confronting human society and the natural world; and
  7. facilitate the process of ethical development and responsibility at the personal, interpersonal, and societal levels.

**Curriculum of General Education.** 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 into four broad subject areas (Areas A-D). Some courses may also count toward the discipline-based requirements. Typically, 60 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 by California community colleges and completion through the Intersegmental General Education Transfer Curriculum (IGETC). 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 12 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 at CSUB and after the student achieves upper-division status, i.e., completes 90 quarter units. These courses are designed to give students a more in-depth exposure to topics not fully covered in introductory, lower-division courses. Some courses may also count toward the discipline-based requirements. 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

#### Area A: Communication in the English Language

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

- A1. One course in speaking (with emphasis on public speaking) and listening (must be completed with a grade of "C" (2.0) or higher)
- A2. One course in writing and reading (must be completed with a grade of "C" (2.0) or higher)
- A3. One course in writing-intensive critical thinking and logical reasoning (must be completed with a grade of "C" (2.0) or higher)

#### Area B: Mathematics, Life and Physical Sciences

Thirteen to seventeen (13-17) quarter units in Mathematics, Life and Physical Sciences.

- B1. One lecture course in life sciences
- B2. One lecture course in the physical sciences
- B3. One related science laboratory in life sciences or physical sciences
- B4. One course in mathematics (must be completed with a grade of "C" (2.0) or higher)

#### Area C: Arts and Humanities

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

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

#### Area D: Social and Behavioral Sciences

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

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

### Part 2: Upper Division Component

Students must complete in residence at CSUB a minimum of 12 quarter units from coursework approved for upper-division general education credit. Students can enroll in this coursework only after they have achieved upper-division status, i.e., completed 90 quarter units, and have completed the lower-division requirements in Area A, Communication in the English Language, and B4, Quantitative Reasoning. In addition, students must have completed the



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respective Areas related to each Theme-Area B for Theme 1, Area C for Theme 2, and Area D for Theme 3.

**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

Thematic courses may have specific lower-division prerequisites that must be completed prior to enrollment in the thematic course. One of the three thematic courses may be taken as an optional credit, no-credit. All thematic courses have a significant writing assignment in addition to classroom examinations. Students may satisfy two of these thematic requirements by taking a specially designed interdisciplinary course (minimum of eight quarter units) taught by faculty representing two of the thematic areas. Thematic courses shall NOT be used to satisfy lower-division Area requirements or the Gender, Race, Ethnicity (GRE) Requirement.

### **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 issues regarding the impact of human activities 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 communications, linguistics, literature, history, philosophy, religion, and/or artistic expression of ideas. Students are expected to learn how different methods of inquiry can be used to convey perspectives on the human condition. Through the study of language, culture, and the arts in different times and places, students should gain a greater understanding of diverse cultures and their development over time. In a substantial research assignment, students will demonstrate their ability to critically analyze and interpret evidence and incorporate scholarly resources.

### **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.

## POLICIES FOR GENERAL EDUCATION

1. Students must complete the four areas and three 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 in residence 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 upper division status, i.e., 90 quarter units. These courses can NOT be double-counted toward lower-division area requirements or the Gender, Race, Ethnicity (GRE) requirement.
3. Lower-division general education and upper-division theme courses may be double-counted for the major, minor, cognate, foundation, or American Institutions requirements.
4. Waiver Exams: The requirements for subareas A1, A2, A3, and B4 may be satisfied by a test designed specifically for that requirement. The exams for subarea A1 are scheduled once each quarter by the Academic Programs Office (EDUC 242). Exams for subareas A2, A3, and B4 are available through the Testing Office. Exams cost \$10.00 each.
5. Students earning degrees in Biology, Chemistry, Computer Science, Geology, Mathematics, Nursing, and Physics have the Theme 1 requirement waived by their senior seminar.
6. The US Constitution/CA State and Local Government course fulfills the requirement for subarea 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. The AVP of Academic Programs acts on all such petitions. Information regarding course substitutions can be obtained from the Office of Services for Students with Disabilities.

**Demonstrating Competency in the "Basic Skills" (Areas A and B4).** Because the four basic skills requirements (speaking, writing and reading, critical/ logical thinking, 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 and in a timely fashion. Acquiring the skills may be accomplished by satisfactorily completing a course or courses in the particular areas or by passing challenge examinations or by passing waiver exams available for each area.



The University requires students to demonstrate basic skills competency within a specified number of units.

1. Students who begin their CSUB studies with less than 30 quarter units are required to:
  - a. Complete Area A2 within the first 45 quarter units at CSUB;
  - b. Complete Areas A1 and A3 within the first 60 quarter units at CSUB;
  - c. Complete Area B4 within the first 75 quarter units at CSUB.
2. Students transferring with 30 or more quarter units are required to:
  - a. Complete Areas A1, A2, and A3 within the first 45 quarter units at CSUB;
  - b. Complete Area B4 within the first 60 quarter units at CSUB.

**Certification of General Education.** The University accepts full certification of lower-division General Education (57 quarter units) or partial certification by Area (A, B, C, or D) from California Community Colleges, other CSU campuses, and other institutions of higher education that have negotiated agreements with the CSU. 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. It is the student's responsibility to request the community college, other CSU, or other institutions of higher education to send the certification to the Evaluations Office at CSUB.

**Intersegmental General Education Transfer Curriculum (IGETC).** CSUB participates fully in the IGETC system. Students who have completed an IGETC program at a California community college or other participating institutions should ask the last institution attended to submit an IGETC completion form to the Evaluations Office at CSUB.

### PETITIONS FOR WAIVER OR SUBSTITUTION REGARDING GENERAL EDUCATION

**Transfer Students.** In unusual circumstances, transfer students may petition for a waiver from a specific General Education requirement by providing appropriate justification and demonstration of means by which the student has acquired the knowledge for that requirement. Petitions must be submitted to the Dean's Office of the school which is responsible for the specific requirement.

**Students with Disabilities.** Students with documented learning disabilities may petition for substitution of course(s) for specific General Education requirements. Students must be registered with Services for Students with Disabilities (SA 140, 654-3360) and undergo a review by a certified staff member for recommendation of any substitution. All recommendations are reviewed and approved by the AVP of Academic Programs (EDUC 242, 654-3420).

**Upper-Division Students Who Have Broken "Continuous Enrollment".** Upper-division students who have broken "continuous enrollment" (see Applicable University Requirements page 57) may discover that the General Education requirements have changed upon their re-admission to CSUB. If these changes cause serious hardship for the student in terms of additional courses needed to complete the new requirements, these students have an opportunity to petition to the Academic Petitions Committee (APC) for return to the catalog in effect at the time the student stopped attending CSUB. Students desiring to submit such a petition to the APC can get information regarding the specific content and format of the petition at the AVP of Academic Programs (EDUC 242, 654-3420).

### ADMISSION TO THE UNIVERSITY AS AN UNDERGRADUATE STUDENT

**First-Time Freshman Students.** Generally, first-time freshman applicants will qualify for regular admission to the California State University if they meet the following requirements:

1. graduated in the upper 1/3 of the graduating high school class,
2. have a qualifiable minimum 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 below).

**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.

- 2 years of social science, including 1 year of U.S. history, or U.S. history and government.
- 4 years of English.
- 3 years of math (algebra, geometry and intermediate algebra).
- 2 years of laboratory science (1 biological and 1 physical, both must include laboratory instruction).



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- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence).
- 1 year of visual and performing arts: art, dance, drama/theater, or music.
- 1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other courses approved and included on the UC/CSU "a-g" list.

### Admission Status of Students

#### 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

Classified	Admitted by a specific credential or certificate program for the purpose of enrolling in a post-baccalaureate credential or certificate program, subject to prerequisites
Unclassified	Admitted by the university since the student holds an acceptable baccalaureate degree or has completed equivalent academic preparation, or admitted by "Special Action". Admission as a post-baccalaureate unclassified student does NOT constitute admission to any specific graduate program or post-baccalaureate credential or certificate program.

#### Graduate

Classified	Admitted by a specific graduate program for the purpose of enrolling in an authorized graduate degree curriculum by meeting all requirements for admission. Classified graduate students may enroll in all graduate courses.
Conditional	Admitted by a specific graduate program for the purpose of enrolling in an authorized graduate degree curriculum, but the student must remedy identified deficiencies, such as prerequisite preparation, within a specified time period. Normally, "Conditional" graduate students are not allowed to enroll in 600-level courses.

### Registration Status of Students

Continuing	Student is enrolled in regular programs in the previous quarter, or a student is 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

### Class Level of Students

Freshman	44-1/2 or fewer quarter units
Sophomore	45 to 89-1/2 quarter units
Junior	90 to 134-1/2 quarter units
Senior	135 or more quarter units
Post-Baccalaureate	Possesses acceptable baccalaureate or advanced degree; may be admitted to a credential or certificate program, but is not admitted to a graduate degree curriculum.
Graduate	Formally admitted to a graduate degree curriculum.

**Quarter Unit.** One (1) quarter unit of credit normally represents one hour of in-class work and 2-3 hours of outside study per week. One (1) semester unit of credit is equivalent to one and one-half (1 1/2) quarter units. Conversely, one (1) quarter unit of credit is equivalent to 2/3 semester unit.

**International Student Program (ISP).** The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. temporary visas as students, exchange visitors, or 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 each important considerations for admission. Academic records from foreign institutions must be on file before 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 majors or programs with limited openings.



The International Students and Programs Office (MB2 211, 654-2014) provides a host of services for international students enrolled in classes at CSUB, including:

- a. Responding to inquiries from all prospective international students.
- b. Maintaining close contact and follow-up with international student applicants.
- c. Providing academic and social-cultural orientation for new international students, including meetings with the Friendship Partners, a community group interested in assisting international students.
- d. Providing pre-departure orientation for students returning home at the end of their studies.
- e. Scheduling workshops to provide updated information on immigration issues, academic policies and procedures, cultural and social adjustment to life in the US, resume and job interview preparation, etc.
- f. Providing general assistance to international students with academic, immigration, and personal issues.
- g. Providing initial academic advising for lower-division international students.
- h. Advising/assisting the International Student Club to plan campus events and social activities.

All international students should contact the office for International Students and Programs upon their arrival at CSUB.

**Transfer Status.** Students who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower division transfer students. Students who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper division transfer students. Students who complete college units during high school or in the summer immediately following high school graduation are considered first-time freshmen and must meet those admission requirements. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses and accepted as such by the campus to which the applicant seeks admission.

**Lower Division Transfer Requirements.** Generally, applicants will qualify for admission as a lower division transfer student if they have a grade point average of at least 2.0 (C or better) in all transferable units attempted, are in good standing at the last college or university attended, and satisfy any of the following standards:

1. Will meet the freshman admission requirements (grade point average and subject requirements) in effect for the term for which they are applying (see "Freshman Requirements" section); or

2. Were eligible as a freshman at the time of high school graduation except for the subject requirements, and have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subjects.

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

**Re-Entry Students.** Returning students in good standing must apply for re-entry if absent for more than two full consecutive 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 for each institution) 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 Dismissal status should refer to the section on "Readmission of Disqualified Students" in the Academic Regulations portion of the catalog.

## EVALUATION AND ACCEPTANCE OF TRANSFER CREDIT

After a person has been accepted for admission as an undergraduate transfer student, the Evaluations Office of Admissions and Records (SA 104, 654-2258) will evaluate all 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 (see Applicable University Requirements page 57). These evaluations are conditional and are subject to revision 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.

**Lower Division Transfer Pattern (LDTP).** Executive Order No. 918 established the development of the lower-division transfer patterns by major as one element of a graduation initiative adopted by the CSU Board of Trustees in January 2003. This initiative consists of three parts: (1) increasing the academic preparation for college, (2) clarifying and improving the community college transfer process, and (3) identifying a clear path to the degree for matriculated students. Because the CSU annually enrolls over 60 percent of all California Community College students



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who transfer to a four-year college in California, it is imperative that a clear path to the degree be identified for California Community College transfer students.

To ensure that students planning to transfer to the CSU can earn a baccalaureate degree in the most direct manner without losing credits for courses taken at a California Community College, Title 5 requires the establishment, for each high-demand major, of a lower-division pattern of community college courses that will advance students toward graduation at any CSU campus offering the major. A CSU campus may then identify additional course requirements it considers necessary to prepare the students for upper-division study in that major. Together, the systemwide and campus-specific patterns will (1) help identify a clear path to the baccalaureate degree for California Community College transfer students, (2) grant priority admission to those who complete the lower-division transfer pattern by major, (3) protect against the loss of credit by ensuring that California Community College students interested in transferring to the CSU will not take courses that are not required for graduation and can identify which courses will bring them closer to graduation in minimal time, (4) maximize access to CSU campuses and programs, (5) simplify student advising, and (6) provide a basis for California Community College transfer degrees and programs.

1. **CSU System-Wide Course Pattern.** The "CSU systemwide lower-division transfer pattern by major" means a set of lower-division curricular specifications comprising at least 45 baccalaureate-level semester (67.5 quarter) units but no more than 60 baccalaureate-level semester (90 quarter) units that will be accepted at every CSU campus offering a program leading to a baccalaureate degree with that major.
2. **CSUB Campus-Specific Course Pattern.** "Campus-specific lower-division transfer pattern by major" means a set of lower-division curricular specifications beyond the systemwide lower-division transfer pattern by major, comprising units that will be accepted at CSUB, for its baccalaureate degree programs.

**Credit from a California 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 quarter units of community college work may be used to fulfill course requirements but do not carry unit credit towards total units required for the

baccalaureate degree. No upper-division credit may be allowed for courses completed at a community college.

**Credit from an Accredited 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.

**Credit from a Non-Accredited College or University.** Credits earned in non-accredited colleges may be accepted upon review and recommendation by respective faculty for each course and approval by the appropriate dean(s).

**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) must 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 must be filed with the Admissions Office during the admissions process.

**Subsequent Enrollment.** 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 the appropriate department chair, school dean, and the AVP of Academic Programs before enrolling in such courses.

## ACADEMIC POLICIES AND PROCEDURES

**Declaring a Major or Changing a Major.** All students are encouraged to declare a major in a discipline area, or a Special Major if applicable, as soon as possible so that they can be advised by a faculty member from that discipline. In addition, the earlier that the student declares a major, the sooner the student can develop a comprehensive program of study for the



baccalaureate degree. All students are required to declare a major by the time they achieve junior status, i.e., have completed 90 quarter units.

If a student decides to change his/her major, it is the student's responsibility to submit a formal "Change of Major" form to Admissions & Records (SA 103, 654-2147).

**Academic Advising.** The assignment of the faculty advisor is normally made by the Department Chair. All freshman students with less than 45 quarter units will be required to meet with an advisor prior to registering for courses each quarter. The faculty are trained to provide accurate information and helpful advice regarding university-wide requirements, major and minor requirements, and career opportunities within the discipline.

Students who have not yet declared a major should meet regularly with a trained staff member from The Student Success and Retention Center (SSRC). Students who are required to enroll in developmental courses for English and/or Mathematics will be "tracked" and advised by the Coordinator for the Roadrunner Academic Achievement Program (RAAP). The RAAP Coordinator is a staff member of The Student Success and Retention Center (SSRC).

Students who have been placed on "academic probation" or "subject to dismissal" status will be required to meet with the SSRC Director until the student achieves "good academic standing." In addition, any student granted "re-instatement" following "academic dismissal" will be required to meet with the SSRC Director.

The staff at the SSRC is available for academic advising to all students, not just students who have not yet declared a major. Regardless of class level or major, all students are encouraged to meet with their advisors every quarter. Advising is particularly important prior to registration, not only for selecting courses for the coming quarter but also to verify whether the student is on track regarding his/her program of study toward the baccalaureate degree. Regular meetings with the faculty advisor also provide the student with the opportunity to ask questions about the scheduling of needed courses, availability of specific instructors, internships, career plans, employment opportunities, etc. These meetings also provide the faculty advisor with the opportunity to become better acquainted with the student and his/her academic performance, progress toward degree, and career interests, so that the advisor may be able to provide more detailed and helpful letters of

recommendation when requested. The SSRC professional staff can answer questions about many of the university's programs.

The SSRC advising system is designed to insure that all students obtain the information they need to meet their educational objectives. If a student finds that the system is not working, however, he/she can receive emergency assistance from the Division of Enrollment Management (SA 104, 654-2160).

**Registration.** Registration is the final step in the matriculation process. When students have been admitted to the University and have determined which courses they should take to meet specific requirements for their baccalaureate degree, they are ready for registration.

Details of registration procedures are available online before registration each quarter. No student should attend classes until his or her registration has been completed. Registration is complete only when all official documents are properly filed, and all outstanding fees and deposits are paid or arrangements for a payment plan are completed. Students may not receive credit in any course for which they have not completed registration.

#### **Online Registration & Student Information.**

Students are encouraged to register for courses and review their academic records online via their "myCSUB" account. The "myCSUB" student center offers the following options:

1. Registration
  - Registering for classes
  - Dropping and Adding classes
  - Verifying current and past schedules
  - Checking availability of courses
2. Student Records
  - Accessing unofficial transcripts
  - Viewing an up-to-date degree audit
  - Viewing quarter-by-quarter grades
  - Reviewing account history, charges, and payments
  - Checking current address and biographical information on file

#### **Full-Time and Part-Time Student Classification**

##### **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 or graduate students registering for 8 quarter units or more of credit.



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3. For all other purposes, undergraduate students registering for 12 quarter units or more of credit or graduate students registering for 8 quarter units or more of credit.

### Part-Time

Undergraduate students registering for less than 12 quarter units of credit or graduate students registering for less than 8 quarter units of credit, except as noted above.

### Course Load and Changing Course Load

**Course Overload.** A student is normally permitted to enroll in a maximum of 19 units. Loads in excess of 19 units are not permitted for first-quarter CSUB students. A student with a CSUB grade point average 2.50 or above may request permission to carry more than 19 units per quarter by petition to the dean of the school for his/her major. A full-time student with a CSUB grade point average of 3.30 or better may carry more than 19 units without petition.

**Open University Enrollment.** Concurrent enrollment in regular CSUB courses by non-matriculated students is on a space available basis through Open University with the Division of Extended Studies. Courses carry extension credit. No more than 36 quarter units of Open University coursework can be applied towards a baccalaureate degree and no more than 13 quarter units can be applied toward a master's degree.

**Enrollment.** A student at CSUB who desires to enroll for concurrent work at another institution or through Extended University at CSUB must file a petition with the Director of Admissions and Records (SA 107, 654-2160). A student for whom the total units resulting from concurrent enrollment in courses at CSUB and courses from another institution, including Extended University at CSUB, would exceed the 19-unit load, must have approval via a petition to the dean of the student's major in accord with the University's policy for Course Overload.

### Changing Course Registration

Each student is responsible for all changes made to his/her official schedule of classes, i.e., adding courses, dropping courses (except for instructor initiated drop, see below), or complete withdrawal from the university.

**Adding Courses.** Students may add courses that are "open" either in person at the Records Office or using the online Web-based registration system until the end of the first week of the term. For courses that are "closed" and for all courses after the first week of

classes, students must file an Add Form with instructor signature(s) with the Records Office (SA 103). Add Forms are available in the Records Office and in all the school deans' offices.

**Dropping and Withdrawing From Courses.** It is the responsibility of students to attend each class meeting of the courses in which they are enrolled. Students absent from any class meeting are responsible for personally contacting the instructor by the next class meeting. In addition, as a courtesy to other students waiting to get into classes as well as a courtesy to the faculty, students who decide to drop a class should notify the instructor immediately. However, it is still the student's responsibility to drop online or to submit the "Drop Request Form" to the Admissions and Records Office.

- a. Dropping classes during the first three weeks. Students may only drop classes during the first three weeks of the term. There is no penalty for such an action; the dropped course(s) will not appear on the transcript.
- b. Withdrawing from classes during week 4 through week 7. Students are permitted to withdraw from classes during this period only for serious and compelling reasons that make it impossible for the student to complete course requirements. "Serious and compelling reasons" include documented accident or serious illness, job change, or serious family and/or psychological reasons. Failing or performing poorly in a class is not an acceptable "serious and compelling" reason. Students must secure a withdrawal request form from the Records Office. The signatures of the instructor and the department Chair of each course being dropped are required. The completed drop form is then returned to the Records Office for processing and a grade of "W" will appear on the transcript. Grades of "W" do NOT affect a student's GPA.

**Limit on number of units of "W" grades.** Beginning with the fall 2009 term, the University will limit the number of units of such withdrawals from classes per Executive Order 1037. Any "W" grades assigned prior to the beginning of the fall 2009 term will not count against this limit. CSUB students will be limited to a total of 28 quarter units of "W" grades. The limit applies only to courses taken at CSUB (main campus and Open University). Additionally, "W" grades assigned during the 4<sup>th</sup> – 7<sup>th</sup> weeks for documented and verified "accident or serious illness" are not counted against the limits. Students can submit a request to the Academic Petitions Committee (Academic Programs office) to be allowed additional



"W" units beyond the 28, but such petitions will only be approved in cases in which the student presents convincing evidence that such consideration is merited.

**Withdrawal From The Term Policy.** Withdrawal from the university for the term may occur in two periods during the quarter: (1) After the 3rd week of instruction and through to the 7th week; and (2) After the 7th week of instruction.

Authorization to withdraw from the term shall be granted only for the most serious and compelling reasons. "Serious and compelling reasons include documented accident or serious illness, job change, or serious family and or psychological difficulties or other factors beyond the student's control." Such reasons must be documented by the student. Poor academic performance or poor attendance is not evidence of a serious and compelling reason for withdrawal.

For the period after the third week of instruction and up through the seventh week, approval of the instructor and advisor is required. If the student is on financial aid, the approval of the Financial Aid Office is required. The request for withdrawal must state the reason for the withdrawal.

Withdrawals from the term shall not be permitted after the seventh week of instruction except in cases, appropriately documented, such as accident or serious illness, job change or serious family and or psychological difficulties where the assignment of an Incomplete is not practical and the need for withdrawal is clearly beyond the student's control. Ordinarily, withdrawals in this category will involve total withdrawal from the university except that credit and/or an incomplete grades may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made. Secure a Complete Withdrawal From Term Request form from the Records Office. Clearance signatures are required from:

1. Instructor(s) of the course(s)
2. Department Chair or Dean of one of the courses
2. Cashier's office
3. Financial Aid Office
4. AVP for Enrollment Management

The completed form is then returned to the Records Office for processing.

"W" grades assigned as part of complete withdrawals do not count against the limits.

## COURSE INFORMATION

### Course Numbering System

- |                |  |
|----------------|--|
| <b>1- 99</b>   | Courses which carry no-credit toward a degree or a credential.   |
| <b>100-199</b> | Lower-division courses designed as freshman level, but also open to other students.  |
| <b>200-299</b> | Lower-division courses designed as sophomore level, but also open to other students.   |
| <b>300-399</b> | Upper-division courses designed as junior level; may be opened to "advanced" lower-division students under special circumstances with prior approval.  |
| <b>400-499</b> | Upper-division courses designed as senior level, not open to lower division students and may be used for post-baccalaureate or graduate credit with prior approval.  |
| <b>500-599</b> | Graduate courses open to "advanced" seniors, credential candidates, and graduate students.   |
| <b>600-699</b> | Graduate courses designed primarily for Classified graduate students.  |
| <b>700-799</b> | 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. |
| <b>800-899</b> | Courses receiving Continuing Education Units (CEU's) designed for re-licensure requirements. Credit for these courses not applicable to degrees.   |
| <b>900-999</b> | Courses designed for professional groups seeking vocational improvement or career development. Credit for these courses not applicable to degrees or credentials.  |

**Course Units.** Most courses at CSUB are based upon the 5-quarter unit model. However, courses may also be designed for other numbers of quarter units. For courses taught in a lecture mode, there will be 50 minutes per week of instruction for each unit of credit, so a 5-unit lecture course will have 250 minutes of instruction per week. Courses with laboratories or other non-lecture components will either have that component integrated into the course structure or the lecture and other component might have separate course numbers. The time per week for non-lecture modes of instruction varies depending on the type of non-lecture component and on the course.



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**Class Schedule.** Each term the University prepares a searchable Schedule of Classes online. The University also prepares each term an online Academic Information and Policies document with information about the registration schedule, registration procedures, fees, and other pertinent information about university resources available to the student.

**Class Meetings.** Classes meet at the time and place indicated in the online Schedule of Classes. Except in cases of emergency, all changes will be updated online and/or announced by the course instructor prior to subsequent class meetings. Information on any rescheduled class session may be secured from the office of the appropriate School Dean.

**Instructor Initiated Drop Policy.** If a course is regularly fully enrolled and the instructor maintains a waiting list, the course instructor has the right to request that the course be designated as an Instructor Initiated Drop Course. That request needs to be made to the AVP of Academic Programs (EDUC 242, (661)654-3420). If the course is so designated, then students who have not attended for three (3) consecutive class sessions during the first two weeks of the term can be administratively dropped from the class in order to add students from the waiting list. Except for the courses so designated, students will not be automatically dropped from classes due to nonattendance.

**University Absence Policy.** Responsibilities regarding student absences are as follows:

- The University's responsibility is to facilitate learning, and to provide an environment conducive to student learning.
- The student's responsibilities include attending classes to facilitate their learning and evaluating the impact of absences on their academic success. Students must recognize that class attendance and participation are critical to their learning and in many cases are essential to the educational goals of the course.
- The responsibility of the faculty is to establish specific attendance regulations and make-up policies that will maximize student learning, while avoiding penalties, where practical and possible, for university-related absences.
- The responsibility of advisors is to assist students in choosing classes that will maximize their opportunity for class attendance.
- There are occasions when students must miss classes due to university sponsored obligations such as intercollegiate athletic competitions or student research presentations. It is the responsibility of the sponsoring programs to provide, on the first day of classes, written documentation in the form of a

memorandum to the affected instructors naming the students and identifying expected dates for student absences. Sponsoring programs are to be reasonable in their expectations, with an understanding that the students are at the University for academic reasons first and foremost. If unexpected scheduling changes occur, the sponsor will provide the student with a revised memorandum to be given to instructors as soon as possible.

When students must miss class, it is their responsibility to inform faculty members of the reason for the missed class (documentation may be required) and to arrange to make up any missed assignments, exams, quizzes, and class work, to the extent that this is possible. Excusable absences include, but are not limited to:

- Illness or injury to the student
- Death, injury, or serious illness of an immediate family member
- Religious observances (per the California Education Code section 89320)
- Military or other Government obligation
- University sanctioned or approved activities, such as artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic competitions, student government conferences, required class field trips, etc. Extra-curricular activities associated with campus organizations/clubs that are not part of an academic program do not qualify for excused absences.

Faculty are expected to make reasonable accommodations for excused student absences, provided there is not an unreasonable number of such absences (as per course instructor) during the quarter, and provided that make-up work can be accomplished without substantial additional time or resources from the academic department or instructor. All parties must recognize that not all learning activities and exercises during class times can be made up, and therefore students may not be able to make up missed work.

This University Absence Policy will be disseminated to faculty, students, school Deans, advisors, the Athletic Director, the Faculty Athletic Representative, coaches, and through appropriate university documents.

**Out-of-Class Preparation.** Course instructors generally structure their courses so that the "average" student will need to devote 2-3 hours outside of class each week for each unit of course credit. In other words, students should expect to spend 10-15 hours outside of class each week for a 5 unit class in completing assigned readings, performing library or



internet searches, doing homework assignments, writing papers or reports, studying for quizzes/exams, etc.

**Student Opinionnaire on Courses and Instruction (SOCI).** Students enrolled in each regular non-seminar class are asked to fill out anonymous questionnaires which report their assessment of the course content and the instruction in that class. The Student Opinionnaire 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. Faculty use the student feedback to make systematic adjustments in their courses to better serve our students. Faculty committees and university administrators use the SOCI as one mechanism to assess faculty performance in teaching for Retention, Tenure, and Promotion (RTP) for probationary tenure-track faculty, for post-tenure review of tenured faculty, and for performance review of temporary faculty.

### COURSE GRADING SYSTEM

Grade Symbol	Explanation	Grade Points / Course 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 .....	Withdrawal .....	No Effect
I .....	Incomplete .....	No Effect
IC .....	Incomplete-Charged .....	0
CR .....	Credit .....	No Effect
NC .....	No-Credit .....	No Effect
RD .....	Report Delayed .....	No Effect
AU .....	Audit .....	No Effect
RP .....	Report in Progress .....	No Effect
WU .....	Unauthorized Withdrawal .....	0

Grade point averages (GPA) are computed by dividing the total number of grade points earned by the total number of units attempted. Only units and grade points earned by a student while enrolled at CSUB are used to compute the CSUB GPA. Both the CSUB GPA and the overall GPA are used to determine academic standing.

**Letter Grades.** The assignment of letter grades for each course is the responsibility of the course instructor.

**Change of Final Course Grade.** 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.

### Non-Letter Grade Symbols

**AU (Audit).** Admitted students may file a request with the Office of Admissions and Records (SA103, 654-3036) to audit a course. An auditor does not receive baccalaureate credit for the audited course. Enrollment as an auditor is subject to permission of the instructor provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested no later than the last day to add classes in that term. A student who is enrolled for credit may not change to audit after the first week of instruction. 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 judgment of the instructor, the student has attended enough class meetings to receive a grade of "AU"; otherwise, a "W" is recorded.

**CR, NC (Credit, No-Credit).** These symbols are used in courses where letter grades are not deemed appropriate. Credit, no-credit registration is also used for all students enrolled in courses numbered 0-99 that do not count toward the baccalaureate degree, and in some performance courses such as Music and Theatre where participation is the key component. Finally, most Independent Study and Directed Research courses are graded on a credit, no credit basis, since accomplishment of a specified amount of work is the content of such courses. A "CR" or "NC" is not used in calculating grade point average or progress points.

A student desiring to enroll in a course on an optional credit, no-credit basis must obtain from the Records Office (SA 103, 654-3036) the appropriate form. This form requires the advisor's signature and, if a student



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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 optional credit, no-credit grading and letter grading up to the 15th instructional day (Census Day). A grade of "CR" will be awarded for work of "C" (2.0) or better; the grade "NC" will be awarded for the grade of "C-" (1.7) or below.

Courses taken on an optional credit, no-credit basis may not be counted toward major, minor, concentration, or cognate requirements for the baccalaureate degree. Ten (10) units of optional credit, no-credit course work can be used in meeting the General Education requirements. Up to a maximum of 45 units of credit, no-credit course work (including optional credit, no-credit) completed at CSUB may be counted toward a baccalaureate.

**I (Incomplete - Authorized).** The symbol "I" (Incomplete Authorized) indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. A formal Petition for Incomplete Grade must be signed by the instructor and filed with the Records Office. An "I" is not used in calculating grade point average or progress points. A final grade is assigned when the work agreed upon has been completed and evaluated.

An "I" must normally be made up within one quarter immediately following the end of the term during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. The student is not permitted to re-enroll in the course until the incomplete grade is removed and a final course grade is processed. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student's record after the calendar year deadline.

**IC (Incomplete Charged).** The "IC" symbol is used when a student who received an authorized incomplete ("I") fails to complete the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade (F) for grade point average and progress point computation.

**RD (Report Delayed).** The "RD" symbol is used where a brief delay in the reporting of a grade is due to circumstances beyond the control of the student. The symbol may be assigned by the registrar only and, if assigned, shall be replaced by a substantive grading symbol as soon as possible. An "RD" is not used in calculating grade point average or progress points. Students shall not be re-enrolled in a course for which they have an outstanding "RD" grade. The Records Office shall notify both the instructor of record and the department chair within one week of the assignment of RD grades.

**RP (Report in Progress).** The "RP" symbol is used in connection with courses that extend beyond one academic term, normally Independent Study, Directed Research, and master's thesis or project. It indicates that work is in progress and that the progress has been judged satisfactory, but that the assignment of a final course grade must await completion of additional work. Students shall not be re-enrolled in a course for which they have an outstanding "RP" grade. Work must be completed within one year; theses or projects for master's degrees may be authorized for a maximum of two (2) years as long as the delay does not exceed the overall time limit for completion of the master's degree requirements. Any extension of time limits must receive prior authorization by the appropriate school dean and, for master's degree theses and projects, by the AVP of Academic Programs.

**W (Withdrawal, authorized).** The "W" symbol indicates that the student was authorized to withdraw from the course after the third full week of class instruction with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points. 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 practical. Ordinarily, withdrawals during the last three weeks of the quarter involve Complete Withdrawal from the University.

**WU (Unauthorized Withdrawal).** The "WU" symbol indicates that an enrolled student did not formally withdraw from the course and also failed to complete course requirements. It is used when, in the judgment 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, the "WU" symbol is equivalent to an "F."



## ACADEMIC STANDING

The students' academic standing is determined by the quality of their academic performance and progress toward their degree objective. Academic standing is determined by a progress point scale based on the grade point computation for letter grades.

**Dean's List.** A full-time, undergraduate student, carrying at least eight (8) units of letter-graded work during the quarter, who earns a GPA of 3.25 or above in that quarter will be placed on the Dean's List.

**Good Academic Standing.** Good Academic Standing indicates that a student is eligible to continue in attendance at CSUB and is not under academic probation/disqualification or disciplinary probation/suspension/ expulsion from the University.

**Academic Probation and Disqualification.** Any undergraduate student with a CSUB GPA or overall GPA falling below 2.00 shall be placed on Academic Probation. In accord with Executive Order 1038, each class level (freshmen, sophomore, junior, and senior) shall have separate criteria for determining academic standing.

**Freshman Students (44.5 or fewer quarter units)**

- a. Students on Academic Probation and for which the smaller of the CSUB GPA and overall GPA is 1.75 through 1.99 in the subsequent term shall remain on Academic Probation.
- b. Students on Academic Probation shall become Subject to Dismissal when the smaller of the CSUB GPA and overall GPA falls below 1.75.
- c. Students Subject to Dismissal for which the smaller of the CSUB GPA and overall GPA is 1.50 through 1.74 in subsequent term shall remain Subject to Dismissal.
- d. Students Subject to Dismissal shall be Academically Disqualified when the smaller of the CSUB GPA and overall GPA falls below 1.50.

**Sophomore Students (45 - 89.5 quarter units)**

- a. Students on Academic Probation and for which the smaller of the CSUB GPA and overall GPA is 1.85 through 1.99 in the subsequent term shall remain on Academic probation.
- b. Students on Academic Probation shall become Subject to Dismissal when the smaller of the CSUB GPA and overall GPA falls below 1.85.
- c. Students Subject to Dismissal for which the smaller of the CSUB GPA and overall GPA is 1.70 through 1.84 in the subsequent term shall remain Subject to Dismissal.
- d. Students Subject to Dismissal shall be Academically Disqualified when the smaller of the CSUB GPA and overall GPA falls below 1.70.

**Junior Students (90 - 134.5 quarter units)**

- a. Students on Academic Probation and for which the smaller of the CSUB GPA and overall GPA is 1.92 through 1.99 in the subsequent term shall remain on Academic probation.
- b. Students on Academic Probation shall become Subject to Dismissal when the smaller of the CSUB GPA and overall GPA falls below 1.92.
- c. Students Subject to Dismissal for which the smaller of the CSUB GPA and overall GPA is 1.85 through 1.91 in the subsequent term shall remain Subject to Dismissal.
- d. Students Subject to Dismissal shall be Academically Disqualified when the smaller of the CSUB GPA and overall GPA falls below 1.85.

**Senior Students (135 or more quarter units)**

- a. Students on Academic Probation and for which the smaller of the CSUB GPA and overall GPA is 1.97 through 1.99 in the subsequent term shall remain on Academic probation.
- b. Students on Academic Probation shall become Subject to Dismissal when the smaller of the CSUB GPA and overall GPA falls below 1.97.
- c. Students Subject to Dismissal for which the smaller of the CSUB GPA and overall GPA is 1.95 through 1.96 in the subsequent term shall remain Subject to Dismissal.
- d. Students Subject to Dismissal shall be Academically Disqualified when the smaller of the CSUB GPA and overall GPA falls below 1.95.

**Readmission of Academically Disqualified**

**Undergraduate Students.** Students disqualified for academic reasons will be considered for readmission only when they have satisfied one of the following conditions.

1. For students who were lower-division (completed fewer than 90 quarter units):
  - a. completed college work elsewhere or in CSUB Extended University, and brought their total college work completed to 90 or more quarter units with an overall grade point average of "C" (2.0) or better, with recent work clearly indicating capability of performing college work with above average achievement, or
  - b. attained at least a "B" (3.0) average in not less than 15 academically rigorous quarter units.
2. For students who were upper-division (completed 90 quarter units or more):
  - a. earned college credit in academically rigorous courses elsewhere or in CSUB Extended University and attained at least a "B" (3.0) average in not less than 9 academically rigorous quarter units, or



## ACADEMIC INFORMATION

- b. remained absent from the university for at least one year, during which time they have remedied the conditions that contributed to their academic difficulty.

Students who have satisfied one of 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.

Students must file a petition for readmission with the Academic Petitions Committee (APC). The petition must clearly indicate the courses the student successfully completed to meet the above conditions. For upper-division students who simply remained absent for at least one year, the petition must provide verifiable evidence that the student has remedied whatever difficulties contributed to the previous poor academic performance. Students interested in having the APC consider their petitions for re-admission should contact the AVP of Academic Programs (EDUC 242, 654-3420). A student accepted for readmission will re-enter on Academic Reinstatement status. To retain that status, the student must attain a GPA of at least 2.00 every term. When the student's CSUB GPA and overall GPA both reach 2.00, the student will be removed from Academic Reinstatement status and put on Good Standing status.

**Repeating Courses.** As declared In Executive order 1037, the University limits the number of times that a student may repeat a course. The number of credit units counted toward the baccalaureate degree is limited to that of a single registration for that course. The limits below apply to courses taken through the main campus and through Open University.

**a. Repeats with forgiveness.** CSUB students will be limited to 24 quarter units of course repeats with forgiveness (grade replacements). These are the courses that students retake and for which the lower grade is no longer used in gpa calculations though both grades remain on the transcript. The original coursework for which students petition to replace grades may have been taken at CSUB or some other institution. If the student took the course the first time at CSUB, they cannot retake the course elsewhere and replace the grade. Only courses with grades of C- or lower can be repeated for forgiveness. Students can repeat with forgiveness at most two occurrences of an individual course. Students cannot use the repeat with forgiveness policy on any course for which the course grade was the result of a finding of academic dishonesty. Qualified students may get the Repetition of Course Petition form from the Records

Office (SA 103, 654-3036) or from the Admissions and Records website. The petition does not require any approvals and may be filed at any time, although students are encouraged to file soon after they have completed the repeated course.

**b. Additional course repeats.** Beyond the 24 quarter units of "repeats for forgiveness", students will be limited to an additional 18 quarter units of repeated coursework. For such courses, both (or all) grades are used in gpa calculations.

**c. Petitions for additional repeat with forgiveness units or for additional regular repeat units.**

Students needing to raise either their CSUB, overall, major, or minor GPA in order to graduate on a timely basis, may petition the Academic Petitions Committee (APC) to (i) replace grades beyond the 24 units of repeat for forgiveness (part (a) above) allowed by the University, or (ii) repeat courses beyond the 18 additional units (part (b) above) allowed by the University. Approval of such petitions is not automatic. Students should contact the Academic Programs office (EDUC 242, 654-3420) to get information regarding the content and format for their petition to repeat courses and replace grades beyond the limits.

**Retroactive Withdrawal.** Students may petition for retroactive withdrawal from a course after the completion of the quarter in which they were registered for the course if they meet the following criteria:

1. The request to drop the course would have been approved by the course instructor if it had been filed during the quarter;
2. There is verification that the student was unable to file the request to drop the course in a timely manner because of extenuating circumstances, e.g., serious illness or injury to self or family or sudden unexpected change in work assignments, that were beyond the student's control; and
3. No more than 12 months have elapsed since the end of the term in which the course was taken.

All petitions for retroactive withdrawal shall be submitted as a Petition for Exception to the office of the Dean of the school of the student's major. Such petitions require the approval of the course instructor(s), the department chair(s), and the school dean(s). Because retroactive withdrawal from a course is an exceptional occurrence, the student's documentation of eligibility shall be carefully scrutinized before approval is granted. All petitions for retroactive withdrawal that have been approved will result in the assigned grade for the course(s) being changed to "W."



**Disregarding of Coursework from Previous Terms (Academic Renewal).** In exceptional circumstances, an undergraduate student may be granted permission to have up to three quarters of undergraduate coursework, taken at least five years earlier, disregarded from all considerations associated with requirements for the baccalaureate degree. Even though the coursework may be disregarded for GPA and other graduation purposes, the coursework will remain on the transcript. Disregarding of coursework from previous terms (academic renewal) shall be used only to assist a student to graduate with his/her baccalaureate degree, i.e., to achieve a CSUB or overall or major or minor GPA of 2.0. Under no circumstances will students be authorized to disregard coursework for previous terms solely to raise their GPA's for scholarships or honors, for admission to graduate or credential programs, or for any situation that has GPA criteria. This policy does not apply to graduate students.

To qualify for Academic Renewal through removal of coursework from previous terms, an undergraduate student must demonstrate by his/her academic performance since that time that the coursework to be removed is not reflective of his/her ability. If another institution has acted to disregard coursework from consideration for a student, such action shall be honored in terms of that institution's policy. But disregarding of any coursework's consideration by another institution shall reduce by one term the three quarter maximum on the application of academic renewal to an individual CSUB student's record. Students must file a petition for the removal of coursework for previous terms with the Academic Petitions Committee (APC). Students should contact the Academic Programs Office (EDUC 242, 654-3420) to get information regarding the content and format for their petitions.

### ACADEMIC ASSISTANCE AVAILABLE TO STUDENTS

The academic plan of the University not only provides for a wide range of degree programs, minors, concentrations, etc., but it also provides for a variety of academic support services to assist new and continuing students in achieving academic success.

**Orientation, Advising, and Registration (OAR) Program.** The University schedules one-day Orientation, Advising, and Registration (OAR) programs in April, May, July, August and just before the beginning of each academic quarter to provide new first-year students (first-time freshman, transfer, and re-entry students) an opportunity to (1) learn about basic requirements for the baccalaureate degree and

about various academic support services available at CSUB, (2) be advised by either faculty or staff in the selection of courses for the student's first academic term, and (3) register for those courses in order to become a CSUB student.

**Combined Summer Academic Preparation Program (CSAPP).** The CSAPP provides selected first-year freshman students and new international students (Intensive English Language Center) an opportunity to receive early academic preparation prior to the beginning of each Fall quarter and to start developing a "network" with faculty, staff, and other students. CSAPP involves academic instruction in English (reading, writing, & speaking) and mathematics, acquisition of "college survival skills," and establishment of "social networks."

In addition, the **Early Start and JumpStart** programs in English and Math are available to first-time freshman students as intensive 2-week academic preparation in English (reading & writing) and/or mathematics.

**Roadrunner Resources for Undergraduate Success and High-Achievement (RUSH-A) Program.** The Roadrunner RUSH-A Program formally introduces all new students in "transition" (first-time freshman, transfer, and re-entry students) to the many important issues that are fundamental to academic and career success. An integrated series of seminars is offered for all new students in "transition" CSUB 101/301, 103/303, and 105/305. The CSUB 101 is required for all first-time freshman students.

The Roadrunner RUSH-A program collaborates with the following campus programs to offer new and continuing students a wide range of academic support services to assist in their achievement of academic success:

- Student Success and Retention Center (SSRC)
- Roadrunner Faculty Mentor Fellows (RFMF)
- Helen Hawk Honors Program
- Alliance for Minority Participation (AMP)
- Educational Opportunity Program (EOP)
- College Assistance Migrant Program (CAMP)
- Academic Advancement Center (AAC)
- Early Assessment Program (EAP)
- Student Achievement, Academic, & Retention Program (STAAR)
- International Students & Programs (ISP)
- Intensive English Language Center (IELC)
- One-stop Academic Success & Integrated Services (OASIS)
- Writing Center
- Math Tutoring Center
- CSUB Student Activities



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- CSUB Associated Students, Inc. (ASI)
- CSUB Athletics
- CSUB Services for Students with Disabilities (SSD)
- CSUB Outreach Services

### ALTERNATIVES TO CLASSROOM STRUCTURE

The University provides a variety of alternatives to the traditional classroom. These alternatives serve a number of purposes. Some alternatives allow students to accelerate their progress toward their 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) Advanced Placement (AP) Program, (2) International Baccalaureate (IB) Diploma, (3) College Level Examination Program (CLEP), (4) credit for courses by challenge examination; (5) credit for prior experiential learning; (6) service learning, (7) Human Corps program, (8) community service program, (9) discipline-based internships, (10) Cooperative Education, (11) directed research, and (12) several kinds of independent study. Each of these alternatives is described below. Students are urged to explore with their advisors the different programs.

**1. Advanced Placement (AP) Program.** The University 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 3 or better will be granted up to six (6) semester units (nine (9) quarter units) of college credit.

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 transcript. Questions about AP credit should be directed to the Academic Programs office (EDUC 242, 654-3420).

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

Applicants who plan to enroll at CSUB should submit a copy of their official IB transcript to the Office of Admissions for evaluation. The courses credited will be displayed on the transcript. Questions about IB credit should be directed to the Academic Programs office (EDUC 242, 654-3420).

**3. College Level Examination Program (CLEP).** 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 (654-3373). A student who has taken CLEP examinations should request that scores be sent to the Office of Admissions.

There are four CLEP General Examinations for which credit is awarded: Humanities, Mathematics, Natural Sciences, and Social Sciences. These General Examinations 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 transcript.

There are also approximately 30 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.

**4. Credit by Challenge Examination.** Students may challenge some lower-division courses by taking examinations developed by the CSUB faculty. Credit (units) for the lower-division course shall be awarded if these examinations are successfully passed.

A student interested in challenging a CSUB lower-division course must first contact the Department Chair of the program that offers the course to determine whether it is eligible for challenge. If the course is eligible, the student then discusses the challenge examination 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 Challenge Examination:

- a. Credit shall not be awarded when degree credit has already been granted through regular course work, credit by evaluation, credit through externally developed diagnostic tests, or other instructional processes, such as correspondence;
- b. Credit shall not be awarded when credit has already been granted at a level more advanced than that represented by the examination;
- c. Credit by Challenge Examination shall not count as resident credit and shall be awarded only on a credit, no-credit basis;
- d. Application of the Credit by Challenge Examination units to major or minor requirements shall be determined by the department responsible for the student's baccalaureate degree program; and
- e. A student may earn no more than 20 quarter units through Credit by Challenge Examination.

**5. Credit for Prior Experiential Learning.** The University grants 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.

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 Credit for Prior Experiential Learning:

- a. Students shall not be awarded Credit for Prior Experiential Learning until they have completed 30 quarter units in residence.
- b. Credit for Prior Experiential Learning shall not count as resident credit and shall be awarded only on a credit, no-credit basis;
- c. Credit for Prior Experiential Learning shall not exceed 20 quarter units;
- d. Only undergraduates are eligible to receive Credit for Prior Experiential Learning, and the credit may not count for post-baccalaureate credit;

Students interested in pursuing this option should consult with the appropriate school dean or department chair. Forms are available from the Academic Programs office (EDUC 242, 654-3420).

**6. Service Learning.** Many faculty at CSUB have developed service learning components that are integrated into their courses. Students enrolled in such courses have the opportunity to be placed with a community organization in the private, public, or non-profit sector. The Community Partnerships and Service Learning office (CPSL) works cooperatively with these faculty to facilitate the placement of students so that they can receive "hands-on" experience in the real world. Students gain professional knowledge and skills and develop valuable relationships in the community through service learning while completing academic courses.

**7. Human Corps Program.** The Human Corps Program provides students an opportunity to receive university credit for volunteer community service experience. Qualified students must work with the Community Partnerships & Service Learning Center (CPSL, MB2 302, 654-2100) to arrange for 30 hours of volunteer service experience with nonprofit, governmental, educational, or community-based service organizations. Placements are designed to provide direct experience with appropriate professionals, while improving the quality of life in the community.

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

**8. Community Service Program.** The Community Service Program includes a series of General Studies courses GST 207A, B, and C in which students receive 2 units of credit for 40 hours of community service per quarter, with a total of 6 units available through the three courses. Most of the "class activities" for GST 207A, B, and C, will be completed online via WebCT. Students in "good academic standing" must work with the Community Partnerships & Service Learning Center (CPSL, MB2 302, 654-2100) to arrange for 40 hours of community service with nonprofit, governmental, educational, or community-based service organizations. Placements are designed to provide direct experience with appropriate professionals, while improving the quality of life in the community.

**9. Discipline-Based Internship Program.** Under the Internship Program, students can receive academic credit for paid employment or non-paid service that is directly related to their academic discipline. Community Partnerships & Service



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Learning (CPSL, MB2 302, 654-2100) works cooperatively with the faculty sponsor to place qualified students in an internship site or to develop a partnership with their current employer. Students register for their internship credit in a discipline-based course with the units based on the number of hours being worked. The faculty sponsor in the student's major field of study is the instructor of record for the internship course.

For more information, students should contact their faculty advisor, Department Chair, and/or the Community Service Programs office at 654-2100. Students can also access information about these programs online at [www.csub.edu/csp](http://www.csub.edu/csp).

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

All students who are in good academic standing are eligible to apply for Cooperative Education. Academic credit, on a credit, no-credit basis, is awarded through enrollment in either General Studies or discipline-based Cooperative Education courses.

Students interested in this program should contact the Community Partners & Service Learning office (CPSL, MB2 302, 654-2100).

**11. Directed Research.** Faculty involved in research projects may engage students with their research. Students so engaged may earn 1 to 5 units per quarter. In addition, students may engage in "independent" research under the sponsorship of a faculty member. Students so engaged may earn 1 to 5 units per quarter. Students interested in working on research projects should contact their faculty advisor or the Department Chair of their major.

**12. Independent Study.** A major goal of the University is the inculcation in its students of a commitment to continuing self-education. Many CSUB students will reach a point during their undergraduate or graduate years at which they will have the knowledge, skills, ability, and discipline necessary to carry out independent projects under the sponsorship of a faculty member.

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 units 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' offices, 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, with the two most common being Individual Study and Individual Course. Students should discuss with their faculty advisor the alternatives offered by their department.

**Individual Study.** The individual study course, normally numbered 499, 599 or 699, allows the student to explore in-depth a topic of interest or to engage in an original creative 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 a CSUB GPA of 3.00 or higher and have completed at least 30 units in residence. Grading may be by letter grade or be on a credit, no-credit basis, depending upon the nature of the independent study.

**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 as an independent study. The content of the course will remain the same as the regular course, with some adjustments made by the faculty member to accommodate the independent study mode. Students will earn the same number of units as the regular course. Grading will be based upon the same standards as the regular course.

### ALTERNATIVES FOR OFF-CAMPUS STUDY

#### Early Enrollment Program

The Early Enrollment Program was designed to assist high schools in meeting the needs of gifted students and expand outreach programs to underrepresented groups. High School students may earn college credit through this program. Cost for the program is \$2.00 each term; books and parking are extra.



Eligible students may take a freshman level course offered by CSUB in fall, winter or spring terms. Early Enrollment is not available during summer session except special programs such as Enterprise College. Students are limited to one course each term.

Students must follow the following enrollment process:

- Student meets with the AVP of Academic Programs to determine if they are eligible and to select a course for the Early Enrollment Program. You may call (661) 654-3420 for an appointment.
- Student completes and signs the CSUB Undergraduate Admission Application.
- Student completes Early Enrollment Program form and parents/legal guardian sign (up to age 18).
- High school counselor or guidance director attaches transcript and verifies eligibility and measles certification.
- Student pays the \$2.00 fee (check payable to CSUB)
- Before the beginning of the CSUB quarter, the student turns in all the materials and fee to the Academic Programs Office, EDUC 242.

### Instructional Television (ITV)

The University televises a variety of university courses from the CSUB campus to nearby locations and surrounding communities. Some courses are available for home viewing via cable; others require attendance at specific sites. All courses are televised live at the time of instruction at CSUB, and students must watch at the designated time. The region serviced by the program broadcast varies from course to course. The general area is from Porterville on the north to Frazier Park on the south using wireless transmission and five cable systems. There are no additional fees charged for participation in courses delivered through the ITV network. For information concerning registration procedures, fees, and the current schedule of classes, interested students should call (661) 654-2448 or log on to the CSUB web site at [www.csub.edu/itv](http://www.csub.edu/itv).

### National Student Exchange (NSE)

CSUB 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 (NSE) program. Students may spend a year or part of a year at one of the participating institutions and return to CSUB to complete their undergraduate education. The NSE 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 must meet the following criteria:

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

Tuition and fees assessed are the in-state (resident) tuition and fee 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 Admissions & Records Office (654-2123).

### International Student Exchange Program (ISEP)

CSUB is a member institution with the International Student Exchange Program (ISEP), a network of 275 institutions of higher education located throughout the United States and in more than 39 other countries. The ISEP program offers CSUB students the opportunity to study at a diverse range of sites and programs that combine opportunities for intellectual and personal growth with immersion in another culture. Through reciprocal exchange and other innovative and cost-effective approaches, students have access to affordable, high quality study abroad programs as an integral part of their education.

The program is designed so that students exchanged throughout the ISEP network pay all of their fees, including room and board, to CSUB, and take up a place at a host institution, with no money changing hands. Exchanges can range in length from one academic term to one year of study. In most cases, ISEP participants are matriculated directly into the host institution and pursue courses with native students.

Most forms of financial aid can be applied toward participation. ISEP offers students two options:

- ISEP-Exchanges: reciprocal exchange among ISEP Member institutions. Exchanges are between US and International Members, or between Member institutions outside the U.S (International-to-International).
- ISEP-Direct: study abroad programs at ISEP Member institutions open to students from ISEP Member and Affiliate institution.



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**Eligibility and Requirements.** All undergraduate and graduate students at CSUB, who have completed at least one year of university coursework. The GPA requirement for most programs is a 2.75, and some programs may require foreign language skills. However, there are many institutions offer courses taught in English. Students must also demonstrate the personal maturity needed to study abroad, which is evaluated by your essays and professor recommendations.

**Deadline for application.** Feb 1 for Fall entry and July 1 for Spring entry.

For more information about the ISEP program offerings at CSUB, please call the International Students and Programs office at 661-654-2014, email [csubis@csub.edu](mailto:csubis@csub.edu), or visit the ISP office in the Modular East Complex, Room 211. You may also visit the ISEP homepage at [www.isep.org/](http://www.isep.org/) for more information.

### **Bilateral Exchange Programs**

The University has bilateral exchange agreements with three foreign universities.

**General requirements.** students must have a 2.75 GPA or higher. In addition, they must have the equivalent of 2 years foreign language education of the host country at college level with a 3.0 GPA or higher in the language. Application deadline: Feb 1<sup>st</sup> for Fall entry and July 1 for Spring entry."

**University of Odense—Odense, Denmark.** as the first university and description: "This program is based on one-on-one student exchanges of CSUB students and University of Odense (OU). The actual school costs to participate in this program are the same as CSUB and are paid here before you go. OU receives approximately 100 exchange students each year. The exchange students enroll in various courses as well as in the Scandinavian Area Studies." Contact the Office of International students & Programs for further information (Tel: 654-2014; email: [csubis@csub.edu](mailto:csubis@csub.edu)).

**Universite d'Orleans—Orleans, France.** This program is based on balanced one-to-one student exchanges of CSUB and Universite d'Orleans students. Students pay CSUB tuition and fees before departure to the host institution and room and board is arranged through the host institution. Students must have a 2.75 GPA or higher to apply. In addition, they must have the equivalent of two years of university French and a 3.0 GPA or higher in the language. Through this program, CSUB students with just about any major can enroll directly in the host institution and

are integrated with native students. Students interested in studying at Universite d'Orleans should contact Dr. Joanne Schmidt, Department of Modern Languages & Literatures, (DDH B117, 654-2317).

**Fachhochschule at Ludwigshafen am Rhein.** The purpose of this Agreement is to develop balanced one-to-one student exchanges of CSUB students (home institution) and those at Fachhochschule at Ludwigshafen am Rhein (host institution) in the shared conviction that unique understandings accrue from the continuing emphasis on the universality of human knowledge and of the academic endeavor, and that such exchanges contribute to international friendship and cooperation. Although most majors can be accommodated, the primary focus of this program is in science and technology, business administration, and public administration. Students must have a 2.75 GPA or higher. In addition, they must have the equivalent of two years of university German and a 3.0 GPA or higher in the language. Students interested in studying at Fachhochschule at Ludwigshafen am Rhein should contact either Dr. Julio R. Blanco, Dean for Natural Sciences & Mathematics (SCI 104, 654-3450), or Dr. Donovan Ropp, Department of Management & Marketing (BDC A214, 654-2435).

**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 student exchanges of CSUB students (home institution) and those of MICEFA (host institutions are Universites de Paris III—XIII). Students must have a 2.75 GPA or higher to apply to MICEFA. In addition, they must have the equivalent of two years of university French and a 3.0 GPA or higher in the language. Most forms of financial aid can be applied toward participation in MICEFA. Students enroll directly in courses at the host institutions. Students interested in studying at one of the Universite de Paris campuses should contact Dr. Joanne Schmidt, Department of Modern Languages & Literatures (DDH B117, 654-2317).

### **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 15,000 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 20 countries, the International Programs also offers a wide selection of study locales and learning environments.

<b>Australia</b>	Griffith University Macquarie University Queensland University of Technology University of Queensland University of Western Sydney Victoria University
<b>Canada</b>	The universities of the Province of Quebec including: Bishop's University Concordia University McGill University Université Laval Université de Montréal Université du Québec system
<b>Chile</b>	Pontificia Universidad Católica de Chile (Santiago)
<b>China</b>	Peking University (Beijing)
<b>Denmark</b>	Denmark's International Study Program (international education affiliate of the University of Copenhagen)
<b>France</b>	Institut des Etudes Françaises pour Étudiants Étrangers, L'Académie d'Aix-Marseille (Aix-en Provence) Universités de Paris III, IV, VI, VII, VIII, IX, X, XI, XII, XIII, Institut Catholique de Paris, Université de Versailles-Saint-Quentin-en-Yvelines, and Université Evry.
<b>Germany</b>	University of Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg
<b>Ghana</b>	University of Ghana, Legon
<b>Israel</b>	Tel Aviv University The Hebrew University of Jerusalem University of Haifa
<b>Italy</b>	CSU Study Center (Florence) Università degli Studi di Firenze La Accademia di Belle Arti Firenze Waseda University (Tokyo)
<b>Japan</b>	Yonsei University (Seoul)
<b>Korea</b>	Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro
<b>Mexico</b>	

<b>New Zealand</b>	Lincoln University (Christchurch) Massey University (Palmerston North)
<b>South Africa</b>	University of Kwazulu Natal Nelson Mandela Metropolitan University
<b>Spain</b>	Universidad Complutense de Madrid Universidad de Granada
<b>Sweden</b>	Uppsala University
<b>Taiwan</b>	National Taiwan University (Taipei) National Tsing Hua University
<b>United Kingdom</b>	Bradford University Bristol University Hull University <i>Kingston University</i> Sheffield University University of Wales Swansea

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 state university fee and program fees, personal costs, such as transportation, room and board, and living expenses. Financial aid, with the exception of Federal Work-Study, is available to qualified students.

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

Additional information and application materials may be obtained on campus, or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210. Visit us on the World Wide Web at [www.calstate.edu/ip](http://www.calstate.edu/ip).

**Morelia Summer Program.** This program is designed to give participants the opportunity to live in a Spanish-speaking country while studying the language and culture. Over the years we have had participants of all ages and from many walks of life, and with different individual needs. Some wish to visit a region of Mexico which is somewhat off the beaten path, others wish to improve their Spanish, and still other need to satisfy academic and professional requirements. Therefore, the program offers not only language



## ACADEMIC INFORMATION

classes (beginning, intermediate and advanced), but also literature and culture courses. Contact: Dr. José Reyna, Department of Modern Languages and Literatures, at jreyna@csu.edu.

### RIGHTS AND RESPONSIBILITIES OF STUDENTS

**Academic Integrity.** The principles of truth and integrity 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 without giving unauthorized assistance. Faculty have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be encouraged and positively reinforced.

There are certain forms of conduct that violate the university's policy of academic integrity. Academic dishonesty (cheating) is a broad category of actions that involve 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. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate 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 from the instructors of the affected courses.

When a faculty member discovers a violation of the university's policy of academic integrity, the faculty member is required to notify the CSUB Dean of Student Life and CSUB Student Conduct Coordinator and the student(s) involved. A course grade of 'F' may be assigned or another grade penalty may be applied at the discretion of the course instructor. Additional academic sanctions are determined by the student conduct coordinator. Academic sanctions may include disciplinary probation, suspension, permanent expulsion from the university or from the California State University system, administrative hold on the release of records, and withholding a degree.

Disciplinary probation shall be noted on the student's formal academic record only for the duration of the probationary period. Disciplinary suspension and expulsion are a part of the student's permanent record.

The student may pursue a formal hearing or make a settlement agreement with the student conduct coordinator. CSUB Dean of Student Life and CSUB Student Conduct Coordinator shall conduct an investigation, confer with the faculty member, students and any witnesses identified, and review all evidence. The student is entitled to a formal hearing scheduled by the CSUB Dean of Student Life and CSUB Student Conduct Coordinator, in which the evidence of the alleged violation shall be presented before an impartial Hearing Officer (appointed by the President) and the student shall be present to provide an explanation or defense. The Hearing Officer shall submit a written report to the President containing the findings, conclusions, and recommendations. Alternatively, a settlement agreement may be made with the CSUB Dean of Student Life and CSUB Student Conduct Coordinator. The settlement agreement will specify the academic sanctions, the length and terms of disciplinary probation or suspension, and the conditions the student is expected to meet in order to remain in good standing (e.g., training or regular meetings with the CSUB Dean of Student Life and CSUB Student Conduct Coordinator). All sanctions are reported to the instructor reporting the incident, the student's Chair, and the student's Dean.

Any repeated violation of academic integrity shall result in more serious academic sanctions. Normally, this will include suspension or expulsion from the university with a note on the student's permanent record.

**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. Academic freedom is the University's guarantee of freedom of expression by all students and faculty under the First Amendment.

For the achievement of academic freedom, a necessary condition for such pursuit is an acceptance of the spirit of inquiry and appreciation for diverse ideas, viewpoints, cultures, and life-styles. Acceptance must be demonstrated not only in the classroom but in all other areas of the campus. The achievement of academic freedom, however, must occur within a respect for law and the protection of the opinions and dignity of others.



**Civility and Respectful 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 are expected to exhibit respect for the views of others, the professionalism of the instructor, and the goals of academic freedom whenever they are in the classroom.

Faculty are obligated to recognize and respect student diversity, ideas, perceptions, and opinions. At the same time, faculty have a fundamental responsibility to maintain the integrity of the learning environment. When confronted by unreasonable disruption in the classroom, faculty are expected to initiate actions to correct such conditions. Such actions may result in disciplinary action ranging from removal from the classroom to formal disciplinary sanctions, including probation, suspension, or expulsion.

**Financial Responsibility.** The Student Financial Responsibility Act (AB 521, now California Education Code Section 99030) specifies that all CSUB students are expected to accept personal responsibility for all debts incurred, whether they are owed to the university, local businesses, or another person. Students who become so indebted financially that they are unable to make expected monthly payments on their debt should contact the Counseling Center (Health Center, 654-3366) to receive advice and possible referral for additional financial counseling and debt restructuring.

**Credit Cards.** The Student Financial Responsibility Act (AB 521, now California Education Code Section 99030) also specifies the following policies regulating the marketing practices of vendors offering credit cards to students on campus:

1. Vendors offering credit cards to students on campus shall register with campus administration through Academic Scheduling (EDUC 239, 654-2285) to schedule an approved site on campus for their marketing efforts.
2. No more than two (2) vendors shall be allowed on campus at the same time for marketing credit cards to students.
3. Vendors marketing credit cards to students on campus shall be prohibited from offering gifts of any kind, regardless of monetary value, to students as an incentive for completing credit card applications.

Students are encouraged to exercise caution and "due diligence" before completing any credit card application, especially from vendors offering credit cards. Before completing any credit card application, students are reminded to ask questions about interest

rates on any unpaid balance, likely changes to interest rates over time, and "grace period" allowed before interest is applied to the unpaid balance.

## UNDERGRADUATE GRADUATION PRACTICES AND PROCEDURES

**Application for Graduation.** Candidates for baccalaureate degrees must file applications with the Evaluations Office (SA 104, 654-2258) no later than the end of the third week of instruction of the quarter before the quarter in which they expect to complete all graduation requirements. However, students are urged to submit their Application for Baccalaureate Degree at least two full quarters before they plan to graduate, because a reply to the application by the Evaluations Office may take six to eight weeks. By applying earlier, students will hopefully be notified prior to the registration period for their last quarter of any deficiencies in graduation requirements and, thereby, be able enroll in appropriate classes so that their graduation plans will not be disrupted.

**Graduation Application Procedures.** The student will complete the application on the web and return a printed copy of the application with proof of payment to the Evaluation Office. The Evaluation Office will notify the student's major(s), minor(s) and dean's office, via e-mail, of the applicant's request for graduation. The departments should respond in a timely manner and submit the appropriate materials to the Evaluation Office for completion of the graduation process. The Evaluation Office will complete the graduation process and will send a copy of the decision to the student and the major department. The online graduation application can be found on the Admissions and Records website.

Students need to understand that no changes can be made to the official transcript or to the diploma once the degree has been conferred. Students are therefore encouraged to make sure that they have taken all the necessary steps to ensure that appropriate modifications to their student record, such as grade replacements, are complete and processed.

**Provisional Post-Baccalaureate Credit.** Courses taken by a student that are not needed to fulfill baccalaureate degree requirements may be recorded as provisional post-baccalaureate credit. It is the student's responsibility to request this provisional post-baccalaureate credit as part of the Application for Baccalaureate Degree. The courses for which the student is requesting provisional post-baccalaureate credit must be taken in the quarter of graduation. Liberal Studies majors may request provisional post-baccalaureate credit for credential courses taken up to



## ACADEMIC INFORMATION

two quarters prior to the quarter of graduation (Summer quarter counts only if credential courses are completed in the term). The student's request for provisional post-baccalaureate credit shall NOT be made retroactively; the student must request this provisional post-baccalaureate credit as part of the Application for Baccalaureate Degree. Units for each 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.** An undergraduate 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 cumulative grade point average (Cum GPA) and CSUB GPA both reach the following standard:

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

**Graduation Dates.** The University has four graduation dates each year. These dates coincide with the last day of the final examination period for each academic quarter (Fall, Winter, Spring, and Summer). For the different sessions that may be scheduled during Summer quarter, the graduation date will be the last day of the final examination period of the last session.

**Commencement.** The University holds commencement ceremonies twice each year to honor all degree awardees or candidates (baccalaureate and master's degrees) and all credential awardees or candidates.

- **Fall Commencement.** is an all-university event and is held on the Friday following the last day of the final examination period for Fall quarter. Students who complete all requirements for their degree (baccalaureate or master's) or for their credential either at the end of Summer or Fall quarter shall participate in the all-university Fall Commencement ceremonies.
- **Spring Commencement.** is school-based and is held on the Friday or Saturday following the last day of the final examination period for Spring quarter. Students who complete all requirements for their degree (baccalaureate or master's) or for their credential either at the end of Winter or Spring quarter shall participate in their appropriate school-based Spring Commencement ceremonies.



## DEGREES, CONCENTRATIONS & SPECIAL PROGRAMS (D, C & SP)

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

### School of Business and Public Administration

Program Title	D, C & SP	Program	Academic School
ADMINISTRATION	MSA	MS Administration	BPA EUD
ECONOMICS	BA BS min	Economics	BPA
Pre-Law	b	Economics	BPA
BUSINESS ADMINISTRATION	BS min MBA	Business Administration	BPA
Accounting	b	Business Administration	BPA
Finance	b	Business Administration	BPA
General Business	b	Business Administration	BPA
Management	b	Business Administration	BPA
Management Information Systems	b min	BS Business Administration	BPA
Marketing	b min	BS Business Administration	BPA
Organizational Studies	min	BS Business Administration	BPA
Sports Management	b min	BS Business Administration	BPA
Economics	b	Business Administration	BPA
PUBLIC ADMINISTRATION	BA min MPA MSA	Public Policy & Administration	BPA
Health Care Management	m	Public Policy & Administration	PPA
Nonprofit Management	min	Public Policy & Administration	PPA

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

### School of Business and Public Administration

Program Title	D, C & SP	Program	Academic School
ENVIRONMENTAL RESOURCE MANAGEMENT	BS	Environmental Resource Management	H&SS
Land Use Planning & Policy	b	Environmental Resource Management	H&SS

### School of Education

Program Title	D, C & SP	Program	Academic School
ADVANCED EDUCATION	MA MS	Education	SOE
Bilingual/Multicultural Education	m	MA Education	SOE
Curriculum & Instruction	m	MA Education	SOE
Educational Administration	m	MA Education	SOE
Teacher Education	MA	Education	SOE
Reading/Literacy	m	MA Education	SOE
Early Childhood & Family Education	m	MA Education	SOE
Child, Adolescent & Family Studies	BA min	Education	SOE
Special Education	MA	Education	SOE
Counseling	MS	Counseling	SOE
School Counseling	m	MS Counseling	SOE
Student Affairs	m	MS Counseling	SOE
Physical Education & Kinesiology	BS min	Education	SOE
Physical Education	b	PEAK	SOE
Exercise Science	b	PEAK	SOE



## DEGREES, CONCENTRATIONS & SPECIAL PROGRAMS (D, C & SP)

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

### School of Humanities & Social Sciences

Program Title	D, C & SP	Program	Academic School
ANTHROPOLOGY	BA min MA	Anthropology	H&SS
ART	BA min	Art	H&SS
Art Education	b	Art	H&SS
Art History	b min	BA Art	H&SS
Studio Art	b min	BA Art	H&SS
COMMUNICATIONS	BA min	Communications	H&SS
CRIMINAL JUSTICE	BA min	Criminal Justice	H&SS
ENGLISH	BA MA	English	H&SS
Children's Literature	min	BA English	H&SS
English Literature	min	BA English	H&SS
Linguistics	min	BA English	H&SS
HISTORY	BA min MA	History	H&SS
LIBERAL STUDIES	BA	Liberal Studies	H&SS
MODERN LANGUAGES & LITERATURES			H&SS
French	min	French	H&SS
Spanish	min	French	H&SS
MUSIC	BA min	Music	H&SS
Music Education	min	BA Music	H&SS

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

### School of Humanities & Social Sciences

Program Title	D, C & SP	Program	Academic School
PHILOSOPHY	BA min	Philosophy	H&SS
Pre-Law	b	Philosophy	H&SS
POLITICAL SCIENCE	BA min	Political Science	H&SS
American Government	b	Political Science	H&SS
International Relations	b	Political Science	H&SS
Pre-Law	b	Political Science	H&SS
PSYCHOLOGY	BA min MA	Psychology	H&SS
RELIGIOUS STUDIES	BA min	Religious Studies	H&SS
SOCIAL WORK	MSW	Social Work	H&SS
SOCIOLOGY	BA min MA	Sociology	H&SS
Ethnic Studies	b	Sociology	H&SS
Urban Studies & Planning	b	Sociology	H&SS
THEATRE	BA min	Theatre	H&SS
Theatre Arts	min	BA Theatre	H&SS
Theatre for Youth	min	BA Theatre	H&SS
Theatre Technology	min	BA Theatre	H&SS



## DEGREES, CONCENTRATIONS & SPECIAL PROGRAMS (D, C & SP)

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

### School of Natural Science & Mathematics

Program Title	D, C & SP	Program	Academic School
BIOLOGY	BS min MS	Biology	NS&M
CHEMISTRY	BS min	Chemistry	NS&M
Biochemistry	b	Chemistry	NS&M
COMPUTER SCIENCE	BS min	Computer Science	NS&M
GEOLOGY	BA BS min MS	Geology	NS&M
Hydrogeology	m	MS Geology	NS&M
MATHEMATICS	BS min MA	Mathematics	NS&M
Applied Statistics	m	BS Mathematics	NS&M
NATURAL SCIENCE	BA		NS&M
Biology	b	Natural Science	NS&M
Chemistry	b	Natural Science	NS&M
Geology	b	Natural Science	NS&M
Physics	b	Natural Science	NS&M
NURSING	BS MS	Nursing	NS&M
PHYSICS	BS min	Physics	NS&M

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

### Special Programs

Program Title	D, C & SP	Program	Academic School
Asian Studies	min	Interdisciplinary	SOE H&SS
Black Studies	min	Interdisciplinary	SOE H&SS
Chicano Studies	min	Interdisciplinary	H&SS
Counseling Psychology	MS	Counseling Psychology	H&SS SOE
Engineering		Physics	NS&M
Applied Ethics	min	Interdisciplinary	BPA H&SS
Film and Modern Art	min	Interdisciplinary	H&SS
Interdisciplinary Studies	MA	Interdisciplinary	BPA SOE H&SS NS&M
Latin-American Studies	min	Interdisciplinary	H&SS
Social Gerontology	min	Interdisciplinary	BPA H&SS
Women and Gender Studies	min	Interdisciplinary	H&SS
Special Major	BA	Interdisciplinary	Academic Programs
Special Minor	min	Interdisciplinary	Academic Programs
Interdisciplinary Studies	MA	Interdisciplinary	Academic Programs



## DEGREES, CONCENTRATIONS & SPECIAL PROGRAMS (D, C & SP)

**Certificate Programs**

Certificate	Program	Academic School
Attorney Assistant	Extended University Division	EUD
Bilingual/Multicultural	Advanced Educational Studies	SOE
Business Planning	Extended University Division	EUD
Chicano Studies	Interdisciplinary	H&SS
Children's Literature	English	H&SS
Communications	Communications	H&SS
Drug and Alcohol Studies	Extended University Division	EUD
Environmental Management	Extended University Division	EUD
Family Nurse Practitioner	Nursing	NS&M
Human Resource Management	Extended University Division	EUD
Hydrogeology	Geology	NS&M
Managerial Skills	Extended University Division	EUD
Nonprofit Management	Public Policy & Administration	PPA
Public Administration	Public Policy & Administration	PPA
Reading	Education	SOE
Safety Management	Extended University Division	EUD
School Nurse	Nursing	NS&M
Supervision	Extended University Division	EUD
Worker's Compensation Law	Extended University Division	EUD
Writing	English	H&SS

**Credential Programs**

Credential	Program	Academic School
Multiple Subject: SB 2042	Teacher Education	SOE
Multiple Subject Preparation Programs	Child, Adolescent & Family Studies; Liberal Studies	SOE H&SS
Single Subject Preparation Programs	Art, Business, English, Modern Languages, Music Physical Education, Mathematics, Science, Social Sciences, Special Education	BPA SOE H&SS NS&M
Preliminary Administrative Services	Advanced Educational Studies	SOE
Professional Administrative Services	Advanced Educational Studies	SOE
Pupil Personnel Services	Advanced Educational Studies	SOE
Reading/Language Arts Specialist	Education	SOE
Education Specialist (1)M/MD (2)M/SD	Special Education	SOE
Health Science Education	Physical Education & Kinesiology	SOE
School Nurse	Nursing	NS&M



## POLICY ON ACADEMIC FREEDOM AND RESPONSIBILITY

### Principles of Community

California State University, Bakersfield is a multicultural community of persons from diverse backgrounds and sets of beliefs and values. As a community our university is committed to ensure that our programs, classes, lectures, activities and everyday interactions are enriched by our acceptance of one another and by striving to learn from each other in an atmosphere of positive engagement and mutual respect. As a university, we are committed to maintain a learning climate free from expressions of bigotry, and to protect diversity and lawful free speech. Our university affirms and seeks to promote tolerance, civility, and mutual respect for diversity of background, gender, ethnicity, race, religion, political beliefs, sexual orientation, and physical abilities.

### Principles of Academic Freedom

Freedom of inquiry and the open exchange of ideas are fundamental to the vitality of our academic institutions. The notion that freedom and national security are opposed denies the basic premise of a free democratic society where open exchange of information, public access to vital information, and ability to openly challenge governmental decisions without fear of reprisals, increases rather than hinders national security.

The principles of academic freedom are critical to ensure higher education's important contribution to the common good. Basic academic freedom includes the ability to do research and publish the freedom to teach and the freedom to communicate extramurally.

California State University is committed to assuring that all persons may exercise the rights of free expression, speech, and assembly and affirm below the following statements and principles:

1. CSU, Bakersfield strongly reaffirms its commitment to uphold and preserve the principles of Academic Freedom as contained in the 1940 Association of University Professors (AAUP) Statement on Academic Freedom and Tenure with the 1970 Interpretive Comments. These principles and comments have been widely adopted by many universities and Associations of Higher Education in the United States.
2. CSU, Bakersfield affirms that these principles reflect the fundamental mission of the University to discover and disseminate knowledge to its students and the society at large. CSU,

Bakersfield shall support the pursuit of excellence and academic freedom in teaching, research, and learning through the free exchange of ideas among faculty, students, and staff. The university and its community recognizes that quality education requires an atmosphere of academic freedom and academic responsibility for academic freedom is always accompanied by a corresponding concept of responsibility to the University and its students and the University and its students to its faculty and staff.

3. CSU, Bakersfield reaffirms that it is the faculty who have primary responsibility for and jurisdiction over establishing hiring criteria for faculty positions; that these criteria must derive exclusively from the professional standards set forth by scholarly/professional organizations and by campus faculty (according to the shared governance processes of the University); and that conditions of hiring never include reference to an individual's political affiliations.
4. CSU, Bakersfield affirms that academic freedom for student rests first upon their access to a high quality education and their right to pursue a field of study that they deem appropriate and desirable.
5. CSU, Bakersfield reaffirms its support of the principles of academic freedom as they apply to the rights of students in a class and university environment that fosters civil discourse, respect, open inquiry and freedom of expression.
6. CSU, Bakersfield affirms further that these principles also support the University's mission to foster in students a maturity and independence of mind by providing within the class and university an environment where students as well as faculty are free to express the widest range of viewpoints within the standards of scholarly inquiry and professional ethics.
7. Students have the right to disagree with the conduct or content of courses and to seek change, but such freedom does not include the right to disrupt orderly classroom activities or to avoid fulfillment of expectations of the course. Academic freedom for faculty members must include a means for seeking the censure or dismissal of students guilty of disruption, destruction, or unethical classroom behavior. This is done through the established university discipline procedures.
8. Academic freedom for students includes the rights of students to be fairly and competently evaluated and graded. Punitive grading is not acceptable except in the cases of cheating or plagiarism. The university provides established Student Grievance Procedures for students to seek redress in such matters.



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9. Academic freedom includes the rights of both faculty and students to seek censure of faculty members by complaint, petition, or seeking discipline for incompetence or unprofessional behavior including improper and clearly documented intrusion on student rights to academic freedom. The university provides established procedures through its Committee on Professional Responsibilities for such redress. Complaints about infringement of such rights should be brought either to the Provost and Vice President for Academic Affairs or the University Ombudsman and then, after review, forwarded to the Chair of the Committee on Professional Responsibilities. Before such formal action is sought the normal informal procedures for grievance resolution should be followed. These informal procedures are described in the "Student Complaint and Academic Grievance Procedures" which may be found on the web page of Academic Programs.

**Philosophy Regarding Academic Freedom in the Classroom.** The expression of different points of view in the classroom by faculty and students is not only a right but also a responsibility. Although we cannot control the interpretations of others, we must always remember why we are here: to enlighten, nurture and educate. It is our responsibility to try to provide an environment of mutual respect in which individuals can express their opinions. Instructors often present controversial opinions (some of which they do not personally believe to be true) in order to stimulate conversations and higher reasoning amongst students. This ability must not be eroded. Students do have the right to be graded fairly and the right for professors and the university to protect their academic freedom. Having an ideological divergent opinion does not constitute grounds for punitive action.

### NONDISCRIMINATION AND UNLAWFUL HARASSMENT POLICY

CSUB is committed to maintaining an environment free from unlawful discrimination. To fulfill this commitment, the University will work to prevent unlawful discrimination from occurring and will ensure that University policies prohibiting discrimination are fully enforced. The University affirms and protects the rights of students and employees to seek and obtain the services of the University without unlawful discrimination. No employee or student shall on the basis of race, color, gender, religion, age, sexual orientation, marital status, pregnancy, disability, veteran status or national or ethnic origin be excluded from participation in, be denied the benefits of or be

otherwise subjected to unlawful discrimination, including discriminatory harassment, under any program of the University. Employees and students who cause these rights to be violated may be subject to discipline. This policy should not be interpreted as superseding or interfering with collective bargaining agreements or other California State University policies and procedures currently in effect. If discipline of an employee is sought as a remedy under this policy, the procedural rights under applicable collective bargaining agreements and system-wide procedures will continue to apply. However, those rights may not supersede or interfere with the requirements of state and federal law.

**Responsible Office.** In carrying out the applicable policies of the University, the Office of the Provost and Academic Vice President is responsible for responding to complaints of discrimination for faculty and students and the Director of Human Resources is responsible for responding to complaints from staff employees at the University. They arrange for investigations of such complaints and issues findings of fact following such investigation.

Upon receipt of a complaint alleging unlawful discrimination from applicants to, or participants in, any program administered by an approved University auxiliary organization, other than the Associated Students Incorporated (ASI), the Office of the Provost shall promptly acknowledge receipt of the complaint in writing and refer the investigation and resolution of such complaint to the auxiliary organization.

Complaints against the ASI will be referred to the Student Discipline Coordinator.

**Filing of Complaints.** Individuals who believe they are or may have been victims of discrimination and/or discriminatory harassment, may initiate either an informal inquiry or file a formal complaint.

**Informal Inquiry.** The intent of the informal inquiry process is to provide persons who are concerned that they might have a discrimination complaint with an opportunity to receive information and advice about the definition of discrimination, the legitimacy of their concerns, and the procedures that exist for resolving complaints. It seeks to provide an opportunity for an informal, yet fair, resolution of the inquiry, while preserving, to the greatest extent possible, the confidentiality of the parties involved in an atmosphere of mediation and conciliation. At any time during the informal inquiry and resolution process, the person making the inquiry may initiate a formal complaint.



The University designates the Student Ombudsman (Student Counseling Center) to receive informal inquiries from students, the Director of Human Resources (ADM 104, 661-654-2266), to receive informal inquiries from staff employees, and the Office of the Provost and Vice President for Academic Affairs (ADM 100, 661-654-2154) to receive informal inquiries from faculty.

In addition to giving information and advice, those designated to receive informal inquiries may seek to achieve informal resolution to problems by bringing together the two parties. This attempt will likely require the agreement of the inquirer to enlarge the scope of confidentiality to include the second party.

The University will endeavor to restrict confidentiality to the person making the informal inquiry and the designee receiving it, but this restriction cannot be guaranteed. As a means of fulfilling its obligation to create and maintain an environment free from discrimination and discriminatory harassment, the University may conduct reasonable and appropriate investigations designed to assess whether a violation of the nondiscrimination policy has occurred and this may require enlarging the scope of confidentiality. A confidential record of informal inquiries shall be maintained in the office conducting the investigation. Both parties are encouraged to keep the results of the resolution confidential.

In the event this informal inquiry leads to a resolution, both parties are precluded from subsequently filing a formal complaint under these procedures unless it is demonstrated to the satisfaction of the Provost and Vice President for Academic Affairs or the Director of Human Resources that the terms and conditions of the resolution, if any, have been violated.

The University, under the charge of protecting its members from discrimination, may have a legal duty to initiate an investigation, a resolution, or disciplinary action, even if a formal complaint is not filed and independent of the intent or wishes of the person making the informal inquiry.

**Formal Complaints** - Students or faculty employees may file a formal complaint with the Office of the Provost and staff employees may file with the Director of Human Resources. To be timely, the person must submit a complaint no later than 20 days after the most recent allegedly discriminatory act occurred. The President, Provost or Director of Human Resources may extend the deadline based on extenuating circumstances.

The person filing the complaint may, but is not required to, have a consultant of their own choosing present at their interviews conducted during the course of the investigation into the complaint. The consultant shall not be a person admitted to the practice of law before any state or federal court. The role of the consultant is limited to observing and consulting with the Complainant.

The student or the employee may initiate a formal complaint by filing a paper with the appropriate individual, which contains the following information.

1. The full name, address and telephone number of the complainant, who must be the individual claiming to be harmed by the discrimination;
2. The name of person(s) alleged to have committed a discriminatory act;
3. A clear and concise written statement of the facts that constitute the alleged discriminatory act(s), including pertinent dates and sufficient information to identify any other individuals who may provide information during the course of an investigation conducted under these procedures;
4. A statement by complainant verifying that the information supporting the allegations of unlawful discrimination is true and accurate to the best of complainant's knowledge;
5. Complainant's signature;
6. The date of submission of the complaint;
7. Information that establishes that both complainant and person(s) alleged to have committed a discriminatory act have a sufficient relationship to the University to require application of University policies and procedures to the allegedly discriminatory act(s); and
8. The full name, address and telephone number of the complainant's consultant, if any.

At, or a mutually agreed time after, the time a student or employee initiates a complaint, a representative from the appropriate office shall conduct an interview with the complainant. If the proffered complaint fulfills the requirements set forth above, the representative shall inform the complainant in writing that the complaint has been filed. However, if the complaint alleges conduct that, if true, would not constitute a violation of University policies related to unlawful discrimination on the basis of race, color, gender, religion, age, sexual orientation, marital status, pregnancy, disability, veteran status or national or ethnic origin, the matter shall be dismissed without further investigation.

With the exception of notice to person(s) alleged in the complaint to have committed a discriminatory act, only those persons with a legitimate need to know will be apprised of the filing of and final disposition of a



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complaint. Those persons may include, but are not necessarily limited to, appropriate organization unit administrators (Deans, Department Heads, Directors or Vice Presidents) who may have an obligation to monitor the workplace to ensure that retaliatory action does not occur during or after the investigative process concludes, and who may be required to implement recommendations resulting from the investigation of the Complaint.

The student or employee who filed the complaint, upon inquiry and during the course of an investigation, shall be advised of the status of the investigation.

Following the filing of a complaint, the Provost and Vice President for Academic Affairs or Director of Human Resources will designate an investigator to act as a neutral fact-finder. This investigator shall assemble statements, documents and other relevant evidence, and interview witnesses and other identified individuals who have or may have information concerning the allegations set forth in the complaint. The investigator will make every reasonable attempt to complete the investigation within 90 days of the filing of a formal complaint.

Upon completion of an investigation, the investigator will make findings of fact regarding the allegations, which s/he shall reduce to an investigative report and which shall be submitted to the Provost and Vice President for Academic Affairs or Director of Human Resources.

After review of the investigative report, the Provost, Director or Designee shall evaluate the evidence in accordance with University policies related to unlawful discrimination or harassment, and shall make a Finding of "Cause" or "No Cause" regarding the allegations. The Provost, Director or designee shall notify complainant in writing of the finding of "Cause" or "No Cause". Such notice shall inform the complainant of the outcome of the complaint, including sufficient detail so as to permit an informed decision as to whether to appeal the finding. The Provost, Director or designee may also notify other persons with a legitimate need to know. This information is to be treated as confidential and is not to be disclosed to third parties.

If the Provost, Director or designee finds "Cause", s/he shall also issue a separate recommendation regarding corrective actions. This may include individual remedies for the complainant or a range of formal or informal disciplinary measures or other personnel actions. If it is determined that disciplinary charges should be initiated, disciplinary proceedings shall be conducted in accordance with the current applicable

collective bargaining agreement or, for charges against administrators or other non-represented employees, appropriate University policies shall be utilized. Whenever any information concerning recommended corrective action in connection with allegations of discrimination is provided to the complainant, such information shall be provided on a confidential basis. Failure on the part of the complainant to respect confidentiality could result in civil action initiated by person(s) alleged in the complaint to have committed a discriminatory act.

Once a formal complaint has been filed, the University has an obligation to investigate complaints raising significant claims of discrimination and sexual harassment. However, in appropriate circumstances, and in the discretion and judgment of the President, Provost, or Director the complainant may withdraw a Complaint. The appropriate Office shall notify complainant of such withdrawal.

Following receipt of a finding, the student or the employee filing a complaint may seek to have the finding reviewed by the President. The issues raised on appeal shall be limited to those issues raised during the investigation. To secure an appeal, the student or the employee must file a written request no later than fourteen (14) days from the date on which he/she received the finding. The President or Appeals Designee shall consider the facts in support of the request and develop any additional facts deemed necessary. The President or Appeals Designee shall complete the review in a timely manner and shall prepare and provide a written decision to complainant, the Provost or Director and to those individuals who received a copy of the finding. The decision by the Appeals Designee shall be final.

An investigation shall be considered complete and the investigation shall be closed after the period has passed within which an appeal may be timely filed, if no appeal has been filed, or following a final decision by the President or Appeals Designee. A matter also may be closed administratively when the Provost or Director decides that further investigation is either impossible or unnecessary.

When a formal complaint is made to the Office of the Provost alleging discrimination or sexual harassment by a student, the complainant shall be referred to the University Student Discipline Coordinator. Upon receiving a formal complaint, or upon determining that the University has an obligation to pursue an inquiry into possible incidents of discrimination or sexual harassment even without a signed Complaint, the Student Discipline Coordinator or appropriate University personnel shall promptly begin an



investigation. The Student Discipline Coordinator or designee shall complete the investigation within ninety (90) instructional days from receipt of the complaint against a student and shall thereafter inform the complainant in writing as to whether the University will or will not initiate formal disciplinary charges. If the Student Discipline Coordinator (or designee) concludes that disciplinary action may be required, formal disciplinary charges shall be initiated in accordance with the Student Disciplinary Procedures for the California State University.

### OTHER PROVISIONS

**Confidentiality.** The Provost, Director of Student Discipline Coordinator, or designee shall respect confidentiality of information obtained during the course of an investigation, except where disclosure is required by an obligation imposed on the University by law, to investigate a Complaint or to advise parties to the complaint of the outcome of an investigation or to facilitate other legitimate University processes. As a means of fulfilling its obligation to create and maintain an environment free from discrimination and discriminatory harassment, the University may conduct reasonable and appropriate investigations designed to assess whether a violation of the University policies related to nondiscrimination or sexual harassment has occurred and this activity may require enlarging the scope of disclosure.

**Retaliation; Cooperation.** Threats or other forms of intimidation or retaliation against any person who files a Complaint of discrimination or sexual harassment, participates in an investigation or opposes an unlawful discriminatory practice or policy are prohibited and shall form an independent basis for investigation under the procedures. Employees and students are expected to cooperate in an investigation into a complaint of discrimination or sexual harassment.

**Complaints Filed with Outside Agencies.** The University acknowledges that individuals have rights to file charges with external agencies at any time within that agency's deadlines, and that those charges may be filed concurrently with complaints that are filed with the University in accordance with these procedures. The fact that a charge has been filed with an external agency will in no way deter an investigation by the University concerning the same or similar events, so long as the complaint is filed in a timely manner pursuant to these procedures.

**Race, Color, and National Origin.** The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting

discrimination. No person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

**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. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. The Director of Services for Students with Disabilities (SSD) has been designated to coordinate the efforts of California State University, Bakersfield to comply with all relevant disability laws. Inquiries concerning compliance may be addressed to the Director at the SSD office located in SA 140, (661) 654-3360 (voice), (661) 654-6288 (tdd).

**Sex/Gender.** The California State University does not discriminate on the basis of sex, gender or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on these bases 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 these laws to programs and activities of California State University, Bakersfield may be referred to the Counseling Center, the campus officer(s) assigned the administrative responsibility of reviewing such matters or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

**Observance of Religious Holidays.** The Academic Senate recognizes and welcomes the religious diversity of our student body. Further, the Academic Senate recognizes that, upon occasion, students' religious observances may conflict with course requirements (such as examinations) and requests all faculty to be sensitive to that fact and to make reasonable accommodations for those students.

### POLICIES ON THE RIGHTS OF INDIVIDUALS

**Campus Policy on Disruptive and Violent Behavior.** California State University, Bakersfield is committed to creating and maintaining a safe working,



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learning, and social environment for all students, employees and visitors which is free from violence, threats, intimidation, hostile acts, and disruptive behavior.

Civility, understanding, and mutual respect toward all persons are intrinsic to the existence of a safe and healthy campus. Threats or acts of violence, or hostile, intimidating, or disruptive behavior not only impact the individuals concerned, but also the mission of the University. The University prohibits acts or threats of violence, and any person who commits such acts is subject to disciplinary action, and/or civil or criminal prosecution.

The University has zero tolerance for potentially violent or violent acts against any member of the campus environment, or against any property.

For the purpose of this policy, violence, threats of violence, and other inappropriate behaviors include, but are not limited to:

- any act that is physically or emotionally assaultive; or
- any threat, behavior or action which is interpreted by a reasonable person to carry the potential of:
  - harm or endangering the safety of others;
  - resulting in an act of aggression; or
  - destroying or damaging property.

Established student, personnel, and public safety procedures will serve as the mechanisms for resolving such situations. Each incident will be taken very seriously and may be reported to, and records maintained in, the Office of Risk Management (SSS 109, 661-654-2066).

Members of the campus community are encouraged to report to the Public Safety Office, the appropriate school dean, or the employee's area supervisor, acts of violence, threats of violence or any other behavior which by intent, act or outcome could harm another person or property.

Individuals who severely disrupt classrooms, offices or common spaces may be removed from the campus. Deans may deny class enrollment to a student whose behavior compromises the learning environment. Formal sanctions may also be administered by the Coordinator for Student Discipline and Judicial Affairs.

**Confidentiality of Disability Related Student Records.** California State University campuses comply with the Family Education Rights and Privacy Act of 1974 (FERPA) and its regulations. Each CSU campus shall maintain appropriate confidential records

identifying students with disabilities. Information in these records shall include the student's name, address, social security number, nature of disability, support services recommended, and verifying statement by the director of disabled student services or designee, or documentation provided by the student. The confidential records will be protected in accordance with FERPA regulations with the purpose of providing appropriate academic accommodations to the student. Information about the student may be released with the student's consent or in accordance with FERPA or other applicable legislation.

**Service Animal Policy.** According to the Americans with Disabilities Act (ADA), a service animal is defined as "any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items". Service animals must be permitted to accompany a person with a disability everywhere on campus or off campus as the activity (e.g. internship, field work, etc.) pertains to the curriculum. If there are any questions as to whether an animal qualifies as a service animal, a determination will be made by the Section 504 Compliance Officer/ADA Coordinator in consultation with the Office of Services to Students with Disabilities (SSD).

In compliance with the ADA, service animals are welcome in all buildings on campus and may attend any class, meeting, or other event. Disabled students desiring to use a service animal on campus should first contact SSD to register as a student with a disability. The Director of SSD (or designee) will evaluate the disability and recommend any additional accommodations appropriate to the functional limitations of the disability.

Faculty or staff desiring the use of a service animal on campus should contact the Office of Personnel Services. The Director of Personnel (or designee), in consultation with the Director of SSD (or designee), will evaluate the disability and make any appropriate recommendations.

Requirements of service animals and their owners include:

- Dogs must be licensed in accordance with county regulations and wear a vaccination tag.
- Other types of animals (monkeys, snakes, miniature donkeys, etc.) must have vaccinations appropriate for that type of animal.



- Animals must be in good health. Animals to be housed in university housing must have an annual clean bill of health from a licensed veterinarian.
- Animals must be on a leash at all times.
- The owner must be in full control of the animal at all times.
- The owner should provide SSD information as to how the animal accommodates for their disability.

Reasonable behavior is expected from service animals while on campus. If a service dog, for example, exhibits unacceptable behavior, the owner is expected to employ the proper training techniques to correct the situation.

The owners of disruptive and aggressive service animals may be asked to remove them from university facilities. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until they take significant steps to mitigate the behavior. This mitigation may include muzzling a barking dog, or refresher training for the animal and its owner.

Cleanliness of the service animal is mandatory. Daily grooming and occasional baths (at a vet or a family home) should keep dog odor to a minimum. Flea control is essential and adequate preventative measures should be taken. If a flea problem develops, it should be dealt with immediately and in an effective manner.

Consideration of others must be taken into account when providing maintenance and hygiene of service animals.

Any questions regarding this policy may be directed to either the SSD Office SA 140 (661) 654-3360 (voice) (661) 654-6288 (tdd), or to the Section 504 Compliance Officer/ADA Coordinator, Provost & Vice President of Academic Affairs.

**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 (ADM 108, 661-654-2266). Complaints involving sexual harassment of students should be made to the Ombudsman, located in the Counseling Center (HC, 661-654-3366). Such complaints will be investigated without delay in accordance with university procedures and appropriate action taken.

### **University Alcohol and Illicit Drug Policy (Philosophical Statement).**

CSUB recognizes that the abuse of alcohol and other drugs is detrimental to the educational mission of the University, as well as to individual members of the University community and their families. All members of the University community have a stake in ensuring that alcohol is



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used in a responsible manner. To achieve this end, CSUB has developed a comprehensive approach to address potential and/or problems of substance abuse. This approach emphasizes the following components:

- Taking effective steps to create and maintain an environment conducive to educational growth for students, faculty, and staff.
- Providing continual education, prevention, and intervention services along with referrals to community treatment facilities as needed.
- Encouraging students who are experiencing difficulties associated with alcohol and/or illicit drug use to seek an assessment, counseling, and other treatment services voluntarily with the understanding that assistance is confidential.
- Assessing university sanctions for the manufacture, distribution, use or possession of illegal drugs or the possession of alcohol which may include prosecution under applicable state and federal laws.

**Student Policy on Alcohol.** Only those university students 21 years of age or older may possess or consume alcoholic beverages at approved university-related functions or in designated locations on campus, and they must do so in a responsible manner. Students are expected to assume responsibility for their own behavior while drinking and must understand that being under the influence of alcohol in no way lessens their accountability to the university community.

- Students will not provide alcoholic beverages to anyone under 21 years of age.
- University-recognized student living units and events sponsored by university-recognized groups are governed by university policy concerning alcohol. Individuals and groups are expected to follow appropriate on-campus residential hosting guidelines.
- Alcoholic beverages may not be present at student organization recruitment efforts. The use of university funds to provide alcohol to students is prohibited.
- The intention to serve alcoholic beverages must be registered with the office or department administratively responsible for the facility or location where the event is to be held.

Violation of University policies concerning alcohol will result in appropriate disciplinary action. If a determination that a violation of the alcohol policy has occurred, by either an individual or a student organization, sanctions will be assessed. Such sanctions for a group or individual may include any of the following:

- Community Service
- Educational Sessions

- Denial of use of university facilities
- Social Probation
- Disciplinary Probation
- Revocation of recognition as a student organization
- Suspension from the university
- Expulsion from the university

If a determination is made that a student organization has violated the university alcohol policy, sanctions will be assessed by the Office of Student Activities. If a determination is made that a student is in violation of the university alcohol policy, sanctions will be assessed by the President or a designee.

In addition, if a determination that a violation of the alcohol policy has occurred by an individual student (group grievances are not permitted), that student has the right to file a nonacademic grievance. A student wishing to file a grievance should consult the Student Complaint and Grievance Procedure. Copies of the procedure are available in the Office of the Vice President of Student Services and the Office of the Dean of Academic Programs.

**State and Federal Criminal Sanctions.** Additionally, the university expects all students and student groups to comply with all current laws of the state of California and the city of Bakersfield. It is the responsibility of each student to be aware of, and to abide by, all state and local ordinances and university regulations. Current laws provide for severe penalties for violations, which may result in a criminal record. Students should note that state and local laws include but are not limited to, the following provisions:

- The purchase, possession or consumption of any alcoholic beverages by any person under the age of 21 is prohibited
- It is unlawful to provide alcohol to anyone under the age of 21
- Selling, either directly or indirectly, any alcoholic beverage except under the authority of a California Alcoholic Beverage Control Board license is prohibited
- Serving alcohol to an intoxicated person or to someone to the point of intoxication is prohibited
- Being intoxicated and disorderly in public is prohibited
- Driving a motor vehicle or a bicycle while under the influence of alcohol is prohibited

The following is a brief summary of the state and federal criminal sanctions that may be imposed upon someone who violates the alcohol policy at CSUB or elsewhere in the state of California:

- A violation of California law for the unlawful sale of alcohol may include imprisonment in the county jail for six months, plus fines and penalties



- A violation of California law for the use of alcohol by obviously intoxicated individuals will vary with particular circumstances but may include imprisonment in the county jail and substantial fines and penalties. Additionally, minors who are arrested for violations concerning the use of alcohol run the risk of having their driving privileges suspended or revoked until they are 18 years of age.

The Department of Public Safety is responsible for enforcement for all unlawful possession, use, and/or sale of alcohol.

**Student Policy on Illicit Drugs.** CSUB prohibits the possession, use, and/or sale of narcotics, marijuana, and/or other illicit drugs. Violation of university policies concerning illicit drugs shall result in appropriate disciplinary action up to and including suspension or expulsion from the university, and in the case of organizations, loss of recognition. The following is a brief summary of the state and federal criminal sanctions that may be imposed upon someone who violates the illicit drug policy at CSUB or elsewhere in the state of California:

- A violation of California law for the possession, use, and/or sale of narcotics, marijuana, and/or other illicit drugs includes imprisonment in the county jail or state prison for one to nine years, plus fines up to \$100,000 for each count
- A violation of federal law for the possession, use and/or sale of narcotics, marijuana, and/or other illicit drugs may include imprisonment in a federal penitentiary for one to fifteen years plus substantial financial penalties
- A violation of the law involving an individual being under the influence of a combination of alcohol and drugs (itself potentially fatal), may result in an increase in criminal sanctions and penalties

The Department of Public Safety is responsible for enforcement for all unlawful possession, use, or distribution of illicit drugs.

**Counseling and Intervention Services.** Any student, who is concerned about problems resulting from his/her use of alcohol and/or other drugs, is encouraged to seek assistance from the Student Health Center and Counseling Center. Students will receive an initial counseling assessment, and a referral will be provided, when appropriate, to a community treatment agency for diagnosis and treatment. In addition, regular Alcoholics Anonymous meetings are held on campus.

CSUB is an institution of higher education which complies with the Drug-Free Schools and Campuses Regulations of 1989, which states that "as a condition

of receiving funds or any other form of financial assistance under any federal program, an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students."

Therefore, for the benefit of all students, California State University, Bakersfield will strive to maintain an environment free of alcohol and substance abuse.

### PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS

Federal Family Educational Rights and Privacy Act (FERPA) - The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students' privacy in their records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus and the release of such records. The law provides that the campus must give students access to records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statute and the regulations. 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 are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-5920.



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The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may include the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, department employed, student employee status, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. Students employed by a department and directory information for their employment status apply ONLY to those under the Unit 11 bargaining unit. 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 what information the student requests not be released. Written objections should be sent to the Vice President for Student Affairs' Office.

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

### STUDENT DISCIPLINE

#### § 41301. Standards for Student Conduct

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

##### (a) Student Responsibilities

*Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.*

##### (b) Unacceptable Student Behaviors

The following behavior is subject to disciplinary sanctions:

- (1) Dishonesty, including:
  - (A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
  - (B) Furnishing false information to a University official, faculty member, or campus office.
  - (C) Forgery, alteration, or misuse of a University document, key, or identification instrument.
  - (D) Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries.
- (2) Unauthorized entry into, presence in, use of, or misuse of University property.
- (3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- (4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
- (5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
- (6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
- (7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
- (8) Hazing, or conspiracy to haze, as defined in Education Code Sections 32050 and 32051: "Hazing" means any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university, or other educational institution in this state.

A group of students acting together may be considered a 'student organization' for purposes of this section whether or not they are officially recognized. Neither the express or implied consent of a victim of hazing, nor the lack of active participation while hazing is going on is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.
- (9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
- (10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly



permitted by law and University regulations), or public intoxication while on campus or at a University related activity.

- (11) Theft of property or services from the University community, or misappropriation of University resources.
- (12) Unauthorized destruction, or damage to University property or other property in the University community.
- (13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
- (14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
- (15) Misuse of computer facilities or resources, including:
  - (A) Unauthorized entry into a file, for any purpose.
  - (B) Unauthorized transfer of a file.
  - (C) Use of another's identification or password.
  - (D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University Community.
  - (E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
  - (F) Use of computing facilities and resources to interfere with normal University operations.
  - (G) Use of computing facilities and resources in violation of copyright laws.
  - (H) Violation of a campus computer use policy.
- (16) Violation of any published University policy, rule, regulation or presidential order.
- (17) Failure to comply with directions of, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
- (18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
- (19) Violation of the Student Conduct Procedures, including:
  - (A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.
  - (B) Disruption or interference with the orderly progress of a student discipline proceeding.
  - (C) Initiation of a student discipline proceeding in bad faith.

- (D) Attempting to discourage another from participating in the student discipline matter.
  - (E) Attempting to influence the impartiality of any participant in a student discipline matter.
  - (F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.
  - (G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.
- (20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

## (c) Application of this Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

## (d) Procedures for Enforcing this Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

**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



## **POLICIES AND REGULATIONS**

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.



**Dean:** Craig W. Kelsey  
**Dean's Office:** Business Development Center,  
 Building C  
**Telephone:** (661) 654-2441  
**email:** eud@csubak.edu  
**Website:** www.csub.edu/eud

The University provides access to higher education and lifelong learning beyond the traditional patterns of campus-based programs supported by taxpayers. This responsibility is assigned to the Extended University Division (EUD). It administers a variety of self-supported degree programs, courses, workshops, seminars, and conferences for members of the community who seek to expand their interests, to improve and broaden their professional preparation, or to further their University degree aspirations. The Division's activities are frequently organized in cooperation with school districts, governmental agencies, nonprofit organizations, professional associations, and other such agencies to effectively offer programs that meet community needs. The EUD's website contains detailed, up-to-date information on programs, policies, and fees.

### ADMISSION

Generally, it is not necessary for students to make formal application for admission to the University in order to enroll in specific *courses* offered by EUD. Individuals need not submit transcripts of previous work. However, persons wishing to participate in specific degree and certificate *programs* should contact the EUD office for information concerning application procedures and admission information. In all cases, students must satisfy the academic or experiential prerequisites for the particular courses in which they intend to enroll or obtain permission of the instructor. ***Enrollment in courses through the EUD does not, in itself, constitute formal acceptance into the University.***

### TYPES OF COURSE OFFERINGS

The EUD offers two types of credit and it offers courses under two designations. Courses can earn quarter units, continuing education units (CEUs), or non-credit. Courses earning quarter units are applicable to academic degree programs. It often will be important to the enrollee that he or she understand whether or not a course is applicable to the residency requirement for a CSUB-conferred degree. Each EUD course is designated as being offered through Extension or Special Session. Special Session offerings count toward CSUB's residency requirement for academic degrees. CSUB degree programs have a minimum residency requirement of 45 units for the

baccalaureate and 32 units for a 45-unit Master's degree (64 units for 90-unit Master's programs). Summer session, winter intersession, Open University, online degree programs, and academic programs offered at remote sites are examples of Special Sessions applying toward residency requirements. There are limits to the amount of academic credit earned in the Open University Special Session that can be applied to a CSUB degree, so nonmatriculated students intending to earn a degree are encouraged to apply for admission to the university during their first quarter of Open University. Extension courses carrying academic credit are treated much like courses transferred in from other universities - they can be used to satisfy degree requirements, but their use is limited and they cannot count toward the residency requirement. Students may use up to 36 Extension units toward Bachelor's degree requirements and up to 13 Extension units toward a Master's degree. Units completed by correspondence or DANTES (Defense Activity for Non-Traditional Educational Support) apply toward these same limits.

### TYPES OF PROGRAM OFFERINGS

**Regional and Online Programs.** These programs can be provided at specific sites through traditional classroom instruction, video, online web-based programming, or hybrids. Regional programs may include the delivery of regular academic courses, complete undergraduate or graduate degrees, teaching credentials, and certificates for professional or personal development. Online degree and certificate programs are accessible throughout the world.

**Intersession.** Courses falling between fall and winter quarters are closely aligned with regular on-campus classes and generally afford the student regular residence credit that does not count against the above-mentioned unit ceilings for transferability into degree programs.

**Open University.** Nonmatriculated students have the opportunity to concurrently enroll in regular University classes through EUD on a space available basis after the student obtains approvals from the instructor and other offices. There is no additional fee for out-of-state students. Coursework completed through the Open University carries special session residence credit but there is a ceiling on the number of Open University units transferable into degree programs.

**Contract Credit.** Degree credit or continuing education units can be posted to CSUB transcripts for courses where the instructor is paid by other programs or institutions. Approval by the overseeing academic



## EXTENDED UNIVERSITY DIVISION

department and school dean at CSUB is required for degree credit. Degree courses posted to transcripts through contract credit are considered Extension courses. They do not carry residence credit and count against the unit ceilings for transferability into degree programs.

**Regular Extension Courses.** The EUD can offer courses carrying degree credits through Extension. An example would be a certificate program whose courses carry academic credit. As mentioned above, these courses count against the unit ceilings for extension, correspondence, and DANTES transferability into degree programs. The acceptability of courses toward major or minor concentrations is subject to approval of the department and school dean within whose academic area the course falls.

**Non-credit.** Courses earning either continuing education units (CEUs) or non-credit are considered non-credit courses. They are usually of professional, personal, or general interest and are designed in response to identified community needs. Courses often are bundled into certificate programs. Special courses and programs designed for re-licensure or other forms of continuing education are offered.

### DEGREE, CREDENTIAL/CERTIFICATE PROGRAMS

**Degree Programs.** The EUD currently is authorized to deliver to remote sites the following degree programs: MS in Administration; MA in Education; BS in Environmental Resource Management; BA in Liberal Studies; and BA in Communications with an option in Computer Imaging. All but the MS in Administration, BS in Environmental Resource Management, are currently offered in Santa Clarita. The BS in Environmental Resource Management, MA in Education, and MS in Administration are offered online. The BS in Child, Adolescent and Family Studies is offered in Porterville and an MA in Education is offered in Hanford. Remote students also may request approval to customize the Special Major (BA) to meet unique needs.

**Credential Programs.** The following credential programs are offered in remote regions: the Preliminary Multiple Subject Teaching Credential and the Preliminary and Professional Administrative Services Credential. These programs currently are offered in Santa Clarita with the Preliminary and Professional Administrative Services Credential also offered in Hanford.

**Certificate Programs.** The EUD designs and offers certificate programs for individuals seeking formal recognition for completing a specialized program of

study. Typically, the certificate programs offered through EUD are not available through regular University program offerings. Some of the Certificate Programs are offered in the Antelope Valley and/or via distance learning technologies. Programs are continuously updated, deleted, and added. Current programs include:

- Advanced Family Law
- Attorney Assistant
- Drug and Alcohol Studies
- Geographic Information Systems
- Human Resource Management
- Safety and Risk Management
- Project Management
- Workers' Compensation Law

**Fees.** Course fees must be set at levels to enable programs to be self-supporting, since the State of California does not provide financial resources to support EUD instructional programs. Over the years, fees for degree courses have been somewhat higher than those charged for regular in-state residents, but lower for students who are not California residents. Course fees vary considerably based on the type of program, location, and other factors. All fees are subject to approval by the CSUB Fee Committee. The Board of Trustees of the California State University System governs refund policies. Financial aid may be available for qualified students enrolled in special sessions degree and credential programs.

**The Intensive English Language Center (IELC).** The IELC prepares international undergraduate and graduate students for successful academic study in American colleges and universities. Experienced ESL instructors teach all IELC classes. Class sizes are small with individual attention given to each student.

The Center offers four sessions throughout the year. The non-credit Extension courses meet daily with at least 23 hours of instruction per week. Classes are given in reading and vocabulary, writing and grammar, and listening and speaking, including pronunciation. Elective courses are offered in American culture, academic study skills and TOEFL preparation. A computer lab and a listening lab are available to the students to reinforce language skills. The summer session provides courses for graduate and undergraduate students who have already been accepted at the university and want to improve their English language skills. Attention is given to academic writing, textbook reading, and oral presentation. For more information about programs offered by the Intensive English Language Center, call 661-654-2014, email [ielc@csub.edu](mailto:ielc@csub.edu), or visit the office in Modular East Complex, Room 211.



## CSUB ANTELOPE VALLEY EDUCATION CENTER

**Administrator:** Dr. John T. Hultsman,  
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**Telephone:** (661) 952-5000  
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### General Information

California State University, Bakersfield operates the Antelope Valley Center with facilities on the northeast corner of the Antelope Valley College Campus (AVC) and at the Lancaster University Center (LUC) at Division and I Streets. The Center provides opportunities for the residents of Lancaster, Palmdale, and surrounding communities to complete selected Bachelor's and Master's degrees without commuting out of the area. This cooperative arrangement between two segments of California's public higher education system enables students who complete an Associate of Arts or Associate of Science program at AVC to continue their academic studies at resident fee rates. Teaching credential programs and graduate courses offer a variety of options to students seeking to enhance their academic and professional skills. All programs offered at the Antelope Valley Center are fully accredited by the Western Association of Schools and Colleges and are an integral part of the curricula of California State University, Bakersfield.

### Admission Procedures and Policies at Antelope Valley Center

Students interested in attending CSUB Antelope Valley to pursue a degree program must apply for admission (online at [www.csummentor.edu](http://www.csummentor.edu)), pay a \$55 application fee, submit official transcripts of all college work previously attempted, and in some cases, submit official high school transcripts with ACT or SAT scores.

After being admitted to CSUB and meeting with an advisor, students will register for classes. The Records Office at CSUB is responsible for the registration process and academic record keeping. The online registration system requires that students meet all prerequisites for any course requested. Front desk and advising center staff are available for students having registration questions or problems. Students are not registered until fees are paid.

Students may access their MYCSUB on the campus web site ([www.csub.edu](http://www.csub.edu)) to obtain information about status of the application for admission, financial aid, class registration, billing for fees, and review of final grades by using the same set of procedures and menus used for online registration.

The University Bookstore and the Antelope Valley Center office both sell the University catalog. The schedule of classes is usually available online by the fourth week of the preceding quarter and includes all information needed to register.

### Academic Programs

Course offerings are designed to accommodate the diverse needs of students. A range of courses is delivered by means of telecommunications. Classes are scheduled weekday mornings, afternoons, and evenings as well as on weekends and asynchronously on the World Wide Web.

Upper division courses are offered at the Center. Baccalaureate programs may be completed through 2+2 programs articulated with Antelope Valley College and other community colleges. Baccalaureate programs offered or currently planned for implementation during the 2009/10 and 2010/11 academic years include:

- Bachelor of Science in Business Administration
- Bachelor of Arts in Child, Adolescent, and Family Studies
- Bachelor of Arts in Communications
- Bachelor of Arts in Criminal Justice
- Bachelor of Arts in English
- Bachelor of Science in Environmental Resource Management (Extended University Regional Programs On-Line)
- Bachelor of Arts in Liberal Studies
- Bachelor of Science in Nursing
- Bachelor of Arts in Psychology
- Bachelor of Arts in Sociology

The School of Education offers the Master of Arts degree in Education with specializations in Curriculum and Instruction, Educational Administration, and Special Education. School credentials are offered in multiple subject (elementary), single subject (secondary), mild/moderate disabilities, moderate/severe disabilities, reading, and educational administration. The School of Humanities and Social Sciences offers a part-time Master of Social Work and a part-time Master of English.

The Extended University Division offers the Masters of Public Administration and a growing array of certificate and noncredit courses providing additional opportunities for personal and professional development.

Information on each major is available from the CSUB Antelope Valley Advising Center located at the AVC Campus site and on the home pages for CSUB academic departments and programs.



# CSUB ANTELOPE VALLEY EDUCATION CENTER

## Student Services

The range of services provided by CSUB at the Antelope Valley Center is steadily increasing. New Student Orientations are offered several times each quarter for newly admitted students. Participation in the orientation enables first-time students to receive information about campus services, meet faculty and staff, obtain academic advising, and register for courses.

Two weeks are set aside each term to obtain academic advising in preparation for course registration for the following term. Academic and Peer Advisors are available by appointment at the CSUB AV Office. Consulting with an advisor, registering on one's priority date, and paying fees by the due date usually assure getting the classes students want and need.

Students at the Antelope Valley Center may apply for grants, loans, work-study, and scholarships. The Office of Financial Aid and Scholarships administers some 20 different financial aid programs to enable students without adequate finances to attend the Campus. Veterans' education benefits are provided to students who qualify. Financial aid counselors are available to provide information and guidance concerning the financial aid application and delivery process. The Office of Financial Aid and Scholarships home page has additional information concerning the financial aid process.

The Antelope Valley Center has a program to serve students with disabilities that is consistent with existing and emerging legislation and regulations (Section 504 of the Federal Rehabilitation Act of 1973). Students with documented disabilities are entitled to receive approved accommodations, modifications, and auxiliary aids which will enable them to participate in and benefit from all educational programs and activities offered through CSUB. Available services include alternate format materials, alternate testing accommodations, assistive technology and adaptive equipment, learning disability assessment, note taking, sign language interpreters, readers and scribes, and taped textbooks. Disability packets and requests for services for students with disabilities are available at the CSUB AV Office.

The Walter W. Stiern Library has more than 60 electronic journal databases selected to support CSUB & CSUB-AV majors. These, the Distance Services request form, electronic course reserves, the Library catalog, Reference resources, and Ask a Librarian chat reference are accessible from any computer with an Internet connection via the Library home page ([www.csub.edu/library](http://www.csub.edu/library)). A student ID number is needed

to access most of these resources when off campus. Library books may be requested by clicking on Distance Services and inserting the appropriate information in the boxes. They are shipped to the fixed CSUB-AV location Room 405 usually within three business days. Research assistance can be obtained by contacting the CSUB-AV Center librarian at 661-952-5072, coming to the library (Room 405 at the CSUB-AV site), or through email at [kholloway2@csub.edu](mailto:kholloway2@csub.edu).

The Academic Advancement Center operates under the aegis of Educational Support Services and with the cooperation of the CSUB campus to provide an academic support program that is available to students experiencing difficulties or simply interested in strengthening their academic skills through tutoring. Tutoring services provided by the Academic Advancement Center are offered at the CSUB Antelope Valley location.

Additional information on each service is available by contacting the Antelope Valley Center or perusing home pages for the AV Center and individual departments.



**Associate Vice President:** Dr. Mustafah Dhada  
**Division:** Division of Academic Programs  
**Division Office:** Education Building, 242  
**Telephone:** (661) 654-3420  
**email:** ldirkse@csub.edu  
**Website:** www.csub.edu/undergradstudies/

### Division Description

The Division of Academic Programs at California State University, Bakersfield is unique in the California State University system. It is designed to insure that the classroom and non-classroom portions of the students' University experiences complement each other.

The Division offers special General Studies courses and CSUB courses. The General Studies courses are one- or two-unit courses which focus on material unavailable in the academic departments (i.e. Test Anxiety, Study Skills Development, Peer Counseling, Career/Job Search) and on topics in which lower division students express an interest. The course format is always informal and conducive to student-faculty exchange. The course descriptions are listed at the end of this section.

### The Helen Louise Hawk Honors Program

The university offers a four-year honors program to incoming freshmen and a two-year program to transfer students. It includes the following academic and extracurricular advantages: a series of special honors-only general education classes taught by the university's best faculty members; priority at registration time; honors scholarships; senior honors seminars in which students complete a project under the direct supervision of a professor in their major discipline; personalized academic and career advising; travel/education opportunities; a fully equipped honors lounge; and frequent social events that help develop a sense of camaraderie and mutual support among the participants.

Unlike most "honors" classes taught at the high school level, CSUB's honors courses are not graded more severely than non-honors classes. Nor are honors students asked to take any extra courses as a result of being in the program (except for one senior-year Independent Study Seminar), since each of the honors classes satisfies one of the lower- or upper-division general education requirements. Students who complete the entire four-year honors program will receive credit for this achievement on their transcripts, recognition in the graduation program, and a lovely engraved silver and gold four-year honors medals to be worn at graduation. The Helen Louise Hawk

Honors Program is supported by a generous one million dollar grant from local philanthropist Helen Hawk Windes.

Information regarding the Helen Louise Hawk Honors Program is available from Dr. Michael Flachmann, Professor of English and Director of University Honors Programs (FT 201D, 654-2121), or from the Office of the Associate Vice President of Academic Programs (EDUC 242, 654-3420).

### The First-Year Experience Program

The CSUB First-Year Experience program has been developed as an integrated one-year program for undergraduate students in "transition." The first-year Resources for Undergraduate Success & High-Achievement (RUSH-A) Program was created as a part of the organizational culture committed to **excellence in the quality of the student experience and community engagement.**

**Mission:** To build, nurture and sustain a vibrant educational community at CSUB committed to academic and personal success of undergraduate students "in transition": first-year college students, transfer students, and re-entry students.

#### First-Year Experience Program Goals:

1. To assist students "in transition" to acquire essential academic information, gain necessary technical skills, and access needed academic support services at CSUB (LEARN).
2. To assist students "in transition" to become actively engaged with CSUB through faculty "passions for the academy" (ENGAGE).
3. To provide students "in transition" structured opportunities to become actively involved with the diverse leadership of CSUB as a "student ambassador" (SERVE).

The course descriptions for the CSUB courses (101/301, 103/303, 105/305) are listed at the end of this section.

### Ronald E. McNair Post-Baccalaureate Achievement Program

The McNair Scholars Program is a comprehensive program structured to prepare undergraduates for successful careers as graduate students, professors, and professional researchers. The program is for students who are seriously considering earning a Ph.D. degree. Every McNair Scholar makes a commitment of time and effort to develop the skills necessary for success in graduate school while still working toward his or her bachelor's degree. This preparation is offered in the form of classes, colloquia,



## GENERAL STUDIES

advising, tutoring, faculty mentoring, and the completion of a research project.

The McNair Scholars program is a highly competitive, prestigious, and elite program on the campus of CSU Bakersfield. McNair Scholars participate in a research internship with a faculty mentor, attend conferences, present research at national conferences, learn about graduate school opportunities and careers, receive assistance with the graduate school application processes, visit various doctoral-granting institutions, and are awarded a monetary stipend.

Applicants to the McNair Scholars Program must be enrolled as a full time undergraduate at CSUB (junior or senior) who have a minimum cumulative GPA of 3.0 or higher. Applicants must be either low-income and a first generation college student or considered as underrepresented in graduate studies.

Information regarding the Ronald E. McNair Post-baccalaureate Program is available from Dr. Isabel Sumaya, Director of McNair (EDUC 247, 661-654-6618), or from the Office of the Associate Vice President of Academic Programs (EDUC 242, 661-654-3420).

### **California Pre-Doctoral Program (Sally Casanova)**

The program is designed to increase the pool of university faculty by supporting the doctoral aspirations of individuals who are: current upper division or graduate students in the CSU, economically and educationally disadvantaged, interested in a university faculty career, U.S. citizens or permanent residents, and leaders of tomorrow.

Students who are chosen for this prestigious award are designated Sally Casanova Scholars as a tribute to Dr. Sally Casanova, for whom the Pre-Doctoral scholarship is named. These scholars are exposed to unique opportunities to explore and prepare to succeed in doctoral programs. CSU and UC faculty members are an integral component of this program as they work closely with scholars to prepare them for graduate studies.

Working one-on-one with faculty members from both CSU and doctoral-granting institutions, students receive funding for activities such as:

- participation in a summer research internship program at a doctoral-granting institution to receive exposure to the world of research in their chosen field
- visits to doctoral-granting institutions to explore opportunities for doctoral study

- travel to a national symposium or professional meeting in their chosen field
- Graduate school application and test fees.

Information regarding the California Pre-Doctoral Program (Sally Casanova) is available from Victoria Champion, Pre-Doc Campus Coordinator (EDUC 247, 661-654-6618).

### **Service Learning**

Many faculty at CSUB have developed service learning components that are integrated into their courses. Students enrolled in such courses have the opportunity to be placed with a community organization in the private, public, or non-profit sector. The Community Partnerships and Service Learning office (CPSL, MB2 302, 654-2100) works cooperatively with these faculty to facilitate the placement of students so that they can receive "hands-on" experience in the real world. Students gain professional knowledge and skills and develop valuable relationships in the community through service learning while completing academic courses.

### **Community Service Program**

The Community Service Program includes a series of General Studies courses GST 207A, B, and C in which students receive 2 units of credit for 40 hours of community service per quarter, with a total of 6 units available through the three courses. Most of the "class activities" for GST 207A, B, and C, will be completed online via WebCT. Students in "good academic standing" must work with the Community Partnerships & Service Learning Center (CPSL, MB2 302, 654-2100) to arrange for 40 hours of community service with nonprofit, governmental, educational, or community-based service organizations. Placements are designed to provide direct experience with appropriate professionals, while improving the quality of life in the community.

For more information, students should contact their faculty advisor, Department Chair, and/or the Community Service Programs office at 654-2100. Students can also access information about these programs online at [www.csub.edu/csp](http://www.csub.edu/csp).

### **Human Corps Program**

The Human Corps Program provides students an opportunity to receive university credit for volunteer community service experience. Qualified students must work with the Community Partnerships & Service Learning Center (CPSL, MB2 302, 654-2100) to arrange for 30 hours of volunteer service experience



with nonprofit, governmental, educational, or community-based service organizations. Placements are designed to provide direct experience with appropriate professionals, while improving the quality of life in the community.

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

### **HCOR 396 Human Corp Community Service (1)**

The course provides student volunteers with an opportunity to gain community service experience working with non-profit, governmental, educational or community-based service organizations. Open to all students in good academic standing, regardless of major or class standing. A student may suggest a suitable placement or request an assignment from the Human Corps office.

### **Discipline-Based Internship Program**

Under the Internship Program, students can receive academic credit for paid employment or non-paid service that is directly related to their academic discipline. Community Partnerships & Service Learning (CPSL, MB2 302, 654-2100) works cooperatively with the faculty sponsor to place qualified students in an internship site or to develop a partnership with their current employer. Students register for their internship credit in a discipline-based course with the units based on the number of hours being worked. The faculty sponsor in the student's major field of study is the instructor of record for the internship course.

### **Cooperative Education**

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

All students who are in good academic standing are eligible to apply for Cooperative Education. Academic credit, on a credit, no-credit basis, is awarded through enrollment in either General Studies or discipline-based Cooperative Education courses.

Students interested in this program should contact the Community Partners & Service Learning office (CPSL, MB2 302, 654-2100).

### **Credit for Prior Experiential Learning**

The University grants 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.

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 Credit for Prior Experiential Learning:

- a. Students shall not be awarded Credit for Prior Experiential Learning until they have completed 30 quarter units in residence.
- b. Credit for Prior Experiential Learning shall not count as resident credit and shall be awarded only on a credit, no-credit basis;
- c. Credit for Prior Experiential Learning shall not exceed 20 quarter units;
- d. Only undergraduates are eligible to receive Credit for Prior Experiential Learning, and the credit may not count for post-baccalaureate credit;

Students interested in pursuing this option should consult with the appropriate school dean or department chair. Forms are available from the Academic Programs office (EDUC 242, 654-3420).

### **COURSE DESCRIPTIONS—FIRST-YEAR EXPERIENCE COURSES**

#### **CSUB 101 Roadrunner RUSH-A Seminar (2)**

This seminar introduces first-time freshman students to important issues for academic and career success at CSUB, including, but not limited to, managing time and money, learning how to learn, reading/listening/ taking notes, thinking logically and critically, communicating effectively, taking exams/writing papers, avoiding violations of academic integrity, growing personally and interpersonally, living healthy, and exploring majors and careers. **FYE**



## GENERAL STUDIES

### **CSUB 301 Roadrunner RUSH-A Seminar (2)**

This seminar introduces new transfer and re-entry students to important issues for academic and career success at CSUB, including, but not limited to, managing time and money, learning how to learn, reading/listening/taking notes, thinking logically and critically, communicating effectively, taking exams/writing papers, avoiding violations of academic integrity, growing personally and interpersonally, living healthy, and exploring majors and careers.

### **CSUB 103 Roadrunner Passion to Learn (2)**

Faculty share their passion to learn about a specific subject/topic with students. Each seminar course is unique reflecting the engagement of the faculty in a search for information about their interests. In this course, students and faculty will collaborate to identify resources and develop skills needed so they can find answers to their inquiry. The goal is for students to develop an understanding of how academic experiences can be applied to a variety of contexts. This transfer of knowledge and skills encourages personal development and lifelong learning. Students should review the topics and select the course that is of interest to them. This course meets concurrently with CSUB 303.

### **CSUB 303 Roadrunner Passion to Learn (2)**

This seminar introduces new transfer and re-entry students to a faculty's passion to learn through inquiry about a specific subject/topic. Each seminar course is unique reflecting the engagement of the faculty in a search for information about their interests. In this course, students and faculty will collaborate to identify resources and develop skills needed so they can find answers to their inquiry. The goal is for students to develop an understanding of how academic experiences can be applied to a variety of contexts. This transfer of knowledge and skills encourages personal development and lifelong learning. Students should review the topics and select the course that is of interest to them. This course meets concurrently with CSUB 103.

### **CSUB 105 Roadrunner Ambassadors (2)**

This activities-based course provides an opportunity for first-time freshman students to apply their knowledge from CSUB 101 and 103 by learning to become a "student ambassador" for the university. Roadrunner ambassadors will assist university programs in out-reach, recruitment, peer advising, peer mentoring, and any other activity that enhances the learning experience of CSUB students. This course meets concurrently with CSUB 305.

### **CSUB 305 Roadrunner Ambassadors (2)**

This activities-based course provide an opportunity for new transfer and re-entry students to apply their knowledge from CSUB 301 and 303 by learning to become a "student ambassador" for the university. Roadrunner ambassadors will assist university programs in out-reach, recruitment, peer advising, peer mentoring, and any other activity that enhances the learning experience of CSUB students. This course meets concurrently with CSUB 105.

## **COURSE DESCRIPTIONS—GENERAL STUDIES**

### **GST 61 Math Brush Up (2)**

Math Brush Up is designed to assist CSUB students who need to strengthen their basic math skills or who want a basic math refresher in preparation for more difficult math courses or standardized tests. GST 61 provides mathematically sound and comprehensive coverage of topics essential to a college-level basic math course. Students will actively practice concepts as they are introduced, ensuring their mastery and retention. Course does not count toward graduation.

### **GST 102 Improving Academic Fitness (1)**

This course is designed to help students in academic trouble to improve their academic performance. The course will cover numerous topics such as learning styles, time management, class preparation, interacting with faculty, coping and stress, career exploration, test-taking strategies, student services (e.g. tutoring), and the details about majors, minors, general education, and other university graduation requirements. The course will also cover the various campus policies which impact student standing such as retaking courses, grade replacements, and academic renewal.

### **GST 107 Explorations in College (1)**

This course is for Summer Bridge students and is only offered in the Summer Bridge Program. College Exploration is designed to familiarize students with university culture. Students from nontraditional backgrounds may have little knowledge of University faculty, majors, and special programs. This course is designed to help high school students' self transformation into college students.

### **GST 115 Academic Success Via Vocabulary (2)**

Academic Success via Vocabulary is designed to help students develop and expand their vocabulary. The class combines lectures, discussion, and word-building activities to teach students how to build on their current knowledge of words and incorporate new words into their speaking and writing. Specific topics covered in GST 115 include word parts (prefixes,



suffixes, and roots), word families, Greek and Latin roots, high-frequency words, and common words from other disciplines. Successful GST 115 students will learn how to use college-level, academic vocabulary, increase their reading level, determine the meaning of unfamiliar words, and learn words that pertain to their major or their field of study.

#### **GST 116 Reading for College Success (2)**

Reading for College Success will teach students advanced reading and critical thinking skills such as understanding vocabulary in context, integrating inferential and analytical techniques when reading, synthesizing information, summarizing content, evaluating and making judgments, analyzing different reading genres, and applying study reading strategies to textbooks. Through a combination of lectures, discussions, and hands-on work with a variety of reading selections and supplementary material, students will practice the following reading skills: finding the main idea, understanding supporting details, recognizing implied main ideas and inferences, determining patterns of organization and purpose and tone, and distinguishing between fact and opinion. This course will help students read more effectively for their courses, their jobs, recreation, or any other activity for which reading is essential.

#### **GST 118 Making it in College (2)**

This course presents study techniques, memory tools, self-exploration exercises, and explores career and major alternatives. The object of the course is to help develop interpersonal communication skills and study skills necessary to succeed both in and out of the University.

#### **GST 119 Peer Education and Advising (2)**

This class is designed to provide students who are interested in performing peer education services an opportunity to develop awareness, communication, problem-solving, and interpersonal skills. These skills will be utilized by the students to develop and implement presentations that will address issues related to college drinking behavior and the effects of alcohol misuse.

#### **GST 121 Introduction to University Studies (2)**

A series of seminars designed to aid the transition to the University studies for students with nontraditional backgrounds. The course will emphasize University survival skills and will utilize faculty and staff from the various disciplines and student services.

#### **GST 124 Beyond Grief (1)**

Students may experience multiple losses during their educational career and life span. This course is designed to help students learn about the grief process by teaching a constructive approach to the problem of loss.

#### **GST 126 Researching the Electronic Library (2)**

An introduction to effective research techniques using Library electronic resources. Emphasis will be placed upon skills necessary for the identification, retrieval, and evaluation of information for general and specific topics. Students will acquire the competencies necessary to develop an effective search strategy and find research materials, including references to journal articles, full text articles in electronic format, government publications and books.

#### **GST 128 Stress Management (1)**

Too much stress can affect your performance in school. This course will provide general information, guides for stress management, and wellness.

#### **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.

#### **GST 131 Assertiveness Training (2)**

A discussion-practice course designed to teach students how to express opinions, feelings, and attitudes in an effective and socially appropriate manner. The goal is to improve self-confidence and self-expression in academic and nonacademic settings. Limited enrollment.

#### **GST 132 Women's Day (1)**

The Women's Day program will focus on efforts to empower women and increase their participation in public office as well as deal with the ongoing issues of discrimination that they continue to face.

#### **GST 136 Thinking Critically (2)**

This course is designed to help students develop the critical thinking skills necessary for persuasive, logical writing and effective reading. Students will study arguments, fallacies, and the uses of language as they write and discuss current, often controversial, issues.

#### **GST 137 Critical Research Skills (2)**

This course is designed to help students develop the analytical and critical thinking skills necessary to perform library searches, evaluate the applicability of research materials, and properly cite these materials



## **GENERAL STUDIES**

in scholarly papers and annotated bibliographies. Students will study online databases, source evaluation, library organization, MLA style documentation, and document formatting.

### **GST 139 Effective Parenting Skills (1)**

Students, who are parents, are often overwhelmed with multiple tasks/roles while trying to be academically successful. This parenting effectiveness class examines strategies to improve communication patterns and family structure through a group format.

### **GST 140 Educating Women on Campus (2)**

This course was designed to provide all female students (male students are also encouraged to enroll) with information and resources involving health, social,



## INTERDISCIPLINARY PROGRAMS

In addition to programs in individual disciplines which culminate in departmental majors and minors, the University provides a wide variety of programs in interdisciplinary fields; these take the form of concentrations, minor and certificate programs, as well as individual courses.

### CONCENTRATION IN CHICANO STUDIES

The interdisciplinary concentration in Chicano Studies is a more inclusive alternative to the Chicano Studies Minor and provides an opportunity for students to develop an awareness of concepts and theories pertaining specifically to the contemporary Chicano, as well as the educational, historical, and sociological foundations of Chicano life today. It is designed to benefit students working toward careers or activities in business, education, corrections, social work, or other areas where service to the Chicano community may be an integral part of the job. When the baccalaureate degree is conferred, the diploma includes the information that the concentration in Chicano Studies has been successfully completed.

Individuals who already have a baccalaureate or higher degree may obtain a *Certificate in Chicano Studies* by successful completion of the concentration requirements alone. At least 25 of the required 45 quarter units must be earned while in residence at California State University, Bakersfield. Students may petition the Chicano Studies Committee to have credits previously earned accepted in replacement of equivalent courses approved for the concentration.

#### Required Courses

Satisfactory completion of nine courses approved for the concentration and selected in consultation with the student's advisor and/or chair of the Chicano Studies Committee. No more than four courses may be selected from the same department.

1. Three of the seven courses will be those listed on page 113 as required courses for the Chicano Studies Minor.
2. Six elective courses chosen from those listed on page 113 for the Chicano Studies Minor.

Students interested in pursuing this concentration should contact the School of Humanities and Social Sciences (DDH B102, 654-2221).

### ENVIRONMENTAL STUDIES

The Department of Physics and Geology offers a degree concentration in Environmental Studies which integrates classroom studies and practical problem-solving with a 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.

Interested students should contact the chair of the Physics and Geology department for additional information (Physics and Geology 654-3027).

### INTERDISCIPLINARY MINORS

Interdisciplinary minors, like minors in individual departments, consist of a minimum of 20 units. 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 person. 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 his/her major department. For further information contact the office of the Dean of the School of Humanities and Social Sciences (654-2221).

### ETHICS MINOR

The Ethics Minor incorporates a range of courses that 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. The courses are intended to help students analyze ethical issues, apply ethical theories to concrete situations, and evaluate ethical arguments. Students majoring in such programs as business, nursing, public administration, health sciences, or pursuing some pre-professional course of study such as pre-law, pre-engineering, or pre-medicine will find tools learned through the minor to be of direct benefit in daily decision-making. Such students will also find that future employers and professional schools will greatly appreciate this course of study.

#### Requirements:

##### A. Philosophy 101

##### B. Three courses from the following list, at least two of which must be from different programs.

1. BA 374
2. COMM/PHIL 317
3. ECON 305
4. ENGL 395



## INTERDISCIPLINARY PROGRAMS

5. INST 348
6. INST 369
7. PLSI/PHIL 333
8. PHIL 316
9. PHIL 432
10. PHIL 435
11. PHIL 478
12. PHIL 496
13. SCI 350B
14. SOC 450

**TOTAL** (20 units)

For additional information, contact Christopher Meyers, Professor of Philosophy and IEM program coordinator (654-2972).

### ASIAN STUDIES MINOR

The purpose of the interdisciplinary minor in Asian Studies is to provide students with an opportunity to study the cultures of both Asia itself and of the Asian communities in the United States. The minor is designed to benefit students working toward degrees in sociology, anthropology, psychology, business, education, child development, and other fields where employment might include service to Asian communities. The Asian Studies Minor might also be appropriate for students working toward careers in government agencies such as the Foreign Service, the Peace Corps, or in agencies involved in international development and information gathering. The Asian Studies Minor is supervised by the Asian Studies Committee which is composed of faculty with an interest in Asia from several departments.

#### Required Courses

Four courses selected from the following list are required for the Asian Studies Minor. Three courses must be upper division and no more than two may be taken in the same department.

1. CAFS 320
2. CHIN 101, or CHIN 102, or CHIN 103
3. ECON 311
4. HIST 222
5. HIST 421
6. HIST 422
7. HIST 423
8. HIST 424
9. HIST 425
10. HIST 426
11. PHIL/RS 343
12. PLSI 208
13. PLSI 308
14. PLSI 322
15. RS 111
16. RS 320

17. RS 321
18. RS 323
19. SOC 336

Students interested in the minor are also directed to the 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 taken at other institutions, including language courses, will also be accepted.

### BLACK STUDIES MINOR

The purpose of the Black Studies Minor is to provide an 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 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 or HIST 466

#### 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
2. EDCI 588
3. ENGL 207
4. ENGL 364
5. ENGL 469
6. HIST 250
7. HIST 437
8. PLSI 377
9. SOC 327
10. SOC 337
11. SOC 440



## INTERDISCIPLINARY PROGRAMS

### CHICANO STUDIES MINOR

Four courses are required for the Chicano Studies Minor.

#### Required Courses

Three courses from the following (one from each group):

1. HIST 468
2. SOC 327 or SOC 335 or PLSI 329
3. SPAN 425, or SPAN 420, or SPAN 426

#### Elective Courses

Select one additional course from the following:

1. ANTH 350
2. HIST 435
3. HIST 436
4. HIST 441
5. HIST 442
6. HIST 443
7. PLSI 324
8. SPAN 303
9. SPAN 416
10. SPAN 419
11. SPAN 424
12. SPAN 495 or
13. Other course approved individually by the Committee

### FILM AND MODERN ART MINOR

The purpose of the Film and Modern Art Minor is to provide students with the opportunity to study a crucial aspect of the twentieth century in depth: the influence of modernist aesthetics and culture on the visual arts. The minor is designed to enhance students' appreciation of modern art, its background, and its major movements: Constructivism, Cubism, Expressionism, Futurism, Impressionism, Post-Impressionism, and Surrealism. By studying also the history of avant-garde as well as commercial films, and taking cognate courses in related disciplines, students will be able to chart connections between disparate aesthetic forms and gain insight into the relationship between the visual arts and their time.

#### Required Courses

To complete the minor, the student must take four courses, three of which are upper division. All students must take the following two courses:

1. ART 483
2. ENGL/COMM 460

The remaining two courses may be selected from the following (of which one only may be lower division):

1. ART 101
2. ART 202
3. ART 484
4. COMM 240

5. HIST 206
6. HIST 309
7. MUS 483
8. PLSI 218
9. THTR 385

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 from the list below are required for the Latin-American Studies Minor. The four courses must be distributed across at least three departments. Students may petition the Latin American Studies Committee prior to taking a non-listed course to have it considered for acceptance for the minor.

1. ANTH 251
2. ANTH 350
3. ANTH 370
4. HIST 340
5. HIST 435
6. HIST 436
7. HIST 437
8. HIST 441
9. HIST 442
10. HIST 443
11. SOC 334
12. SOC 335
13. SOC 439
14. SOC 450
15. SPAN 303
16. SPAN 416
17. SPAN 419
18. SPAN 424
19. SPAN 427 or SPAN 428
20. PLSI 309
21. PLSI 324

### SOCIAL GERONTOLOGY MINOR

The majority of people who have reached 65 years in the history of the world are alive at the moment. One of every nine Americans is at least 65 and by the year 2030 one of every five will be. The minor in Social Gerontology can provide background and experience in the biological, social, psychological, political, and economic aspects of aging. Join us to understand the challenges and opportunities as our nation's values mature. T. Ken Ishida (654-2375) Social Gerontology Coordinator.



## INTERDISCIPLINARY PROGRAMS

### Required Courses (20 units)

1. BEHS 382
2. PPA 419

### Elective Courses

Select two additional courses from the following:

1. ANTH 460
2. INST 496
3. RS 465
4. PSYC 418

## WOMEN AND GENDER STUDIES

**Program Chair:** Dr. Anne Duran

**Program Office:** DDH D119

**Telephone:** 661-654-2298

**email:** aduran@csu.edu

**Website:** www.csub.edu/wgs

**Faculty:** R. Abu-Lughod, D. Anderson-Facile, J. Armentor-Cota, M. Ayuso, M. Baker, R. Bzostek, C. Cruz-Boone, C. Dell'Amico, R. Dugan, A. Duran, K. Grappendorf, L. Gubkin, D. Hall, D. Jackson, J. Millar, C. Murphy, A. Nuno, J. Pratt, J. Schmidt, M. Slaughter, S. Stabinil, K. Stocker, E. Thiroux

### Program Description

What does it mean to be a woman? What does it mean to be a man? What happens if our personal gender identity does not fit with the gender category that society "assigns" to us at birth? How do we become gendered beings? How does our racial and ethnic identity shape our experiences as women and men? The Women and Gender Studies Minor seeks to address these questions. The Women and Gender Studies Minor is an interdisciplinary program that provides a series of courses which critically examine the social, historical, psychological, literary, artistic and philosophic dimensions of gender relations. 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. This includes an examination of the ways that gender, race, ethnicity, social class, sexuality, nationality, able-bodiedness, and other facets of embodiment intersect in the construction of gender identity and experience.

### Requirements for the Minor in Women and Gender Studies

The minor requires four courses, totaling twenty units, at least fifteen of which must be upper division. Some of the courses below may also count for the Theme 2, Theme 3, and/or Gender, Race and Ethnicity (GRE) requirements are indicated below.

### Required Course

You are required to take one of the two courses listed below (If you take both, one may count as an elective for the Women and Gender Studies Minor minor):

1. INST 205 **OR**
2. SOC 370

### Elective Courses

Select three courses from the following:

1. ANTH 330
2. ANTH 339
3. ANTH 438
4. BEHS 435
5. CAFS 320
6. COMM 360
7. CRJU 325
8. CRJU 430
9. ECON 344
10. ECON 380
11. ECON 381
12. ENGL 366
13. ENGL 370
14. ENGL 373
15. ENGL 374
16. ENGL 375
17. FREN 425
18. FREN 426
19. GST 149
20. HIST 421
21. HIST 462
22. INST 305
23. NURS 327
24. PEAK 430
25. PHIL 381
26. POL 339
27. PSYC 341
28. PSYC 342
29. PSYC 421
30. RS 360
31. SW 561
32. SOC 334
33. SOC 364
34. SOC 370
35. SOC 464
36. SOC 465
37. THTR 381



## COURSE DESCRIPTIONS—BEHAVIORAL SCIENCE

**Note:** For a variety of reasons, some courses in the University are offered on an interdisciplinary basis. The following indicated courses are so designated. Each may carry credit in one of the indicated academic areas.

### **BEHS 307 Developing Political Systems (5)**

An examination of political change in developing societies. Emphasis on the study of models of political change and their application in selected African, Asian, or Latin-American nations. Comparative analysis of the economic, cultural, and social requisites of political modernization. Recommended: one course in anthropology or political science. Carries credit in either Anthropology or Political Science. **GE T3**

### **BEHS 311 Small Group Dynamics (5)**

Application of principles of social psychology to the understanding of small groups; experimentation and observation in group situations. Lectures and three hours of laboratory. Recommended: one course in political science, psychology, or sociology. Carries credit in Political Science, Psychology, or Sociology.

### **BEHS 318 Psychological Anthropology (5)**

A survey of the impact of psychology on anthropological studies, focusing on the relationship between cultural processes and personality characteristics in tribal and modernizing societies. Recommended: one course in anthropology, psychology, or sociology. Carries credit in Anthropology, Psychology, or Sociology.

### **BEHS 321 Community Politics (5)**

An examination of mobilization and policy at sub-national levels. Emphasis is on American metropolitan communities. Major concepts are space, structure, participation, leadership, and change. Policy analysis from the literature and local sources. Lecture/discussion. Recommended: one course in political science or sociology. Carries credit in either Political Science or Sociology.

### **BEHS 330 Political Psychology (5)**

Ideology, values, extreme belief and affiliation, leadership, personality factors in politics. Psychological analysis of political and social action techniques. Lectures/discussion. Recommended: one course in political science or psychology. Carries credit in either Political Science or Psychology.

### **BEHS 331 Political Sociology (5)**

The cultural and social bases of politics. Political processes in organized groups and social systems. Role of minorities in politics. Selected investigations.

Lectures/discussion. Recommended: one course in anthropology, political science, or sociology. Carries credit in Anthropology, Political Science, or Sociology.

### **BEHS 382 The Aged (5)**

An overview of the aged and the aging process in diverse social settings. The course covers biological, intellectual, sexual, and social effects of aging as well as the role of the aged within the family, community, and institutions for the aged. It compares the aged of various cultures, including those few societies around the world where elderly people have found their Shangri-La. Finally, the course considers the different ways in which the aged prepare for (or ignore) the final life process, dying. Recommended: one course in anthropology, psychology, or sociology. Carries credit in Anthropology, Psychology, or Sociology.

### **BEHS 401 Evaluation Research (5)**

Analysis and application of research methodologies appropriate for addressing a variety of evaluation issues. Emphasis is on evaluation research both within organizational contexts and broader community settings. Evaluation, design, methods of data collection, procedures for analysis, and formative and summative reporting. Lectures/discussion and three hours of laboratory. Prerequisites: completion of MATH 140 or PSYC 200 or equivalent, a behavioral science research methods course and basic computer skills in data analysis.

### **BEHS 435 Family and Kin: Comparative Perspectives (5)**

An introduction to alternate family style and kin networks in non-Western and Western societies. Primary attention given to exploring the relationships between types of domestic groups and their cultural context. Recommended: one course in anthropology or sociology. Carries credit in either Anthropology or Sociology. **GRE**

### **BEHS 471 Colonialism and Culture Change (5)**

An examination of colonial and post-colonial conditions of states from around the world. Particular emphasis will be given to exploring political, economic and cultural change in both the metro pole and colony during and after colonialism. While this course will review developments from around the globe, the critical case studies will examine the experiences of Britain in India and France in Algeria.

### **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



## INTERDISCIPLINARY COURSE DESCRIPTIONS

science, including basic tests of significance, measures of association, measurement, factor analysis, analysis of variance, non-parametric statistics, and techniques of data compilation and analysis. Prerequisite: a college-level course in statistics. Carries credit in Anthropology, Economics, Political Science, Psychology, or Sociology.

### **BEHS 501 Advanced Research Design and Analysis (5)**

An advanced examination of the methodologies and strategies of behavioral science research, focusing on research designs (including experimental, quasi-experimental, survey and field studies), sampling procedures, and data analysis and interpretation. Carries credit in either Anthropology, Psychology or Sociology.

### **BEHS 577 Special Topics (5)**

### **BEHS 695 Master's Thesis in Behavioral Science (5-9)**

### **BEHS 699 Individual Graduate Study (1-5)**

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

## **COURSE DESCRIPTIONS—GEOGRAPHY**

### **GEOG 302 Cultural Geography of World's Regions (5)**

This course explores spatial arrangements that affect and are affected by human activity on land. Focus is on the ways in which places and things are laid out and organized in the major geographical regions of the world, including the Americas, Europe, greater Asia, and Africa. Topics discussed include environment, demographic processes, health and malnutrition, language, religion, economic organization, and political structures. Special emphasis is placed on Third World countries as well as on comparative, international perspectives. Required for the Liberal Studies (Clute) and Social Sciences waiver programs.

### **GEOG 332 Political Geography (5)**

Lectures, analysis and field work on the relationships between physical and cultural geography and the power in nations, states, and communities. Case studies in both U.S. and other nations and GIS exercises. Satisfies the Geography requirement for Liberal Studies.

### **GEOG 395 Economic Geography (5)**

An examination of the spatial organization of economic activities. Topics include population dynamics and

migration, natural resources and location, transportation and communication networks, agriculture and rural land use, urban land use, city location and urban hierarchies, industrial location, world economic regions, and international trade and investment patterns. Course also includes an introduction to Geographic Information Systems (GIS).

### **GEOG 477 Special Topics in Geography (1-5)**

Topics and prerequisites to be announced. May be repeated for different topics.

## **COURSE DESCRIPTIONS—HUMANITIES**

### **HUM 102 Critical Thinking and Writing (5)**

This course will focus on the logical reasoning skills necessary for analyzing and constructing arguments as well as basic writing skills. This course satisfies Goal III. Students with an EPT score between 147 and 154 may also use the course to satisfy the ENGL 100 requirement. This course will carry credit in either English or Philosophy. **GE A3**

### **HUM 479 Literature and the Other Arts (5)**

An interdisciplinary seminar in a selected topic, period, or style of man's development, that combines experience in a literary genre with a parallel expression in another art, such as painting, music, or film. Extensive reading, independent and group research. Lecture/discussion. Carries credit in either English or Fine Arts. Prerequisite for English credit: ENGL 101 or the equivalent, or one course from the 200 series in literature or its equivalent. Prior approval of the department needed for credit in Fine Arts.

## **COURSE DESCRIPTIONS—INTERDISCIPLINARY STUDIES**

### **INST 205 Perspectives on Women in Society (5)**

An interdisciplinary analysis of women which is intended to promote a fuller understanding of the multidimensional nature of women and the socialization of men and women. Subjects for lecture/discussion include women in art, music, law, literature, psychology, sociology, religion, and various other areas of interest. Students of both sexes are welcome to participate.

### **GRE**

### **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. **GE T1 or GE T2**

## **INST 348 People, Ethics, and Other Animals (3)**

Examination of peoples' attitudes toward and interactions with members of other animal species. The emphasis is upon ethics systems and current controversies in relationships with other animals. Up to 5 units in the Human-Animal Studies series can carry credit in Psychology.

## **INST 349 People and Animal Companions (3)**

The psychology of peoples' relationships with animal companions (pets). Topics include motivations for pet-keeping, personality research, attachment, companion animals and human development, and ethical issues in relationships with animal companions. Prerequisite INST 348. Up to 5 units in the Human-Animal Studies series can carry credit in Psychology.

## **INST 350 Animal-Assisted Therapy (3)**

An examination and critical analysis of Animal-Assisted Therapy. Coverage of issues involved in defining and explaining AAT, and controversies about its outcomes. Historical trends in the development of AAT, including current professionalization of AAT. Prerequisite INST 348. Up to 5 units in the Human-Animal Studies series can carry credit in Psychology.

## **INST 351 Applied Experience in Human-Animal Studies (1)**

Volunteer experience in a community setting relevant to human-animal studies. Only one unit may be earned per term, and no more than 3 units may be applied toward the baccalaureate degree. Prerequisites INST 348 and 3 additional units in the Human-Animal Studies course series. Offered on a credit-no credit basis only.

## **INST 363 Personhood: Contemporary Policies and Practices (10)**

Psychological, philosophical and biological perspectives on the person as mind, body and brain will inform exploration of public policy issues such as those related to models of illness and wellness, health care, gender and sexuality, intelligence, and legal issues such as insanity plea, commitment, eyewitness

testimony and spousal and child abuse. Satisfies Themes 2 and 3 of the upper division General Education requirements. Prerequisite: PHIL 100 or 201 and PSYC 100 or BIOL 100. **GE T3**

## **INST 369 Environmental Politics (5)**

Analysis of federal, state, and local administration of environmental laws. Includes study of the National Environmental Policy Act of 1969 and litigation under that act in the courts. Special attention paid to California. Comparison of the environmental regulation policies of California and other oil-producing states. Case studies of legislation, adjudication, and political conflict in the environmental issues area. Prerequisite: upper division standing.

## **INST 390 The Educator as Social Scientist (5)**

Consideration of the nature of social sciences as a subject matter area in public education, including its citizenship aspects. Projects, papers, and portfolios that demonstrate thoughtfulness about the social sciences and closely related humanities and that lay the basis for defining career goals and assessing achievement of those goals. Carries credit in either Economics, History or Political Science.

## **INST 420 Electronic Legal Research Methods (2)**

An introduction to research using electronic resources such as Lexis/Nexis and the Internet. Emphasis will be placed upon effective search strategy development, mastery of search tools, identification of potential resources, and retrieval of pertinent sources. Course will include legal research using Lexis/Nexis. Student will develop familiarity and skills related to search strategy development, search software, Internet navigation, research sites, and other related skills.

## **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.

## **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



## INTERDISCIPLINARY COURSE DESCRIPTIONS

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.



## TEACHER PREPARATION/SUBJECT MATTER PROGRAMS

**DISCLAIMER:** Due to ongoing and substantial changes in credential legislation and degree programs in the State of California, please check with an official School of Education advisor for current information.

The University offers a number of programs that prepare students to become credentialed teachers. These are called subject matter preparation programs. Each of the subject matter preparation programs is part of a larger degree program. If you are interested in pursuing a particular program, you may contact the responsible department.

### **MULTIPLE SUBJECT PREPARATION PROGRAMS**

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved multiple subject teacher preparation program. Please refer to individual departments in this catalog for further information on acquiring these credentials.

These courses may change due to changes from the state-required standards. Please see an advisor for a current list of required courses.

### **SCHOOL OF EDUCATION**

A specialty concentration in Child, Adolescent, and Family Studies-Elementary Education provides an academic experience best suited to those who wish to teach in the elementary K-6 setting. The CAFS Elementary Education student will take classes that have been approved by the California Commission on Teacher Credentialing (CCTC) as a program meeting the requirements for the Elementary Education Multiple Subjects preparation. Upon successful completion of the courses described below, the student will have completed all the California State Department of Education and California State University course requirements for the Elementary Education Multiple Subject preparation for entrance into an Elementary Education Multiple Subject Credential program.

This specialty track is for students who plan to become elementary teachers. Please see an advisor for a current listing of the required courses.

### **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

#### **Liberal Studies**

See catalog description under Liberal Studies.

### **SINGLE SUBJECT PREPARATION PROGRAMS**

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject teacher preparation program. Please refer to individual departments in this catalog for further information on acquiring these credentials.

### **SCHOOL OF EDUCATION**

#### **Physical Education and Kinesiology**

Students who complete the **Concentration in Physical Education** will fulfill requirements for the State of California Single Subject Credential in Physical Education as established by the California Commission on Teacher Credentialing (CCTC). Students wishing to teach in the junior-high and senior-high school levels will be required to take additional courses to obtain the single subject teaching credential (in addition to the Physical Education concentration curriculum).

Students who desire to coach as well as teach have the opportunity to select various theory of coaching courses within the major to prepare for coaching careers.

### **SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

#### **Art Education**

Please see an advisor for a current listing of the required courses.

#### **English**

Please see an advisor for a current listing of the required courses.

#### **Music**

Please see an advisor for a current listing of the required courses.

#### **Spanish**

Please see an advisor for a current listing of the required courses.

#### **Theatre Arts**

Students wishing to teach drama at the high school level must complete a course of study that will lead to the Single Subject Credential in English; in most cases, this involves earning the BA degree with a major in English. However, such students are strongly urged to complete, in addition, the BA degree with a major in Theatre Arts.



## TEACHER PREPARATION/SUBJECT MATTER PROGRAMS

### SOCIAL SCIENCE TEACHER PREPARATION PROGRAM

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject teacher preparation program in Social Science. The program certified in 1992 expired July 1, 2009. Students who began course work prior to 2009, but who did not complete all program requirements, must complete the requirements of the new CCTC approved program or pass all parts of the California Subject Examination for Teachers (CSET) in Social Science. The new program follows. Courses recommended for History majors are in bold. For information about the program, contact the Social Science Program Coordinator, Alicia Rodriguez, 654-2166.

#### Gender, Race, Ethnicity Requirement

In addition, Social Science students must satisfy the University's GRE requirement through one of the following courses taken from a discipline other than that of their declared major: ANTH 438, ECON 380, HIST 421, 462, 465, 466, 467, 468, PLSI 339, PSYC 421, RS 326, SOC 327, 335, 336, 337, 338, 370.

Taken alone, the Social Science Preparation Program is neither a degree program nor a major. Also, please note that only those courses earning a C- or higher may be counted toward the Social Science Preparation Program and an overall minimum GPA of 2.7 is required for certification of subject matter competency. Please see an advisor for a current listing of the required courses.

#### Social Science (within the BA in Economics)

Please see an advisor for a current listing of the required courses.

#### Social Science (within the BA in History)

Please see an advisor for a current listing of the required courses.

#### Social Science (within the BA in Political Science)

Please see an advisor for a current listing of the required courses.

### SCHOOL OF NATURAL SCIENCES & MATHEMATICS

#### Natural Sciences

The Departments of Biology, Chemistry, Geology, and Physics offer a Bachelor of Arts in Natural Sciences. This degree program offers the required subject matter content to help prepare prospective science teachers apply for the subject matter certification in California by taking the California Subject Matter

Examinations for Teachers (CSET) in Science. The BA degree in Natural Sciences prepares the candidate for the CSET Science exams, which consist of three exams: two covering breadth in science (Biology, Chemistry, Earth/Planetary Science and Physics), and one covering depth in one of these areas, corresponding to the Primary concentration. Passage of the CSET in Science is required to certify subject matter competency before entering a teacher credential program. Consult your advisor or the School of Education for details on other entry requirements for pursuing a secondary teaching credential. The BA in Natural Sciences offers a broad foundation in all four of the natural science areas (Biology, Chemistry, Earth Science, and Physics) as well as depth preparation in two of the four areas. While this broad foundation has been developed for prospective teachers, it also serves as excellent preparation for employment in any area of business, industry or government where scientific skills are in demand. The program consists of three components:

- I. Primary Concentration (major)
- II. Secondary Concentration (minor), and
- III. Cognates (breadth). A student may major in Biology, Chemistry, Geology, or Physics. They must also minor in one of the other three sciences and take cognates in the remaining two sciences, Math, and Astronomy. For example, a student might major in Chemistry with a minor in Biology and take cognates in Geology, Physics, Math, and Astronomy. Another example could be that a student might major in Geology with a minor in Physics and take cognates in Biology, Chemistry, Math, and Astronomy.

For students who already have a degree and would like to be certified as subject matter competent in the sciences, please see [www.cset.nesinc.com](http://www.cset.nesinc.com) for information on the CSET Exams.



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### **Mission of the School of Business and Public Administration**

*The School of Business and Public Administration provides educational programs in business, public administration, economics and non-profit management-complemented by applied research and instructional development-to serve our diverse student body. We prepare graduates to make knowledge-based decisions to address challenging issues facing organizational leaders in our region.*

### **Program Description**

As an accredited professional school, we are dedicated to educating students to become more effective and efficient managers in the public, private and not-for-profit sectors, operating in our complex and dynamic environment. Although each program has unique learning goals and objectives, all the degree programs emphasize communication and quantitative skills, context and external environments, critical thinking and integrative problem solving, and a working knowledge of the pertinent academic disciplines.

In recognition of the School's commitment to quality, the M.B.A. and B.S. degree programs in Business and Economics are accredited by the Association to Advance Collegiate Schools of Business (AACSB International), placing CSUB in the top 20 percent of business schools internationally. The Master of Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). The School of Business and Public Administration is one of the smaller schools nationally to have its programs accredited by both AACSB and NASPAA, a confirmation of the quality of the faculty and their dedication to excellence in education.

The demanding programs in the School build upon the general education curriculum that prospective business and public administration students complete in the freshman and sophomore years. The knowledge and skills acquired in these broadly based

programs are enhanced as the student enters the upper level professional programs within the School of Business and Public Administration.

In pursuing its educational mission, the School's objective is to be responsive to the needs and desires of its primary service area as well as the external market. The faculty of the School, recognizing this need, has pursued applied research interests both within and outside the primary service region. These research efforts have been critical to the growth and development of the School and have contributed significantly to the attainment of educational goals of the institution. Decisions made today consider the global environment within which most organizations operate. Research and teaching efforts of the School are designed to reflect ongoing changes in the economy and society.

In an era of expansive information technology, the effective manager must be able to locate, retrieve, consolidate, and integrate relevant information across key administrative disciplines. Management decisions must be made with consideration of the impact of marketing, operations, finance, human resources and other critical areas on the organization as a whole. Computer and communication technology facilitates the integration and evaluation of this data. Information technology must be factored into all disciplines as an essential administrative tool, not merely a separate discipline.

The School recognizes that its student clientele require a holistic understanding of business, economics, and public administration and must be able to easily relate one functional area to another. They must be able to draw upon skills learned in a variety of specialties for purposes of analysis and decision making. Consequently, both the undergraduate and graduate curricula are constructed on a strong core that places an emphasis on the development of generic analytical and management skills.

The School is staffed with a faculty drawn from many of the top schools of business, economics, and public administration in the United States and foreign nations. As the School grows in response to ever increasing numbers of new students, the faculty has grown not only in physical numbers but in the necessary skills required to meet the new technological and conceptual changes occurring in the private and public sectors. As an effective educational institution, BPA seeks to be proactive to these changes rather than reactive.



## SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

The lead-time required to train future managers in new technologies can often be a relatively short time frame. This requires close contact with practicing managers in the public and private sectors as well as close and continuous contact between the academician and the practitioner. The faculty of the School of Business and Public Administration interfaces with practitioners in their research and consulting efforts. Combining this approach with outstanding academic credentials yields a faculty truly capable of preparing the managers of the future as well as enhancing today's managers, many of whom comprise the graduate student population in the School.

A particularly significant organization that provides invaluable services and support to the School is the Executive Advisory Council. This is a group of over 30 senior executives from national, regional and local businesses and governmental agencies. The Council advises the Dean of the School in matters concerning the needs of the public and private sectors, in the evaluation of the graduates from the programs, in the trends that are appearing in the various sectors and acts as a sounding board for new programs or changes to existing programs, as well as providing support in development efforts. The Public Policy and Administration Advisory Board is a group of city, county, state and national government administrators, as well as nonprofit and health care directors, who offer their expertise to the department on curriculum and the needs of the current public administration sector.

Structurally, the School of Business and Public Administration is organized into four major departments: Accounting and Finance, Management and Marketing, Economics, and Public Policy and Administration. These four departments offer the degrees and concentrations offered in the School.

### Undergraduate Degree Programs

- Bachelor of Science in Business Administration with concentrations in Accounting, Economics, Finance, General Business, Management (options in General, Human Resource, and Small Business Management), Management Information Systems, Marketing, and Sports Management
- Bachelor of Arts in Economics with tracks for global economics, pre-law, and social studies teaching.
- Bachelor of Science in Economics with tracks for Accounting and Bank Lending, Business Administration, Financial Investment Services, and Public Administration.
- Bachelor of Science in Environmental Resource Management with options in Occupational Safety and Health and Land Use Planning

- Bachelor of Arts in Public Administration

### Graduate Degree Programs

- Master of Business Administration (MBA)
- Master of Public Administration (MPA) with specialization available in Nonprofits Management
- Master of Science in Administration-Health Care Management (MSA-HCM)

### Affiliated Organizations

The School has active chapters of Beta Gamma Sigma, the top national academic honorary for business majors; Pi Alpha Alpha, the top national honorary for Public Affairs and Administration; and Omicron Delta Epsilon, the leading honorary society in Economics. Students also participate in activities of the University Accounting Association (UAA), Financial Management Association (FMA), Society for Human Resource Management (SHRM), and Students in Free Enterprise (SIFE). BPA students participate in intercollegiate competitions in business ethics, human resource management, personal financial planning, and professional sales through these organizations as well as other venues.

### Centers and Institutes

The School maintains the **Business Research and Education Center (BREC)** to (1) support faculty research opportunities and activities, (2) be actively involved in community-based outreach programs as a resource to local and regional businesses and to economic development efforts, (3) provide a local and regional forum for lifelong learning experiences, and (4) create and administer programs that promote student participation within the university and the community, such as scholarships, internships, cooperative education, and community service projects. The Family Business Institute within BREC is a Public/Private Alliance among the School of Business & Public Administration, Kern County family owned businesses, and service professionals that provide a comprehensive program promoting the success of family owned businesses in Kern County. It is a specifically designed resource that addresses the myriad of issues pertaining to family businesses. The goal of the Institute is to develop a body of knowledge and problem solving techniques that are accessible to all members.

The **Public Service Institute** is a functional bridge between California State University, Bakersfield and the public service community of Kern County and the University's service area. As such, the Institute brings together in a working coalition, management personnel from the public, nonprofit, volunteer, and health sectors with appropriate faculty and administrators from the CSUB community.



The **Center for Economic Education and Research** sponsors educational programs furthering economic literacy, including in-service workshops for public school teachers, and conducts applied economic research funded through grants and contracts.



## BUSINESS ADMINISTRATION

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### Program Description

The Major in Business Administration is offered by the Departments of Accounting and Finance, Economics, and Management and Marketing. Contact information can be found in the Catalog sections that follow for these departments. 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 200A or its equivalent, or by passing the competency exam administered by the Department of Management and Marketing. The student is advised to check with the Chair of the Department of Management and Marketing for further information. The Learning goals and objectives can be found at the department's website.

### Requirements for the Bachelor of Science Degree with a Major in Business Administration

The Bachelor of Science Degree with a major in Business Administration requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

### Major Requirements for the B.S. 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 global economic, political, and social world; (2) a concentration of courses which permit an in-depth study of a selected aspect of business activity. Courses requiring a specific prerequisite may be taken only after the prerequisite has been completed.

### A. Required Lower Division Foundation Core (40 units)

1. BA 290 with C or better (not C-)
2. BA 200 or ECON 380 (satisfies GRE requirement)
3. ACCT 220 (Prerequisite/co-requisite: MATH 101)
4. ACCT 221 (Prerequisite: MATH 101 with C or better)
5. ECON 201
6. ECON 202
7. MATH 101
8. MATH 140
9. MIS 200A

***Business Administration majors shall not be enrolled in any upper division Business Administration course unless they have:***

1. Completed all courses in the Lower Division Foundation Core (with the exception of the BA 200/ECON 380 requirement, which can be completed at any time); and,
2. Attained junior status (completed at least 90 quarter hours of course work counting toward the 180 quarter hours needed for graduation);

### B. Required Upper Division Core Courses (50 quarter units)

1. MGMT 300
2. BA 301
3. MGMT 302
4. MIS 300
5. MKTG 300
6. FIN 300
7. BA 370 (not required for Accounting majors who have completed ACCT 275 or its equivalent)
8. BA 374 (satisfies General Education Theme 3.)
9. One course satisfying the GWAR requirement (GWAR test does not substitute for course)
10. BA 490

### C. Upper Division Concentration Electives

Business Administration majors must complete a concentration. Concentrations (of at least 20 quarter units) are offered by the Departments of Accounting and Finance, Economics, and Management and Marketing. Requirements for the various Business Administration concentrations can be found in the Catalog sections that follow for these departments. Alternatively, a General Business concentration combining courses from several areas can be completed as follows.

### Requirements for a General Business Concentration

To qualify for the BS in Business Administration with a concentration in General Business, a student must take five additional upper division courses from at least three of the following areas: Accounting, Economics, Finance, Management, Marketing, MIS, or Sports Management.



### **Minor in Business Administration**

A minor in Business Administration is available to candidates working toward other bachelor's degrees. A minor is not required for students majoring in Business Administration. A student desiring a minor in Business Administration must complete:

1. ACCT 220
2. MGMT 300
3. MKTG 300
4. One of the following:
  - BA 100
  - BA 370
  - BA 374
  - MGMT 310
  - MGMT 302
  - MKTG 304
  - MIS 300

### **Other Minors in Business Administration Programs**

Further information may be found in the Management and Marketing Department catalog section.

Prerequisites for courses in the minor are not enforced. Please see the BPA Student Services Center staff to register for courses in these minors.

- Minor in Management Information Systems
- Minor in Marketing
- Minor in Organizational Studies
- Minor in Sports Management

### **COURSE DESCRIPTIONS**

#### ***Lower Division***

#### **BA 100 Perspectives in Business (5)**

Using a combination of lecture, discussion, and activity-based participation, this course provides students with an introduction to business. The course provides an introductory view of the core disciplines of business including management, finance, accounting, marketing, research and development, human resource management, production and operations management, information management, strategic management, and business environment. The course applies these disciplines to entrepreneurs and small business owners, corporations, and to other organizations. Open to all non-business majors and may be applied to satisfying the requirements for the minor in business administration.

#### **BA 200 Managing Diversity in Business Organization (5)**

The course focus is an exploration of the cultural diversity in business and at work today. This course encompasses the entire spectrum of basic cultural theory, the cultural impacts on business, and six major

cultural groups. Topics covered will include doing business with North Americans, Latin Americans, Asians, Europeans, Africans, and Middle Easterners.

#### **GRE**

#### **BA 290 Business Professions (3)**

This course provides an introduction to the business professions, including an overview of business operations and ethics, exposure to the variety of careers in business, and development of key skills necessary for success in the business curriculum. Skill development focuses on communications (writing, oral, teamwork) and critical thinking. The student is introduced to rubrics used to evaluate learning goals and objectives for the business major. The course is intended for business majors. *Note:* For business administration majors, BA 290 must be completed with a C or better (not C-) to enroll in upper division core courses. For first-quarter transfer majors who can otherwise enroll in upper division core courses, BPA 290 is a co-requisite.

#### ***Upper Division***

**Note:** Transfer Business majors who have completed the lower division core courses and at least 90 quarter units must take BA 290 as a co-requisite with their first upper division core course.

#### **BA 301 Data Analysis and Decision Making (5)**

An introduction to the application of statistical and quantitative methods using computer technology to examine and explore data and to build and interpret models to aid in business decision making in all functional areas. Methods covered include: summarizing and exploring data, probability concepts, hypothesis testing, confidence intervals, regression analysis, simulation, decision theory, and optimization.

#### **BA 370 Legal Environment of Domestic and International Business (5)**

Introduction of legal principles and issues relevant to transacting business. Ethical, social, constitutional, and political influences and controls are integrated within the course materials as part of the legal environment approach. Topics include concepts of the legal process; judicial and administrative practices; forms and structure of business organizations; and legal components of contracts, torts, property, human resources concerns, and international business.

#### **BA 374 Business and Society (5)**

Focuses on the interrelationships between society, business, and government. 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



## BUSINESS ADMINISTRATION

technology to employment and quality of work life, consumerism, ethics, and corporate social responsibility. **GE T3**

### **BA 393 Intercollegiate Business Competitions (2)**

This course provides academic credit for participation in various intercollegiate competitions offered under the direction of the faculty of the School of Business and Public Administration. Academic credit can be earned for up to three consecutive quarters for those competitions extending beyond a single quarter (i.e., up to six units per academic year). Most competitions extend over two or three quarters, including preparation and practice. The activity is graded on a credit-no credit basis. Prerequisite: permission of the instructor.

### **BA 396 Human Corps (1)**

One unit of credit for 30 or more hours of volunteer community service experience working directly with people in a business related, nonprofit, governmental, or community based organization, including educational institutions. Open to students with appropriate business background for the particular position. The student may suggest a suitable placement or request an assignment from the Human Corps office. A journal, a brief reflective paper, and occasional meetings with a faculty sponsor are required. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only.

### **BA 428 Small Business Consulting (5)**

Students are assigned as consultants to a small firm in the business community to assist owner clients in marketing, finance, accounting, operations, MIS, personnel and strategic management, as appropriate. Students are supervised by faculty and provide oral and written reports to the client to conclude the consultation. Prerequisite: senior standing and permission of Business Research Education Center Director.

### **BA 477 Special Topics in Business (1-5)**

Special topics courses provide each department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. Each department will determine applicability toward individual concentrations.

### **BA 489 Experiential Prior Learning (1-20)**

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience

relevant to the curriculum of the department. Course requires complementary academic study and/or documentation. Available by petition only on a credit, no-credit basis. Not open to post-baccalaureate students. BA 489 units may not be used for credit with the BS in Business Administration, BA in Public Administration, MS, MBA or MPA degrees. Interested students should contact the BPA Student Services Center for further details.

### **BA 490 Senior Seminar in Business Administration (5)**

This is a terminal integrating course. The course serves dual purposes. The first is to introduce students to strategic management. The objective here is to see and practice how strategic decisions are made. Strategic management topics include external environments, industry and competitor analyses, resources and capabilities, corporate governance, strategy formulation, strategy implementation, strategy controls, mergers and acquisitions, strategic alliances and coalitions, and strategic corporate social responsibility. The second purpose is to integrate the tools of strategic management with the other core disciplines of the business major in order to understand and to make wise decision and ethical strategic decisions. Prerequisites: BA 370, 374, FIN 300, MGMT 300, 301, 302, MIS 300 and MKTG 300. BA 490 normally is taken in the last term before graduation.

### **BA 497 Cooperative Education (1-5)**

The Cooperative Education Program provides a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and a faculty liaison working with the field supervisor. May not be used to satisfy the requirements of the Business Administration major. Offered on a credit, no-credit basis only.

### **BA 499 Individual Study (1-5)**

Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within a discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation.

## **GRADUATE COURSES**

Graduate courses are listed in the "Graduate Studies" section of this catalog.



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**Faculty:**  
**Accounting:** B Bae, M Doucet, T Doucet, H McCown, J Patten  
**Finance:** M Elhusseiny, K Shakoori, D. Zhou

## ACCOUNTING

The CSUB accounting program helps prepare students for a variety of career opportunities in public accounting, private accounting, and governmental accounting. It also helps prepare students for various professional certifications, including the Certified Public Accountant (CPA), Certified Internal Auditor (CIA), and Certified Management Accountant (CMA) certifications. See an advisor for more information about this program.

### Requirements for the Accounting Concentration within the Business Administration Major:

(students must complete these 8 courses):

1. ACCT 275\*
2. ACCT 300
3. ACCT 301
4. ACCT 303
5. ACCT 360\*\*
6. ACCT 400
7. ACCT 403
8. ACCT 408

\* May substitute for BA 370 for Accounting majors only.

\*\* Substitutes for MIS 300 for Accounting majors only.

**Recommended Electives** (not required): All fields of Accounting:

1. FIN 326
2. FIN 400
3. MGMT 308
4. MGMT 309
5. MKTG 304
6. MKTG 315
7. MIS 330
8. MIS 340
9. PPA 478

## COURSE DESCRIPTIONS

### Lower Division

#### ACCT 220 Introduction to Financial Reporting and Accounting (5)

This course introduces students to basic features of

financial accounting systems with emphasis on the accounting cycle and the preparation of financial statements for both corporations and sole proprietorships. Prerequisite/Co-requisite: Math 101 or concurrent enrollment in Math 101.

#### ACCT 221 Introduction to Managerial Accounting (5)

This course introduces students to 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, product costing, cost volume profit analysis and cost allocation. Prerequisite: Math 101 with a grade of "C" or better and ACCT 220.

#### ACCT 275 Business Law (5)

This course provides 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)

This course provides an intensive study of basic financial accounting theory, financial statements, the accounting cycle, working capital accounts, and operational assets. It also extensively covers revenue recognition concepts. Prerequisite: ACCT 221.

#### ACCT 301 Intermediate Accounting II (5)

This course is the continuation of the study of financial accounting theory from Intermediate Accounting I. Specific topics covered include long-term liabilities, stockholders' equity, accounting changes, error analysis, cash flow and accounting for income taxes, leases and pension costs. Prerequisite: ACCT 300. Strongly recommended: FIN 300.

#### ACCT 303 Managerial Accounting (5)

This course provides 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 360 Accounting Information Systems (5)

This course covers general systems concepts and theory, with an emphasis on internal controls. It includes the collection and processing of accounting information, internal control aspects of accounting



## ACCOUNTING AND FINANCE

systems, systems life cycle in an accounting framework, and the interface of accounting systems and computer technology. Prerequisite: ACCT 221.

### **ACCT 400 Advanced and International Accounting (5)**

This course addresses advanced topics in accounting and will include coverage of a number of the following topics: special problems of accounting for business combinations, reorganizations, bankruptcies, partnerships, governmental and nonprofit organizations, trusts and estates, and international accounting. It will include discussion of the current issues related to the global harmonization of accounting standards (International Financial Reporting Standards) and the impact on the accounting profession. Prerequisite: ACCT 301.

### **ACCT 403 Fundamentals of Taxation for Individuals and Business (5)**

This course introduces federal income taxation of individuals, pass through entities, and C corporations. Students will learn how to prepare tax returns for individuals including itemized deductions, business income, and property transactions. They will also learn how to prepare basic pass through and C Corporation tax returns. Students will learn the basics of tax law and research using tax resources available on the Internet, and become familiar with basic planning issues and techniques for individuals and businesses. Prerequisite: ACCT 220 or permission of instructor.

### **ACCT 408 Auditing (5)**

This course covers the fundamentals of auditing theory and practice, ethical standards, auditing standards, auditing techniques, and the audit report; special emphasis is placed on independent audits by CPAs and the role of CPAs in society. Prerequisites: ACCT 301 and ACCT 360.

### **ACCT 477 Special Topics in Accounting (1-5)**

Special topics course in Accounting provides students with the opportunity to take an in-depth study of an area not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

### **ACCT 496 Internship in Accounting (1-5)**

This course provides an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. It is offered on a credit, no-credit basis only.

## FINANCE

Many CSUB finance classes help prepare students for various professional designations, including Chartered Life Underwriter (CLU), Chartered Financial Counselor (ChFC), Certified Financial Planner (CFP), Chartered Financial Analyst (CFA), Certified in Financial Management (CFM), Chartered Property and Casualty Underwriter (CPCU), and Accredited Pension Administrator (APA.) See an advisor for more information about these and other programs.

### **Requirements for the Finance Concentration within the Business Administration Major:**

1. FIN 326
2. FIN 400
3. FIN 460
4. Two courses selected from the following:
  - FIN 322
  - FIN 340
  - FIN 380
  - FIN 490
  - ACCT 300
  - ACCT 303
  - ACCT 403
  - ECON 302
  - ECON 420

Students are also encouraged to participate in the internship program: FIN 496 Internship in Finance.

## COURSE DESCRIPTIONS

### *Lower Division*

#### **FIN 100 Managing Your Personal Finances (5)**

This course provides an examination of the financial situations students confront during their college years and thereafter. The emphasis is on applying relatively simple concepts to managing one's own financial resources. Topics include: budgeting, banking services, credit card use, consumer loans, insurance concepts, and savings plans.

### *Upper Division*

#### **FIN 300 Financial Management (5)**

Financial management deals with the theory and practice of financing the business firm under uncertainty. This course covers financial markets, risk valuation, financial analysis and forecasting, capital budgeting, working capital management, and capital structure. This course also includes statistical and financial analysis of problem sets, as well as computer applications with an emphasis on spreadsheets.



**FIN 322 Introduction to Personal Financial Planning (5)**

This course introduces students to personal financial planning. Topics in financial planning include the financial planning process, client interaction, time value of money applications, personal financial statements, cash flow and debt management, asset acquisition, education planning, overview of investment planning and retirement planning, plan integration, ethics, and business aspects of financial planning.

**FIN 326 Investment Management (5)**

This course involves the analysis of various types of securities, security markets, investment strategies, and methods of evaluating portfolio performance. It also includes assessing the overall quality of portfolio management in the context of the financial plan. Case analysis and student investment presentations are required. Prerequisite: FIN 300.

**FIN 340 Principles of Insurance (5)**

This course covers the principles of life, casualty, and liability insurance. It also covers individual and group insurance programs, as well as methods of establishing risks and rates of return. Prerequisite: FIN 300.

**FIN 380 Introduction to Real Estate (5)**

This course introduces students to real estate principles, practices, and investment decisions. It covers equity investment, finance, legal aspects, practices, principles, property development, real estate administration in the public sector, real estate market analysis, and valuation. Prerequisite: FIN 300.

**FIN 400 Advanced Financial Management (5)**

This course provides students with the opportunity both to recognize and to test the relevance of modern financial concepts in the context of real managerial decisions in the private sector, including ethical problems facing financial managers. A case method utilizing statistical and financial analysis techniques and computer applications to show real world applications will be used. Student presentations are required. Prerequisite: FIN 300.

**FIN 460 Financial Institutions Management (5)**

This course gives students a broad introduction to the operation, structure and regulatory environment of the U.S. financial system. Special attention will be given to the theories of interest rate determination, financial risk management, and asset/liability management in depository and non-depository institutions. The course also investigates e-Business and changes in commercial banking, non-bank financial institutions

and financial markets. Computer models and cases are used to show real world applications. Student presentations are required. Prerequisite: FIN 300.

**FIN 477 Special Topics in Finance (1-5)**

Special topics course in Finance provides students with the opportunity to take an in-depth study of an area not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. Prerequisite: FIN 300

**FIN 490 International Business Finance (5)**

This course investigates the problems facing financial managers in international operations. Topics include: foreign exchange, the international monetary system, managing exchange rate risk exposure, capital budgeting, international banking, and import/export financing. Financial analysis using spreadsheets as well as student presentations may be required. Prerequisite: FIN 300.

**FIN 496 Internship in Finance (1-5)**

This course provides an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. It is offered on a credit, no-credit basis only. Prerequisite: FIN 300 and one additional upper division Finance course or permission of the Department Chair.

**GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.



## MANAGEMENT AND MARKETING

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### MANAGEMENT AND MARKETING

The concentrations listed in this section are some of the options for students seeking the Bachelor of Science Degree in Business Administration. All Business Administration lower division core courses must be completed before enrolling in upper division core courses. The concentration courses can be taken in conjunction with the upper division core courses.

A student who is seeking a Bachelor of Science in Business Administration is not required to complete a minor. However, the minors listed in this section are available to all students that desire them, with the understanding that courses taken for major requirements cannot be used to satisfy the requirements for the minor.

#### Areas of Concentration and Emphases in Management, Management Information Systems, Sports Management, and Marketing

- Management - Emphasis available in:
  - General Management
  - Human Resource Management
  - Small Business Management
- Management Information Systems (MIS)
- Sports Management
- Marketing

#### Available Minors in Management, Management Information Systems, Sports Management, and Marketing

- Management Information Systems
- Organizational Studies
- Sports Management
- Marketing

### MANAGEMENT CONCENTRATIONS

#### General Management Emphasis (25 units)

##### Required:

1. MGMT 309
2. MGMT 310

#### 3. Plus, three courses (or units to complete 25) selected from the following:

- a. MGMT 308
- b. MGMT 340
- c. MGMT 345
- d. MGMT 430
- e. MGMT 460
- f. MGMT 477
- g. BA 428
- h. MIS 480

#### Human Resource Management Emphasis (25 units)

##### Required:

1. MGMT 310
2. MGMT 420
3. MGMT 422
4. MGMT 426
5. Plus one course selected from:
  - a. MGMT 309
  - b. MGMT 428
  - c. MGMT 430

#### Small Business Management Emphasis (25 units)

##### Required:

1. MGMT 340
2. MGMT 345
3. Plus, three courses (or units to complete 25) selected from the following:
  - a. MGMT 309
  - b. MGMT 310
  - c. MGMT 460
  - d. ACCT 303
  - e. BA 428
  - f. MKTG 304

#### Management Information Systems Concentration (25 units)

##### Required Courses:

1. MIS 330
2. MIS 340
3. MIS 440
4. MIS 470
5. MIS 480

#### Sports Management Concentration (25 units)

##### Required Courses:

1. SPRT 300
2. SPRT 405
3. SPRT 415
4. SPRT 420
5. SPRT 496

### MARKETING CONCENTRATION

#### General Marketing (20 units)

##### 1. Three courses selected from:



- a. MKTG 301
  - b. MKTG 302
  - c. MKTG 304
  - d. MKTG 405
  - e. MKTG 406
  - f. MKTG 410
  - g. MKTG 420
  - h. MKTG 430
  - i. SPRT 405
2. **Plus one\* required course:**
- a. MKTG 400
  - b. MKTG 490

\*Note: Students may take 400 and 490 plus two more courses from the selection list above.

## MANAGEMENT & MARKETING MINORS

### Management Information Systems Minor (20 units) Required:

- 1. MIS 300
- 2. MIS 340
- 3. **Plus two courses selected from the following:**
  - a. MIS 330
  - b. MIS 440
  - c. MIS 480

Students majoring in Business Administration with a Management Information Systems minor will not be allowed to count MIS 300 for both the major and the MIS minor. Students will be required to take an additional MIS elective in place of MIS 300.

### Organizational Studies Minor (20 units) Required:

- 1. MGMT 300
- 2. MGMT 308
- 3. MGMT 309
- 4. MGMT 310

### Sports Management Minor (20 units) Required:

- 1. SPRT 300
- 2. **Plus three courses from the following:**
  - a. SPRT 405
  - b. SPRT 415
  - c. SPRT 420
  - d. SPRT 496

## COURSE DESCRIPTIONS—MANAGEMENT

### Upper Division

#### MGMT 300 Organizational Behavior (5)

Students are provided with theoretical and conceptual frameworks drawn from the social sciences for understanding human behavior in business organizations. Emphasis is placed on the application

of these theories and concepts to management and behavioral issues in organizations. Topics include individual differences, perception, motivation, learning, groups, communication, leadership, decision-making, diversity, total quality management, international OB, politics, and ethics.

#### 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, operations technology, product and service design, project planning and scheduling, facility location planning, facility layout, materials management, Six Sigma, and quality management and control. Computer software is used to analyze operations management functions. Recommended: BPA 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, structure, goals, size, technology, and external environment. Prerequisite: MGMT 300.

#### MGMT 309 Career and Managerial Skills (5)

This course has three primary objectives: increase understanding of relevant career options through completion of the comprehensive career assessment plan, increase understanding of managerial and employee survival skills and increase understanding of work/life balance issues through completion of a comprehensive work/life balance assessment balance. Prerequisite: MGMT 300.

#### MGMT 310 Human Resource Management (5)

This course provides an overview of the functional areas of Human Resource Management. The course begins by examining environmental factors such as legislation, organizational strategy, labor, and global issues. Next the HR process is examined-recruiting, training, compensation, benefits, performance appraisal, and termination. Throughout the course, students are provided with the opportunity to engage in HR practice and develop HR policy. Prerequisite: MGMT 300.



## MANAGEMENT AND MARKETING

### **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 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. Topics covered include ownership, personal selling, advertising, sales promotion, financial analysis, record keeping, personnel management, and the like.

### **MGMT 405 International Management (5)**

An examination of contemporary issues related to managerial training, political structure, foreign receptivity to United States business, cultural factors, organizing, and controlling the international firm.

### **MGMT 420 Compensation and Benefits Administration (5)**

This course is designed to provide the student with a practical and theoretical understanding of compensation and benefits from the perspectives of managers (who make reward decisions), employees (who receive the rewards and are the "customers" of the reward system), and human resource practitioners (who assist in the design and maintenance of reward systems). Topics include pay strategies, job evaluation, salary surveys, pay structures, pay banding, merit pay, skill-based pay, team-based pay, gainsharing, profit sharing, legally required benefits, health insurance, and retirement plans. Prerequisite: MGMT 310.

### **MGMT 422 Staffing, Selection, and Workforce Development (5)**

This course is designed to provide the student with a practical and theoretical understanding of workforce planning, specifically the staffing and selection process and workforce development. Topics include current legal issues, interviewing methods, assessment centers, integrity testing, personality testing, psychological tests, validation methods, planning, and cost evaluation, as well as workforce training and development needs. Prerequisite: MGMT 310.

### **MGMT 426 Human Resource Information Systems (5)**

This course will develop the information systems knowledge and skills necessary to the HR professional. Topics that will be examined will include the use of computers as tools to analyze and assist in human resource decision-making. More specifically, the course will focus on the structure and capabilities of a Human Resources Information System (HRIS); Identification of Human Resource information needs; the HRIS implementation process; and HRIS support roles. The unique relationship between HR, HRIS, and corporate information systems will be also examined. The student will ideally - but not necessarily - have some experience with email, personal productivity software, and database software. Prerequisite: MGMT 310.

### **MGMT 428 Current Topics in Human Resource Management (5)**

This course is about leading edge topics in Human Resource Management. As the organization's requirements change, so must the skill set of the HR professional supporting that organization. Topics may include top management roles, change management methodologies, strategic HR planning, international HRM, benchmarking HR processes, reengineering human resources, the role of training, and consultant roles. This course will rely on case studies and research to develop these skills. Prerequisite: MGMT 310.

### **MGMT 430 Negotiation, ADR, and Conflict Management (5)**

Comprehensive survey of current trends in the theory and practice of negotiation as a means of transacting business, including the resolution of conflict and reaching agreement. Principles of Alternative Dispute Resolution (ADR) will be introduced as a tool for resolving disputes by non-litigious approaches, such as third party intervention, mediation, arbitration, etc. Topics include: integrative and distributive methods; internal team management and pre-negotiation analysis; tactics and strategies; context and dynamics; diversity impact of culture, gender, and personality types; implementation, monitoring, and follow-up; and multilateral negotiation. Recommended: MGMT 300.

### **MGMT 460 Total Quality Management (5)**

This course uses an applied and theory based approach to introduce the core principles of TQM, the most common and current TQM practices/techniques and how they relate to familiar management concepts. The course covers the concepts of customer-supplier relations, teamwork, and empowerment, and how TQM relates to topics such as organizational design and change, groups, leadership, and motivation.



Students will learn how these principles and methods have been put into effect in a variety of organizations. Topics include: a review of contributions by Deming, Juran, Crosby and other, statistical aids, process control, quality teamwork, designing organizations for quality, strategic planning and total quality implementation, and quality leadership.

**MGMT 477 Special Topics in Management (1-5)**

This course provides an opportunity to present an in-depth study of selected management subjects not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

**MGMT 496 Internship in Management (1-5)**

This course is designed to provide an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. Offered on a credit, no-credit basis only.

**GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.

**COURSE DESCRIPTIONS—MANAGEMENT INFORMATION SYSTEMS**

*Lower Division*

**MIS 200A Software Productivity Tools (2)**

This course examines software productivity tools. These tools will include word processing, spreadsheets, database, presentation software and the Internet. Microsoft Windows will be taught in order to manage microcomputer resources. In addition, students will be shown how to use and benefit from the information superhighway. A comprehensive test, designed by the BPA faculty, will be given at the end of the course.

*Upper Division*

**MIS 300 Management Information Systems: Concepts and Applications (5)**

This course will provide an overview of the computer-based information systems, their components, and the process of development and implementation. The role of information systems will be taught from an interdisciplinary perspective. A heavy emphasis will be given to information management, database design, collection and manipulation of data, sharing data among the functional areas and relational database

concepts. New developments in MIS and how they affect the functional areas of business that improve the competitiveness of a business organization will be explored and developed. Issues such as decision support systems, geographic information systems and group support systems will be explored. Prerequisite: MIS 200A or equivalent

**MIS 330 System Analysis and Design (5)**

The analysis and design of computer-based information 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 a computer based solution. Prerequisite: MIS 300 or equivalent.

**MIS 340 Principles of Database Systems (5)**

The concepts of file organization and access methods will be reviewed. The advantages of the database approach will be discussed. Students will gain an understanding of the RELATIONAL database model. An introduction to ORACLE will be presented including functions, sub-queries and reports. The concepts and tools of database design will be stressed. Students will design and partially implement a database system utilizing a commercial database management system and JAVA. Prerequisites: MIS 200A and MIS 300 or their equivalents.

**MIS 440 Data Communications (5)**

This course will investigate the elements of data communications and networking. Topics include LANS, WANS, client server architecture, multimedia, network administration, security and future trends in the industry. Emphasis will be placed on local area networks and the impact of data communications technology on the design of information systems. Prerequisite: MIS 300 or equivalent.

**MIS 470 Information Systems Project (5)**

This course will build on the concepts covered in the MIS curriculum. A systems project will be required. Real projects will be given based on topical areas in the MIS field at that time e.g., e-commerce, geographic information systems. The course will be used to underscore the requirements needed by our students to be competitive in the marketplace on receiving their degree. Prerequisites: MIS 200A or equivalent.

**MIS 477 Special Topics in Management Information Systems (1-5)**

This course provides an opportunity to present an in-depth study of selected management information



## MANAGEMENT AND MARKETING

systems subjects not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

### **MIS 480 Seminar in Management Information Systems (5)**

A further discussion of selected topics introduced in MIS 300. Attention will be given to those topics that are most vital in the rapidly changing world of computing and information systems. Development of decision support systems, expert systems, artificial applications, and e-commerce applications will be explored. Prerequisite: MIS 300 or equivalent.

### **MIS 496 Internship in Management Information Systems (1-5)**

This course is designed to provide an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. Offered on a credit, no-credit basis only. Prerequisite: MIS 260 or equivalent and MIS 300 or equivalent or permission of the instructor.

## **GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.

## **COURSE DESCRIPTIONS—SPORTS MANAGEMENT**

### *Upper Division*

### **SPRT 300 Introduction to Sports Management (5)**

A course to help the student define professional goals and assess personal strengths and weaknesses in the light of competencies deemed essential for a sports management career. An overview of the field of Sports Management. Types of careers, training, experiences, course of study, as well as characteristics of a successful manager are discussed.

### **SPRT 405 Sports Marketing (5)**

An overview of the various techniques and strategies of marketing sports. Areas of discussion will include developing a brand, understanding the sport market, consumer segmentation, identification of target markets, using technology in marketing, creating a marketing mix, and sponsorships. The class is designed to develop a student's critical thinking and evaluation abilities. Students will work in teams to develop a marketing plan for a sport property and

present to their peers. Students will also design, present, and sell to the class a corporate sponsorship proposal.

### **SPRT 415 Sport in Court (5)**

The focus of this course is to provide a sports law course for the use in sports management as an informative practical resource for sports managers. The course educates sports management students and sports managers to the structure and process of the U.S. legal system and its application to sports. It also provides information and a practical resource for sports managers.

### **SPRT 420 Professional Sport Selling and Sport Sponsorship (5)**

This course reflects the importance of the revenue that is generated from the sale of sponsorships and the selling of tickets to individuals, groups, and corporations to the success of professional and major collegiate athletic programs. Specifically, the course is designed with a focus on professional selling and communication processes successful in the realm of sports products and services. Topics include presentation methods, persuasion, handling objections, finding solutions, developing relationships, and serving clients and customers. Case study, videotaped role playing, and professional interaction are key learning tools.

### **SPRT 477 Special Topics in Sports Management (1-5)**

This course provides an opportunity to present an in-depth study of selected sports management subjects not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

### **SPRT 496 Internship in Sports Management (5)**

The internship is a vital component of a student's preparation for entrance into his/her chosen field. Each student will select an internship in an area of sports management. The internship must have a duration of at least 10 weeks/400 clock hours and an advisor's approval. Completion of course work with a minimum of 2.5 GPA is required to be eligible for internship placement. Upon completion of their internship assignment students will complete a paper about their internship experience, an internship log, a project notebook, and an updated resume. The sponsoring agency will also submit a final evaluation of the student intern. This course will be graded Credit/No Credit.



**COURSE DESCRIPTIONS—MARKETING****Upper Division****MKTG 300 Marketing Principles (5)**

A study of the nature and role of marketing in advanced economies in a managerial context presented in a lecture, case, and applied format. Analysis of consumer wants, motivation and purchasing power, and introduction to and development of effective mixes among product, pricing, distribution, and promotional variables. Internet and e-commerce issues are also discussed.

**MKTG 301 Consumer Behavior (5)**

An analysis of the individual and aggregate market behavior of consumers and of the use of theoretical and empirical consumer information in developing marketing policy and strategy. Prerequisite: MKTG 300.

**MKTG 302 Advertising and Public Relations Strategy (5)**

An integrated approach to planning and creating the firm's total marketing communications program, primarily advertising, sales promotion, public relations, and Internet advertising. Surveys the entire field of promotion in its social and management context and develops the creative approach, strategy, and tactics necessary to realize the objectives of the marketing program. Emphasizes student participation through cases and projects; also the application of quantitative statistical and qualitative research techniques to formulate and evaluate communications plans. Prerequisite: MKTG 300.

**MKTG 304 Professional Selling (5)**

Study of professional selling process as marketing activity. Topics include understanding buyer/consumer behavior, communication, relationship building. Students will be trained in tools for effective professional selling or other persuasive business interactions. Skills include finding leads, qualifying prospects, determining needs, developing and delivering sales presentations, overcoming objections, closing sales, and post-sales support. Role-playing is an integral part of the course. Prerequisite: MKTG 300.

**MKTG 315 Professional Self-Presentation (2)**

Graduating students, both business majors and non-business majors, need to be able to present themselves well in order to succeed, regardless of their career path. Reports from recruiters indicate that students often come ill prepared to job interviews. This course will help students learn to more effectively

promote themselves by making good first impressions and by using proper etiquette, good conversational skills, proper grammar, and effective body language.

**MKTG 400 Marketing Research and Control (5)**

A study of the concepts underlying the collection and analysis of data for marketing decision-making and control. Surveys the application of scientific methodology as an aid to problem formulation, exploratory research, basic observational and sampling requirements, data analysis, interpretation, reporting, and control. Student application of research techniques and data treatment are emphasized. Prerequisites: MKTG 300 and BPA 301.

**MKTG 405 Sales Management (5)**

Recruitment, hiring, training and retention of salespersons. Providing analytical skills related to sales planning, analysis and control, sales forecasting, and estimating the profitability of the sales generated and potential sales. Prerequisites: MKTG 300.

**MKTG 406 Marketing Channels and Logistics (5)**

A study of the distribution function including retail management, supply chain management, inventory management, transportation, and e-marketing distribution strategies. Includes study of relationship building with channel partners, channel leadership and integrated channel strategies.

**MKTG 410 e-Business Marketing Strategy Analyses (5)**

Customer service and positive customer experience are critical in the E-Business marketplace. This course covers all the necessary technical details related to the Internet, and places these details within the context of marketing strategy, consumer behavior, advertising, and other marketing topics. Specific topics discussed include detail assessment of: the relationship between brand management and marketing strategy; the rise of web casting; web site promotion; web site quality measurements; email list harvesting and targeting; banner ad exchange; search engine positioning; web survey methodology; web site traffic analysis; Usenet; and news group marketing.

**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.



## MANAGEMENT AND MARKETING

### **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 477 Special Topics in Marketing (1-5)**

This course provides an opportunity to present an in-depth study of selected marketing subjects not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

### **MKTG 490 Marketing Planning and Problem Solving (5)**

Focuses upon formal marketing planning and analysis of problems facing the marketing executive. Practical case studies utilized for the identification and analysis of marketing problems, selection and evaluation of alternative solutions and plans, and implementation of recommended strategies. The course integrates all aspects of marketing, business and quantitative theory into strategic policy-making, including Internet marketing and e-commerce. Prerequisites: MKTG 300 and two additional marketing courses, or permission of the instructor.

### **MKTG 496 Internship in Marketing (1-5)**

This course is designed to provide an integrated academic experience in a work setting. Units may not be used to satisfy the requirements of the Business Administration major. Students may earn a maximum of 5 units through internships. Offered on a credit, no-credit basis only.

## **GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.



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**Faculty:** M. Evans, A. Grammy, S.A. Hegde, M. Lai, M. Malixi, D. Oswald

### Program Description

Economics is the science of decision making under scarcity and of how societies organize the production and distribution of goods and services. Knowledge of economics can make a significant contribution to citizenship, cultural and intellectual development, and career preparation in diverse areas such as diplomacy, banking and finance, business, law, government, or teaching. Economics is an analytical discipline that reinforces skills such as decision-making under uncertainty, making logical deductions and statistical inferences, and collecting and analyzing data. Economic analysis is the process of applying economic tools and the economic way of thinking to real-world problems. The program's curriculum provides a thorough understanding of economic theory and applies the theory to evaluating public policies, analyzing the external economic environments of organizations, and formulating tactical and strategic decisions.

Economics majors will typically find occupations in government, business, global management and finance, agriculture, diplomacy, public policy, or the law. Students who are inclined to pursue graduate studies in economics should choose the BA degree program and are encouraged to minor in mathematics or at least complete the calculus sequence. The BA degree program is also appropriate for those interested in teaching the social sciences at the secondary school level, for those planning on entering law school or with interest in agriculture, diplomacy or public policy analysis. In the BA degree program, students are required to complete a minor or special minor approved by their faculty advisor. The BS degree program is especially well suited for students with career interests in the business world or public administration. Majors in this degree program develop depth in the complementary area. Graduates of the BS degree program are equipped with the knowledge and skills to productively contribute to employers in the private, public, and non-profit sectors. Required lower and upper division courses for majors must be completed with a grade of C- or better.

In addition to the B.A. and B.S. degrees in Economics, the Economics Department offers an Economics Concentration within the B.S. in Business

Administration major, an Economics Minor, and various courses fulfilling university-wide requirements (General Education Area D2; Theme 3; Gender, Race, and Ethnicity).

### Requirements for the Bachelor of Arts Degree with a Major in Economics

The Bachelor of Arts Degree with a major in Economics (all four tracks) requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

### Economics Major Requirements, General Track

- A. Lower Division Requirements
  - 1. ECON 201 and 202
  - 2. MATH 140 and one of the following: MATH 101, 190, or 191
- B. Upper Division Requirements
  - 1. ECON 301, 302, 306, 420, and 490
  - 2. ECON 410 or 440
  - 3. Three (3) upper division Economics electives
- C. A minor is required (selected from one of the following three options):
  - 1. A minor consisting of at least 20 quarter units within a major program designed by another discipline.
  - 2. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors.")
  - 3. A special minor

Students wanting to pursue a focused study in global economics, pre-law, or history/social studies teaching are encouraged to speak with their advisor about the following tracks:

### Economics Major Requirements, Global Economics Track

- A. Lower Division Requirements
  - 1. ECON 201 and 202
  - 2. MATH 140 and one of the following: MATH 101, 190, or 191
- B. Upper Division Requirements
  - 1. ECON 301, 302, 410, 420, 440 and 490
  - 2. Three (3) of the following: ECON 305, 306, 311, 341, 343, 370, 430, and 441
- C. A special minor of at least 20 units that includes at least one university-level course in a foreign language (103 or higher) and three upper division



## ECONOMICS

courses with global or international focus approved by an Economics advisor and the AVP for Academic Programs.

### Economics Major Requirements, Pre-Law Concentration

In our nation's most prestigious law schools, the study of law is being combined with the economic analysis of the law. Economics has become a popular undergraduate major for those students interested in going to law school. The BA in Economics, Pre-Law concentration, combines the strengths of Economics with those of related disciplines to provide students with exceptional career preparation.

- A. Lower Division Requirements
  - 1. ECON 201 and 202
  - 2. MATH 140 and one of the following: MATH 101, 190, or 191
- B. Upper Division Requirements
  - 1. ECON 301, 302, 306, 404, 420, and 490
  - 2. Three (3) upper division Economics electives
- C. Special Minor: Four Philosophy and Political Science courses selected as follows:
  - 1. Two of the following: PHIL 333, 411, 432, 435, 450, 498
  - 2. Two of the following: PLSI 314, 315, 333, 370

### Economics major Requirements, Teacher Prep Track

#### Requirements for the Social Science Preparation Program

##### I. Core Requirements (11 courses, 55 quarter units)

HIST 231 and 232

Three courses from the following, one of which must be in world history:

HIST 202 or HIST 210

HIST 204 or HIST 211

HIST 206 or HIST 212

HIST 370

HIST 371 or PLSI 319

ECON 201 and 202

One of the following:

GEOG 302, GEOG/ECON 395, HIST 330, PLSI 332

INST 390

##### II. Breadth and Depth requirements (7 courses; 35 units). Choose ONE COURSE from EACH of the following groups:

- A. U.S. History  
HIST 351, 352, 356, 357, 358, 359

- B. World History and Perspectives (One from each group):
  - 1. Africa/Asia  
HIST 423, 424, 425, 426, 481
  - 2. Europe/Latin America  
HIST 306, 307, 308, 309, 325, 340, 442, 443
  - 3. International Relations/Global Perspectives  
ECON 311, 341, PLSI 304, BEHS 307, PLSI 308, 309, 322, 323, 324
- C. U.S. Constitution/Government  
PLSI 314, 315, 316, 317, 335
- D. International Economics  
ECON 340, 440, PLSI 404
- E. Comparative religious/ethical systems  
RS 110, 111, 316, 320, 323

### Gender, Race, Ethnicity Requirement

In addition, Social Science students must satisfy the University's GRE requirement through one of the following courses taken from a discipline other than that of their declared major: ANTH 438, ECON 380, HIST 421, 462, 465, 466, 467, 468, PLSI 339, PSYC 421, RS 326, SOC 327, 335, 336, 337, 338, 370.

Students should consult the catalog for additional requirements for a BA in Political Science. Taken alone, the Social Science Preparation Program is neither a degree program nor a major. Also, please note that only those courses earning a C- or higher may be counted toward the Social Science Preparation Program and an overall minimum GPA of 2.7 is required for certification of subject matter competency.

### Additional Requirements

(8 courses if using the General History minor; 12 courses otherwise)

- 1. Lower Division Requirements  
MATH 140 and one of the following: Math 101, 190, or 191
- 2. Upper Division Requirements  
ECON 301, 302, 306, 420 and 490
- 3. One (1) upper division Economics elective
- 4. Minor or Special Minor (the General History minor courses are included in items 1-16 above)

### Requirements for the Bachelor of Science Degree with a Major in Economics

The Bachelor of Science Degree with a major in Economics requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).



- A. Lower-Division Requirements (27 units)
  - 1. MIS 200A or equivalent
  - 2. ECON 201 and 202
  - 3. MATH 140 and one of the following: MATH 101, 190, or 191
  - 4. ACCT 220
- B. Upper-Division Requirements (45 units)
  - 1. ECON 301, 302, 306, 420, and 490
  - 2. Four (4) upper division Economics electives
- C. Area of Emphasis (25 units)  
 The area of emphasis requirement is five courses approved by the advisor as forming a coherent area of breadth or depth. Students may complete one of the following or an advisor-approved individualized program of study.

**Accounting and Bank Lending**

ACCT 221, 300, 301, 303 and FIN 300. For career preparation in bank lending, ECON 404, 453, 430 and 460 are recommended electives. To prepare for analyst positions in the non-banking sectors, ECON 451 and 453 are recommended as electives.

**Business Administration**

Five (5) approved courses in Business Administration providing depth in an area or breadth in several areas. The following courses can be used to meet foundation requirements for CSUB's MBA program: BA 370, MGMT 300, MGMT 301, MKTG 300, and FIN 300.

**Financial Investment Services**

ACCT 221, FIN 300, and three (3) electives selected from MKTG 304 and the upper division Finance curriculum. For career preparation as a financial analyst, ACCT 221 and ACCT 303 are recommended for the emphasis area. ECON/FIN 460 should be completed as an economics elective or as part of the emphasis area. ECON 430 recommended as an economics elective.

**Public Administration**

PPA 325, 478, and three additional PPA courses. PPA 479 is recommended for urban planning. Courses in the Extended University Division's Chief Business Officer (CBO) program recommended as career preparation for school district business officers. ECON 320 is recommended as an elective. ECON/PPA 470 should be completed as an economics elective or as part of the emphasis area.

**THE B.S. IN BUSINESS ADMINISTRATION, ECONOMICS CONCENTRATION**

Business Administration majors can fulfill the concentration requirement by specializing in economics. The requirements for the Economics concentration within Business Administration are as follows:

- 1. ECON 301 or 302
- 2. Three courses (not including the course from 1 above) selected from ECON 301, 302, 404, 420, 430, 440, 451, 453, 460, 465, 480.

**THE MINOR IN ECONOMICS**

Requirements for the Minor in Economics are:

- 1. ECON 201 and 202
- 2. Two upper-division Economics courses. (**Note:** three upper division electives are required if both ECON 201 and 202 are required for the student's major.)

**COURSE DESCRIPTIONS****Lower Division****ECON 100 Economic Way of Thinking (5)**

Introduction to economic analysis. Topics covered include microeconomic theory and application and macroeconomic theory and policy. Also, an in-depth study of into selected topics and current events.

**ECON 105 Personal Economics (5)**

This course covers 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.

**ECON 201 Essentials of Microeconomics (5)**

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

**ECON 202 Essentials of Macroeconomics (5)**

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

**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



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investment, international trade, marketing and business development, and social responsibility of business enterprises.

### **ECON 289 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning, which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

### ***Upper Division***

### **ECON 301 Microeconomic Theory and Applications (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.

### **ECON 302 Macroeconomic Theory and Policy (5)**

Short run fluctuations and long run fundamentals for macroeconomic variables such as GDP and its components, the unemployment rate, the price level and inflation rate, interest rates and the yield curve, exchange rates and the trade balance, the government debt-to-GDP ratio, potential output, and real growth. Case studies, data collection and analysis, and monitoring of economic indicators and Federal Open Market Committee policies are integrated. Prerequisite: ECON 202.

### **ECON 305 Economic Development of the West: Plato to Adam Smith (5)**

This course examines the pre-modern economy of the West from the ancient Greeks up to the dawn of the industrial revolution in the eighteenth century. It attempts to highlight in what ways the economy of the ancient world was not modern and to explain any differences in the context of the cultures within which they were embedded. The overriding concern of the course is to attempt to explain the economic development of the West. The course also examines the ideas that people used before Smith to understand their economic world. Finally, it explores how these ideas dramatically changed during the course of the scientific revolution and how that transformation in thought helped to give rise to the political economy of Adam Smith. Prerequisites: at least junior standing and one economics course or permission of instructor.

### **ECON 306 History of Economic Ideas: Adam Smith to Present (5)**

This course introduces students to the major theories that have formed the growth of modern economics as

well as theorists who contributed to their development. After a brief look at the intellectual background to the eighteenth century, including mercantilism and the Physiocratic School, the rise and expansion of classical political economy from Smith to Ricardo and J.S. Mill are studied. Nineteenth century critics of orthodox political economy are examined. The significance of the nineteenth century marginalist revolution and the twentieth century developments in neoclassical theory are studied together with the Keynesian revolution and postwar developments in policy and theory. In addition, the course will focus on some of the methodological theories that have guided economists in their efforts to create a science of economics.

### **ECON 310 Economics of Health and Health Care (5)**

Demand and supply of health care services and methods of financing health care expenditures. Topics include health care production, asymmetric information, demographic trends, medical insurance industry, government insurance programs, medical risk and liability, health care reform, and comparative health care systems. Prerequisite: one economics course or permission of instructor.

### **ECON 311 The Pacific Rim Economies (5)**

Economic developments in China, Japan, and the newly industrialized economies of East Asia. Trade in the Pacific Rim. Places economic development in its cultural/geographic context and critically examines economic institutions and policies. Recommended: one economics course or permission of instructor.

### **ECON 320 Introduction to Geographic Information Systems in the Social Sciences (5)**

An introduction to the basic principles of Geographic Information Systems (GIS) with applications to a variety of problems using established data sources. The course includes fundamental principles of cartographic design and communication. Students are expected to become proficient users of ArcView GIS Software package. Lab sessions cover step-by-step GIS practice in the real world, including working with public domain data, importing data into GIS, creating a GIS database, performing spatial analysis with tools, building GIS models, and presenting results.

### **ECON 341 Globalization and Development (5)**

This course uses a case study approach to the study of globalization and growth. It uses an applied empirical approach to learning about macroeconomic management, economic development, international trade, and the cross border flows of goods and services and capital. Economic activities such as trade, investments in equities and debt, tourism, development of intellectual property, and financial transactions, have become internationalized. This is the current context in



which businesses must operate. Students learn how to conduct an assessment of international environments and political-economic strategies deployed in major world regions. They perform a "country analysis", which allows them to draw conclusions about market growth, labor costs, inflation and exchange rate stability, direct investment opportunities, etc. Prerequisite: ECON 202 (or equivalent) or permission of instructor.

### **ECON 343 Economics of Immigration Policy (5)**

The economic effects of various immigration policies, their impact on labor markets, as well as their relationship to national security are explored. The focus is on understanding and analyzing immigration policy, as well as their consequences on society and the economy. This course will also consider immigration policy development. Prerequisite: ECON 201 or 202 (or equivalent) or permission of instructor.

### **ECON 370 Environmental Economics (5)**

Topics to include: static and dynamic efficiency and market failure; economic analysis of air, water, solid waste, and toxic policies; energy and the environment; benefit-cost policy analysis and case studies; tort and insurance issues; incentive-based regulations; monitoring and enforcement issues; risk assessment, management, and communication; global issues and agreements. Prerequisite: one economics course or permission of instructor.

### **ECON 371 Economics of Agriculture and Natural Resources (5)**

Economic policy analysis of agriculture and natural resources with emphasis on California agriculture. Topics include the structure and organization of U.S.'s agriculture and food system, specifically the operation, financing, linkages, and functions of its components; the economic aspects of a wide range of environmental issues including air and water pollution, optimal forest and fisheries management; recycling; cost-benefit policy analysis case studies; and international issues. Prerequisite: ECON 201 (or equivalent) or permission of instructor.

### **ECON 372 Agricultural Trade Policy (5)**

An introduction to practical considerations of agricultural trade and trade policy analysis. Emphasis is placed on concepts of agricultural trade, analysis of trade policies of major trading partners and the export/import marketing of agricultural products. Also the interdependencies between the world's food, populations and equity/poverty problems and possible solutions are explored. Prerequisite: ECON 201 (or equivalent) or permission of instructor.

### **ECON 373 Agricultural Finance (5)**

The objective of this course is to provide students with the tools necessary to evaluate and manage risk in the agricultural industry. This course provides an introduction to the economic theory, organization, and operating principles of agricultural commodity futures markets in the U.S. Emphasis is placed on speculating, hedging, and investing in agricultural commodity futures contracts from the standpoint of the agribusiness entrepreneur. Capital theory is also visited. Prerequisites: ECON 201; MATH 140; MATH 101, 190 or 191; or permission of instructor.

### **ECON 377 Current Economic Issues (1-5)**

Study of a current economic and social issue such as education, health care, taxation, social security, poverty and income distribution, public debt, international trade, or national security. May be repeated for different course content. Prerequisite: ECON 201 or 202 or permission of instructor.

### **ECON 380 Gender and Diversity in Workplace (5)**

Development of topics in labor economics from the perspectives of gender studies. Considerations of both national trends and international comparisons. Topics include household production and time allocation, labor force participation, human capital accumulation, regional mobility, and occupational choices, wage differentials, discrimination, and poverty. Prerequisite: any introductory course in social and behavioral sciences or permission of instructor.

### **ECON 381 Race, Gender and Prosperity in America (5)**

Investigation of reasons for economic success and failures of minority members within our economy. This course will start with the main economic tools necessary for policy analysis, move on to economic status, causes and cures, and finish with discrimination. Social policies will be examined including but not restricted to equal employment opportunity and equality of income for Women, Hispanics, and African Americans. Prerequisite: any introductory course in social and behavioral sciences or permission of instructor.

### **ECON 395 Economic Geography (5)**

This course involves an examination of the spatial organization of economic activities. Topics include population dynamics and migration, natural resources and location, transportation and communication networks, agriculture and rural land use, urban land use, city location and urban hierarchies, industrial location, world economic regions, and international trade and investment patterns. Course also includes an introduction to Geographic Information Systems (GIS). (This course is also listed as GEOG 395 under "Interdisciplinary Courses.".)



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### **ECON 404 Law and Economics (5)**

Law and economics involves a historical survey of the application of economic principles to the law and the contemporary use of economic principles to analyze the structure and effects of property, contract and tort law. Students engage in legal research using Lexis/Nexis in order to analyze the economic content of specific cases. The implications of the economic analysis of law for important policy issues are explained. Prerequisite: one economics course or permission of instructor.

### **ECON 410 International Economic Development (5)**

Analysis of major economic impediments to Third World development. Topics include: the structural changes accompanying development, theories of development, impediments to development, role of the international sector, and government policy. Prerequisite: one economics course, or permission of instructor.

### **ECON 420 Econometrics (5)**

A study of the essentials of econometric theory with computer-based applications. This course will enable students to construct empirical models, collect data, apply appropriate estimation techniques, and interpret the estimation results for decision making. Prerequisite: MATH 140.

### **ECON 430 Money and Banking (5)**

A study of the banking system, the demand and supply of money, monetary policy, the quantity theory of money, the interest rate, the theory of portfolio choice, and international finance. Prerequisite: ECON 202 (or equivalent) or permission of instructor.

### **ECON 440 International Economics (5)**

Theory and policy analysis pertaining to world payments systems, open economy macro-economics, international trade, multinational enterprises and direct foreign investment, and the international migration of labor. Prerequisite: one economics course or permission of instructor.

### **ECON 441 Financial Economics (5)**

This course develops the main arguments in financial theory from an explicitly economic perspective. Financial economics involves the examination of the roles of time, uncertainty and information in economic transactions. This course analyzes financial institutions from a perspective of information theory. We consider the theories of decision-making under uncertainty and asymmetric information. Prerequisite: ECON 201 (or equivalent) or permission of instructor.

### **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 101 and 140 or equivalents, or permission of instructor.

### **ECON 453 Project Evaluation (5)**

An overview of the economic methods used to evaluate projects and real assets. Topics include financial math; investment criteria (present worth, annual equivalent worth, rate of return analysis); evaluating mutually exclusive alternatives; relative price movements and inflation; risk and uncertainty; cost minimization techniques such as equipment replacement analysis and cost-effectiveness analysis; after-tax analysis; project financing and capital constraints; and benefit-cost economics. Applications to engineering, energy, agriculture, and real estate. Prerequisite: GE B4 (math).

### **ECON 460 Financial Institutions Management (5)**

An introduction to the operation, structure, and regulatory environment of the U.S. financial system. Special attention given to the theories of interest rate determination, financial risk management, and asset/liability management in depository and non-depository institutions. The course also investigates e-Business and changes in commercial banking, non-bank financial institutions and financial markets. Computer models and cases are used to show real-world applications. Cross-listed in Economics and Finance. Prerequisite: FIN 300 or ECON 302.

### **ECON 465 Industrial Organization (5)**

Theoretical and empirical aspects of oligopoly theory. Price and non-price competition. The structure, conduct, and performance of selected American industries. Considerations of both antitrust policy and managerial perspectives. Prerequisite: ECON 201 or permission of instructor.

### **ECON 470 Economics of the Public Sector (5)**

Economic theories relating to market efficiency and failure, public expenditure, taxation, and political and bureaucratic behavior. Examination of programs and policies in areas such as health care, technology, social insurance, welfare and income redistribution, child care and education, and transportation. Examination of the tax system, fiscal federalism, and state and local government revenue and expenditure patterns. Online information resources are used to locate and assess policy analyses and analyze expenditures and revenues for all levels of government. Cross-listed in Economics and Public Policy & Administration. Prerequisite: ECON 201 or 202.



**ECON 477 Selected Topics in Economics (1-5)**

An in-depth study of an area of economics not included in current course offerings. May be repeated for different course content. Prerequisites as announced.

**ECON 478 Budgeting in Public Organizations (5)**

This course will introduce the student to the major concepts of public budgeting and finance in the United States. Budgeting at all levels of government will be covered. Key topics of study include: expenditure estimation, revenue forecasting, capital budgeting, budget reform and financial management. The role of the budget in the policy process will also be emphasized. Cross-listed in Economics and Public Policy & Administration.

**ECON 480 Human Resource Economics (5)**

A study of labor force participation, labor demand, education and training, wage differentials, regional and occupational mobility, labor unions, and discrimination, poverty, and income distribution. Prerequisite: ECON 201 or permission of instructor.

**ECON 490 Senior Seminar in Economics (5)**

Student proposes and conducts an independent research project under the supervision of a faculty member. Student completes activities for use by faculty in assessing learning outcomes for the major. Prerequisite: ECON 301, 302, 420 and senior standing.

**ECON 495 Urban and Regional Economics (5)**

A study of economic theories of urban and regional development. Topics selected from: economic base and industry composition analysis; location of economic activity; principles of urban economic development, housing, transportation, poverty and unemployment and municipal finance; Census and other socioeconomic data; analysis of economic forces which influence spatial patterns and the relationship between spatial patterns, public services, land use planning and land use control processes. Prerequisite: ECON 201 or ECON 395 or permission of instructor.

**ECON 496 Internship in Economics (1-5)**

Internships may be arranged by the department with various agencies, business, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, and the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

**ECON 497 Cooperative Education (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.

**ECON 499 Individual Study (1-5)**

Consent of department for the offering of independent studies.

**GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.



# ENVIRONMENTAL RESOURCE MANAGEMENT

**Program Director:** S. Aaron Hegde, PhD  
**Department Office:** Business Development Center, A260  
**Telephone:** (661) 654-2181  
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**Website:** <http://www.csub.edu/ermae/>

## Program Description

Environmental Resource Management is an interdisciplinary major administered by the Dean of the School of Business and Public Administration. The major is a program of study that includes coursework in the following areas: (1) physical and life sciences relating to natural resource use; (2) the legal aspects of resource ownership and use; and (3) the economic and political aspects of resource allocation and environmental protection. The program also includes basic skills courses in areas such as communications, computers, statistics, and management.

The ERM major is of sufficient breadth to prepare graduates for entry into a wide range of careers relating to the use, management, and protection of environmental assets. These careers are in areas such as resource analysis and planning, occupational safety, environmental health, compliance, technical and environmental staff support, permitting, and real estate development. Graduates typically find employment in both the private and public sectors. Public agencies such as the Bureau of Land Management (BLM) and the United States Forest Service (USFS) typically hire individuals with skills provided within the program.

The program also requires a concentration (typically four courses), which further enhances the student experience. The concentration also gives students an opportunity to specialize in select areas. Concentrations can include Forestry, Environmental Health, Land Use Policy and Planning and Occupational Safety and Health. Distant students can complete the Bachelor's Degree on-line from anywhere in the United States through the Internet. In furtherance of the university mission, the ERM program has community partnerships, through which the program is able to offer courses and internships in the area of Occupational Safety and Health, and Environmental Health. The ERM experience is rounded out via students engaging in such internships.

## Requirements for the Bachelor of Science Degree with a Major in Environmental Resource Management

The Bachelor of Science Degree with a major in Environmental Resource Management requires a minimum of 180 units which includes courses for the

major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

## Requirements for the Major in Environmental Resource Management

1. **Computer and Statistical Skills (2 courses)**
  - a. MATH 140
  - b. One of the following:  
CMPS 120  
MIS 200
2. **Communication and Management Skills (3 courses)**
  - a. COMM 304
  - b. MGMT 430
  - c. One of the following:  
MGMT 300  
MGMT 460  
PPA 465
3. **Life Science (2 courses)**  
Two approved life science courses. The following pairs are recommended:  
BIOL 103 and SCI 355A  
BIOL 250 and BIOL 255
4. **Physical Science (5 courses)**
  - a. CHEM 101
  - b. CHEM 150
  - c. GEOL 201 or GEOL 205
  - d. SCI 351B
  - e. SCI 352B
5. **Environmental Policy Analysis (4 courses)**
  - a. ECON 201
  - b. PPA 340
  - c. ECON 370
  - d. One of the following:  
ECON 320  
ECON 395  
ECON 453  
PPA 430
6. **Law and Compliance (4 courses)**
  - a. PPA 325
  - b. PPA 450
  - c. INST 420
  - d. One of the following:  
ERM 300  
ECON 404
7. **Senior Seminar (1 course)**  
ERM 490
8. **Concentration (4 Courses)**

A minimum of 17 quarter units are required for a concentration. One of the following concentrations or four (4) approved electives must be completed. Note: The concentration can be completed at Bakersfield College or taken as part of another approved



community college program. Courses in the concentration cannot be double counted as courses in the major.

#### **Land Use Planning and Policy Concentration**

One of the following:

ECON 320

ECON 395

Three courses selected from the following or others approved by the advisor:

SOC 367

ECON 390

PPA 479

ANTH 415

PSYC 332

BEHS 321

PPA 340

#### **Occupational Safety and Health Concentration**

ERM 301

ERM 302

ERM 310

ERM 320

#### **Environmental Health Concentration**

Students interested in pursuing careers in the Environmental Health field and/or in becoming a Registered Environmental Health Specialist (REHS) must consult the program Director.

### **COURSE DESCRIPTIONS**

#### **ERM 300 Health and Safety Compliance (4)**

Compliance requirements and practices for regulations governing the protection of people in and around the workplace. Topics selected from personnel monitoring and protection, hazard assessment, hazardous materials management, hazard communication, emergency planning and response, risk management, multimedia compliance audits, and the training function within organizations. Includes conceptual models of hazard analysis as well as exercises and simulations.

#### **ERM 301 Introduction to Occupational Safety and Health Management (4)**

This course introduces the student to the history and evolution of the safety profession. Students gain an intuitive understanding of the basic components of accident prevention and hazard control. This course also provides an introduction to worker's compensation, safety and health legislation, ergonomics, hazard analytical tools, communication techniques in safety and health management, emergency preparedness, industrial hygiene and measuring safety program success.

#### **ERM 302 Advanced Occupational Safety and Health Management (4)**

This course is a continuation of the introductory course (ERM 301). It further explores the topics discussed in ERM 301. Students work in groups on case studies applying previously gained knowledge. The course explores in detail the OSHA regulations and expects students to be familiar with regulations pertinent to various industries.

#### **ERM 310 Hazardous Materials Management (5)**

Provides an in-depth examination of federal, state and local regulations and requirements for hazardous materials and wastes. Includes definitions of toxic and hazardous material; storage and treatment; transportation; emergency response planning; air and water quality; community concern issues; and risk assessment.

#### **ERM 320 Industrial Hygiene Fundamentals (5)**

Provides an introduction to the science of protecting the workers' health through the evaluation of the work environment. Presents the basic principles and techniques for anticipating and recognizing chemical, biological, and physical hazards associated with the workplace environment.

#### **ERM 413 Environmental Compliance (4)**

Compliance requirements and practices for statutes and regulations governing the protection of air, water, and land resources. Topics will include environmental impact assessment, emergency planning and response, and hazardous waste management. Case studies involving environmental compliance issues will be reviewed and evaluated.

#### **INST 420 Electronic Legal Research Methods (2)**

An introduction to research using electronic resources such as Lexis/Nexis and the Internet. Emphasis will be placed upon effective search strategy development, mastery of search tools, identification of potential resources, and retrieval of pertinent sources. Course will include legal research using Lexis/Nexis. Student will develop familiarity and skills related to search strategy development, search software, Internet navigation, research sites, and other related skills.

#### **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 (1-5)**

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires



## ENVIRONMENTAL RESOURCE MANAGEMENT

complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office. Maximum 5 units within the program. Cannot replace required courses within the major.

### **ERM 490 Senior Seminar (5)**

Student proposes and conducts an independent research project under the supervision of a faculty member. Student completes activities for use by faculty in assessing learning outcomes for the major. In order to demonstrate integrative skills in this interdisciplinary major, the candidate completes a project that synthesizes knowledge in science and technology, law, policy analysis, and other curriculum areas. The strengths and limitations of each paradigm are recognized and integrated into demonstration of the thesis. Prerequisites: Senior standing in the program.

### **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 (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 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.



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 Department Office: Business Development Center,  
 112  
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 Website: [www.csub.edu/ppa](http://www.csub.edu/ppa)  
 Faculty: C. Commuri, R. S. Daniels, T. Martinez,  
 BJ Moore, J. Sun

### Program Description

**CSUB Vision:** "Our vision is that by 2014-15 CSU Bakersfield will be the leading campus in the CSU system in terms of:

- Faculty and academic excellence and diversity;
- Quality of the student experience; and,
- Community engagement

Realization of our vision will be advanced by recruitment, development and promotion of excellent and diverse staff within an organizational culture committed to excellence in all areas.

In pursuit of CSUB's vision and our commitment to serve the Southern San Joaquin Valley, individuals enrolled in our Department of Public Policy and Administration (PPA) programs engage in learning experiences to develop new skills and expertise that prepare them for positions with government agencies at all levels; nonprofit organizations; hospitals, health, and health care agencies; and private organizations with significant government interactions. The Department has a strong commitment to professional development and among public and non-profit professionals. The faculty is also committed to scholarship. In addition to the affirmative recruitment of women, ethnic minorities and the disabled, the department strongly encourages the enrollment of practitioners in the undergraduate, graduate and certificate programs.

**About Our Alumni.** Our alumni serve in a variety of prestigious capacities, both locally and nationally. They include past and present county administrative officers (CAOs); chief executive officers (CEOs) of hospitals, retirement centers, mass transit systems, and special economic development zones; CEOs of nonprofit organizations; policy specialists for elected officials at the national and local levels; presidents of private industry; presidents of state-wide professional associations; as well as elected public servants at the local and state levels. Other alumni enjoy professional careers in city management, special districts, social work organizations, criminal justice organizations (law enforcement and prison management), fire and public safety, and in the rapidly growing health care professions.

### Professional and Academic Standards

The purpose of the PPA programs is to prepare competent, ethical and effective public, nonprofit, and health care managers and leaders to advance the public service. Consistent with, and in addition to, established university academic performance and student conduct standards for undergraduates, the professional public service nature of the programs demands that those admitted, retained, and awarded degrees conform to the program admissions criteria and possess, develop and demonstrate academic and professional integrity in all activities to inspire public confidence and trust in public service. Students and applicants who violate academic integrity or professional ethical standards of behavior will be subject to the academic integrity procedures of the university. Such actions are, of course, subject to university review and appeal.

### Degree Programs

- Bachelor of Arts in Public Administration (BA)
- Master of Public Administration (MPA)
- Master of Science in Administration - Health Care Management (MSA-HCM)

Undergraduate students without experience in public service or administration are strongly encouraged to take an approved internship or community service to be arranged in consultation with the internship advisor.

### Bachelor of Arts in Public Administration

In pursuit of academic excellence and diversity, high quality student experiences, and community engagement, it is the mission of this Bachelor of Arts (BA) program in Public Administration to prepare undergraduate students for administrative and managerial careers in government, nonprofit, health care, and volunteer organizations, as well as to upgrade the knowledge and skills of professional personnel already in such organizations. In addition, the program builds informed, active and responsible citizenship. The themes and objectives of the BA can be found at the department website.

### Requirements for the Bachelor of Arts Degree with a Major in Public Administration

The Bachelor of Arts Degree with a major in Public Administration requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).



## PUBLIC POLICY AND ADMINISTRATION

The major in Public Administration consists of a minimum of 85-quarter units. Public Administration majors are required to obtain advising before registering for classes. For information or an appointment with the Undergraduate Program Advisor, please contact Professor R. Steven Daniels (661) 654-2318 (BDC-A Office Bldg., Room 116) or BPA Student Services (661) 654-2326 (BDC-A Office Bldg., Room 123).

### Required Lower Division Foundation Courses

1. ACCT 220
2. ECON 202
3. PLSI 101
4. PHIL 102 or SOC 120

### Required Core Courses

1. INST 275\*
2. COMM 304\*\*
3. PPA 300\*\*\*
4. PPA 320
5. PPA 340\*\*\*
6. PPA 415
7. PPA 476 or MGMT 310
8. PPA 478
9. PPA 490

\* Satisfies U.S. Government portion of American Institutions Requirement as well as Area D3 in the General Education Program.

\*\* Satisfies the Graduation Writing Assessment Requirement

\*\*\* Satisfies Theme III for the General Education Program.

### Upper Division Electives (4 approved courses)

In addition to the foundation and core requirements, students must complete four approved 300-level or 400-level courses in Public Policy and Administration. Students may take 500-level courses or enter the Fast Track Minor with senior status and department approval.

### Minor in Public Administration

A minor in Public Administration is available to candidates for any baccalaureate degree. The minor may be of special importance to those interested in pursuing the MPA or MSA-HCM degree. These students should seek advising from the Undergraduate Advisor before beginning work on the minor. A student desiring a minor in Public Administration must have the approval of the Undergraduate Advisor and must take four approved upper division courses in Public Policy and Administration.

### Regular Minor (20 units)

#### Required:

1. INST 275\*
2. PPA 300\*\*

and at least two (2) of the following nine courses:

- PPA 320
- PPA 325
- PPA 340\*\*
- PPA 415
- PPA 465
- PPA 473
- PPA 476 or MGMT 310
- PPA 478

\* Satisfies U.S. Government portion of American Institutions Requirement, as well as Area D3 in the General Education Program.

\*\* Satisfies Theme III for the General Education Program.

### "Fast Track" Minors (20 units)

For those considering the MPA or MSA-Health Care Management programs, the "Fast Track" minors allow students to complete the MPA and MSA-HCM Foundation as part of their undergraduate minor. Students must pass the courses to receive credit for a minor or a PPA elective; however, students also wishing to use the Fast Track courses to meet the graduate Foundation must achieve a "B" (3.0) or higher in each course.

### MPA "Fast Track" (20 units)

1. PPA 400
2. PPA 401
3. PPA 402
4. PPA 403

### MSA-HCM "Fast Track" (4 of the 5 courses; 20 units)

1. PPA 401
2. PPA 402
3. PPA 403
4. PPA 404
5. PPA 405

### Minor in Nonprofit Management

The minor in nonprofit management provides students in business and majors in humanities, social sciences, and physical education the opportunity for class preparation in community nonprofit and social action agencies. Twenty units are necessary.

1. PPA 350\*
2. PPA 450\*
3. PPA 496\*



And at least one of the following:

ACCT 220  
ACCT 221 (Prerequisite: ACCT 220)  
MGMT 460  
MKTG 300  
SPRT 405  
PPA 465  
PPA 478

\*May not be counted for minor credit by PPA majors.

### **Certificate in Public Administration**

An individual who desires to begin non-degree study in Public Administration may apply for a certificate. Six courses are required for the Certificate in Public Administration:

1. INST 275
2. PPA 300
3. PPA 415
4. PPA 476 or MGMT 310
5. PPA 478
6. Plus one approved elective.

### **Certificate in Nonprofit Management**

An individual who desires to begin non-degree study in nonprofit management may apply for a certificate. Six courses are required for the Certificate in Nonprofit Management.

1. PPA 350
2. PPA 450
3. PPA 496

And at least three of the following:

ACCT 220  
ACCT 221 (Prerequisite ACCT 220)  
MGMT 460  
MKTG 300  
SPRT 405  
PPA 465  
PPA 478

### **Undergraduate Students Planning to Pursue the MPA or the MSA-HCM**

**Note:** Undergraduate students in Public Policy and Administration planning to pursue the MPA or MSA-HCM should take the appropriate Fast Track courses as electives counting toward completion of the Bachelor of Arts in Public Administration (see the "Fast Track" minors listed above). Seniors may take 500-level electives, with the permission of the department. Undergraduate students may not take 600-level courses. Courses at the 600-level are limited to classified graduate students.

**Career Awareness.** The PPA Department offers two courses that provide undergraduate students an opportunity to explore careers in public service and health care management. These courses also fulfill university requirements. They are:

1. INST 275 provides an introduction of the field of public administration, and it fulfills the US Government portion of the American Institutions requirement. INST 275 also satisfies Area D3 in the General Education Program.

2. PPA 300 is a General Education upper division course that deals with public management and organization. PPA 300 satisfies Theme III for the General Education Program.

### **COURSE DESCRIPTIONS**

#### ***Lower Division***

#### **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. Satisfies the U.S. government portion of the American Institutions requirement, as well as Area D in the General Education Program.

#### ***Upper Division***

#### **PPA 300 Public Management and Leadership (5)**

Introduces basic principles of responsible leadership, effective management, organizational change in public, nonprofit and health care management settings. Includes social science issues in: authority, motivation, organization behavior and leadership styles. **GE T3**

#### **PPA 320 Information and Data Management in Public Administration (5)**

This course explores how information technology and data management techniques are being used in public organizations to manage organizational processes, plan community action and evaluate service. The problems and promise of IT are examined and the student learns basic skills in information and data management. Case studies and IT professionals are used to enhance learning.

#### **PPA 325 Introduction to Administrative Law and Bureaucracy (5)**

This course introduces the student to the concepts and processes of administrative law and governmental



## PUBLIC POLICY AND ADMINISTRATION

regulation. It reviews the evolution of administrative authority, rule-making, enforcement, adjudication, and judicial review.

**PPA 340 Policy Networks (5)**

This course offers an overview of the policy-making process and policy networks at the national, state, and local levels. This process can be divided (somewhat arbitrarily) into several stages: agenda setting, policy formulations, policy adoption, budgeting, policy implementation, and policy evaluation. The course covers the relevant literature on each stage of the process. The course will also examine several important policy areas including economic policy, energy and environmental policy, crime and criminal justice, welfare policy, health policy, education policy, legal and social equality, immigration policy, and life-style policy. Satisfies Theme III in the General Education Program. **GE T3**

**PPA 350 Nonprofit Organizations in America (5)**

The nonprofit sector is an important feature in American society, a force in our economy and a distinctive feature in the American democracy. This course introduces the student to the nature, scope, values and unique features of nonprofit and social service organizations. The concepts of philanthropy, charity, and welfare are explored and the student establishes a relationship with a local nonprofit.

**PPA 351 Strategic Development of Nonprofits (5)**

This course focuses on the financial processes, board development and management features, program evaluation and accountability mechanisms in nonprofit organizations. Challenges and opportunities for managers will be explored using case studies field trips, speakers, and other active learning strategies. Prerequisite: PPA 350.

**PPA 400 Survey of Public Administration (5)**

This graduate seminar introduces and examines a variety of environmental forces, including social/ sociological, micro/macro economics, political, constitutional/ legal, that shape public administration. It discusses and analyzes the essential theories, principles, structures and trends in those areas that affect American public policy and administration, and provides a foundation for further graduate study of public administration, and provides a foundation for further graduate study of public administration. May be taken as a senior elective with department approval.

**PPA 401 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 will prepare students for options in the graduate culminating experience. May be taken as senior with the department approval. Students should have familiarity with interval level statistics.

**PPA 402 Program Evaluation (5)**

(Application of skills acquired in PPA 401) This course deals with the application of research methods to the evaluation of social service programs, particularly in health and human service agencies. This form of research provides knowledge of and about services, identifies the intended and unintended consequences of service interventions, and contributes information for policy decisions. Furthermore, program evaluation is an action based form of research and, therefore, this course is designed as an action based learning experience. Prerequisite: PPA 401.

**PPA 403 The Public Policy-Making Process (5)**

This course examines the public policy-making process at the federal, state, and local levels. Students will explore problem definition, agenda setting, policy formulation, policy legitimation, policy implementation, and policy evaluation. Students will explore the development of public policy by tracing individual social, economic, and health care policies through the stages of the process. **GWAR**

**PPA 404 Contemporary Issues in Health Care Management (5)**

Using case studies and class presentations, this graduate seminar introduces and examines the internal and external political, social, economic and legal forces that affect the organization of health service. It explores health care policy innovations, the application of management theory to current health services problems, and the future of health services. May be taken as a senior elective with department approval.

**PPA 405 Managed Health Care (5)**

As a result of political and social forces, the American health care delivery system is undergoing fundamental change; the caregivers, care, institutions and relationships between and among system components have all been altered recently. Central to understanding this change process is the concept of "managed care." This course explores the history, current impact and implications for the future of managed care. From case management issues, through operational concerns, to the policy challenges of managed competition and Medicare and Medicaid



managed care. Course participants will also have the opportunity to explore and discuss the ethical dilemmas specific to a managed care environment.

#### **PPA 410 Administrative Literature Seminar (5)**

This course considers universal administrative concepts and issues as they are presented in novels, plays, films, poems, and short stories. The experiencing and appreciation of this literature combines the understanding of administration with the traditional values of humanistic study.

#### **PPA 415 Statistical Methods in Public Administration (5)**

This course is designed to give students a basic understanding of the conduct of public administration research, whether quantitative or qualitative methodology is used. Additionally the course aims to help students develop skills for the intelligent critique of research reports/articles, and an appreciation for the challenges of conducting sound research in public affairs. Subjects to be covered include: hypothesis development, research design, measurement (including index construction), data collection (surveys, interviews, secondary analysis, and qualitative methods), descriptive statistics, inferential statistics, contingency table analysis, regression and analysis of variance.

#### **PPA 419 Aging Services Administration (5)**

This course focuses on current administration processes and the organization of services to the aging. It also surveys related policies at the national, state and local levels. There is special emphasis on services present in Kern County.

#### **PPA 430 Parks, Public Lands, and the Environment (5)**

This seminar provides a survey of major parks, forest, public land issues, and institutions at the local, state, and national levels. Key topics include law enforcement and order maintenance, regulatory enforcement, safety and security concerns, visitors and ranger diversity, and ecological/environmental policies for parks, forests, and other public lands and recreational areas.

#### **PPA 450 Contract Management (5)**

This course examines principles, practices, and issues of contract management activities within government, nonprofit, and commercial/business organizations. A comprehensive evaluation of the process addresses the fundamentals of managing the entire contract life cycle of small to large transactions in a management systems approach. Participants develop practical competencies in using different planning, development, implementation, monitoring, and close-

out templates and guidelines, as well as techniques relating to critical thinking, problem solving, and decision making. Federal Acquisition Regulations' principles are integrated into the transaction process to address an extended range of contracting complexities associated with expanded expectations, such as delivery of advanced technology systems or logistical issues involving intricate delivery schedules.

#### **PPA 465 The Art and Science of Supervision (5)**

The purpose of this course is to develop or enhance skills for effective supervision at all levels in a variety of settings. Two primary areas of supervision will be addressed: work environments (organizational structures, culture, climates, norms and values) and leadership skills (motivation, communication and human relations). Supplemental areas of study will include the processes of change, issues in training and development, ethics in the decision making process, and forms of supervision including coaching and mentoring. The course will also explore the theoretical, philosophical, and historical foundations of supervision.

#### **PPA 470 Economics of the Public Sector (5)**

Economic theories relating to market efficiency and failure, public expenditure, taxation, and political and bureaucratic behavior. Examination of programs and policies in areas such as health care, technology, social insurance, welfare and income redistribution, child care and education, and transportation. Examination of the tax system, fiscal federalism, and state and local government revenue and expenditure patterns. Online information resources are used to locate and assess policy analyses and analyze expenditures and revenues for all levels of government.. Prerequisite: ECON 201 or 202. Cross-listed with ECON 470.

#### **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



## PUBLIC POLICY AND ADMINISTRATION

defining the public interest and responding to social conditions. PPA 476 Public Human Resource Administration (5) This course explores several of the major issues and ideas of public personnel administration: selection, promotion, pay, and discipline of public administrators; the merit system; civil service boards; collective bargaining in the public sector; and ethical problems of modern public administrators. Includes discussion of nonprofit agency personnel administration.

### PPA 477 Selected Topics in Public Policy and Administration (1-5)

In-depth studies of selected topic or topics not covered in regular courses are offered on a student demand basis. Topics vary each quarter; prerequisites announced for each topic. Conducted on seminar basis. PPA 478 Budgeting in Public Organizations (5) This course will introduce the student to the major concepts of public budgeting and finance in the United States. Budgeting at all levels of government will be covered. Key topics of study include: expenditure estimation, revenue forecasting, capital budgeting, budget reform and financial management. The role of the budget in the policy process will also be emphasized.

### PPA 479 Urban Planning and Public Policy (2.5-5)

This course introduces the student to the philosophy, theory, and practice of urban planning. In particular, the course material examines the development of cities and urban regions and the structure and functions of contemporary cities. Students will conduct a critical review of alternative theories, recent trends, and new directions in American planning concepts and institutions. In addition, the course will feature an analysis of the context, function, and legal aspects of land use controls, construction codes, mass transit, urban renewal, model cities, new towns, and related aspects of policy and programs implementation. The course may be offered for either 2.5 credits in five weeks or 5 credits in 10 weeks. The 10-week course will provide a more in-depth coverage of the topic. Matched with PPA 524 State, Local, and Intergovernmental Management if taught for 2.5 credits in five weeks.

### PPA 489 Prior Experiential Learning (1-20)

This course is designed to provide a mechanism by which new or continuing students may receive academic credit for prior experiential learning through a portfolio review process. Students may earn up to 20 credits through this mechanism. To be eligible for academic credit, a student's prior experiential learning must meet the following criteria: (1) the learning must have subject matter knowledge or base; (2) the learning must have general applicability outside the

specific situation in which it was acquired; (3) the learning must be equivalent to collegelevel work in terms of quality; (4) the students must be able to demonstrate that they know the relationship between what they have learned and other related subject fields and their own goals; and (5) the learning must be verifiable; i.e., the students must be able to demonstrate that they possess the learning which they have claimed. The Undergraduate Program Advisor in the Department of Public Policy and Administration will make decisions regarding the awarding of credit. Prerequisites: General Studies Portfolio Development course or PPA 499 focused on portfolio development.

### PPA 490 Senior Seminar in Public Administration (5)

This capstone seminar for students in public administration examines: (1) the structure and environment of modern public bureaucracy; (2) the key administrative processes such as decision making leadership, communications, budgeting, and personnel; (3) the policymaking process; (4) political and economic bases of public policy and administration. Prerequisites: INST 275, PPA 300, PPA 476 (OR MGMT 310), and PPA 478. PPA 490 is normally taken in the last quarter before graduation.

### PPA 496 Internship in Public Administration (5)

Students are assigned to various agencies and work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences, assigned reading, project where appropriate. (Arrangements should be made one quarter in advance, as enrollments are limited.) Prerequisites: permission of instructor. May be repeated for credit. Department determines application and number of units. Offered on a credit, no-credit basis only.

### PPA 497 Cooperative Education (1-5)

The Cooperative Education Program provides a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and faculty liaison working with the field supervisor. May be repeated. May not be used as a substitute for requirements. Department to determine application and number of units. Offered on a credit, no-credit basis only.

### PPA 499 Individual Study (1-5)

Individual supervised projects or directed reading projects for students qualified to carry on independent work. Prerequisite: permission of the instructor and department chair. Up to 5 units may be used to satisfy elective degree requirements. Department determines



application and number of units. Note: To count for graduate elective credit and maintain graduate course standards, 400-level courses must be augmented with additional work.

**GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.



## SCHOOL OF EDUCATION

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**Dean's Office:** Education Building, 124  
**Telephone:** (661) 654-2210  
**email:** jbarton2@csub.edu  
**Website:** www.csub.edu/soe

**DISCLAIMER:** Due to ongoing and substantial changes in credential legislation and degree programs in the State of California, please check with an official School of Education advisor for current information.

### Mission

The Mission of the School of Education (SOE) at California State University, Bakersfield is: *In support of the university's vision of excellence, the mission of the School of Education is to be a professional learning institution that prepares highly capable professionals to serve our culturally and linguistically diverse community with integrity.*

### Program Description

The School of Education is accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for the Accreditation of Teacher Education (NCATE). Programs are constantly being updated and improved to meet new state and national guidelines. The SOE provides quality graduate and undergraduate programs leading to an academic degree or a California teaching, counseling, or administrative credential. Undergraduates may elect a major in Child, Adolescent, and Family Studies or Physical Education and Kinesiology. Both offer pathways to a teaching credential and/or other professional options. Master's degrees and/or advanced credentials are also offered with concentrations in: Bilingual/Multicultural Education, Counseling Psychology (offered jointly with the School of Humanities and Social Sciences), Curriculum and Instruction, Early Childhood and Family Studies, Educational Administration, Reading and Literacy, School Counseling, and Special Education. A limited number of degree and credential options are also offered at our CSUB Antelope Valley Campus in Lancaster, CA.

Students planning to enter the teaching profession must combine an academic major with professional studies. Coursework in the School of Education is designed to complement the instruction provided by other units within the University. Hence, candidates for the teaching profession are academically prepared at CSUB for the challenging work of inspiring and motivating young students from many sociocultural

and linguistic backgrounds and ability levels in Elementary and Secondary schools throughout the county, state, and nation.

The School of Education has administrative responsibility for basic credential programs and Intern credential programs leading to a preliminary credential in: Elementary Education with an English Language Learner Authorization or bilingual emphasis (Multiple Subject), Secondary Education with an English Language Learner Authorization (Single Subject), and Special Education (Specialist First Credential in either Mild/Moderate or Moderate/Severe Disabilities). Advanced Specialists and Services credentials are offered in: Reading/Language Arts; Pupil Personnel Services; Administrative Services; and Special Education (Level II Mild/Moderate and Moderate/Severe). The BCLAD certificate is only available by passage of the CTEL exams. A Reading certificate is also offered in combination with, or independently from, graduate degree programs.

The School of Education offers a number of international options in Queretero, Mexico, through CSUB's affiliation with the CSU International Teacher Education Consortium (ITEC). Students can earn a BCLAD certificate or Multiple Subject BCLAD emphasis teaching credential. Another international option with the Catholic University of Korea is being developed as a sister institution. Students may be able to participate in a short term field experience, series of workshops, language development, and other types of professional cultural exchange opportunities.

### Theme

A learning community committed to: Excellence, Integrity, and Caring.

### Goals 2009-2011

1. Encourage faculty and academic excellence and diversity.
  - Demonstrate a commitment to diversity, effective recruitment, mentoring, and retention of faculty.
  - Promote a culture of scholarship, inquiry, innovation, and teaching and learning excellence through traditional, technology-enhanced, and other models.
  - Demonstrate a commitment to shared governance.
2. Enhance the quality of the student experience.
  - Encourage responsive, varied approaches to providing a quality education.
  - Ensure quality communication and guidance for students.



- Maintain, enhance, disseminate, and encourage technology integration and innovation in academic programs as appropriate to fulfill the core mission.
  - Acquire technology as appropriate to the core mission.
  - Increase student awareness of research, including financial funding to support research.
  - Improve formal and informal learning spaces within facilities.
  - Establish class sizes to promote excellence in student learning.
  - Provide quality support for linguistically and/or culturally diverse persons and persons with other special needs.
3. Increase community engagement.
- Increase communication, collaboration, and leadership of the School of Education in the communities of influence which include the California State University, Bakersfield, the California State University system, K-12 education, business, government, and service.
  - Improve public relations, marketing, and community outreach.
  - Provide equitable support, service, and outreach for entire service region.
  - Continue to develop and build partnerships.

## INQUIRIES AND APPLICATIONS

**Basic Credential Programs.** Applicants are to contact the Credentials Office in the School of Education (EDUC 102; 661-654-2110) for program information and application procedures for admission to the Multiple Subjects, Single Subject, and Special Education Credential programs. Additional information is located in this catalog under the Basic Credential Programs section.

**Advanced Credential and Certificate Programs.** Applicants are to contact the Advanced Educational Studies Department (EDUC 238; 661-654-3055) in the School of Education for program information. Application materials may be obtained from the Credentials Office in the School of Education (EDUC 102; 661-654-3160). The application materials include program details, admission requirements, course requirements, and enrollment procedures. A conference with a program advisor is required. Additional information is located in this catalog under the Advanced Educational Studies section.

## UNDERGRADUATE PROGRAMS

### Child, Adolescent, and Family Studies

The Child, Adolescent, and Family Studies Program (CAFS) at California State University, Bakersfield offers

a major leading to a Bachelor of Arts Degree. The CAFS program provides students with an undergraduate level of knowledge within Child, Adolescent, and Family Studies. This program highlights diverse theories, milestones across developmental domains, family systems, ethics, and developmental research methods.

### Physical Education and Kinesiology

The Bachelor of Science Degree in Physical Education and Kinesiology (PEAK) at CSUB covers a broad knowledge base that represents several disciplines that include traditional physical education, exercise science, athletic training, coaching, and health science education. Students majoring in Physical Education and Kinesiology have two concentrations to choose from: Physical Education and Exercise Science.

### Special Minor in Special Education

The Department of Special Education does not offer an undergraduate major or minor, but does offer a "Special Minor in Special Education". This Special Minor is in Mild/Moderate Disabilities and is available to students with any undergraduate major, and must be approved by the advisor and department chair of the student's major. Interested students need to contact the Department of Special Education Office at 661-654-3166 or the Department Chair at 661-654-6828. A special form needs to be completed and proper procedures need to be followed.

### Integrated Special Education (ISPED) Credential Program for Liberal Studies Majors

Undergraduate students majoring in Liberal Studies may pursue and receive the Special Education Educational Specialist Preliminary Credential in Mild/Moderate Disabilities when graduating with a BA degree. This program is also available for transfer students from Bakersfield College and from Antelope Valley College who are majoring in Liberal Studies. Specific information about the ISPED program is available at the Liberal Studies office. Interested students must meet with a Liberal Studies academic advisor.

## GRADUATE DEGREE PROGRAMS

**Master of Arts in Education.** To pursue a Master of Arts degree offered by the School of Education, the applicant must first apply to the Office of Admissions and Records, CSUB (661-654-3036). The applicant must contact the Advanced Educational Studies Department office (EDUC 238; 661-654-3055) or the Special Education Department (EDUC 211; 661-654-3166) for a brochure and application for the specific graduate degree program/concentration desired. The completed application is to be returned to the Office of



## SCHOOL OF EDUCATION

the Graduate Evaluator (EDUC 105; 661-654-3160) for review and to verify that the requested materials are included. The graduate degree program coordinator and faculty will certify admission or non-admission to the desired program. Applicants will be notified in writing regarding an admission decision.

**Master of Science in Counseling.** To pursue a Master of Science in Counseling, the applicant must first apply to the Office of Admissions and Records, CSUB (661-654-3036). Following admission to the University, the applicant is to contact the Department of Advanced Educational Studies Department office (EDUC 238; 661-654-3055) for a brochure and application to the specific graduate degree program desired. The brochure and application may also be obtained at one of the quarterly Informational meetings for prospective students (call for date, time and location). The completed application is to be returned to the Office of the Graduate Evaluator (EDUC 105; 661-654-3160) for review before one of three deadlines: April 15 (for fall), October 15 (for winter), or February 15 (for spring). The Program Admissions Committee will certify admission or non-admission to the desired degree program. Applicants will be notified in writing of actions regarding admission taken by the Committee.

**Note:** There is no guarantee that post-baccalaureate or graduate credit units previously earned in the School of Education or at other schools within the University will be permitted for use toward an approved program of study. Such units must have the written approval of the program advisor and/or coordinator.

**California Basic Educational Skills Test for Teachers (CBEST).** All credential candidates applying to the California Commission on Teacher Credentialing (CCTC) for the initial issuance of any credential or permit are required to have taken and passed the CBEST.

**California Subject Examination for Teachers (CSET).** This subject matter exam is required for admission to the credential program. Refer to the individual program (multiple, single subject) admission guidelines for additional information.

**The California Mini-Corps.** The California Migrant Teacher Assistant Program (Mini-Corps) is a special program designed to prepare teachers for meeting the educational needs of migrant children. Through the Mini-Corps, qualified undergraduates working toward a teaching credential can obtain early classroom experience while serving as assistants to teachers of

migrant children. Additional information may be obtained from the CSUB Mini-Corps coordinator (661) 654-2429 located in Modular Building 1.

## FINANCIAL ASSISTANCE

**Assumption Program of Loans for Education (APLE).** California is experiencing a serious shortage of highly qualified classroom teachers. The most critical teacher shortages are in the subject areas of math, science, foreign language, special education, reading and language arts specialist or at those schools serving large populations of students from low-income and economically disadvantaged families or a school ranked in the bottom of the 50% of the Academic Performance Index (API) grades K - 12. In an effort to encourage people to enter the teaching profession in the above teaching areas, the California Legislature created the Assumption Program of Loans for Education (APLE). This program is a competitive teacher incentive program designed to attract outstanding students to the teaching profession. Under provisions of the APLE program, the California Student Aid Commission (CSAC), may assume up to \$11,000 in outstanding student loan balances. For additional information, call 661-654-2090.



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**Program Office:** Education Building 151  
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**Faculty:** Cary Larson-McKay, Ph.D.

**DISCLAIMER:** Due to ongoing and substantial changes in credential legislation and degree programs in the State of California, please check with an official School of Education CAFS advisor for current information.

### *Shaping the Future*

#### **Vision Statement**

The vision within the Child, Adolescent, and Family Studies Program (CAFS) is to promote partnerships that foster healthy children, supportive family relationships, and an interactive community of diverse learners.

This program will also offer learning activities that provide superior educational preparation for teachers, parents, and community professionals that will aid in the development of well prepared persons to interact with and support a culturally, socially, and biologically diverse population within the local, regional, national, and global community.

#### **Philosophy**

The philosophy of the Child, Adolescent, and Family Studies Program (CAFS) has as its core a constructivist educational approach that perceives learning as the merging of cognitive, affective, social, and motor domains as experienced by the individual, family, and community, and as experienced within the cultural contexts of global, national, and regional communities. This belief reinforces the premise that the study of Human Development is not a parochial study, but rather a process of examining the totality of the human experience in ever-changing environments.

#### **Program Description**

The Child, Adolescent, and Family Studies Program (CAFS) at California State University, Bakersfield offers a major leading to a Bachelor of Arts Degree. The CAFS program provides students with an undergraduate level of knowledge within Child, Adolescent, and Family Studies. This program highlights diverse theories, milestones across developmental domains, family systems, ethics, and developmental research methods.

The CAFS major focuses on the biological, cognitive, psychological, and sociological foundations of child behavior and development. Students will acquire knowledge and gain understanding through exposure to relevant literature, current research topics, selected service, fieldwork, and development of their own research. Students will gain an intensive and global understanding of the developmental needs, behavioral patterns, and problems of children and their families. Through a variety of courses, students obtain knowledge and refine skills in observing, assessing, interpreting, and implementing programs for children and families; working with and supervising child-centered programs; participating in supportive structures for children and adolescents; and understanding families from diverse backgrounds.

Within the CAFS major, there are 3 tracks from which students may choose to complete their requirements for graduation. Each student is strongly encouraged to meet with an advisor to more thoroughly discuss each track. Students majoring in our program must also complete all CAFS coursework with a grade of "C-" or higher. The Child, Adolescent, and Family Studies program has a strong online component. Students will leave this major competent on the computer. Most of our major courses are also taught online at least once every other year. All the CAFS tracks are available for students interested in teaching in the elementary schools.

The first track in the CAFS program is our **FAST Track, Future Academic Studies for Teachers**, for future elementary school teachers. Students following this track will complete their BA and all of the coursework for the multiple subjects credential in 4 years (rather than the usual 5 years). This track is designed for students who want to be elementary school teachers, are interested in completing our general track, and can maintain a GPA of 2.67 or higher for their first 3 years and a GPA of 3.0 in their final year. Please speak to an advisor in order to follow this track.

The second track in the CAFS program is our **general track**. The students who choose this track typically want to work with children and families in a variety of ways, including the following: preschool teachers, administrators, social workers, counselors, advocates, readiness coordinators, etc. There is also a growing number of students who want to work as elementary school teachers who are choosing this track. The reason that future elementary school teachers may choose this track is because there is not currently a waiver to enter teaching credential programs. The third CAFS track offers a set of courses specifically designed to assist students in preparing to pass the



## CHILD ADOLESCENT, AND FAMILY STUDIES

CSET. However, students do not have to choose that track. Students may choose this general track, study on their own, and take (and pass) the CSET so that they may enter the multiple subjects teaching credential program. Students are strongly advised to meet with an advisor when choosing this track.

The third CAFS track is our **Elementary Education teacher preparation** track. In the CAFS major the students take a significant amount of coursework preparing them specifically to work with children in developmentally appropriate ways. This degree track has been approved by the California Commission on Teacher Credentialing (CCTC) as a program that prepares students for passage of the subject matter examination that candidates must pass to receive the multiple subjects credential required for multiple subjects instruction in the public schools. This track does change as state requirements are changed; students are strongly encouraged to meet each quarter with their advisor so that they may be notified of modifications to the program.

### Requirements for the Bachelor of Arts Degree with a Major in Child, Adolescent, and Family Studies

Each of the tracks leading to the Bachelor of Arts Degree with a major in Child, Adolescent, and Family Studies requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

### Future Academic Studies for Teachers - CAFS FAST Track

Students following this track must inform their advisor and must meet with an advisor every quarter. This track is designed to prepare students to be elementary education teachers. Upon completing the following courses students will have their BA in Child, Adolescent, and Family Studies and will have completed all of the coursework for their Multiple Subjects Credential.

### CAFS FAST Track: Child, Adolescent, and Family Studies Future Academic Studies for Teachers

#### Elementary Education Teacher Track

Year 1	Fall	units
	CSUB 101	2
	Area A2 (C or higher)	5
	Area C	5

Area D4	5	17
<b>Winter</b>	<b>units</b>	
Area A1	5	
Area B1-Biol 100	5	
Area D3-Plsi 101	5	
CAFS 110	2	17
<b>Spring</b>	<b>units</b>	
Area A3	5	
Area B4-stats (C or higher)	5	
CAFS 200	5	
EDEL 240	2	<u>17</u>
		51

<b>Year 2</b>	<b>Fall</b>	<b>units</b>	
	CAFS 230 or 280	5	
	Area B2	5	
	Minor	5	
	CAFS 208	4	19
	<b>Winter</b>	<b>units</b>	
	Hist 231	5	
	Area D1, D2, or D5	5	
	Area C4	5	
	Foreign Language		15
	<b>Spring</b>	<b>units</b>	
	EDBI 475 (GRE)	3	
	Minor (PEAK 345)	5	
	CAFS 312	5	
	Area C3-Hist 210	5	
	CBEST		<u>18</u>
			52

<b>Year 3</b>	<b>Fall</b>	<b>units</b>	
	Theme 1	5	
	CAFS 400	5	
	Minor	5	
	EDCI 579-credit	1	
	CSET		16
	<b>Winter</b>	<b>units</b>	
	Theme 2	5	
	CAFS 410	5	
	CAFS 313	5	
	GWAR test or course		15
	<b>Spring</b>	<b>units</b>	
	Theme 3	5	
	Minor	5	
	CAFS 490	3	
	CAFS 320/350/360/430	5	<u>18</u>
			49

<b>Year 4</b>	<b>Fall</b>	<b>units</b>	
	EDEL 420	4	
	EDEL 421	2	
	EDEL 429	3	
	EDEL 437	3	
	EDBI 476	3	15
	<b>Winter</b>	<b>units</b>	
	EDBI 428/477	3	
	EDEL 430	4	
	EDEL 436	3	
	EDEL 439	6	



RICA test		16
<b>Spring</b>	<b>units</b>	
EDSP 301	3	
EDEL 449	9	<u>12</u>
		<u>43</u>

Recommended pattern of courses 195

### Child, Adolescent, and Family Studies-General Track

This general track may also be used by students who desire to become elementary education teachers. All general education coursework for the university must be completed in addition to the courses specific to this major. It is critical that students following this track who wish to enter a teacher credential program (either multiple subject or preschool) notify their faculty advisor of their intentions so that they can be advised correctly.

Students working toward a concentration in Elementary Education may be required to fulfill specific requirements for entrance to a credential program and may need different courses based on state or university standards for the credential program.

#### Prerequisite (7 units)

1. CAFS 110 (2) or CAFS 310 (2)
2. CAFS 200 (5)

#### Core (17 units)

1. CAFS 400 (5)
2. CAFS 410 (5)
3. CAFS 490 (3)

**Four Program Domains** (complete at least 9 units in each of 3 of the 4 program areas, and at least one course in each area must be upper division)

#### Domain A: Developmental Theory

1. CAFS 311 (5)
2. CAFS 312 (5)
3. CAFS 313 (5)

#### Domain B: Practicum/Fieldwork

1. CAFS 210 (2)
2. CAFS 220 (5)
3. CAFS 230 (5)
4. CAFS 350 (5)
5. CAFS 414 (2)
6. CAFS 440 (2)

#### Domain C: Sociocultural Influences on Development

1. CAFS 208 (4)
2. CAFS 280 (5)
3. CAFS 320 (5)
4. CAFS 360 (5)
5. CAFS 430 (5)

#### Domain D: Programs and Program Development for Children and Families

1. CAFS 240 (5)
2. CAFS 250 (5)
3. CAFS 420 (4)

### Elementary Education/Subject Matter Preparation Track

A specialty concentration in Child, Adolescent, and Family Studies-Elementary Education provides an academic experience best suited to those who wish to teach in the elementary K-6 setting. The CAFS Elementary Education student will take classes that have been approved by the California Commission on Teacher Credentialing (CCTC) as a program meeting the requirements for the Elementary Education Multiple Subjects preparation. Upon successful completion of the courses described below, the student will have completed all the California State Department of Education and California State University course requirements for the Elementary Education Multiple Subject preparation for entrance into an Elementary Education Multiple Subject Credential program.

This specialty track is for students who plan to become elementary teachers. Please see an advisor for a current listing of the required courses. The following is the most recent course outline.

#### Elementary Education Concentration Program of Classes

This track is exactly the same as the Liberal Studies Major except for the area of concentration.

#### Requirements for the Elementary Education Track

1. **Traditional Credential Track** (174 units with CSUB 101, but 180 to graduate)

#### Area One: Language

##### 1. Composition

Completion of the following two courses:

- a. ENGL 110
- b. One of three approved GWAR courses, ENGL 310 or COMM 304 or ENGL 305 with a grade of "C" or better, or eight (8) on the Graduation Writing Assessment Requirement.



**2. Literature**

Completion of a course from each of the following:

- a. ENGL 101, 207, 208, 235, 290, 294, 295.
- b. ENGL 364, 365, 366, 370, 373, 395 470, 471, 473, FREN 380, THTR 307, 385. **Or BCLAD:** SPAN 301, 302, 303, 416, 419, 422.

**3. Oral Communication**

Completion of one of the following courses:

- a. COMM 108 or THTR 232

**4. Linguistics**

Completion of the following courses or upper division equivalents:

- a. ENGL 319

Completion of one of the following courses or upper division equivalent:

- b. ENGL 414, 415, 418, 420. **Or BCLAD:** SPAN 311, 409, 412, 415, 420.

**Area Two: Mathematics****1. Mathematical concepts**

Completion of the following three courses or upper division equivalent:

- a. MATH 221
- b. MATH 320
- c. MATH 321

**Area Three: Sciences****1. Life Science**

Completion of the following five unit course or its five unit equivalent

- a. BIOL 100

**2. Physical Science**

Completion of the following four unit courses or equivalents:

- a. SCI 111
- b. SCI 112 Note: students may also take CHEM 100, a five unit class, to fulfill this requirement.

**3. Earth Science**

Completion of the following four unit course or equivalent:

- a. SCI 214

**4. Integrated Science Principles**

Completion of one of the following four unit courses or an upper division equivalent:

- a. SCI 325A or SCI 325B

**Area Four: Humanities and Social Sciences****1. U.S. History and Government**

Completion of the following three courses:

- a. HIST 231
- b. PLSI 101
- c. HIST 270

**2. World Civilization**

Completion of the following course:

- a. HIST 210

**3. Cultural Geography**

Completion of one of the following courses:

- a. GEOG 302, ECON 395, HIST 330, PLSI 332 or ANTH 340

**4. Critical Thinking**

Completion of one of the following courses:

- a. PHIL 102 or SOC 120 or ANTH 121

**Area Five: Visual and Performing Arts****1. Appreciation and understanding of the visual and performing arts**

Completion of one of the following courses or an equivalent:

- a. ART 101 or MUS 101 or THTR 101

**2. Visual or Performing Arts for the Elementary Classroom**

Completion of two of the following courses which study disciplines different from the discipline of the course used to satisfy requirement 5.1.

- a. ART 302, MUS 310, or THTR 305

**Area Six: Health and Physical Education****1. Health Issues Affecting Elementary School Age Children**

Completion of the following course or equivalent:

- a. CAFS 250

**2. Principles of Physical Education Affecting Elementary School Age Children**

Completion of the following course:

- a. PEAK 345

**Area Seven: Human Development (See Major Courses)****Area Eight: Ethnic, Gender, Cultural and Handicapped Perspectives****1. Understanding and appreciating the perspectives of gender, racial and ethnic minorities, and non majority cultures**

- a. EDBI 475 **Or BCLAD:** Completion of both EDBI 475 and one of the following courses: SOC 335 or SPAN 427 or 428
- b. Completion of one of the following courses: ANTH 330, LBST 385, SOC 339

**Area Nine: Introductory Field Experience, Technology, and the California Curricular Framework****1. Experience in an Elementary School Setting**

Completion of the following course or equivalent:

- a. LBST 200

**2. Computer Competency**

Completion of one of the following courses or equivalent:

- a. CMPS 120 + LBST 390 or EDCI 579 or LBST 290

**Note:** students can test out of this course if they have the required competencies. See an advisor.

**3. Teaching and the California Curricular Framework, K-8**

- a. LBST 302
- b. LBST 303
- c. LBST 304

**Area Ten: Depth Concentration (See Major Courses)**



**Area Eleven: Foreign Language**

CSUB requires that all graduates should have experience in a language other than English. You may satisfy this by taking two years of (the same) foreign language in High School Alternatively, you may demonstrate by test that you are fluent in a language other than English. If you cannot demonstrate that you have done either of these, you must take one term of a foreign language at a Community College or a four year institution of higher learning in order to graduate.

**Area Twelve: Subject Matter Competency**

All students must take the following course to demonstrate Subject Matter Competency:

- a. CAFS 490 (3) In this class the student completes a portfolio of materials that demonstrate competency in the major's subject matter.

In order to receive the Preliminary Credential to instruct Multiple Subjects (grades K-6) in California, all candidates must also pass the CSET examination, multiple subjects (see <http://www.cset.nesinc.com>).

Students who elect this degree route, and who wish to attempt a preparation program offered by the Cal State system, must successfully complete all three portions of the CSET before entering the credential program. They must also pass the CBEST examination.

**Area Thirteen: Major Courses (C- or higher required in each course)**

CAFS 110  
CAFS 200  
CAFS 208  
CAFS 312  
CAFS 350 or 430  
CAFS 400  
CAFS 410  
CAFS 490

Students who are interested in the BCLAD (for Bilingual, Cross-Cultural, Language and Academic Development) option should contact an advisor for course requirements.

**Child, Adolescent, and Family Studies Minor**

A student wishing to minor in Child, Adolescent and Family Studies should complete at least 20 quarter units in CAFS, of which at least 15 units must be upper division. A faculty member in the CAFS program must approve the specific course of study. **Please note:** this minor may be completed entirely online.

Those students majoring in Liberal Studies and seeking a Child Development Concentration are recommended to take the following courses (a wider selection is available in the Liberal Studies office):

- a. CAFS 200
- b. CAFS 312
- c. One of the following: CAFS 311, 313, 350, 280 Multicultural Children's Literature.
- d. One course selected from the following: CAFS 320, 360, 430

**COURSE DESCRIPTIONS**

**Note:** Among the courses comprising the Child, Adolescent, and Family Studies major and specialty areas (see above), those not found elsewhere in this catalog are listed below.

**Lower Division****CAFS 101 Introduction to Teaching in the Elementary School (2)**

This course is open to high school students only. This course enables high school students to work in elementary classrooms while receiving high school and university credit. In order to participate, students must apply to the program, maintain a 3.0 GPA or better, and have two recommendations from their high school. Those who participate will receive units toward high school graduation and have the opportunity to earn up to 6 college quarter units per year.

**CAFS 110 Introduction to the Field of Child Development (2)**

This course will give students an introduction to the field of child development. Students will survey the programs and services that are available for children, adolescents, and families and explore the professional opportunities, organizations, and publications related to this field. Students will also be exposed to the Child, Adolescent, and Family Studies Program (CAFS) and the faculty within the CAFS program. This course will provide students with an overview of what will be needed to earn their Bachelor of Arts in Child, Adolescent, and Family Studies. This course will enable the student to gain basic informational and competency skills that will aid in the academic success of the student.

**CAFS 200 Introduction to Child Development (5)**

Introduction to child, adolescent, and family development as a unique field of study. Introduces developmental theory highlights, common milestones across developmental domains, family systems, ethics, introduction to research methods and observation techniques. Explores Human Development as a profession, examines professional responsibilities, reviews publications, student becomes cognizant of child-related organizations, and connects child and family development to other related fields of study. Advances the student's ability to make



observations and accurate recordings of children and families. This class also includes an introduction to technology within the field (meets core requirement for CCTC Child Development Associate teacher Permit), CAFS senior portfolio, and requirements for graduation.

#### **CAFS 208 Child, Family and Community (4)**

Introduction to various roles of and interactions among and between children, families, and community systems. This approach to understanding the interaction of child, family, and community will emphasize an appreciation for diverse cultural, socioeconomic, and lifestyle experiences. Students will become aware of individual and family requirements, social issues, and available support programs in the local area. Students will engage in program analysis and assessment of program effectiveness and quality in light of family needs and community priorities. (Meets core requirement for CCTC Child Development Associate Teacher Permit).

#### **CAFS 210 Observation of Children (2)**

Advances the ability to make sensitive observations and accurate recordings of children and families of diverse lifestyles and abilities. Includes a Service Learning/Fieldwork component requiring students to work and interact with children in order to link theory and practice. This requirement includes 36 hours of field-based observation.

#### **CAFS 220 Creative Activities Curriculum, Procedures, Materials, and Laboratory Experience for the Young Child (5)**

Acquaints students with curriculum, procedures and materials important for effective child development programs. Emphasis on learning theory and development as related to learning environments, curriculum areas for the young child, materials, methodology, and evaluation. This course also emphasizes planning developmentally appropriate activities that are respectful and sensitive to individual abilities as well as cultural and family backgrounds. Emphasis is on learning and teaching practices; the role of play in the child's development, age and ability appropriate classroom organization and management, child health, nutrition, and child self-care and studies various approaches like exploring several different curriculums and activities and projects that students could utilize to promote and support those curriculums (such as Reggio, Emergent, Creative, Weekly, Themes, Projects, etc.). (Meets core requirement for CCTC Child Development Associate Teacher Permit.)

#### **CAFS 230 Creative Activities Curriculum, Procedures, Materials, and Laboratory Experience in the Elementary School Setting (5)**

Acquaints students with curriculum, procedures, and materials important for effective elementary classroom planning. Emphasizes curriculum requirements, learning theory, research and assessment, development, methodology, and planning developmentally appropriate activities. Learning and effective teaching practice is central to the content of this course: the role of play in the child's development, age-level appropriate classroom organization, and classroom management.

#### **CAFS 240 Introduction to Administration of Early Childhood and Family Programs (5) F**

An overview of administration in child and family programs for site supervisors and directors. Topics include program organization, staffing, proactive program management, historical background, and philosophical underpinnings of relevant programs.

#### **CAFS 250 Child Health, Safety, and Nutrition (5)**

Examines principles, practices and issues related to meeting the health, safety and nutritional needs of children and emphasizes physiological and biological aspects of development. Students will learn techniques and skills for the support and implementation of health and safety practices and their impact on an individual child's development and how these practices might be adapted to support the goals and values of family and community systems. Students will be required to gain the knowledge and skills consistent with certification in American Red Cross CPR and First Aid. (Meets requirement for CCTC Child Development Master Teacher Permit.)

#### **CAFS 280 Multicultural Children's Literature (5)**

This course explores the interrelatedness of social, aesthetic, and cultural, elements of children's literature. It covers criteria for effective evaluation of literature and how to select books that are developmentally appropriate. It examines the elements of literature and how it supports language, creative, and intellectual development. It also covers specific teaching strategies that reflect current literacy theory to enhance transactions with literature.

#### **CAFS 296 Human Corps (1)**

One unit of credit for 20 or more hours of volunteer community service experience working directly with young children in a variety of socioeconomic settings. Open to students who are interested in pursuing a career in Early Childhood Education (Pre-K through grade 3). Students may request an assignment through the Human Corps office. A journal, a brief reflective paper and meetings with a faculty sponsor



as required. This course may be repeated up to twelve times (12 units), however, students may earn only one unit per quarter. Offered on a credit, no-credit basis only. Prerequisite: CAFS 200.

### **CAFS 299 Individual Study (1-5)**

To be arranged with the instructor.

### **Upper Division**

### **CAFS 310 Introduction to the Field of Child Development (2)**

This course is for transfer students and will give students an introduction to the field of child development. Students will survey the programs and services that are available for children, adolescents, and families and explore the professional opportunities, organizations, and publications related to this field. Students will also be exposed to the Child, Adolescent, and Family Studies Program (CAFS) and the faculty within the CAFS program. This course will provide students with an overview of what will be needed to earn their Bachelor of Arts in Child, Adolescent, and Family Studies. This course will enable the student to gain basic informational and competency skills that will aid in the academic success of the student.

### **CAFS 311 Infant/Toddler Development (5)**

Focuses on growth and development from conception into the preschool years. This course examines the historical context for the modern conception of child development. Emphasis is given to contemporary research in physiological and motor development, socioemotional development, cognitive development, language and communication development, health and nutrition, child rearing practices and infant stimulation. The class will highlight a social-historical-contextual approach to the development of young children and families. (Meets requirement for CCTC Child Development Master Teacher Permit.) Prerequisite: CAFS 200.

### **CAFS 312 Child Development in the School Years (5)**

Advanced study in growth and development from early childhood to adolescence. Theoretical and research orientations focus on the dynamic interaction of domains of development and their practical applications. Classroom discussion is based partially on required field experiences with children in a variety of environments, examination of patterns and causes of behavior, and the school experience for children of this age, including family, school, community, and cultural contexts. Prerequisite: CAFS 200.

### **CAFS 313 Adolescent Development (5)**

This class in adolescent development will examine theoretical and conceptual frameworks for the study of the social, emotional/psychological, biological/physical, cognitive, language/communicative and aesthetic aspects of human development during adolescence. Development within the various contexts of contemporary adolescents' cultural, familial, educational, socioeconomic, and ability contexts provides the core of class content. Classroom discussion is based partially on field experiences and observations with adolescents in a variety of environments, examination of patterns and causes of behavior, and the school experience for children of this age. Prerequisite: CAFS 200.

### **CAFS 320 Individual and Family Development in Diverse Cultures (5)**

An exploration of the values, attitudes, child rearing practices, family, and social relationships in a variety of diverse settings. The impact of these factors on personal, social, economic, and political systems will be discussed. Comparisons with western family systems including cultural universals and differences will be emphasized. The course will also discuss immigrant experiences in the United States. **GRE**

### **CAFS 350 Child Guidance, Supervision and Support (5)**

Examines children's interpersonal, emotional, and personality development, emphasizing theoretical issues and research on discipline and empathy development. Study of models of guidance and their implications for academic, home, and clinical settings is emphasized. Prerequisite: CAFS 200.

### **CAFS 360 Parenting and Family Relations (5)**

Examines the family as the child's first educator. Studies models of family systems, parenting strategies, community programs and experiences in child service programs, schools, and communities that support and recognize the family as an integral part of the child's educational experience. Emphasis is on parent education, interpersonal communication, and family systems awareness. (Meets the requirement for CCTC Child Development Master Teacher Permit.) Prerequisite: CAFS 200.

### **CAFS 400 Introduction to Research Methods (5)**

Develops an awareness of research methodology, assessment, and evaluation of children and families as represented in the body of Child Development literature. Emphasis on research as applied to children and families of diverse cultural, socioeconomic and life-style backgrounds as data collection strategies, reliability, validity, ethics, and values to increase students' ability to locate,



understand, critique, report and use child development research. Prerequisites: Senior Standing, CAFS 200 (C- or higher); MATH 140 or PSYC 200; CAFS 311, 312 or 313 (C- or higher).

## **CAFS 410 Research, Assessment and Evaluation of Children and Families (5)**

Introduction to the interpretation and analysis of Child Development theory and research. Develops an awareness of research methodology, assessment, and evaluation of children and families as represented in the body of Child Development literature. Emphasis on research as applied to children, adolescents, and families of diverse cultural, socioeconomic and lifestyle backgrounds as representing the current study of Child Development. Includes examination of research design, data collection strategies, reliability, validity, ethics and values to increase students' ability to locate, understand, critique, report and use child development research. Prerequisites: Senior standing; Statistics, and CAFS 400 (C- or higher).

## **CAFS 414 Advanced Practicum (2)**

An application of theory in various educational, clinical, and community settings. Placement is made according to student's goals and interests. Prerequisite: CAFS 200.

## **CAFS 420 Advanced Techniques for Working in Child and Family Programs (4)**

A course for those who wish to supervise and direct programs for children, adolescents and families. Topics will include financing, budget requirements, legal codes, planning, operating, evaluating and staff training of child centered programs. Prerequisite: CAFS 200.

## **CAFS 430 School, Community, and Family Collaborations (5)**

Developing knowledge and skills for effective communication with adults in childhood settings including schools, and extracurricular programs for a diverse population. Topics include human relations management, processes for supervision of adults, and parent relations within programs. Prerequisite: CAFS 200.

## **CAFS 440 Advanced Practicum in Adult Education and Supervision (2)**

Supervision experience with adults in child, adolescent, and family programs. Prerequisite: CAFS 200.

## **CAFS 481 Directed Research in Child Development (1-5)**

Students conduct research, assessments, and investigations in the area of child development under faculty supervision. Strongly suggested for majors who are considering graduate study in Child Development. Prerequisite: consent of instructor who will serve as sponsor, approved by the Child, Adolescent, and Family Studies Program Coordinator.

## **CAFS 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 program office.

## **CAFS 490 Senior Seminar (3)**

This course is a senior capstone class that will assist students to the next level of their professional development. The course will help students prepare to strengthen competencies needed to achieve personal and professional goals. As part of the course work, students will be required to produce a Senior paper and develop a professional electronic portfolio. Prerequisite: Senior Standing; CAFS 410 (C- or higher).

## **CAFS 497 Cooperative Education (1-5)**

This course provides sponsored learning in a work setting, integrated with academic learning. The Cooperative Education office assists the student in finding a placement on an individual basis.

## **CAFS 499 Individual Study (1-5)**

Students are encouraged to explore a specific topic on an individual basis. Students learn through directed readings, reflective papers, discussions with their faculty advisor, and research on the agreed upon topic. Prerequisite: consent of the instructor who will serve as mentor.



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**Faculty:** K. Grappendorf, C. Johnson, E. Wang

### Program Description

The Bachelor of Science Degree in Physical Education and Kinesiology (PEAK) at CSUB covers a broad knowledge base that represents several disciplines that include traditional physical education, exercise science, athletic training, coaching, and health science education. Students majoring in Physical Education and Kinesiology have two concentrations to choose from: Physical Education and Exercise Science.

Students who complete the **Concentration in Physical Education** will fulfill requirements for the State of California Single Subject Credential in Physical Education as established by the California Commission on Teacher Credentialing (CCTC). Students wishing to teach in the junior-high and senior-high school levels will be required to take additional courses to obtain the single subject teaching credential (in addition to the Physical Education concentration curriculum).

Students who desire to coach as well as teach have the opportunity to select various theory of coaching courses within the major to prepare for coaching careers.

The **Concentration in Exercise Science** prepares students for careers in the fitness/wellness industry (e.g., corporate fitness) and certain clinical rehabilitation settings (e.g., cardiac rehabilitation). This concentration also provides students with the opportunity to prepare for advanced studies in related disciplines (e.g., masters degree in exercise science) and professional academic programs (e.g., physical therapy). This concentration follows current guidelines for academic programs in exercise physiology/science established by the American Society of Exercise Physiologists (ASEP) and prepares students for nationally recognized professional certifications offered by ASEP, the American College of Sports Medicine (ACSM), and the National Strength and Conditioning Association (NSCA).

Other academic preparations offered by the department in addition to the major include a minor in Physical Education and Kinesiology, a series of Theory of Coaching courses, and a Health Science Education course series. Also, the department offers a variety of activity courses (100-level) for recreational/fitness purposes. These activity courses are offered on a

credit/no-credit basis and are not applicable to the Physical Education and Kinesiology major requirements. Up to 8 units of 100-level activity courses may be applied toward the 180-unit CSUB graduation requirement.

### Requirements for the Bachelor of Science Degree with a Major in Physical Education and Kinesiology

The Bachelor of Science Degree with a major in Physical Education and Kinesiology requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

### Discipline Requirements for the Major

Students interested in majoring in Physical Education and Kinesiology should obtain general information about the program early in their lower division career. After declaring a major in Physical Education and Kinesiology, they should meet with an appointed advisor within the department to plan a course of study in a specific concentration. This is essential given that certain courses are offered only once a year and that many courses have prerequisites that require completion of sequenced non-major and major courses in order to fulfill these requirements. The cognate courses are some of these prerequisites and are best taken with the lower division general education courses prior to reaching Upper Division status. Majors must earn a grade of "C" or better in all PEAK courses as well as cognate and elective courses required for the major.

### Required Core Courses (Both Concentrations; 37 units):

1. PEAK 200\* (5)
2. PEAK 300 (4)
3. PEAK 305 (4)
4. PEAK 310 (4)
5. PEAK 325 (5)
6. PEAK 401 (5)
7. PEAK 404 (5)
8. PEAK 490 (5)

Additionally, students must have valid certification in First Aid and CPR from a recognized agency (e.g., American Red Cross; American Heart Association) at the time of graduation.

\* PEAK 200 is a prerequisite to all other PEAK courses 300-level and above (it can be taken concurrently). Therefore, it should be taken as soon as possible within the required coursework.



## PHYSICAL EDUCATION AND KINESIOLOGY

### Concentration in Physical Education (58 units):

#### Required Major Courses (33 units):

- a) PEAK 331 (3)
- b) PEAK 332 (2)
- c) PEAK 381 (2)
- d) PEAK 382 (2)
- e) PEAK 383 (2)
- f) PEAK 384 (2)
- g) PEAK 385 (2)
- h) PEAK 386 (2)
- i) PEAK 387 (2)
- j) PEAK 388 (2)
- k) PEAK 389 (2)
- l) PEAK 400 (5)
- m) PEAK 441 (3)
- n) PEAK 442 (2)

#### Major Electives (minimum of 6 units based upon emphasis within concentration):

- a) PEAK 290 (4)
- b) PEAK 351 (2)
- c) PEAK 352 (2)
- d) PEAK 353 (2)
- e) PEAK 354 (2)
- f) PEAK 355 (2)
- g) PEAK 356 (2)
- h) PEAK 357 (2)
- i) PEAK 362 (2)
- j) PEAK 370 (2-5)
- k) PEAK 373 (5)
- l) PEAK 402 (5)
- m) PEAK 430 (5)
- n) PEAK 481 (3)
- o) PEAK 482 (4)
- p) PEAK 483 (4)
- q) PEAK 484 (4)
- r) PEAK 496 (1-5)
- s) PEAK 499 (1-5)

#### Required Cognate Courses (18-19 units):

- a) BIOL 250 (5)
- b) BIOL 255 & 256 (5) and (1)
- c) BIOL 270 (3)
- d) CHEM 101 (4) or CHEM 150 (5) or CHEM 211 (5)

**Note:** G.E. Area B1 and B3 requirements (5 units) are satisfied by CHEM 150.  
G.E. Area B2 requirement (5 units) is satisfied by BIOL 250 (for declared PEAK Majors only)

### Concentration in Exercise Science (60 units):

#### Required Major Courses (26 units):

- a) PEAK 290 (4)
- b) PEAK 406 (5)
- c) PEAK 475 (4)

- d) PEAK 485 (4)
- e) PEAK 486 (4)
- f) PEAK 498 (5)

**Electives (15)** - A minimum of 15 units of appropriate electives based upon emphasis within the concentration (subject to approval of advisor).

Electives may be chosen from the following areas:

- a) Biology
- b) Chemistry
- c) Communications
- d) Management
- e) Mathematics
- f) Physics
- g) Physical Education and Kinesiology
- h) Psychology

#### Required Cognate Courses (18-19 units):

- a) BIOL 250 (5)
- b) BIOL 255 & 256 (5) (1)
- c) BIOL 270 (3)
- d) CHEM 101 (4) or CHEM 150 (5) or CHEM 211 (5)
- g) G.E. Area B4 (Math) requirement. (Students should contact an advisor for the concentration to determine which G.E. Math course is best suited for their academic and professional needs; not counted in cognate course units.)

**Note:** G.E. Area B1 and B3 requirements (5 units) are satisfied by CHEM 150.  
G.E. Area B2 requirement (5 units) is satisfied by BIOL 250 (for declared PEAK Majors only)

### Requirements for the Minor

The minimum requirement for the minor in Physical Education and Kinesiology is 20 units, 10 of which must be in upper division courses. Only courses applicable to the major will be accepted for the minor. The minor curriculum plan is based upon the student's educational and professional goals. Students must meet with an appointed department advisor to develop the minor curriculum plan prior to beginning coursework.

## COURSE DESCRIPTIONS

### Lower Division

#### PEAK 101 Fit for Life (1)

An introduction and orientation to health-related physical fitness. Designed to give the student basic knowledge on how to maintain a healthy lifestyle by incorporating a personal fitness program. Lecture/discussion.

#### PEAK 151-185 Activity Courses (1)

Instruction in a variety of sports and fitness activities. Offered on a credit, nocredit basis only.



**PEAK 200 Perspectives in Physical Education and Kinesiology (5)**

An introduction and orientation to the fields within physical education and kinesiology in terms of an historical perspective and professional/career opportunities. In addition, an orientation to the major, curriculum, and faculty will be presented. Lecture/discussion. Prerequisite: G.E. Area A2. This course is a prerequisite to all other PEAK courses 300-level and above (can be taken concurrently). Therefore, it should be taken as soon as possible within the required coursework.

**PEAK 250-267 Intercollegiate Sports (2)**

Daily instruction in intercollegiate activities. May be repeated for credit according to season. Field trips required. Subjects are: Baseball, Men's and Women's Basketball, Women's Cross Country, Men's and Women's Golf, Men's and Women's Soccer, Softball, Men's and Women's Swimming, Women's Tennis, Men's and Women's Track and Field, Women's Volleyball, Women's Water Polo, and Wrestling. Prerequisite: CSUB intercollegiate athlete status or permission of the instructor.

**PEAK 290 Care and Prevention of Athletic Injuries (4)**

An introductory course for prospective athletic trainers, coaches, physical educators, and exercise physiologists to provide basic knowledge and skill in the care and prevention of athletic and physical activity related injuries. Three units of lecture/discussion; one unit of lab.

**PEAK 299 Individual Study (1-5)**

Exploration of a specific topic, primarily through directed research or assignments with a professor. Prerequisites: consent of instructor and approval of both the department chair and dean of the School of Education.

**Upper Division**

**PEAK 300 Motor Learning (4)**

A study of selected factors that influence the acquisition and retention of gross and fine motor skills, with emphasis on theoretical models of motor control and learning and the role of motor and sensory systems. Three units of lecture/discussion; one unit of lab. Prerequisite: G.E. Area B4.

**PEAK 305 Motor Development (4)**

A study of the relationship between physical growth, motor development, and motor performance of

individuals from infancy through old age, with emphasis on age, gender, and mental/physical limitations. Three units of lecture/discussion; one unit of lab.

**PEAK 310 Measurement and Evaluation in Physical Education and Kinesiology (4)**

A study of measurement and evaluation procedures used in physical education, exercise science, and other fields within kinesiology. Emphasis is placed on application of statistical procedures and various measurement instruments/techniques, as well as interpretation of measurement results. Three units of lecture/discussion; one unit of lab. Prerequisite: G.E. Area B4.

**PEAK 325 Psychological and Sociological Aspects of Fitness and Sport (5)**

A study of psychological and sociological factors as they relate to play, sport, physical activity, and fitness. Lecture/discussion.

**PEAK 331 Elementary Physical Education (3)**

Designed to provide future physical education teachers with an understanding of developmentally and instructionally appropriate physical education for children. Students receive instruction and practice in teaching competencies with emphasis placed on teaching strategies, lesson plan development, class management techniques, safety procedures, and critical evaluation of one's own teaching. Students develop a functional understanding of the curricular concepts and teaching techniques through reading, lecture/discussion, and teaching practice activities. Three units of lecture/discussion. Taken concurrently with PEAK 332.

**PEAK 332 Practicum in Elementary Physical Education (2)**

Supervised practical experience in an elementary physical education setting. Emphasis is placed on applying knowledge gained through physical education courses as well as learning new related concepts and skills through movement experiences, peer-teaching, and field experience. The course requires assigned hours at elementary schools and scheduled seminar meetings. Taken concurrently with PEAK 331.

**PEAK 345 Physical Education for the Elementary School Teacher (5)**

Designed to provide future elementary classroom teachers with an understanding of developmentally and instructionally appropriate physical education for children. Students develop a functional understanding of the curricular concepts and teaching techniques



through reading, lecture/discussion, movement experiences, peer-teaching, and field experience. Four units of lecture/discussion, one unit of lab. Not available to PEAK majors.

**PEAK 351-357 Theory of Coaching (2)**

Selected study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation; individual and team fundamentals; offensive and defensive techniques and strategies; motivation, training, and conditioning; and program administration and evaluation. Lecture/discussion, and activity. Subjects include: basketball, competitive swimming, soccer, softball, tennis, track and field, volleyball, and wrestling.

**PEAK 362 Sports Officiating (2)**

Theory and practice of officiating sports for school extramural athletic programs. Lecture, demonstration, and practice leading to certification or local rating. Sports that are covered include football, basketball, soccer, volleyball, and softball/baseball.

**PEAK 370 Advanced Coaching Series (2-5)**

Advanced study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis is placed on practice and event preparation; individual and team fundamentals; offensive and defensive techniques and strategies; motivation, training, and conditioning; and program administration and evaluation. Lecture/discussion, and activity. Prerequisite: permission of the instructor. Subjects include: basketball, competitive swimming, field sports for women, football, softball, tennis, track and field, volleyball, and wrestling.

**PEAK 381 Methods of Tumbling and Gymnastics (2)**

General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through gymnastics and tumbling activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

**PEAK 382 Methods of Combative Activities (2)**

General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through self defense activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching

techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

**PEAK 383 Methods of Rhythm and Dance (2)**

General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through social, cultural, and contemporary dance activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

**PEAK 384 Methods of Aquatics and Water Safety (2)**

General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through swim, water polo, diving, and emergency prevention activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

**PEAK 385 Methods of Outdoor and Nontraditional Activities (2)**

General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through hiking, orienteering, wilderness survival, cooperative and adventure based activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

**PEAK 386 Methods of Lifetime Fitness (2)**

General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through (but not limited to) aerobics, inline skating, multi-sport, and functional exercise activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and



concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

**PEAK 387 Methods of Individual Sports and Games (2)**

General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through (but not limited to) golf, archery, bowling and individual and manipulative activities. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. Lecture and lab format.

**PEAK 388 Methods of Dual Sports and Games (2)**

General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through dual and manipulative activities such as (but not limited to) tennis, racquetball, Frisbee, and badminton. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. One unit of lecture/discussion; two units of lab. Lecture and lab format.

**PEAK 389 Methods of Invasion Sports and Games (2)**

General characteristics of young adolescents and physical education outcomes for middle and high school students are addressed through invasion type activities such as (but not limited to) soccer, basketball, team handball, and ultimate Frisbee. Emphasis is placed on the development of content knowledge, skill acquisition, and teaching techniques critical to middle and high school settings. Major pedagogical themes and concepts covered in the physical education concentration are integrated and reinforced through course content and field experience. One unit of lecture/discussion; two units of lab. Lecture and lab format.

**PEAK 400 Adapted Physical Education (5)**

A study of individuals with physical and mental disabilities requiring specialized physical education and rehabilitation. Emphasis is placed on the development and implementation of appropriate physical education programs for disabled individuals.

Four units of Lecture/discussion; one unit of lab. Prerequisites: PEAK 300 and PEAK 305 or concurrent.

**PEAK 401 Applied Kinesiology (5)**

A study of musculoskeletal structure and function along with basic biomechanical principles as they relate to human movement. Emphasis is placed on application of acquired knowledge to the analysis of various human movements ranging from everyday activities to those that are sport specific. Four units of lecture/discussion; one unit of lab. Prerequisites: BIOL 250; G.E. Area B4.

**PEAK 402 Practicum in Adapted Physical Education (5)**

Supervised practical experience in adapted physical education. Emphasis placed on implementing techniques learned in PEAK 400. Students are responsible for the development and implementation of specific individualized instructional programs for disabled persons in public schools, private schools, and the community. Students are also responsible for program assessment. This course requires 50 hours of assigned practical experience, including scheduled seminar meetings. Prerequisites: PEAK 400 and consent of the instructor.

**PEAK 404 Physiology of Exercise (5)**

An introductory study of human physiological adaptations to acute and chronic exercise. Emphasis is placed on relevant information, such as proper exercise to promote/develop fitness, and its practical application in physical education, fitness, and athletic training settings. Four units of lecture/discussion; one unit of lab. Lab fee required. Prerequisites: BIOL 255 and 256; G.E. Area B4.

**PEAK 406 Advanced Physiology of Exercise (5)**

An advanced study of human physiological adaptations to acute and chronic exercise. Emphasis is placed on a more detailed study of topics covered in the introductory physiology of exercise course (PEAK 404) along with a study of new topics relevant to a broader understanding of exercise physiology. Laboratory experiences reinforce lecture content as well as introduce students to equipment and procedures utilized in various professional and research applications. Four units of lecture/discussion; one unit of lab. Lab fee required. Prerequisite: PEAK 404.

**PEAK 430 Women in Sport (5)**

A multidisciplinary study of the problems, patterns, and processes associated with women's sport involvement in our culture. Reflects changing trends in education and society, including current legislation and feminist



ideas. Satisfies the Gender, Race and Ethnicity course requirement and a Women's Studies Minor course requirement. Lecture/discussion. **GRE**

**PEAK 431 Secondary School Physical Education (3)**

Advanced instruction and practice in planning, developing, and implementing, 7-12 physical education curriculum in a sequential and developmentally appropriate manner. Designed to provide future secondary physical education teachers with an understanding of developmentally and instructionally appropriate physical education for middle and high school students. Additional emphasis placed on teaching strategies, lesson plan development, classroom management strategies, safety procedures, and critical evaluation of one's own teaching. Students develop a functional understanding of the curricular concepts and teaching techniques through reading, lecture/discussion, movement experiences. Three units of lecture/discussion. Taken concurrently with PEAK 432.

**PEAK 432 Practicum in Secondary School Physical Education (2)**

Supervised practical experience in an secondary physical education setting. Emphasis is placed on applying knowledge gained through physical education courses as well as learning new related concepts and skills through movement experiences, peer-teaching, and field experience. The course requires assigned hours at middle and high schools and scheduled seminar meetings. Taken concurrently with PEAK 431.

**PEAK 475 Applied Biomechanics (4)**

A study of basic qualitative and quantitative biomechanical principles and concepts and their application in the analysis of various human movements ranging from everyday activities to those that are sport-specific. Three units of lecture; one unit of lab. Prerequisite: PEAK 401.

**PEAK 481 Promoting Wellness: An Introduction to Health Behavior Theories and Comprehensive Health Education (3)**

This is the introductory course in the Health Science Education series. This course examines health behavior theories and comprehensive health education for schools and other relevant educational programs. Students learn how health education has experienced a paradigm shift from a problem-focused perspective to that involving health promotion in terms of asset building and positive youth development.

**PEAK 482 Promoting Wellness: Intentional and Unintentional Injuries and Drug Abuse Education (4)**

This course offers an analysis of the factors influencing human use and abuse of drugs, alcohol and other substances and their effects on the health and well being of the individual, family, and society. Also addressed are intentional and unintentional injuries, as well as CPR.

**PEAK 483 Promoting Wellness: Family Living and Prevention of Unintended Pregnancy, HIV, and Other Sexually Transmitted Diseases (4)**

This course examines characteristics of caring families, changes in families, abuse within families, communication skills, relationships, dating, marriage, and parenthood. Also, current information about HIV/AIDS and other sexually transmitted diseases are presented along with issues surrounding testing, confidentiality of HIV status, and related laws.

**PEAK 484 Promoting Wellness: Nutrition and Fitness (4)**

This course familiarizes students with the social, cultural, and ethnic differences in the selection and preparation of food, weight-loss programs, dietary supplements, body image and self-concept, advertising, and food labeling. Also, content is presented on appropriate planning and implementation of fitness activities for the development and maintenance of lifelong health fitness.

**PEAK 485 Exercise Testing and Prescription (4)**

A study and application of: 1) basic principles and techniques for valid, reliable, and safe testing of health fitness, performance fitness, and functional capacity (clinical testing) for various populations; and 2) the development of appropriate individualized exercise prescriptions based upon test results. Three units of lecture/discussion; one unit of lab. Lab fee required. Prerequisite: PEAK 404.

**PEAK 486 Exercise Programming for Fitness and Performance (4)**

A study of the development and implementation of appropriate individual exercise programs for the improvement/maintenance of health fitness and performance fitness. Emphasis is placed on gaining practical experience in various exercise training techniques and developing comprehensive programs that address specific individual needs. Three units of lecture/discussion; one unit of lab. Prerequisite: PEAK 404.

**PEAK 489 Experiential Prior Learning (1-5)**

Credit for learning gained through prior off-campus experience related to the curriculum of the



department. Requires documentation and department chair approval. Offered on a credit, no-credit basis only. This course is repeatable for a maximum of five units. [By Petition]

### **PEAK 490 Senior Seminar in Physical Education and Kinesiology (5)**

A terminal, integrating course designed to provide majors with an opportunity to demonstrate a synthesis and application of their acquired knowledge and skills through a culminating paper/project. Lecture/discussion; development and presentation of an approved culminating project. Prerequisite: must be taken during the last quarter in which the course is offered prior to graduation, or permission of the instructor.

### **PEAK 496 Internship in Physical Education and Kinesiology (15)**

Supervised intern experience within a school system, university program, agency, business, or industry for the purpose of acquiring additional knowledge and skills desirable for professional development. Specific requirements for academic credit will be developed and evaluated by a department faculty mentor and the field supervisor. Offered on a credit, no-credit basis only. This course is repeatable for a maximum of five units. [By Petition]

### **PEAK 497 Cooperative Education (15)**

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. The department will determine application of credit. [By Petition]

### **PEAK 498 Practicum in Exercise Science (5)**

Supervised practical experience in a fitness and/or rehabilitation (e.g., cardiopulmonary; physical therapy) setting. Emphasis is placed on applying knowledge gained through exercise science courses as well as learning new related concepts and skills through the practicum experience. The course requires 50 hours of assigned practical experience, including scheduled seminar meetings. Prerequisites: Senior status and PEAK 485 or concurrently.

### **PEAK 499 Individual Study (15)**

Exploration of a specific topic, primarily through directed research or assignments with a professor. Prerequisites: consent of instructor and approval of both the Department Chair and Dean of the School of Education. [By Petition]



## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

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- *Committed to excellence in teaching and scholarship for our students*
- *Dedicated to enlightenment and enrichment of our communities*
- *Devoted to freedom from ignorance and intolerance in our societies*

More than just changing or transforming those who seek to learn and to know, a university education lifts us from ignorance, gives us meaning to our existence, and empowers us with the knowledge and ability to fulfill our potential as human beings. The humanities and social sciences represent the core liberal arts of a university from which all education inevitably derives. As a result, the humanities and social sciences are the heart and the soul, as well as the mind and spirit, of any university.

At CSUB, the faculty of the School of Humanities and Social Sciences (HSS) teaches students how to think and to reason, how to read and to write, and how to speak and to persuade. The humanities and social sciences hold the keys to understanding how, and why, humans behave and act, feel and believe; expound and aspire, and create and perform. We impart, ultimately, what it is that defines us as human beings, and how we, as human beings living and working in various "cultures," give our lives meaning and value.

These are not just words to inspire our students to excel academically. These are our *raison d'être*. A true liberal arts education is a lifeline, and the core liberal arts are the fibers from which that lifeline is spun. Whether born to privilege or poverty, students who major in one of the programs in HSS can be confident they will receive an education that engages them as active participants in the learning process and challenges them to develop their potential. As a result, HSS students will become lifelong learners, gifted with autonomy and self-determination, and ready to meet changing professional and personal opportunities of the future.

### Excellence

First and foremost, education must strive for excellence among all participants and at all levels. Aristotle's observation is our guide: "We are what we repeatedly do. Excellence, then, is a habit, not a virtue." To make a habit of excellence, a system of education must recognize and reward success wherever it occurs, not only via grand events such as commencement and honors convocation, but in the *quotidian* achievements that build toward these culminating celebrations. To

achieve excellence, we must embrace change, ever seeking new ways to improve student learning, whether in the classroom, through research projects or creative activities, involvement in field work or internships, or helping other students or the disadvantaged in our community. Providing multiple avenues for student learning in HSS programs empowers our students to continue educating themselves long after they have graduated from CSUB.

### Diversity

More powerful than technology, more far-reaching than the Internet, is the fire within each individual. The commitment, dedication, and passion of those who seek to discover and impart knowledge—the faculty—are the keys to excellence. The faculty in HSS are both outstanding in their professional credentials and in their diversity of values and ideas. This diversity encourages us as a community to be expansive in our ideas and, at the same time, to be inclusive of different values and perspectives. HSS seeks to make CSUB a "universe" of ideas, perspectives, values, lifestyles, and cultures. In other words, HSS values all the rich panoply of human endeavor and experiences. The multiplicity of accomplishments by the faculty and students in HSS is directly tied to the multiplicity of strengths brought by each individual faculty as equal partners in our grand venture.

### Collaboration

Education is simultaneously a most singular and most collaborative endeavor. No one can learn for another person; individuals must learn for themselves through their experiences. The transfer of knowledge from one individual to another requires hard work; sometimes the work may be tedious, and sometimes it may be agonizing. The task of learning is frequently lonely, exhausting, and frustrating. The HSS faculty will not beguile students with promises of making learning "fun" or "easy." The joy of learning comes from one's own self-knowledge and self-confidence that you have put in the necessary hard work to gain understanding and, as a result, that you "know the stuff." Of course, getting a good grade on an exam or for the course will go a long way in reinforcing one's self-confidence.

As much as learning is singular, it is also collaborative. The proverb, "One hand cannot wash itself clear; it needs the help of the other," states simply and clearly a fundamental truth of education. No one makes it alone; we all need the help of another. Thus, enthusiastic collaboration among the diverse individuals of a university is essential for the most profound learning to take place at the highest level of excellence. This collaboration may involve other students, tutors, counselors, staff, administrators, and, of course, faculty.



True collaboration recognizes the value each participant contributes to the process. The key is collegiality, and collegiality in HSS is framed upon trust, openness, respect, and interdependence. The interchange of diverse ideas and competing values may become untidy at times, perhaps even "rough-and-tumble," but HSS faculty will remain positive and productive because we trust each other's behaviors and motives, mutually respect each other's ideas and values, and understand fully that we are integral parts of a "university team" that will assist students to "scale heights" unattainable by individual effort.



# ANTHROPOLOGY

**Department Chair:** Vandana Kohli

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**Faculty:** J. E. Granskog (FERP), B. Hemphill, P. Silverman (Emeritus), K. Stocker, M. Q. Sutton (Emeritus), R. M. Yohe, II

## Program Description

The program in Anthropology administers two degrees, a Bachelor of Arts and a Master of Arts.

The Anthropology program faculty stress a close working relationship with students and strongly encourages students to take full advantage of the many opportunities the Department provides for collaborative research with faculty, student internships, and other direct collaboration of professional skills.

**Mission Statement:** As a university with a diverse student population, CSUB recognizes the need for a modern university to provide a global cross-cultural perspective. Anthropology's central concern is to understand human biological and cultural diversity, as well as the processes by which that diversity has evolved. The core of anthropology remains expertise in non-Western cultures, requiring the need to make sense of cultural systems quite different from our own, both past and present. The need for cross-cultural understanding can only become increasingly more vital as we enter the new millennium. Exposure and sensitivity to other cultures is essential for all university students. The mission of the B.A. program in Anthropology is to provide students with a basic nonjudgmental understanding and appreciation of the diversity of other cultures. Students will be provided with a theoretical and methodological basis for the analysis of anthropological data. Upon completion, students will be prepared for entry into an Anthropology graduate program and/or a career that utilizes anthropological knowledge. To accomplish this mission, the program has set forth goals and objectives for student learning which can be found at their website.

## Bachelor of Arts in Anthropology

The Bachelor of Arts in Anthropology brings a uniquely holistic approach to the study of the human condition, viewing people as both biological and cultural organisms in articulation with their environments across both time and space. Anthropology's comparative, cross-cultural perspective and focus on non-Western and traditional cultures are directly relevant to students planning futures in the multicultural and multiethnic modern world.

The program's offerings reflect a four-field approach. These include, linguistics, cultural anthropology, biological anthropology, and archaeology. Depending on which of these subfields is of primary interest to the student, an appropriate minor is selected in consultation with the student's faculty advisor.

Undergraduates are encouraged to gain experience as teaching assistants as well as to seek opportunities to work as research assistants, and as interns in various community organizations.

Career opportunities include applied anthropology within federal, state, and local government agencies, historic preservation, cultural resource management, museum programs, and forensic anthropology.

## Requirements for the Bachelor of Arts Degree with a Major in Anthropology

The Bachelor of Arts Degree with a major in Anthropology requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

The Anthropology major has the following discipline-based requirements. To fulfill the requirements for the major in Anthropology, a student must complete the requirements below, including at least eight courses at the upper-division level.

### Prerequisites

1. ANTH 100 (or equivalent course)
2. ANTH 102 (or equivalent course)
3. ANTH 104 (or equivalent course)

### Required Courses

1. **One** of the following, with approval of faculty advisor:  
ANTH 300 (cultural anthropology emphasis)  
ANTH 302 (biological anthropology emphasis)  
ANTH 392 (archaeology emphasis)  
**Prerequisite**
  - a. SOC 200 (or equivalent elementary statistics course)
2. **One** of the following, with approval of faculty advisor. (Requires satisfactory completion of ANTH 300, or ANTH 302, or ANTH 392. Passing grade of C- or higher required):
  - a. If ANTH 300, then ANTH 434 or ANTH 400
  - b. If ANTH 302, then ANTH 400
  - c. If ANTH 392, then ANTH 492
3. ANTH 301



4. **One** course focusing on ethnographic study of cultural diversity. Courses that fulfill this requirement include:
  - a. ANTH 251
  - b. ANTH 252
  - c. ANTH 253
  - d. ANTH 350
5. ANTH 421 (or ENGL/LING 420)
6. **Four** additional courses (20 units). A minimum of one upper-division course from cultural anthropology, biological anthropology, and archaeology (must be approved by faculty advisor).
7. ANTH 490
8. A minor is required (selected from one of the following three options):
  - a. A minor consisting of at least 20 quarter units within a major program designed by another discipline.
  - b. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors.")
  - c. A special minor

#### Requirements for the Minor in Anthropology

Four courses totaling 20-quarter units in Anthropology, at least three of which must be upper division, and approved by Chair of the Department of Sociology and Anthropology.

#### COURSE DESCRIPTIONS

##### Lower Division

##### ANTH 100 Introduction to Cultural Anthropology (5)

Survey of the field and the major concepts, theories, and methodologies employed in cultural anthropology and linguistics. The relationship between anthropology and other social sciences is examined. The emphasis is on the comparative analysis of major social institutions, how they function, and their response to changing circumstances in various cultural contexts. Prerequisite: ENGL 110. **GE D1**

##### ANTH 102 Introduction to Biological Anthropology (5)

Introduction and application of the basic principles of the life sciences to consideration of humanity as biological beings. Fundamentals and application of evolutionary biology, molecular genetics, population genetics, and physiology to human evolution and diversity. Investigative laboratory projects are required. Lab fee may be required.

##### ANTH 104 Introduction to Archaeology (5)

An introduction to archaeological method and theory, including methods of site discovery, excavation, and laboratory methods. Basic concepts of artifact and ecofact analysis are also covered. Many examples of archaeological sites from around the world will be used for illustrative purposes and class discussion. Prerequisite: ENGL 110. **GE D1**

##### ANTH 106 World Archaeology: An Introduction to Ancient Civilizations (5)

This course provides an overview of the development of human societies around the world starting with the earliest hunter-gatherers and ending with the fall of ancient empires. The course encompasses a multicontinent ten-week tour through the most intriguing and fascinating archaeological sites and ancient civilizations, including those of Egypt, the Middle East, Mexico, China, and much more. Course participants will gain a renewed appreciation for the tremendous contribution of the past to our contemporary society. Prerequisite: ENGL 110. **GE D1**

##### ANTH 110 World Prehistory I-Archaeology of Africa, West Asia and Europe (5)

Development of regional cultures in sub-Saharan Africa, the circum-Mediterranean region, and Europe from the appearance of anatomically modern humans to the dawn of the historic era. Transition of post-Pleistocene hunters, gatherers, and fishers into early Neolithic farmers with domestication of plants and animals in the Fertile Crescent. Expansion of agriculture and animal husbandry into Europe. Formation of the first Mesopotamian, Egyptian, sub-Saharan African, and Mediterranean cities and city-states. Expansion of Chalcolithic city-states into Bronze Age regional states. Smelting of iron, Bantu expansions into East and South Africa. Formation of first inter-regional imperial states.

##### ANTH 111 World Prehistory II-Archaeology of East Asia and Oceania (5)

Development of regional cultures from the end of the last Ice Age to European contact. Neolithic transition of hunter-gatherer societies with the rise of domestication and establishment of sedentary communities. Cultural and technological development in India, China, Japan, Korea, mainland and insular Southeast Asia, Australia, and Oceania. Political, cultural, and economic interactions across geographic regions. Development of social stratification, occupation of peripheral geographic zones, development of maritime technology and colonization of the western Pacific.



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### **ANTH 112 World Prehistory III-Archaeology of the Western Hemisphere (5)**

Development of regional cultures from the end of the last Ice Age to European contact. Woodland transition of North American hunter-gatherer societies through intensive use of wild resources. Formative and Early Horizon transition of Mesoamerican and South American hunter-gatherer societies with the rise of domestication and establishment of sedentary communities. Formation of regional city-states and inter-regional empires. Political, cultural and economic interactions across geographic regions. Adena, Hopewell, Mississippian, Hokokam, Mogollon, Anasazi, Olmec, Monte Albán, Teotihuacan, Maya, Toltec, Aztec, Chavín, Moche, Nazca, Wari, Tiwanaku, Sicán, Chimú, Inka.

### **ANTH 120 Evolution and Scientific Creationism (5)**

This course introduces logical reasoning and scientific methodology as it can be applied to the current divisive debate between evolutionary biology and scientific creationism. The focus of this course is on elements of critical thinking, including deductive and inductive reasoning, proofs, probabilities, the influence of values, the status of evidence, and legal reasoning. In the context of examining the evidence and arguments offered for and against evolution and scientific creationism, students will demonstrate skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion. **GE A3**

### **ANTH 121 Amazing Archaeology (5)**

Exploration of pseudoscientific claims based on archaeological evidence with a focus on elements of critical thinking, including deductive and inductive reasoning, proofs, probabilities, the influence of values, and the status of evidence. Assessment of current understanding of peopling of the New World, Atlantis, Ancient Astronauts. Noah's Ark, Shroud of Turin, and Stonehenge. **GE A3**

### **INST 205 Perspectives on Women in Society (5)**

This is a required course in the Women and Gender Studies Minor. (For course description, see listing under "Interdisciplinary Courses.")

### **ANTH 240 Anthropology Through Film (3)**

Students will view one or more films each week on selected anthropological topics. These may 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.

### **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. Prerequisite: ENGL 110.

### **ANTH 252 Native Peoples of North America (5)**

An introduction to the Indian, Inuit, and Aleut 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 Euro-American culture on Native peoples. Prerequisite: ENGL 110. **GRE**

### **ANTH 253 Peoples and Cultures of South Asia (5)**

Overview of the diverse peoples and cultures of South Asia. Exploration of the influence of geography on subsistence patterns, and how nomadic pastoralism, village communities, and cities form a unique social ecology that profoundly influences contemporary political and religious interactions. Examinations of the family, the caste system, and religion, and the impact upon each from modernization. Prerequisite: ENGL 110. **GE D1**

### **ANTH 277 Selected Topics in Anthropology (1-5)**

Specialized topics in anthropology offered periodically as announced. May be repeated on a different topic. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

### **ANTH 289 Experiential Prior Learning (1-5)**

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the Department. Requires complementary academic study and/or documentation. Offered on a credit, no-credit basis only. Not open to postgraduate students. Interested students should contact the Community Service office. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

### **ANTH 291 Introductory Field Archaeology (5)**

The purpose of this course is to introduce students to the basic concepts of field archaeology. Students will be trained in the use of maps, field equipment, how to recognize and record archaeological sites, and survey techniques. (Laboratory fee may be required).



**ANTH 298 Directed Study in Teaching Anthropology (1-5)**

Theory and method in lower division instruction. Weekly meetings with faculty instructor that may include administering and developing examinations, individual tutoring and discussion group leadership, and directed readings of relevant topics. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. May be repeated for different course content. [By Petition]

**Upper Division****ANTH 300 Introduction to Research Methods (5)**

An introduction to major concepts, skills and techniques of research methods in the social sciences. This will include the assumptions of the scientific method, basic principles of qualitative and quantitative research methods in the social sciences, and data collection and analysis. Prerequisites: SOC 200 (or equivalent). Must pass course with grade of C- or higher in order to advance to second course in Methods sequence.

**ANTH 301 Theoretical Perspectives in Anthropology (5)**

The history, development, and application of the major theoretical orientations in anthropology. Prerequisite: ANTH 100 or permission of instructor.

**ANTH 302 Human Osteology (6)**

Growth, development, and alteration of the human skeleton. Determination of age, sex, stature, and genetic ancestry from bones and teeth. Skeletal remains for diagnosis of disease and identification of cultural practices. Two lectures and two laboratory periods per week. Prerequisite: ANTH 102, BIOL 100, or BIOL 250. Must pass course with grade of C- or higher in order to advance to second course in Methods sequence.

**ANTH 306 Primate Behavior (5)**

This course provides an upper-division survey of behavior and appearance of living nonhuman primates. Emphasis is placed upon assessment of primate behavior from three perspectives. An *internal* perspective that seeks to determine the impact of diet, reproduction, infant care, and social group mobility on primate behavior. An *external* perspective that provides an assessment of how ecological conditions, other primate species, and other animals affect primate behavior, and an *evolutionary* perspective that attempts to understand how living primates came to behave the way they do and the relative contributions of in-born, instinctive behaviors versus socially learned behaviors to primate activities. Prerequisites: ANTH 102 or BIOL 100.

**BEHS 318 Psychological Anthropology (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**ANTH 325 Anthropology of Sport (5)**

An examination of sport behavior in selected societies around the world with particular attention to the contrasts between Western and non-Western cultures. The focus of this course is on the cultural dimensions of sport and its interaction with economic, social, political, and religious institutions.

**ANTH 330 Diversity in the Classroom (5)**

This course examines various types of diversity teachers will encounter in the classroom in the United States, including race, ethnicity, social class, sexual orientation, and immigration status. Prerequisite: ANTH 100, PSYC 310, or CAFS 350. **GE T3**

**ANTH 339 Sexual Behavior in Cross-Cultural Perspective (5)**

Analysis of the patterns of sexual behavior particularly in non-Western cultures from evolutionary, sociocultural, and historical perspectives. The ways and means by which concepts of sexuality are integrated within the larger sociocultural system with particular attention being given to the impact of gender, race, ethnicity, class, and sexually transmitted diseases (especially the significant effect of AIDS) upon sexual expression. **GRE**

**ANTH 340 People and the Environment (5)**

An examination of the basic adaptations of humans to their environment with the association and interaction between geography, environment, adaptation, and culture being the primary focus. The basic concepts of ecology and the adaptive strategies of hunter-gatherers, pastoralists and agriculturalists 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. **GE T3**

**ANTH 349 Anthropology of Religion (5)**

Theoretical and substantive analysis of religious ideology and ritual emphasizing comparative study from selected non-Western societies. Particular emphasis on exploring the application of various theoretical approaches to the study of ritual and shamanism. Carries credit in either Anthropology or Religious Studies.

**ANTH 350 Peoples of Mexico (5)**

An analysis of social, economic, political and religious institutions in various contemporary rural Indian and Mestizo communities from socio-historical and ecological perspectives. Particular emphasis on



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examination and analysis of current socioeconomic issues impacting indigenous populations in Mexico and their strategies to cope with ongoing processes of globalization.

**GE T3**

### **ANTH 351 Native Peoples of California (5)**

This course provides an overview of California Indian groups, including a brief discussion of the origin and prehistory of native peoples and a detailed treatment of the diversity of aboriginal cultures prior to European contact. Analysis of the impact of Europeans, problems of intercultural relations, and the current status of California Indians. Prerequisite: ANTH 100 or permission of instructor. **GE T3**

### **ANTH 370 Globalization and Cultural Change (5)**

Examines the impact of European economic and political expansion on non-Western cultures with particular attention to the effects of global capitalistic processes within the last half of the twentieth century, as well as indigenous responses to those global pressures. Historical consideration of the pre-colonial and colonial setting, organized responses to colonial and Western domination, economic dependency, and contemporary strategies for dealing with globalization, including transmigration. **GE T3**

### **BEHS 382 The Aged (5)**

(For course description, see listing under "Interdisciplinary Courses.")

### **ANTH 390 Method and Theory in Archaeology (5)**

Theory, method, and techniques of fieldwork, data analysis, reconstruction of prehistoric cultures, and the interpretation of culture history. Problem formulation and research design in archaeology. History and contemporary developments in archaeological research. Prerequisite: ANTH 104 or permission of instructor.

### **ANTH 391 Intermediate Field Archaeology (5)**

Archaeological excavation and survey in the greater Kern County region. All aspects of field techniques are covered: field reconnaissance and survey, site recording, mapping, excavation, and evaluation of data. Students conduct survey, mapping, and excavate at selected archaeological sites. A field trip fee may be required. Consult the class schedule for specific details. Prerequisite: ANTH 291 or permission of instructor.

### **ANTH 392 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. Prerequisite: ANTH 104 or equivalent. Must pass course with grade of C- or higher in order to advance to second course in Methods sequence.

### **ANTH 396 Human Corps (1)**

One unit of credit for 30 or more hours of volunteer community service experience. Open to students with appropriate anthropology background. The student may suggest a suitable placement or request an assignment from the Anthropology Faculty Coordinator. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

### **ANTH 400 Quantitative Analysis (5)**

This course will build on the concepts, skills, and techniques learned in ANTH 300. This will include refinement of concepts and a more extensive treatment of exploratory data analysis, descriptive statistics and inferential statistics. Labs will make extensive use of computers in developing analytical and data presentation skills. Each student will be required to complete a research project. Prerequisite: ANTH 300 (passing grade of C- or better required).

### **ANTH 403 Forensic Anthropology (5)**

A survey of methods used by forensic anthropologists to recover and identify human remains for legal purposes. Topics covered include forensic archaeology; differentiation between human and nonhuman remains; individual identification from age, sex, stature, genetic ancestry, health-status, and anomalous features. Prerequisites: ANTH 302 or permission of instructor.

### **ANTH 404 Human Evolution (5)**

Examination of the history and current status of scientific inquiry into human origins and evolutionary development of humanity from our primate foundation to the appearance of anatomically modern humans. Prerequisite: ANTH 102 or BIOL 100 or permission of instructor.

### **ANTH 405 Bioarchaeology (5)**

Analysis of evidence from the human skeleton for interpretation of human behavior in the prehistoric past. Survey of cultural attitudes concerning death, social status, and beauty, from disposition of the body, differential health status, and ornamentation.



Consideration of the impact of habitual and acute stresses through pathological affliction and assessment of biomechanical properties. Assessment of dietary behavior through trace elements, stable isotopes, and dental diseases. Evaluation of violent behavior, domestic and institutional, through trauma. Prerequisites: ANTH 104 and ANTH 302 or permission of instructor.

**ANTH 406 Primate Evolution (5)**

Evolution and diversification of the primate order from the first primates to the appearance of the Great Apes. Skeletal anatomy, evolutionary theory, and living primates as bases for exploring the development of nonhuman primates. Prerequisite: ANTH 102 or ANTH 306. ANTH 302 recommended.

**ANTH 410 Archaeology Of Death (5)**

Consideration of the death experience in the broadest possible context. Survey of funerary practices encompassing mummification, burial, exposure, cremation, and endocannibalism. Use of historical and ethnographic observations of mortuary practices and attitudes for building analogies for interpretation of mortuary practices and attitudes of past peoples from archaeological remains. Use of mortuary practices for reconstruction of gender roles, social stratification, valuation and agency. Constraint of political considerations-both past and present-that call into question fundamental assumptions held by many.

**ANTH 415 Cultural Resource Management (5)**

This course is designed to provide students interested in archaeology and/or environmental studies with a background in the legislation and rules that govern the consideration of cultural resources in the context of environmental impact studies. Requirements regarding the disposition of human remains and coordination and consultation with Native Americans.

**ANTH 416 Applied Anthropology (5)**

This course provides information regarding the area of cultural anthropology that seeks to affect public and private policy and practices to the benefit of the community. Includes investigation of anthropology and education, medical anthropology, environmental anthropology, development anthropology, and language revitalization efforts. Prerequisite: ANTH 100.

**ANTH 421 Linguistic Anthropology (5)**

Examination of the socio-cultural context of language use. Consideration of sociolinguistics in cross-cultural perspective and the various uses for sociolinguistics such as ethnopoetics, the ethnography of performance, language ideology, language planning

and language revitalization efforts, as well as learning methods of transcription for anthropological analysis. Prerequisite: ANTH 100 or equivalent.

**ANTH 434 Qualitative Research Methods (5)**

Collection, analysis, and reporting of qualitative data from social settings in everyday life. Qualitative methods considered include, but are not limited to, participant observation and interviewing techniques. We also emphasize the ethics of qualitative research. Formulation of research problem and use of conceptual and theoretical materials in your analysis of qualitative data. Lab sessions will include computerized analyses of data. Prerequisite: ANTH 300 or equivalent course (passing grade of C- or better is required).

**BEHS 435 Family and Kin: Comparative Perspectives (5)**

This course counts as an elective for the Women and Gender Studies Minor. (For course description, see listing under "Interdisciplinary Courses.")

**ANTH 438 Anthropology of Gender (5)**

A cross-cultural examination of the social construction of gender roles in societies across time. Particular attention given to analyzing the cultural forces that determine how women's roles are defined and how they change. **GRE**

**ANTH 465 Medical Anthropology (5)**

Examination of diverse concepts of health, illness, and disease. Exploration of cultural variation in approaches to managing the body and the person in ritual as well as everyday contexts. Focusing on the intersection of medicine and culture, the course will provide students with a framework for understanding the historical and social construction of healing practices and beliefs.

**ANTH 473 Historical Archaeology (5)**

The study of the archaeological remains of cultures for which there is a written historical record. Topics to be covered include the definition and history of historical archaeology as a unique discipline, its analytical methods, theoretical issues, contemporary approaches, and practical applications. Prerequisite: ANTH 104 or permission of instructor.

**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.



## **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 to the time of contact with Euroamericans. Emphasis on cultural development over time, ecological interactions, and implications of the human occupation of North America. **GE T3**

## **ANTH 477 Selected Topics in Anthropology (1-5)**

Specialized topics in anthropology offered periodically as announced. One course in anthropology recommended. May be repeated for different course content. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

## **ANTH 480 Introduction to Lithic Technology (5)**

The aim of this course is to provide the student with a more complete understanding of flaked and ground stone artifacts recovered from archaeological contexts. Students will learn to identify lithic tool material types, how to analyze flaked stone tools and lithic debris, and become familiar with the theoretical issues related to stone tool raw material acquisition and production. An emphasis is placed on experimental tool production studies and students will be required to engage in flaked stone replication. Prerequisite: ANTH 104 or permission of instructor.

## **ANTH 481 Directed Research in Anthropology (1-5)**

Students design and carry out a research project under the supervision of a faculty sponsor. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

## **ANTH 482 Archaeological Faunal Analysis (5)**

This course will teach students basic skills for the identification of both invertebrate and vertebrate faunal remains recovered from archaeological sites. Students will learn the essential morphological attributes of both invertebrate and vertebrate fauna most frequently found in archaeological contexts; learn how to prepare comparative shell and skeletal collections; and become acquainted with taphonomic processes and other agents of bone and shell modification. Prerequisite: ANTH 104, ANTH 102, or BIOL 100, or permission of instructor.

## **ANTH 489 Experiential Prior Learning (1-5)**

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the Department. Requires complementary academic study and/or documentation. Offered on a credit, no-credit basis only. Not open to postgraduate students. Interested

students should contact the Community Service office. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

## **ANTH 490 Senior Seminar in Anthropology (6)**

This course, often referred to as the culminating undergraduate experience in Anthropology, examines from a holistic perspective critical themes in the discipline. Integration of materials from previous courses. Development of thematic synopses, public presentations, and constructive criticism skills. Prerequisites: ANTH 301, upper-division interdisciplinary required courses, required method sequence of courses. May be repeated for credit with instructor's consent.

## **ANTH 492 Advanced Laboratory Methods in Archaeology (5)**

Advanced techniques of dating, soils analysis, faunal analysis, botanical analysis, lithic analysis, chemical analyses, typology, and materials analyses. Laboratory fee may be required. Prerequisites: ANTH 292 (passing grade of C- or better required).

## **ANTH 496 Internship in Community Anthropology (1-5)**

Supervised field experience in community organizations and institutions. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area. Offered on a credit, no-credit basis only. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

## **ANTH 497 Cooperative Education (5)**

The Community Services program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by Community Services office on an individual basis, subject to approval by the Department. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading is the responsibility of the Departmental faculty. Offered on a credit, no-credit basis only. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

## **ANTH 498 Directed Study in Teaching Anthropology (1-5)**

Theory and method in upper division instruction. Weekly meetings with faculty sponsor and supervised experience that may include administering and developing examinations, course development,



discussion group leadership, selected lectures, and in-depth directed readings of relevant topics.

Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology.

May be repeated for different course content. [By Petition]

## **ANTH 499 Individual Study (1-5)**

Individual study under the direction of a faculty member. Prerequisite: permission of instructor and approval of by the Chair of Department of Sociology and Anthropology. [By Petition]

## **GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.



## ART

**Department Chair:** Mike Heivly

**Department Office:** Performing Arts Building, 102P

**Telephone:** (661) 654-3031

**Email:** kplunkett@csub.edu

**Website:** www.csub.edu/art/

**Faculty:** M. Heivly, G. Ketterl, J. Kohl, M. Nowling, S. Stone, S. Vanderlip, R. Weller

### Program Description

The Art Department offers a wide variety of instruction and activities in the visual arts. The Todd Madigan Gallery mounts exhibitions of student, faculty and outside professional work. The curriculum includes courses in various media (drawing, painting, photography, printmaking, sculpture, and ceramics) as well as historical studies. Most courses are open to CSUB students regardless of their declared major. In addition to courses that will satisfy General Education or Liberal Studies requirements, the department offers the following curricula:

- BA in Art with emphasis in Studio Art, Art History, or Art Education
- Minor in Studio Art
- Minor in Art History
- Interdisciplinary minor in Film and Modern Art

Students seeking to prepare for teaching careers in Art should consult with the department chair or an appropriate advisor. The goals and objectives for the various Art emphases can be found at the department's website.

### Requirements for the Bachelor of Arts Degree with a Major in Art

The Bachelor of Arts Degree with a major in Art requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

All students majoring in Art (under each emphasis) must complete the following discipline-based requirements:

### Requirements for a Major in Art with an Emphasis in Studio Art :

1. ART 201 and 202
2. ART 210, 212 and 213
3. ART 300
4. One course selected from ART 303-308
5. One course selected from ART 309-310
6. One additional course selected from ART 303-313

7. Four courses selected from ART 403-410, 412 and 477
8. ART 483 and 484
9. ART 490 and 491
10. A minor as described below

### Requirements for a Major in Art with an Emphasis in Art History:

1. ART 201 and 202
2. ART 213
3. ART 210 or 212
4. One other course in studio art
5. ART 300
6. One course selected from ART 381, 382 or 383
7. One course selected from ART 384, 385, 386
8. One course selected from ART 387, 388, 484
9. ART 483
10. Two additional courses selected from ART 381-391, ART 484, or ART 478
11. ART 492
12. A minor as described below

### Requirements for a Major in Art with an Emphasis in Art Education:

This degree track fulfills the California Requirements for the Single Subject Waiver in Art. After completing this major program, qualified students may then pursue a single subject credential.

1. ART 201 and 202
2. ART 210, 212 and 213
3. ART 300
4. ART 304 and 310
5. One course selected from ART 305-309
6. COMM 386
7. ART 401 and 402
8. Three courses selected from ART 403-410, 412, 444, or 477 (at least two of these must be in the same artistic medium)
9. ART 483 and 484
10. ART 490 and 491
11. A minor as described below

### All students majoring in Art (under each emphasis) must complete one of the following options:

1. A special minor.
2. A minor consisting of at least 20 quarter units designated by another discipline.
3. One of the interdisciplinary concentrations or minors (see "Interdisciplinary Concentrations and Minors" on pages 111).

### Minor in Studio Art

For a Minor in Studio Art, students must take four five-unit courses, three of which must be upper division, selected from the following courses: ART 210, 212, 213, 214, 216, 218, 303-313, 403-410, 412, 477.



**Minor in Art History**

For a Minor in Art History, students may either complete ART 201 and ART 202, and two upper division courses or ART 201 or ART 202, and three upper division classes selected from the following courses: ART 381- 391, 478 or 484.

**COURSE DESCRIPTIONS****Lower Division****ART 101 Practice and Appreciation of the Visual Arts (5)**

Introduction to the elements and nature of the visual arts and to critical awareness of the content, purpose, and value of particular works. **GE C1**

**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. **GE C1**

**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. **GE C1**

**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.

**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.

**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.

**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.

**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.

**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.

**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. Materials fee required.

**ART 289 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning, which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

**ART 299 Individual Study (1-5)**

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair. Materials fee required. (By petition only.)

**Upper Division****ART 300 Theories of Art (5)**

A brief history of the aesthetic theories of art in cultures throughout the world, and examination of methods of criticism used to define "good" art. This is a writing intensive course. Prerequisite: Satisfactory completion of ENGL 110 or equivalent and upper division standing.

**ART 302 Art in the Elementary Classroom (5)**

Using selected studio experiences in drawing, painting, and three dimensional art forms, and by reading about and viewing works of art, students examine early human development in the visual arts, with an emphasis on exercises appropriate to the elementary classroom. Through these experiences, they learn fundamental criteria for making judgments



about the quality and value of works of art. This course is geared toward students pursuing a multiple subject teaching credential. Current fingerprint (Livescan) and TB clearance required. Livescan available at Kern County Superintendent of Schools, 1300 17<sup>th</sup> St., Bakersfield, CA, 661/636-4521. TB clearance available at CSUB Student Health Center.

**Note:** Students are encouraged to apply for a Certificate of Clearance instead of completing only the Livescan procedure. This option enables students to complete the full fingerprint requirement for entrance into a credential program and also meet the Livescan requirement for Art 302, 401 and 402. Visit [www.ctc.ca.gov](http://www.ctc.ca.gov) for information, form and instructions.

### **ART 303 Life Drawing (5)**

Development of methods and techniques in the study of form and structure as it relates to human proportions and anatomy using a variety of media and techniques. Materials fee required.

### **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.

### **ART 305 Screen Printing (5)**

Basic screen printing processes, including screen construction, block-out techniques, color registration, and basic photo-screen techniques. Materials fee required.

### **ART 306 Etching (5)**

Basic intaglio processes, including engraving, aquatint, acids, grounds and basic printing technology. Materials fee required.

### **ART 307 Lithography (5)**

Basic stone processing techniques, including etching, roll-up, stone preparation, editioning, ink body formulation, paper technology, and basic color processes. Materials fee required.

### **ART 308 Photography (5)**

Basic black and white processes, including negative development, camera technology, exposure, printing procedures, and presentation of completed images. Materials fee required.

### **ART 309 Sculpture (5)**

An introduction to the materials, technologies and aesthetic attitudes used in creating sculpture. Emphasis is placed on an exploratory examination of sculptural concerns in the twentieth century. Materials fee required.

### **ART 310 Ceramics (5)**

Introduction to ceramic processes of hand building, wheel-throwing, glazing and firing techniques as practiced by the studio potter and the ceramic sculptor. Materials fee required.

### **ART 313 New Genres (5)**

A conceptual studio art class that explores experimental mediums including, but not limited to, video, performance, body art, kinetics, animation, digital media, installation, sound art, and film-making. This class challenges artistic categories and extends the parameters that currently define art making. It is an investigation into new artistic genres. Basic instruction in Photo Shop, I Movie, computer animation, video-editing and sound production will be part of the course work. Materials fee required.

### **ART 330 Survey of the Art of the Orient (5)**

The art and architecture of India, China, and Japan from prehistory to ca. A.D. 1600, with brief consideration of later developments.

### **ART 381 The Art of Ancient Greece (5)**

The art and architecture of ancient Greece from the Bronze Age to the end of the First Century B.C. Emphasis is placed on the art of the Classical Age. Prerequisite: One of the following: ART 201 or 302, or permission of the instructor.

### **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. Prerequisite: Upper division standing. **GE T2**

### **ART 383 Medieval Art (5)**

The development of the Medieval schools and styles of art and architecture in Europe from the 3rd to the 15th century. Prerequisite: One of the following: ART 201 or 302, or permission of the instructor.

### **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: Upper division standing. **GE T2**

### **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. Prerequisite: One of the following: ART 201 or 302, or permission of the instructor.



**ART 386 Baroque and Rococo Art (5)**

The major artists and schools of art and architecture in Western Europe ca. 1600 to 1789. Prerequisite: One of the following: ART 202 or 302, or permission of the instructor.

**ART 387 Nineteenth Century Art (5)**

Neoclassical, Romantic and Early Modern art and architecture from 1775 to 1900. Prerequisite: One of the following: ART 202 or 302, or permission of the instructor.

**ART 388 Art in the United States (5)**

Art and architecture in the United States from the beginning of our country to the present. Emphasis is placed on the expression of American values through art. Prerequisite: Upper division standing.

**ART 390 Women in the Visual Arts (5)**

The history of female accomplishments in the visual arts, including examination of the problem of image choices by female artists, and a survey of changing ideals in the representation of the female form in differing world cultures and historical periods. Prerequisite: Upper division standing.

**ART 391 History of Photography (5)**

The history and development of photography as an art medium from its origins in the 1830s to the present, examining the qualities of different techniques and modes of expression. Prerequisite: One of the following courses: ART 202, ART 218, ART 302, ART 308, or ART 483.

**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. Current fingerprint (Livescan) and TB clearance required. Livescan available at Kern County Superintendent of Schools, 1300 17<sup>th</sup> St., Bakersfield, CA, 661/636-4521. TB clearance available at CSUB Student Health Center.

**Note:** Students are encouraged to apply for a Certificate of Clearance instead of completing only the Livescan procedure. This option enables students to complete the full fingerprint requirement for entrance into a credential program and also meet the Livescan requirement for Art 302, 401 and 402. Visit [www.ctc.ca.gov](http://www.ctc.ca.gov) for information, form and instructions.

**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. Prerequisite: ART 302 or 401. Materials fee required.

**ART 403 Drawing Studio (5)**

Selected ideas and concepts in drawing, using a variety of media, including computer graphic programs. Projects emphasize the development of an individual aesthetic and style. May be repeated three times for credit. Prerequisite: ART 213 or 303. Materials fee required.

**ART 404 Painting Studio (5)**

Selected ideas and processes of painting. Studio projects emphasize the development of a individual aesthetic and style by the student. May be repeated three times for credit. Materials fee required. Prerequisite: ART 214 or ART 304.

**ART 405 Printmaking Studio (5)**

Concepts in printmaking, using a variety of media, with an emphasis on the development of an individual aesthetic. Materials fee required. May be repeated three times for credit. Prerequisite: ART 305 or 306 or 307.

**ART 408 Photography Studio (5)**

Concepts in photography, with an emphasis on the development of an individual aesthetic. Materials fee required. May be repeated three times for credit. Prerequisite: ART 308.

**ART 409 Sculpture Studio (5)**

Problems and concepts in sculpture using a variety of media with the goal of developing an individual style and aesthetic. May be repeated three times for credit. Materials fee required. Prerequisite: ART 309.

**ART 410 Ceramics Studio (5)**

Concepts in ceramics using a variety of approaches and techniques with the goal of developing an individual style and aesthetic. Advanced wheel-throwing and hand building, advanced glaze techniques and types of firing will be explored. May be repeated three times for credit. Materials fee required. Prerequisite: ART 310.



**ART 412 Digital Still Photography (5)**

Color and black and white photography focusing on digital technology including camera setup, printers and software manipulation. Prerequisite Art 308. Materials fee required.

**ART 421 Practicum in Gallery Management (1-5)**

An exploration of concepts and principles used in managing an art gallery, including curating, preparing, and mounting exhibitions. The Todd Madigan Gallery at CSUB will serve as a "laboratory," and students will assist in preparing and mounting the quarter's art exhibitions. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

**ART 444 Advanced Painting (5)**

Advanced problems and concepts in painting, using a variety of media and approaches. Three discussion and four studio-laboratory hours per week. Materials fee required. Prerequisite: ART 404.

**ART 476 Visiting Artist (1-3)**

Students will work with a visiting artist in installing art work on campus, including conception, sitting 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).

**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. Prerequisite: permission by the instructor. Materials fee required. Possible fields of study are: drawing, printmaking, life drawing, sculpture, painting, Art Education, and 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. Prerequisite: permission by the instructor. Examples of topics that could be covered by this course are: Mesoamerican art, The Classical Tradition in Art, and contemporary Chinese painting

**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: Upper division standing. **GE T2**

**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. Taught in the seminar format. Recommended preparation: ART 483

**ART 489 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

**ART 490 Senior Art Project (3)**

The production under faculty supervision of a culminating body of work in the student's chosen medium or media. Materials fee required.

**ART 491 Senior Art Exhibition and Portfolio Development (3)**

Exhibition of work in the University Gallery. The development of a portfolio, resume, and information of use to the professional exhibiting artist. Materials fee required.

**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 pre-registration period of the student's proposed final quarter. Prerequisite: ART 300 and completion of four courses in Art History at the upper division level (by petition only.)

**ART 497 Cooperative Education (1-5)**

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine the application of credit.



**ART 499 Individual Study (1-5)**

Special projects developed by the individual student in consultation with the designated instructor.

Prerequisite: 3.0 GPA and consent of department chair. (By petition only.) Materials fee required.

**ART 577 Advanced Topics in Art (5)**

Topics of special interest to graduates and senior students interested in the Master of Arts in Interdisciplinary Studies. May be repeated for different topics. Specific prerequisites will be indicated with each announced course. ART 577 offered by petition only. Prerequisite: Student must have a major, minor, concentration, or emphasis in Art. Materials fee required.



## COMMUNICATIONS

**Department Chair:** Mary Slaughter

**Department Office:** Business Development Center, A248

**Telephone:** (661) 654-6345

**email:** tgiblin@csu.edu

**Website:** www.csu.edu/comm

**Faculty:** A. Alali, G. Byrd, C. Cruz-Boone, J. Emig, M. Iyasere, E. Jackson, K. O'Bannon, J. Pratt, D. Simmons, M. Slaughter, E. Thiroux

### Mission Statement

The primary purpose of the Communications Program is to prepare students to be sophisticated in their knowledge of organization in and use of the media, as they prepare for careers as communications professionals. The curriculum stresses knowledge of communications processes, an expected proficiency in writing and practice, and awareness of professional responsibilities, knowledge of ethical practices, and acquaintance with the laws that govern the use of the mass media. Further, the curriculum addresses the relationships between media and the societies they seek to serve viewed from regional, national, and international perspectives.

### Program Description

The Department of Communications offers the Bachelor of Arts in Communications (66 units). The program presents a combination of theoretical knowledge, practice and analytical skills oriented to the recognition and solution of communication problems as they occur in their various forms and within diverse contexts and media.

Students completing a major in Communications have the opportunity to apply what they have learned in related activity and production courses as well as internships. They may concentrate their study in one of three areas of emphasis (Journalism, Public Relations, and Digital Media), with a requirement for general familiarity in the other two areas. The general emphasis of this program is upon breadth and flexibility in preparation for a diversity of career opportunities. The goals and objectives of the program can be found at the department's website.

The department offers a minor in Communications and a certificate in each Communications Concentration: Public Relations, Journalism, and Digital Media.

### Requirements for the Bachelor of Arts Degree with a Major in Communications

The Bachelor of Arts Degree with a major in Communications requires a minimum of 180 units which includes courses for the major and minor and

courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

Students completing a major in Communications will need to complete a minor in another field and in consultation with a faculty advisor. The Communications major has the following discipline-based requirements (66 units).

### General Core Requirements (26 units)

- A. Lower Division Required Course (6 units)  
COMM 200  
COMM 274
- B. Upper Division Required Courses (15 units)  
COMM 309  
COMM 315  
COMM 490
- C. Upper Division Writing Course (5 units)  
COMM 304

### Program Options (20 units)

Choose one of the following options:

- A. Journalism Option (20 units)  
This option is designed for students interested in careers in newspapers, TV, radio, magazines, book publishing, technical writing, and web publishing.  
Required Courses:  
COMM 206  
COMM 306  
COMM 311  
COMM 404
- B. Public Relations Option (20 units)  
This option is designed for students interested in careers in public relations, organizational/corporate/intercultural communication and the related field of marketing.  
Required Courses:  
COMM 206  
COMM 305  
COMM 350  
COMM 432
- C. Digital Media Option (20 units)  
This option is designed for students interested in digital media: digital imaging and graphic design, video and audio production, digital animation and interactivity. This concentration is ideally suited for the student desiring to specialize in video production, animation, graphic design and interactive design for the web.  
Required Courses:  
COMM 240  
COMM 307



COMM 387  
COMM 388

### Communications Studies Courses (10 units)

Select two upper division courses from the list below:

COMM 308 Persuasive Campaigns and Social

Movements

COMM 317

COMM 360

COMM 370

COMM 376

COMM 377 (when relevant)

COMM 378

COMM 405

COMM 407

COMM 435

COMM 460

COMM 477 (when relevant)

### Electives Courses (10 units)

Ten (10) additional upper division units in

Communications courses selected in consultation with a faculty advisor.

### Portfolio Requirement

As part of COMM 490 (Senior Seminar), each student will prepare a portfolio that displays what has been gained from the major in Communications. The portfolio is a collection of materials that addresses each of the goals that the program faculty expects students to achieve, and it also includes a personal statement and a brief analysis of each course taken for the major in Communications.

To create a portfolio, each student should maintain evidence from all communications courses and from other experiences that provide support for the student's accomplishments as a Communications major. Questions about the portfolio may be directed to the student's advisor or to any communications faculty member.

### Completion of a Minor, Special Minor, or Augmented Major

Up to five units of internship courses (496, 497) or up to six units of activities courses (414, 418, 420, 422) may be counted toward the minor.

### 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 (214/414, 218/418, 220/420, 222/422) may be counted toward the minor.

### Lambda Pi Eta (The Official Honor Society of the National Communication Association)

Lambda Pi Eta (LPH) is the official undergraduate National Communication Honor Society of the National Communication Association (NCA). Established in 1985, LPH has over 200 chapters and over 4000 members nationwide. NCA directs and administers LPH, which is fully accredited by the Association of College Honor Societies (ACHS). LPH represents what Aristotle described in his book, *Rhetoric*, as the three ingredients of persuasion: Logos (Lambda) meaning logic, Pathos (Pi) relating to emotion, and Ethos (Eta) defines as character credibility and ethics. The CSUB Chapter received its charter on May 25, 1999. In accordance with the date of its founding, the CSUB official Greek name is *Iota Zeta*. The goals of Lambda Pi Eta are to: recognize, foster, and reward outstanding scholastic achievement; stimulate interest in the field of communication; promote and encourage professional development among communication majors; provide an opportunity to discuss and exchange ideas about the field; establish and maintain close relationships and understanding between faculty and students; and explore options for further graduate studies. In order to qualify for membership in Lambda Pi Eta, a student must have completed at least 90 units in college; 18 units of communications study; have a cumulative GPA of at least 3.0; have a communications studies GPA of at least 3.25; be in a good standing at the college or university; and display commitment to the field of communication. Once a student is inducted in Lambda Pi Eta, he or she is a member for life.

### Public Relations Student Society of America (PRSSA) - CSUB Chapter

Public Relations Student Society of America is the preeminent public relations student organization in the world. The CSUB Chapter is chartered by the Public Relations Society of America (PRSA) Board of Directors. The mission of PRSSA is twofold: (1) to serve its members by enhancing their knowledge of public relations and providing access to professional development opportunities; and, (2) to serve the public relations profession by helping to develop highly qualified well-prepared professionals. Membership is open to students interested in public relations.

### Certificates in Communications

**Option I** - A student majoring in Communications who completes at least six courses from the department's offerings in one of the following areas: Journalism, Public Relations, Digital Media, or Communication Studies is eligible to receive a certificate recognizing that achievement. At most four of the six courses can be applied towards requirements for the major.



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**Option II** - A student not majoring in Communications who completes at least six courses (30 units) from the department's offerings in one of the following areas: Journalism, Public Relations, Digital Media, or Communication Studies, is eligible to receive a certificate recognizing that achievement.

**Option III** - A student not majoring in Communications, in consultation with an advisor and the chair of the department, may design a general certificate program, including COMM 309 Theories of Communication, and at least five other courses (25 units) reflecting the general scope of the communications discipline.

### Teaching Credential - Liberal Studies

Communications is a concentration option for Liberal Studies majors.

## COURSE DESCRIPTIONS

### Lower Division

#### COMM 108 Strategies of Public Communication (5)

An introduction to public speaking and communication studies. Emphasis is placed on increasing the student's understanding of theory relating to the practice and criticism of public speaking, improvement of the student's public speaking and critical thinking skills, and an understanding of library research skills.

COMM 108 or its articulated speech course, is required for all Communications majors. A passing grade of "C" or higher required to earn course credit.

GE A1

#### COMM 195 American Sign Language I (6)

Introduces historical perspectives, communication aspects used in the deaf community, grammar, and linguistic structure of American Sign Language (ASL). Builds foundational vocabulary, basic components of ASL, and the manual alphabet. Focuses on execution and techniques of signs used in ASL. Students will learn to communicate solely through the use of American Sign Language. Outside class activities required.

#### COMM 200 Communications Major and Career Planning (1)

This is a first year foundation course designed to introduce the student to requirements and career options in the major. The course is presented as an orientation seminar, emphasizing academic expectations in the major, professional development, exploration of career options/opportunities in the field of communications. Required of all majors.

#### COMM 206 Issues and Practices in Journalism (5)

Study of the problems and techniques of journalism, including audiences and resources. Overview of history and development of print media. Examination of news sources, interviewing, reporting, writing, and ethics. Frequent exercises in news gathering and writing and preparing copy for publication.

#### COMM 214 Newspaper Production (2)

Production of a weekly digital and online laboratory newspaper, *The Runner*, to provide practical experience in news writing and editing, proofreading, photography, advertising, layout, paste-up, circulation. Minimum of six class hours per week. May be repeated three times for credit.

#### COMM 218 Copy Editing (1)

Essentials of newspaper copy editing, including newswriting, proofreading, and headline writing. Includes work on material submitted for publication in the weekly laboratory paper, *The Runner*. Two activity hours per week. May be repeated three times for credit.

#### COMM 220 Page Layout (1)

Focus on the principles of effective page composition, using desktop publishing software, to determine those patterns most effective for the readers, writers, and advertisers of newspapers. Two activity hours per week. May be repeated three times for credit.

#### COMM 222 Small Newspaper Management (1)

Fundamentals of newspaper management, including circulation, advertising, distribution, production supervision, and finances. Two activity hours per week. May be repeated three times for credit.

#### COMM 240 Media Arts (5)

An examination of the major elements of film, video, and digital media, and the fundamentals of how these forms are used to communicate messages. Time is shared between lecture/lab.

#### COMM 274 Introduction to Communication Studies (5)

Survey of the role of communication in daily life; concepts and contexts therein. Emphasis on the acquisition of media literacy skills and critique, as may be applicable, for upper division work in the discipline. Prerequisite: COMM 108.

#### COMM 286 Computer Imaging (5)

An overview of computer hardware and software systems as they apply to developing a computer-based presentation. Integration of the various computer based presentations will be presented. The computer's function as an intermediate format will be



explored. Students will develop a comprehensive overview of software and hardware systems currently used in the communications and educational industry.

### **COMM 295 American Sign Language II (6)**

A continuation of American Sign Language I. Concentrates on communication strategies using vocabulary, grammatical structure, and conceptually accurate use of the language. Further examines use of sign placement, fingerspelling, and facial expression to increase conversational fluency. Introduces conceptual forms of communication and issues utilizing idiomatic expressions, the sign language continuum, and cultural awareness. Outside class activities required. Prerequisite: COMM 195.

### **Upper Division**

### **COMM 303 Rhetorical Theory and Criticism (5)**

Introduction to methods employed in the description, interpretation and evaluation of discursive and non-discursive rhetorical artifacts. Survey of a range of rhetorical perspectives: traditional, experiential, dramaturgical, sociological, and postmodern. Students will engage in seminar discussion and complete written rhetorical analyses. Emphasis will be placed on the comprehensive and application of rhetorical perspectives/tools in written criticism. Prerequisite: COMM 108 or its equivalent or permission of instructor.

### **COMM 304 Technical and Report Writing (5)**

Extensive practice in writing clearly and persuasively in technical and specialized forms such as reports of experiments, abstracts, business reports and proposals, letters, memoranda. Prerequisite: ENGL 110 or the equivalent with a grade of "C-" or better, and upper division standing. **GWAR**

### **COMM 305 Public Relations (5)**

A study of the theory and practice of public relations with an emphasis on two-way communication, the four-step process of public relations, publics in public relations, and settings for public relations including business, education, labor, government, and other organizations. Explores the roles of public relations professionals in their organizations and the importance of public relations in contemporary organizations. Introduction to the basic tools of the public relations professional including the news release and other forms of public relations communications. Prerequisite: COMM 206 for majors.

### **COMM 306 News Writing and Reporting (5)**

Study of contemporary journalism techniques and their influence on the audience they serve. Exercises in

news gathering, newspaper writing and interviewing. Prerequisite: ENGL 110 or the equivalent with a grade of "C-" or better and upper-division standing. **GWAR**

### **COMM 307 Digital Video Production I (5)**

Introduces the fundamental technical abilities and conceptual approaches to communication via moving images and sound. Emphasis on cinematic language and basic interpersonal skills of production. Lecture/lab. Prerequisite: COMM 240 or permission of instructor.

### **COMM 308 Persuasive Campaigns and Social Movements (5)**

Critical analysis of the role of persuasion in contemporary discourse, with specific attention on issues involving political campaigns, social movements, advertising and consumerism. Consideration of the symbiotic relationship between society and the function and sustenance of these persuasive discourses. Course will employ a variety of analytic perspectives. Prerequisite: COMM 108 or instructor permission.

### **COMM 309 Theories of Communication (5)**

How theories are constructed. Survey of theoretical approaches to communication drawing on the social sciences and humanities. Prerequisite: COMM 274 or the equivalent for majors.

### **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 the equivalent with a grade of "C-" or better, and upper division standing. **GWAR**

### **COMM 312 Graphic Communication for Print Media (5)**

Analysis of the ways in which typography, color, paper, ink, and illustration work together to enhance effective print communication. Comparative discussion of design elements of magazines, newsletters, newspapers, and brochures. Frequent exercises in design layout and preparing camera-ready copy using desktop publishing software.

### **COMM 314 Photojournalism (5)**

Examination of major theories and techniques of photojournalism combined with practice in their application. Uses digital and film equipment to create and process photographic images for various genres. Course includes lecture, discussion, and activities that enhance students' perspectives of photographic images.



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### **COMM 315 Mass Media Law (5)**

Designed to broaden the student's understanding of laws which pertain to the mass media. Philosophical appreciation of the legal framework within which the mass media operates and pragmatic familiarity with the legal problems most often encountered by journalists and related professionals is anticipated. The course will examine the development of the law regarding the First Amendment to the U.S. Constitution and such related legal areas such as libel, obscenity, censorship, privacy, free press and fair trial, journalist's privilege, the right of access to government information, access to the press, the doctrine of commercial speech (advertising), and copyright.

### **COMM/PHIL 317 Ethical Issues in the Media (5)**

This course provides an analysis of ethical issues in the news media, with emphasis on news-gathering and reporting and the impact of the internet, advertising, and entertainment. Topics covered include an evaluation of the ethical culture of newsrooms, codes of ethics, objectivity, privacy, fairness, honesty, and the public's right to know. Case studies will be examined, as well as other means by which students will learn how to recognize and resolve ethical conflicts. This course carries credit in either Communications or Philosophy.

### **COMM 330 Speech Communication Skills for Management (5)**

Speaking skills necessary for effective management. Includes training in presenting oral reports, using visual aids, interviewing strategies, conducting business conferences, interoffice and interpersonal communications, representing the company in the community, effective listening, and conflict/grievance resolution.

### **COMM 335 Negotiation (5)**

Theoretical understanding of the communications concepts of bargaining and negotiation in diverse contexts-business, politics, industry, and labor. Practical skills in communication techniques commensurate with successful negotiating, e.g., role playing, problems solving, interpersonal communication, argumentation, arbitration, and principled negotiation. Emphasis on verbal messages, authority, suggestion, deadlines, timing.

### **COMM 345 Deaf History (5)**

The course explores historical contexts in American Deaf culture. Topics include the evolution of communication with regards to the Deaf community, famous deaf individuals, education, politics, language revolutions, and technological advances. Emphasis is placed on the link between ASL, history, and the Deaf community. Outside class activities required. **GE T2**

### **COMM 350 Public Relations Strategies and Tactics (5)**

Study and application of strategies and tactics used in the public relations profession with an emphasis on written communication through news releases, brochures, newsletters, annual reports, magazines, media kits, and other public relations communication tools. Discussion of media relations and placement. Emphasis on the planning and execution of public relations communication. Discussion and application of communication theories that inform public relations writing and communication.

### **COMM 360 Gender and Communication (5)**

This course introduces students to differences in gender communication; analyzes how institutional, personal, and group factors affect the messages we produce and the meanings we assign to messages. It also assesses the extent to which gender can both enrich and complicate human communication, particularly in personal and professional environments. Particular attention paid to how the mass media depicts gender. The course subscribes to an interdisciplinary approach that relies heavily on literature both inside and outside the field of communication. **GRE**

### **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. **GRE**

### **COMM 374 3D Modeling (5)**

Introduction to the basic techniques of 3d modeling and animation. Survey of the role of 3d in production environments such as interactive media, virtual reality, the world wide web and cinematic special effects. Lecture/lab. Prerequisite: COMM 240 or permission of instructor.

### **COMM 375 Design Marketing Strategies (5)**

The student will gain an understanding of basic principals in marketing advertising design and communication strategy. Topics include: print media mix; corporate/commercial/institutional target market; areas of endeavor; research and development; proposal presentation; pricing and client interaction. Portfolio and communication strategies will be evaluated with emphasis on effective advertising design and client communication.



**COMM 376 Interpersonal Communication (5)**

Analysis of the process of communication as it occurs between individuals and in small groups in everyday life. Attention is given to communication interactions within the family, in social situations, in organizations, and institutions. Both verbal and nonverbal codes considered.

**COMM 377 Special Topics (1-5)**

Analysis of the public communicator in action and the laws, strategies, and situations that influence the process of public persuasion. Specific topic determined by instructor. May be repeated for different course content.

**COMM 378 Film Aesthetics and Criticism (5)**

Study of the principles by which film and video texts create meaning through screenings, lectures, and readings, with emphasis on major film theories and examination of narrative and documentary forms. **GE T2**

**COMM 386 Vector Graphics (5)**

Investigation of the relationship between verbal and visual communication, and the complementary partnership between graphic design and illustration. Covers production and analysis, for print and online implementation. Lecture/lab.

**COMM 387 Interactive Media I (5)**

Fundamentals of interactive production, with an emphasis on the expressive power of online animations and the aesthetics of human-computer interaction. Lecture/lab.

**COMM 388 Interactive Narrative Design (5)**

Study and implementation of systems that will create dynamic narratives with which the user can interact, including the use of digital graphics, audio, video and text. Lecture/lab.

**COMM 390 Publishing on the World Wide Web (5)**

This course guides students through the history and current use of the Internet, especially the World Wide Web. Students will learn to set up and maintain Web pages. Emphasis is on the types of information found on the Web, how they are organized, how search engines operate, and how communicators use the Web to disseminate and investigate information. Students build their own Web pages with links to relevant sections of existing Web sites. Lecture/lab.

**COMM 391 Digital Imaging (5)**

Aesthetic and technical fundamentals of digital imaging. Covers production and critical analysis, from image acquisition to print or screen implementation. Lecture/lab.

**COMM 402 Public Relations Management (5)**

Analysis and application of public relations management strategies. Focus on the four-step process of public relations and current management practices in the profession including the use of organizational goals and objectives in public relations planning and research. Emphasizes crisis communications and issues management. Also addresses other important management elements of the profession and the advisor/counselor role of the public relations professional.

**COMM 404 Public Affairs Reporting (5)**

Detailed investigation of covering public affairs, including reporting on public and government agencies, researching public records, and writing clear articles. Students will be trained in Computer Assisted Reporting. Study of structure and function of state and local government, state open meeting and public records laws, structure of judicial and criminal justice systems. Students will adopt a local government agency, attend meetings, establish news sources within the agency, and write articles about agency meetings and issues. Prerequisite: COMM 206 or permission of instructor.

**COMM 405 Communication in the Organization (5)**

The nature and flow of communication in organizations and institutions. Theory and techniques of solving communication problems in organizations; practical experience in writing and speaking. Among topics discussed are the organization as a communication system, theory of organization, analytical techniques for evaluating the quality of organizational communication, the use of communication skills to facilitate organizational change.

**COMM 407 Mass Media and 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. **GE T2**

**COMM 414 Newspaper Production (2)**

Production of a weekly digital and online 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.



## COMMUNICATIONS

### COMM 418 Copy Editing (1)

Essentials of newspaper copy editing, including news writing, proofreading, and headline writing. Includes work on material submitted for publication in the weekly laboratory paper, *The Runner*. Two activity hours per week. May be repeated three times for credit.

### COMM 420 Page Layout (1)

Focus on the principles of effective page composition, using desktop publishing software, to determine those patterns most effective for the readers, writers, and advertisers of newspapers. Two activity hours per week. May be repeated three times for credit.

### COMM 422 Small Newspaper Management (1)

Fundamentals of newspaper management, including circulation, advertising, distribution, production supervision, and finances. Two activity hours per week. May be repeated three times for credit.

### COMM 432 Case Studies in Public Relations (5)

Detailed investigation of the theory and practice of public relations through study of major public relations cases and the development of a public relations campaign proposal for a client. Examination of opportunities and 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. Prerequisite: COMM 305 for permission of instructor.

### COMM 434 Communication for Business and Government (5)

Study of and application of the communication processes and practices in business, government, and other professional settings including organizational roles, climate, and culture; listening and feedback; interviewing; resume and cover letter writing; development of formal presentations used within organizational settings; importance of groups and teams in contemporary organizations, and power and politics in the organization.

### COMM 435 Health Communication (5)

The role of communication in disease prevention and control. Offers guidance for planning, implementing, and assessing the effectiveness of communication programs for public health and how existing health knowledge can be effectively communicated to inform, influence, and motivate institutional or public audiences.

### COMM 440 Digital Video Production II (5)

Advanced video production with emphasis on developing skills in image design, sound/image relationships and storytelling. Lecture/lab. Prerequisite: COMM 307 or permission of instructor.

### COMM 450 Documentary Production (5)

Exploration of the various functions of documentaries in society, from propaganda to art. Emphasis on student projects, and the styles and strategies that are available to the documentary form. Lecture/lab. Prerequisite: COMM 307 or permission of instructor.

### COMM 460 History of Film (5)

History of film from the Edison Kinetoscope through *Citizen Kane*. Industrial, social, stylistic, and theoretical aspects in a variety of national and cultural contexts. Emphasis on commercial and avant-garde forms and their connection to twentieth-century aesthetic, economic, and political currents. **GE T2**

### COMM 465 Advanced Communication of American Sign Language (6)

An intense examination of conversational skills in ASL with practicum application. Stresses advanced communication skills in vocabulary while developing a linguistic perspective and the understanding of grammatical syntax. Receptive and comprehension skills will be developed and utilized within the Deaf community. Pertinent issues of American Sign Language and American Deaf culture are discussed. Prerequisite: COMM 295.

### COMM 477 Special Topics in Communication (1-5)

Study, analysis, and/or production in various media or in speech communication. Specific course content to be determined by instructor. May include directed field study in technical communication. Prerequisite for topics in technical communication: COMM 304.

### COMM 480 Advanced Technical Communication (5)

Principles and practices of writing material particular to science and technology. Includes expanded definitions, technical descriptions, process explanations, instruction pamphlets, manuals, laboratory reports, proposals, and presentations. Prerequisite: COMM 304. Cross-listed as ENGL 480.

### COMM 481 Advanced Business Communication (5)

Principles and practices of writing material particular to business administration, management, and marketing. Includes special purpose letters (request, inquiry, claim, adjustment, accommodation, sales, refusal, credit, collection, good will), promotional literature,



news releases, policy statements, informal reports to stockholders, adaptation of the language of contracts, guarantees, and warranties for customers with no legal background. Prerequisite: COMM 304. Cross-listed as ENGL 481.

#### **COMM 484 Digital Video Post Production (5)**

Advanced digital video production with an emphasis on the techniques, theories and technical systems involved in digital video editing. Lecture/lab.

Prerequisite: COMM 307 or permission of instructor.

#### **COMM 486 Interactive Media II (5)**

This course builds on the skills developed in Interactive Media I. Students work with concepts and tools for advanced integration of vector animation and internet authoring. Lecture/lab.

#### **COMM 488 Sound Design for Visual Media (5)**

Theory and practice of sound/image relationships in film, video and interactive media. Emphasis on the development of conceptual and design tools as well as technical ability. Lecture/lab.

#### **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 (5)**

An advanced course in analysis and application of communication research methods. Specific topics will vary. Individual student research projects and reports. When possible, students contribute to ongoing faculty research. Students will submit a portfolio demonstrating skills and knowledge gained in the Communications major. Prerequisite: COMM 309.

#### **COMM 491 Graphic Web Design (5)**

Examination and implementation of the principles and techniques of web design. Emphasis on the relationship of design aesthetics to online audiences and design as a cultural practice. Lecture/lab.

Prerequisite: COMM 240 or permission of instructor.

#### **COMM 495 Applied Communication Education (3)**

This course is designed to develop effective classroom communication skills for prospective teachers. The course combines theories and models from communication education, multicultural education, and critical pedagogy to assist in personal,

professional, and societal transformation for future teachers. Students will be assigned to a K-8 classroom for practical experience. This course is only open to Liberal Studies majors with a concentration in Communications. Prerequisite: COMM 108 or its equivalent.

#### **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.) Students must have a minimum of 3.0 GPA and have completed 15 or more units in residence. No retroactive credit will be allowed.

#### **COMM 497 Cooperative Education (5)**

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to the approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only; no retroactive credit will be allowed.

#### **COMM 499 Individual Study (5)**

Special projects developed by the individual student in consultation with the designated instructor. Admission with consent of department chair. No retroactive credit will be allowed.



# CRIMINAL JUSTICE

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**Faculty:** R. Abu-Lughod, A. Flores, D. McPhetridge, C. Taylor

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## Program Description

The Bachelor of Arts degree in Criminal Justice is designed to provide a student familiarity with the basic components of the American "system" of criminal justice. This American "system" of criminal justice is really many systems organized on both a state and federal level and includes law enforcement, prosecution, courts, and corrections functions.

## Mission Statement for the Bachelor of Arts Degree in Criminal Justice

The Bachelor of Arts degree in Criminal Justice is designed to empower students as critical thinkers, effective oral communicators, and competent writers on subject matters of crime and justice; to include: (1) the nature, extent, and causation of crime; (2) the role of criminal law in the regulation of human conduct; (3) the philosophy, theory, policies, practices, processes, and reform of American police agencies at the federal state, and local levels; (4) the philosophy, local levels; (5) the philosophy, theory, policies, practices, processes, and reform of American correctional institutions at the federal, state, and local levels; and (6) the skills and methods in criminal justice research. Graduates who have acquired these skills and knowledge and have been exposed to other relevant topics such as juvenile delinquency, the role of women in the justice process, ethical concerns for criminal justice practitioners, understanding of the appreciation for cultural and ethnic diversity, the connection between drugs and crime, and the dynamics of gangs and violence, are prepared for graduate study, law school, or challenging careers in the field of criminal justice.

Students who graduate from the Criminal Justice program should be able to demonstrate the skills and knowledge as stated in the goals and objectives which can be found at the department's website.

## Requirements for the Bachelor of Arts Degree with a Major in Criminal Justice

The Bachelor of Arts Degree with a major in Criminal Justice requires a minimum of 180 units which includes courses for the major and minor and courses

for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

## Discipline-based requirements:

### Prerequisites to the major:

1. CRJU 100
2. CRJU 290
3. CRJU 200, or MATH 140, or PSYC 200
4. PSYC 100 or SOC 100

### Basic Core Courses:

1. CRJU 300 (Pre: CRJU 290)
2. CRJU 310
3. CRJU 371
4. CRJU 490

### Criminal Justice systems and areas courses:

1. Required courses:
  - a. CRJU 376
  - b. CRJU 378
  - c. CRJU 379
2. Select two of the following:
  - a. CRJU 380
  - b. CRJU 410
  - c. CRJU 420
  - d. CRJU 430
3. Special topics in Criminal Justice (select one from each of the following three themes)
  - a. Race and Gender in Criminal Justice
    1. CRJU 325
    2. CRJU 330
  - b. Youth, Crime and Violence
    1. CRJU 340
    2. CRJU 345
  - c. Forensic and Field Explorations
    1. CRJU 480
    2. CRJU 494
    3. CRJU 495
    4. CRJU 496
    5. CRJU 497

## Minor, Concentration, and Special Minor

In addition to meeting the requirements for the major, the student must satisfactorily complete one of the three university required options listed below:

1. A special minor consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor and the AVP for Academic Programs, 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.



**Requirements for the Minor in Criminal Justice**

Four courses, including CRJU 100, or an approved equivalent, and three upper division Criminal Justice courses, as approved by the Department of Criminal Justice.

**COURSE DESCRIPTIONS**

**Note:** Among the courses comprising the Criminal Justice major (see above), those not found elsewhere in the catalog are listed below.

**Lower Division****CRJU 100 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.

**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 289 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students, interested students should contact the department office.

**CRJU 290 Success in Criminal Justice (2)**

Introduction to the Criminal Justice major and related professions. Exposure to prerequisite computer, internet, library, and report writing skills necessary for success in Criminal Justice. Intended for majors. Offered on a credit, no-credit basis only. (Students must complete this course before being enrolled in CRJU 300)

**Upper Division****CRJU 300 Research Methods in Criminal Justice (5)**

Assumptions of scientific research and issues in philosophy of science. Examination of the relationship

between theory and research within the field of criminal justice, with an emphasis on basic principles of research design, development of research instruments, and data collection, plus statistical analysis of data and familiarization with computer capability in criminal justice research. Prerequisite: CRJU 200 or its equivalent, or permission of instructor.

**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 100 or its equivalent, or permission of the instructor. **GE T3**

**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. **GRE**

**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. **GRE**

**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



## CRIMINAL JUSTICE

behavior; substance abuse and criminal activity; societal and governmental reactions to substance abuse; and current prevention and treatment strategies of substance abuse. **GE T3**

### **CRJU 345 Gangs in America (5)**

An extensive review of case studies and empirical investigations aimed at providing students with an understanding of the nature and extent of gang membership and gang activity in America. Provides students with a greater understanding and appreciation for the complexity of the social forces that contribute to the creation of unique subcultures across gender, race, and ethnic divisions - specifically youth gangs in America. Primary consideration is given to the influence of cultural and societal assumptions held by the general public, academics, politicians, and the criminal justice system on issues of gender, race, ethnicity, and their subsequent impact on the study of gangs in America. Topics to be covered include: definition and measurement issues, theories and risk factors for gang involvement, issues of gender, race and ethnicity, gang research and public policy, and federal, state, and local prevention and intervention strategies. **GRE**

### **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 100 or its equivalent, or permission of the instructor.

### **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 100 or its equivalent, or permission of the instructor.

### **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 100 or its equivalent, or permission of the instructor.

### **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 100 or its equivalent, or permission of the instructor.

### **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 100 or its equivalent, or permission of the instructor. **GE T3**

### **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 100 or its equivalent, or permission of instructor.

### **CRJU 420 Criminal Justice Policymaking (5)**

This course examines how governmental bodies-the legislature, administrative agencies, and courts-make criminal justice policy and how affected agencies and officials implement and assess these policies. Students will apply their learning of policymaking bodies and processes, implementation, and assessment to problems such as prison crowding and the handling of serious chronic juvenile offenders. Prerequisite: CRJU 100 or its equivalent, or permission of instructor.

### **CRJU 430 Victims and the Criminal Justice System (5)**

An examination of the relationship between victims of crime and the criminal justice system. Primary consideration is given to cultural and societal assumptions about gender, race, class, ethnicity, and sexual orientation prevalent throughout the study of victimology. Special emphasis will be placed upon such topics as the characteristics of crime victims, patterns of crime reporting and non-reporting, the treatment of crime victims by the various components of the criminal justice system, victim assistance programs, victim compensation, and victims' rights laws. Prerequisite: CRJU 100 or its equivalent, or permission of instructor. **GRE**



**CRJU 440 Terrorism (5)**

An overview of terrorism and its impact on the United States. The course will focus on defining terrorism from various criminological perspectives with a focus on social, political and economic ramifications caused by terrorist-like activities. Students will be provided a working knowledge of typologies of terrorists, the causes of terrorist violence and the responses to terrorism. An emphasis will be placed on examining and critically analyzing "home grown" terrorists as well international groups. The role of the media will be discussed in terms of how different media venues impact the public's perception of terrorism. Students will profile national, transnational and domestic terrorists and members of extremist groups. In addition, cyber terrorism, eco-terrorism and bio-terrorism will be examined. Students will analyze counter terrorism policing efforts domestically and internationally.

**CRJU 477 Selected Topics in Criminal Justice (1-5)**

Offered periodically as announced. May be repeated for different course content.

**CRJU 480 Directed Research in Criminal Justice (1-5)**

This course will be available to students who demonstrate excellence in their academic studies and are interested in pursuing original research and scholarship beyond the opportunities provided by CRJU 300 Research Methods. Under faculty supervision, each student enrolled in the course would undertake an original individual research project. Consent of the instructor who will be supervising the research and approval of the chair of the Department of Criminal Justice are required.

**CRJU 489 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

**CRJU 490 Senior Seminar in Criminal Justice (6)**

Consideration of the nature of criminal justice and its relationship to other fields of study, with integration of material from other courses. Prerequisite: completion of, or concurrent enrollment in, other courses required to complete the major and the minor, or permission of instructor.

**CRJU 494 Profiling Violence (5)**

This course will present the techniques necessary to develop a complete socio-psychological profile regarding various types of violent behavior. The rationale for psychological profiling, the analysis of violent crime scenes, and the role of criminological theories in the formulation of psychological profiles will be examined. Using intriguing case studies and telling illustrations, the complexity of the violent personality will be presented while maintaining a scientific focus and approach. The course will profile several violent crimes including: mass murders, serial murders, satanic rituals and cults, arson, rape pedophilia, domestic assault, and others. **GE T3**

**CRJU 495 Forensic Science (5)**

This course will cover such topics as DNA testing, criminal profiling, crime scene reconstruction, and courtroom testifying skills.

**CRJU 496 Internship in Criminal Justice (1-5)**

Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

**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.



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## Program Description

Study in the Department of English leads to an understanding and appreciation of British, American and other literatures in English, and of the English language, its aesthetic and functional properties, its uses, and the methods by which impressions and ideas are articulated and communicated.

The BA in English emphasizes in-depth study of the nature of the English language, the British, American and other literary traditions, creative writing, and critical approaches to literature. The program offers both breadth and flexibility in preparation for a diversity of career opportunities. The program goals and objectives can be found at the department's website.

The department also offers a minor in English Literature, a minor in Linguistics, a minor in Children's Literature. In addition, the department has two post-baccalaureate certificates, in Writing and in Children's Literature.

The Intensive English Language Center (IELC) offers a language immersion program into American English. The noncredit program offers daily instruction in reading/vocabulary, writing/grammar, and listening/speaking. TOEFL preparation is available (see IELC, page 102).

## Requirements for the Bachelor of Arts Degree with a Major in English

The Bachelor of Arts Degree with a major in English requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

**Discipline-based requirements** (16 courses, 75 units)

**Prerequisites** (11 units)

1. ENGL 101 or the equivalent (ENGL 235 for Honors Students)

2. One course selected from ENGL 205, 207, 208, 272, 290, 294, or 295
3. ENGL 200

## Core Curriculum (49 units)

4. ENGL 300
5. ENGL 311
6. ENGL 319 or 414
7. ENGL 325 or 335 or 336 or 337
8. Choose two from ENGL 320 or 330 or 340
9. Choose two from the following three categories, one of which must be ENGL 380 or 381 or 382
  - a. ENGL 350 or 380
  - b. ENGL 351 or 381
  - c. ENGL 360 or 361 or 382
10. ENGL 364 or 365 or 366 or 367 or 369 or 370 or 372 or 373 or 374
11. ENGL 490

## Areas of Specialization (15 units)

12. Choose **three** courses in one area of specialization, all of which must be different from the courses taken for the core curriculum:
  - a. American Literature: ENGL 380, 381, 382, 385, 386 or \*375
  - b. British Literature: ENGL 320, 325, 330, 335, 336, 337, 340, 350, 351, 360, 361 or \*375
  - c. World Literature: ENGL 369, 393, 469, \*375, 392, 395, 397, 398 or HUM 479
  - d. Children's Literature: ENGL 470, 471, 472 or 473
  - e. Genre: ENGL 391, 396, 404, 475, 476 or 478
  - f. Linguistics:
    - a. Required: ENGL/LING 415
    - b. Choose the course you did not take for the core curriculum: ENGL/LING 319 or 414
    - c. Choose one other course from the following: ENGL/LING 416, 417, 418 or 420
    - g. Contract Specialization: Design your own specialization in conjunction with an English faculty member (Subject to approval of department chair)

\*ENGL 375: Course content changes to satisfy the area for which the course is taken

Students must also complete one of the three options listed below:

1. A special minor consisting of at least 20 quarter units, approved by the student's advisor and the AVP for Academic Programs, 15 of which must be upper division, taken outside the major discipline.
2. A minor consisting of at least 20 quarter units.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see Interdisciplinary Concentrations & Minors).

## Requirements for the Minor in English Literature

The minimum requirements for a minor in English Literature are: Four (4) courses in English literature



totaling 20 quarter units, at the 200 level or above, at least three of which must be upper division. Courses that satisfy the GWAR, or courses in Linguistics or Children's Literature do not count towards the minor in English Literature.

### Requirements for the Minor in Linguistics

The minor in Linguistics is especially useful for elementary and secondary teachers and for those interested in ESL instruction. It consists of four five-unit courses - ENGL/LING 415 and three courses from this group: ENGL/LING 319, 414, 416, 417, 418, 420; SPAN 409, 412, 413, 420.

### Requirements for the Minor in Children's Literature

The minor in Children's Literature indicates the completion of specialized study in children's and young adult literature. The following four courses totaling 20 quarter units are required: ENGL 470, 471, 472, and 473.

### Teaching Credential - English Teacher Preparation Program

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single-subject preparation program in English for students who wish to teach in California secondary schools. The English Teacher Preparation Program (ETPP) is currently undergoing revision. The requirements listed below were appropriate for the previously approved ETPP curriculum. There will no doubt be significant changes in the new ETPP curriculum. Please see the Department Chair for further information and updates. Please also consult the Department of English for additional courses that may be required for the major in English.

### Prerequisites

For all upper division literature courses: ENGL 101 or the equivalent and one survey course selected from ENGL 205, 207, 208, 290, 294, or 295. For ENGL 490: ENGL 300 and 311.

### Core Requirements

Courses may not be double-counted between I and II, both of which are required. All of the following courses in Part I are required (11 courses, 51 units):

1. ENGL 200
2. ENGL 300
3. ENGL 315 or ENGL 316
4. ENGL 383 or ENGL 384
5. ENGL 366
6. ENGL/LING 319 or ENGL/LING 319(a) and 319(b)
7. ENGL 335 or ENGL 336
8. ENGL/LING 418

9. ENGL 410
10. ENGL 311
11. ENGL 490

### Breadth Requirements

Choose one option below (five courses from one option):

**Literature Option** (one course from five of the six groups)

1. ENGL 320, 325, 330, 337, 340
2. ENGL 350, 351, 360, 361
3. ENGL 380, 381, 382, 384, 385
4. ENGL 364, 365, 370, 372, 469
5. ENGL 362, 363, 367, 373, 374, 375, 475
6. ENGL 395, 391, 392, 393, 396

**World Literature Option** (choose five courses)

1. ENGL 290, 292, 294, or 295
2. ENGL 391
3. ENGL 392
4. ENGL 393
5. ENGL 470
6. ENGL 475 (depends on content; see department)
7. ENGL 469

**Ethnic Literature Option** (choose five courses)

1. ENGL 207
2. ENGL 364
3. ENGL 365
4. ENGL 370
5. ENGL 372
6. ENGL 475 (depends on content; see department)

**Linguistics Option** (all courses)

1. ENGL/LING 414
2. ENGL/LING 415
3. ENGL/LING 416
4. ENGL/LING 417
5. ENGL/LING 420

**Journalism Option** (choose five courses)

1. COMM 306
2. COMM 312
3. COMM 414 (6 units)
4. Choose two: COMM 311, 314, 404

**Theatre Arts Option**

Select one course from each of the following areas:

1. Acting: THTR 311, 321, or 421
2. Technical Theatre/Design: THTR 351, 352, or 353
3. Directing: THTR 361
4. Theatre as Literature: THTR 371, 372, 379, 381, or 385 and five units from:
5. Theatre as Production: THTR 201, 202, 203, 206, 401, 402, 403, 406

### Post-Baccalaureate Certificate in Writing

This certifies the completion of specialized training in writing by those who hold a BA degree or an MA degree, whether or not they are involved in a graduate degree program. Candidates for this certificate must



complete with a "B-" or better three specific graduate writing courses, ENGL 504, 505, and 506, and one course chosen from either ENGL 507 Writing in a Second Language or ENGL 508 Teaching Basic Writers.

## Post-Baccalaureate Certificate in Children's Literature

This certifies the completion of specialized study in children's and young adult literature by those who hold a BA degree or an MA degree, whether or not they are involved in a graduate degree program. The following four courses totaling 20 quarter units are required: ENGL 470, 471, 472, and 473.

## COURSE DESCRIPTIONS

### Lower Division

#### ENGL 80 Reading and Writing (5)

Designed to improve reasoning, reading, and writing skills. Required for students whose English Placement Test scores indicate that they will benefit from special work in basic skills prior to enrollment in ENGL 100. Grades are based on credit, no-credit. Finally, this course may be taken for course load credit toward establishing full-time enrollment status but is not applicable to the baccalaureate degree. Tutoring is required.

#### ENGL 90/97 English as a Second Language (5)

This class is designed to prepare non-native English speaking undergraduate (ENGL 90) and graduate students (ENGL 97) for university level coursework. ENGL 90/97 concentrates on the development of English literacy skills. Students will combine sentences, summarize and critique academic texts, write several short papers, and gain experience with academic research while writing a short research paper. They will also 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 90/97 is offered through the Intensive Language Center (IELC) in Extended University. Students must register directly with IELC at (661) 664-2014.

#### ENGL 100 Critical Thinking and Writing (5)

Study of reading strategies and essential rhetorical patterns to help students develop effective college-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 between 142 and 154. Group tutoring is required.

#### ENGL 101 Introduction to Literature: Texts and Contexts (5)

An introduction to major literary works as they embody traditional forms and literary devices and as they express enduring themes in social, historical, or aesthetic contexts. Includes the study of the four basic genres (poetry, fiction, drama, and nonfiction prose) with major emphasis placed on the elements of fiction, the elements of drama, and on the formal techniques and methods employed in both modern and pre-modern poetry. Focus placed on literary terminology and the development of analytical research skills. Prerequisite: ENGL 100 or 110 or the equivalent. This is a writing intensive class. **GE C4**

#### ENGL 110 Writing and Research (5)

Practice in critical reading and 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 ENGL 110 and 101; CEEB Achievement Test in English essay score of 600 or above; SAT verbal section score of 550 or above; ACT English Usage test score of 22 or above (taken prior to October 1989); ACT Enhanced English Usage test score of 24 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 (4 one-hour and twenty minute sessions per term). **GE A2**

#### ENGL 200 The English Major and Career Opportunities (1)

Introduction to requirements and basic methods in the major. In addition, an exploration of career opportunities for English majors in a variety of professions, including teaching at all levels, writing, publishing, public relations, and others. Required for majors in English Language and Literature. Offered on a credit, no-credit basis only.

#### ENGL 201 The English Major with Credential Emphasis (1)

Introduction to the English Major with Credential Emphasis (EMCE), including examination of Standards and curricular requirements for secondary school English teachers. Required for credential majors. Offered on a credit/no-credit basis only.

#### ENGL 205 Introduction to the Study of American Literature (5)

The study of selected works of American literature from colonial times to the present. Prerequisite: ENGL 100 or 110 or the equivalent. This is a writing intensive class. **GE C4**



**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. Prerequisite: ENGL 100 or 110 or the equivalent. This is a writing intensive class. **GE C4**

**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. Prerequisite: ENGL 100 or 110 or the equivalent. This is a writing intensive class. **GE C4**

**ENGL 235 Shakespeare's World (5)**

An introduction to the world in which Shakespeare lived and wrote. Using an interdisciplinary approach which brings together English literature, theatre, and media (videotapes of the plays), the class is designed to examine Renaissance England's historical, social, artistic, literary, theatrical, moral, and ethical milieu through a detailed study/video-viewing of three selected plays. Prerequisite: ENGL 100 or 110 or the equivalent. This is a writing intensive class. **GE C4**

**ENGL 272 Analyzing and Writing Poetry (5)**

Introduction to the theory and practice of poetry, with readings in 20th-century poetry and poetics. Writing exercises include critical analysis and creative work such as stylistic imitations of major poets and assignments in formal and free verse. Prerequisite: ENGL 100 or 110 or the equivalent. **GE C4**

**ENGL 289 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

**ENGL 290 Introduction to World Literature (5)**

An introduction to the study of world literature in English translation. Texts will represent a variety of authors and eras, cultural contexts, and the major genres-drama, fiction, and poetry. Readings from such authors as Sophocles, Dante, Cervantes, Mishima, Kawabata, Borges, Dinesen. Fundamental

emphasis will be placed on method-the techniques of comparative analysis and interpretation. Prerequisite: ENGL 100 or 110 or the equivalent. **GE C4**

**ENGL 294 Masterpieces of Early Western World Literature: The Greeks to the Renaissance (5)**

Representative masterworks from key periods of western culture from the Greeks to the Renaissance (including all the major genres-poetry, fiction, drama) studied from the vantage point of both their historical significance and their enduring esthetic significance. Discussion and application of critical techniques to enlarge the student's understanding and appreciation of literature and to increase skill in interpretation. Prerequisite: ENGL 100 or 110 or the equivalent. This is a writing intensive class. **GE C4**

**ENGL 295 Masterpieces of Late Western World Literature: The Enlightenment to the Present (5)**

Representative masterworks from key periods of western culture since the Enlightenment (including all the major genres-poetry, fiction, drama), studied from the vantage point of both their historical significance and their enduring esthetic significance. Discussion and application of critical techniques to enlarge the student's understanding and appreciation of literature and to increase skill in interpretation. Prerequisite: ENGL 100 or 110 or the equivalent. This is a writing intensive class. **GE C4**

**ENGL 299 Individual Study (variable units)****Upper Division****ENGL 300 Critical Approaches to Literature (5)**

An introduction to various critical approaches and their associated theories used in the study of literature. This survey includes, but is not limited to, approaches that are vital to or influential in literary studies today. Approaches covered may include historicist (old and New), traditional humanist, formalist, deconstruction, psychoanalytic, feminist, Marxist, postcolonial, and cultural poetics. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295.

**ENGL 305 Modes of Writing (5)**

An online course in effective expository writing. Emphasis on writing as a process. Prerequisite: Grade of "B" or better in ENGL 110 or the equivalent, upper division standing, and Internet and word processing skills. Fulfills the GVAR. Counts towards the Teacher Preparation Programs in Liberal Studies and Child Development. Does not count toward the major or minor. **GVAR**



**ENGL 310 Advanced Writing (5)**

Comprehensive study of the techniques of effective expository writing. Emphasis on development of prose style. Frequent writing exercises both in and out of class. Prerequisite: ENGL 110 or the equivalent, and upper division standing. Does not count toward the major or the minor. **GWAR**

**ENGL 311 Writing Literary Analysis (5)**

Intensive development of writing skills in English as a discipline, specifically literary analysis and criticism. Students practice writing about literature, nonfiction, and film using basic principles of close reading, formalist attention to literary techniques and structure, and appropriate critical approaches. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295, and upper division standing. **GWAR**

**ENGL 315 English Literature Survey I (5)**

Analytical survey of major works and major writers from the Anglo-Saxon period to the Restoration. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 316 English Literature Survey II (5)**

Analytical survey of major works and major writers from the Restoration through the modern era. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL/LING 319 Structure of English (5)**

A systematic examination of Modern English phonology, morphology and syntax. Prerequisite: ENGL 110 or the equivalent.

**ENGL 320 Medieval English Literature: 450-1500 (5)**

English literature from the beginning to the close of the Middle Ages. Old English poetry in translation, including Beowulf and shorter poems; Middle English prose and poetry exclusive of Chaucer, such as works of the Gawain poet, anonymous lyrics, Malory; the beginnings of the English drama. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 325 Chaucer (5)**

Selections from The Canterbury Tales and shorter poems and/or Troilus and Criseyde. Since the works are read in the original Middle English, some attention is given to the nature and development of the English language in the Middle Ages. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 330 Renaissance English Literature: 1500-1660 (5)**

Provides an overview of the literary genres and generic developments of the sixteenth and early seventeenth century. Focusing upon major writers such as Wyatt, Sidney, Spenser, Lanyer, Donne, and Herbert this course explores the relationship between their imaginative achievements and the literary, religious, and political contexts in which these works were written and read. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295.

**ENGL 335 Shakespeare I (5)**

An introduction to Shakespeare's literary and theatrical world which may include lecture; discussion; video-tapes; local productions; analysis of themes, sources, language and other traditional literary approaches; in-class acting exercises; and selected performance aspects [such as blocking, staging, costumes, and set design]. Selected readings in the tragedies, comedies, and histories. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295.

**ENGL 336 Shakespeare II (5)**

An introduction to Shakespeare's literary and theatrical world which may include lecture; discussion; video-tapes; local productions; analysis of themes, sources, language and other traditional literary approaches; in-class acting exercises; and selected performance aspects [such as blocking, staging, costumes, and set design]. Selected readings in the tragedies, comedies, and histories. Selections different from those read in ENGL 335, which is not prerequisite. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295.

**ENGL 337 Milton (5)**

This course traces Milton's evolution as a writer in order to track the various religious, political, and literary influences upon his work. This study of Milton culminates in selected readings from his greatest work, Paradise Lost. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295.

**ENGL 340 Restoration and Eighteenth-Century English Literature: 1660-1785 (5)**

Literature of Neoclassicism and of sensibility in England. Satire, drama, poetry, the novel, the essay. Selected studies in Dryden, Behn, Congreve, Finch, Swift, Pope, Montagu, Addison and Steele, Richardson, Johnson, Gray, Cowper, and others.



Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 350 Romantic English Literature: 1785-1837 (5)**

The literature of the "age of revolutions" in England. Selected studies in Wollstonecraft, Blake, Smith, Wordsworth, Coleridge, Keats, Shelley, Byron, and others. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 351 Victorian English Literature: 1837-1901 (5)**

Studies in Tennyson, Browning, Arnold, Dickens, the Pre-Raphaelites, Wilde, and other major figures. Literature, criticism, and social history. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 360 Modern English Literature: 1901-1945 (5)**

The literature of the Edwardian and Georgian period in post-Victorian England. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 361 Contemporary English Literature: 1945 to the Present (5)**

The literature of the post-World War II era of social and political analysis and change. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 362 Literature as Mirror of Society: Studies in Contemporary Fiction (5)**

An intensive critical examination of the major social themes and ideas explored in major contemporary fiction. Texts chosen will include examples from both western and non-western literatures. Application of selected critical techniques to broaden understanding of the themes integral to these great works of literature and enhance the appreciation of literature in a broad context. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. This is a writing intensive class. **GE T2**

**ENGL 363 Literature and Technology (5)**

A study of the interrelationships between literature and the post-modern American culture and technology. Authors studied may include Don DeLillo, Thomas Pynchon, and Jerzy Kosinski, as well as others.

Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. **GE T2**

**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 using various critical approaches, i.e., multicultural, postcolonial, mythological, historical, and formalist. Such themes as slavery, alienation, religion, and the triumph of the spirit will be explored. As we discuss the African-American experience in the selected fiction, we will also be engaged in comparative analysis of the images of Blacks presented in selected major non-Western literatures. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. This is a writing intensive class. **GRE**

**ENGL 365 Literature of Slavery (5)**

An intensive, critical examination of slave literatures (novels, short stories, and poetry) using various approaches, i.e., historicist, formalist, and multicultural. Such themes as emancipation, identity formation, myths about Africa, and images of Blacks will be explored in works which originate from such diverse sociopolitical and cultural backgrounds as Africa, South America, England, America, Cuba, and the Caribbean. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. **GE T2**

**ENGL 366 Ethnic Literatures (5)**

An intensive examination of the experiences of writers both in the U.S. and abroad who are concerned with issues of race, ethnicity, class, and gender in their fiction, non-fiction, and poetry. Students will explore a range of writers, literary works, movements, and contexts that represent diverse and often marginalized cultural voices. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. **GE T2**

**ENGL 367 Queer Literature (5)**

The study of literature by and concerning queer persons (gay, lesbian, bisexual, transsexual, pansexual). Consideration of changing gender identities in different periods and cultures; examination of the connections between literary representation, culture, and individual experience. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 369 World Literature in English (5)**

Major English-language works written outside of Britain and the United States in locations such as Africa,



Australia, Canada, Ireland, New Zealand, South Asia, and the Caribbean. Course will take the form of a survey or else focus on the literature of a single nation. Authors may include Ama Ata Aidoo, Peter Carey, J.M. Coetzee, John McGahern, Nadine Gordimer, William Trevor, Alice Munro, Michael Ondaatje, Derek Walcott, among others. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, 295.

**ENGL 370 Literature by Women of Color (5)**

An extensive examination of the experiences of women of color both in the U.S. and abroad as portrayed in their fiction, nonfiction, and poetry and as interpreted in feminist and ethnic literary theory and criticism. Writers studied may include Bessie Head, Paula Gunn Allen, Nawal el-Sadaawi, Bharati Mukherjee, and Maxine Hong Kingston, as well as others. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. This is a writing intensive class. **GRE**

**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 ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 373 Women in Literature and Film (5)**

The depiction of women in representative works of literature and film, focusing on the perceptions of women writers and film makers about roles, functions, and societal expectations that influence women's goals and self concepts. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. This is a writing intensive class. **GE T2**

**ENGL 374 Gender in Literature and Film (5)**

Investigation of gender identity as represented in literature and film. This course will: Examine what forces can be understood as shaping gender (roles, functions, expectations) and what may be perceived as inherent or natural to an individual identity. Address apparently changing identities in different cultures and periods. Consider connections between literary and visual representation, gender, culture, and lived experience. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, 295. **GRE**

**ENGL 375 Studies in a Major Author or Group (5)**

Intensive study of the works of a single major author or of a group of closely associated writers. Specific topic determined by instructor. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. May be repeated for different course content.

**ENGL 380 Major American Authors: Beginnings to the Civil War (5)**

A study of selected poetry, fiction, non-fiction, and drama from the 1600s to 1865, with particular emphasis on major figures and movements from the early and late colonial, early national, and romantic periods. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 381 Major American Authors: The Late Nineteenth Century (5)**

A study of selected poetry, fiction, non-fiction, and drama from 1865 to 1900, with particular emphasis on major figures, as well as movements such as realism, early naturalism, and the literature of the Gilded Age. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 382 Major American Authors: Twentieth Century to the Present (5)**

A study of selected poetry, fiction, non-fiction, and drama from 1900 to the present, with particular emphasis on major figures, as well as movements such as late naturalism, modernism, and postmodernism. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 383 American Literature Survey I (5)**

A survey course tracing the development of American poetry, fiction, non-fiction, and drama from 1600 to 1865, with particular emphasis on major figures and movements from the early and late colonial, early national, and romantic periods, including such sub-categories as the literature of exploration, the Puritans, the American Enlightenment, and the American Renaissance. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 384 American Literature Survey II (5)**

A survey course tracing the development of American poetry, fiction, non-fiction, and drama from 1865 to the present, with particular emphasis on major figures and movements such as realism, naturalism, the literature of the Gilded Age, modernism, and postmodernism, including such sub-categories as regionalism, the



literature of rural and urban landscape, transcontinental modernism, and the modern and postmodern avant-garde. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

### **ENGL 385 Literature of the American South (5)**

The literature of the ante-bellum and post-bellum south, focusing on the distinctive features of southern culture as they appear in major works of fiction, non-fiction, poetry, and drama. A representative selection of works from the early nineteenth century, the era of Reconstruction, and the modern period. Special emphasis placed on the Southern Renaissance of the twentieth century, with particular attention given to the southern gothic and southern grotesque, as well as to issues of cultural decay and regeneration, racial tension, religion, and psychological trauma.

Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

### **ENGL 386 Literature of the American West (5)**

The literature of the American borderlands, focusing primarily on the evolving representations of the "wilderness," the "frontier," and the "west." A representative selection of fiction, non-fiction, poetry, and drama from the age of exploration, the Enlightenment period, and the nineteenth century. Special emphasis placed on modern and contemporary writers from the Rocky Mountains to the Pacific Coast, with particular attention given to ethnic identity, western landscape, environmental issues, and western mythology. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

### **ENGL 391 Bible as Literature (5)**

Extensive readings from both the Old and New Testaments designed to prepare the student to recognize and understand Biblical allusions in later European literature, to appreciate the texts as literature, and also to show the differences between ancient Hebrew rhetoric and our own. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

### **ENGL 392 International Folk Narrative (5)**

A survey of the various genres of oral narratives and an examination of their historical and social significance as well as their influence on literature. Emphasis on studying the universal motifs of folk narratives and contrasting the folk narratives of different cultures. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

### **ENGL 393 World Mythology (5)**

A survey of the various kinds of mythical discourse throughout the world and the changing nature of "myth" itself. The recurrence of ancient myths in modern thought and literature is stressed. Mythology of the Greeks and Romans will be emphasized as found in Homer, Virgil, and Ovid and other Classical writers. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

### **ENGL 395 Writing Nature: Literature and the Environment (5)**

This course explores the intersection between literature and nature, looking closely at such issues as literary interpretations of the land, the imposition of cultural/ideological influences on the representation of nature, narratives of exploration and discovery, and the importance of gender, race, and ethnicity in a literary relationship to nature. In addition to literary texts, course readings may include essays, histories, diaries, letters, film, and photographic collections. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295. **GE T2**

### **ENGL 396 Gothic Worlds (5)**

Macabre, gloomy, and violent literature from different cultures and periods in prose and poetry. Passion and superstition challenge boundaries set by reason and moral laws. Death, decay, and eerie contact with worlds beyond the grave, ruined castles, imprisoned heroines, evil monks, uncontrollable science, and corpses. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

### **ENGL 397 Selected Readings in Western and Non-Western Literature I (5)**

A study of representative works of world literature from the earliest literature to the 17<sup>th</sup> century. The course focuses on the literary and cultural significance of selected great works in Western and non-Western literary traditions. The broad aim of the course is to highlight universal themes and to identify the historical and cultural contexts that give specificity to each work. ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

### **ENGL 398 Selected Readings in Western and Non-Western Literature II (5)**

A study of representative works of world literature from the 17<sup>th</sup> century to the present. The course focuses on the literary and cultural significance of selected great works in Western and non-Western literary traditions, including works by women and ethnic minorities. The broad aim of the course is to highlight



universal themes and to identify the historical and cultural contexts that give specificity to each work. ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

## **ENGL 404 Creative Writing (5)**

Experimental writing, investigation, and discussion of creative writing and the creative process, with individual and group analysis of student work. Course will focus on either poetry, fiction, or drama. ENGL 101 or the equivalent or one course from ENGL 205, 207, 272, 208, 290, 294, or 295. May be repeated for different course content.

## **ENGL 409 Theories of Reading Literature (5)**

This course will investigate reading theory and pedagogy for secondary and higher education. The course will also examine the many ways students negotiate meaning while reading difficult texts, literary and expository; consider various reading strategies and the way these strategies affect student outcomes; and address the role of reading in high school English and college composition classes. The course is open only to students in the English single-subject program and does not satisfy the GVAR.

## **ENGL 410 Reading, Writing, and Speaking for Teachers (5)**

This course will teach the concepts of good reading, writing, and speaking, based on current research in the field, and then help students discover effective strategies for teaching these related skills and concepts. It will focus primarily on expository reading and writing, with some emphasis on adjusting different purposes for communicating to specific audiences. This course is required for all students who plan to teach English in California secondary schools and does not satisfy the GVAR. The course is open only to students in the English single-subject program.

## **ENGL/LING 411 Writing in a Second Language (5)**

An examination of second language writing as both a process and a product. Considerable emphasis will be placed on grammatical errors in writing and how to teach students to edit their own writing within the process of writing. Prerequisite: ENGL/LING 319 or 415 or its equivalent. ENGL/LING 418 is recommended.

## **ENGL/LING 414 History of the English Language (5)**

The development of English phonology, morphology, syntax, spelling, and vocabulary from the Old English period to the present. Prerequisite: ENGL 110 or the equivalent. **ENGL 414 GE T2**

## **ENGL/LING 415 General Linguistics (5)**

Basic concepts, theories, and issues in the study of language, with emphasis on the sound system, principles of word formation, and the semantic and syntactic patterns of English; consideration is given to first and second language acquisition and the relationship between language and culture. Prerequisite: ENGL 110 or the equivalent.

## **ENGL/LING 416 Phonology (5)**

Theoretical analysis of phonetics and phonology including distinctive features, patterns, systems, and processes of language within the framework of current generative phonological approach. Examples will be drawn from English and other languages. Prerequisite: ENGL/LING 319 or 414 or 415 or the equivalent.

## **ENGL/LING 417 Syntax (5)**

This course provides an introduction to generative syntactic theory. Students will learn to draw tree diagrams and write transformation rules for sentences according to Chomsky's Aspects model. Toward the end of the course, students will learn the basic principles of the Government-Binding model. There will be a heavy emphasis on analyzing syntactic data—some from languages other than English. Prerequisite: ENGL/LING 319 or 414 or 415 or the equivalent.

## **ENGL/LING 418 Second Language Acquisition (5)**

This class discusses the conscious and unconscious process of learning a second language after the first language has already been acquired, examines the influence of first language acquisition on second language development, explores issues in second language literacy, examines second language assessment/testing techniques and syllabus design, and explores the major theories which support second language acquisition. Topics will include cognitive, affective, and sociocultural factors, interlanguage, the Critical Period Hypothesis, Contrastive Analysis, error correction, simplified input, and acculturation. Prerequisite: ENGL/LING 319 or 414 or 415 or the equivalent.

## **ENGL/LING 419 Interlanguage (5)**

An examination of the grammars of second language learners as independent, yet systematic, language systems. Stress on how interlanguages evolve over time and the roles of such factors as language transfer, universal grammar, and markedness. Prerequisite: ENGL/LING 319 or 415 or the equivalent. ENGL/LING 418 is recommended.



**ENGL/LING 420 Sociolinguistics: Language, Society, and Education (5)**

Examination of the relationship between language and such social variables as sex, economic class, race, and ethnicity. Topics include social dialects, linguistic stereotypes, code-switching, and the educational problems of language minorities. A thorough linguistic comparison between one non-standard dialect and Standard American English will be included.

Prerequisite: ENGL/LING 319 or 414 or 415 or permission of instructor. **GRE**

**ENGL 460 History of Film (5)**

History of film from the Edison Kinetoscope through Citizen Kane. Industrial, social, stylistic, and theoretical aspects in a variety of national and cultural contexts. Emphasis on commercial and avant-garde forms and their connection to twentieth-century aesthetic, economic, and political currents. Cross-listed as COMM 460. Prerequisite: ENGL 110 or the equivalent. This is a writing intensive class.

**ENGL 469 Modern African Literature (5)**

An examination of the works of contemporary African writers. Selected literary works of such authors as Chinua Achebe, Wole Soyinka, and Yambo Ouologuem studied. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 470 Studies in Nineteenth-Century Children's Literature (5)**

This course focuses on nineteenth-century classics of children's literature. Works covered include texts by Lewis Carroll, Frances Hodgson Burnett, and Robert Louis Stevenson and texts within and outside the main Western tradition. This course will use principles of literary criticism and analysis to examine literature written for children but also addressed to adults. It will focus on escapism versus realism, male versus female authors, and the social and cultural contexts out of which children's literature evolved. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 471 Studies in Twentieth-Century Children's Literature (5)**

This course focuses on twentieth-century classics of children's literature. Works covered include texts by L. Frank Baum, A. A. Milne, C. S. Lewis, and J. R. R. Tolkien and texts within and outside the main Western tradition. The course will use principles of literary criticism and analysis to explore realism and fantasy, social allegory, and the motif of the quest or journey. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 472 The Young Adult Novel (5)**

This course will consider works published for and about teenagers, including Louisa M. Alcott's *Little Women*, L. Montgomery's *Anne of Green Gables*, J. D. Salinger's *Catcher in the Rye*, and J. K. Rowling's *Harry Potter*. The course will use principles of literary criticism and analysis to explore the *Bildungsroman* techniques and elements of social satire found in nineteenth- and twentieth-century young adult fiction. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 473 Children's Literature and International Myth, Folk Tale, and Film (5)**

This course will use principles of literary criticism and analysis to examine myths, folk tales, nursery rhymes, and films from diverse countries and the ways in which they express and shape collective values. Works covered include fairy tales, the oral tradition, fables within and outside the main Western tradition, and international films. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.

**ENGL 475 Studies in Fiction (5)**

A course focusing on the historical development and formal features of the novel and/or the short story. Specific works to be determined by the instructor. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 235, 272, 290, 294, or 295. **GE T2**

**ENGL 476 Poetry (5)**

Studies in the form, structure, and themes of poetry by poets from around the world and across the centuries. Readings in the criticism of poetry and practice in writing poetic analysis. Prerequisite: ENGL 101 or the equivalent or one course from ENGL: 205, 207, 208, 272, 290, 294, or 295.

**ENGL 477 Studies in Literature and Society (5)**

Selected topics in literature dealing with literary response to philosophical or sociological questions. Specific topic determined by instructor. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. May be repeated for different course content.

**ENGL 478 Drama (5)**

Studies in the form, structure, and of drama playwrights from around the world and across the centuries. Readings in the criticism of drama and practice in writing literary analysis of plays. Prerequisite: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295.



## **HUM 479 Literature and the Other Arts (5)**

An interdisciplinary seminar in a selected topic, period, or style of man's development, that combines experience in a literary genre with a parallel expression in another art such as painting, music, or film. Extensive reading, independent and group research; lectures and discussion. Carries credit in either English, Art, or Performing Arts. Prerequisite for English credit: ENGL 101 or the equivalent or one course from ENGL 205, 207, 208, 272, 290, 294, or 295. Prior approval of the department needed for credit in Art and Performing Arts.

## **ENGL 480 Advanced Technical Communication (5)**

Principles and practices of writing particular to science and technology. Includes expanded definitions, technical descriptions, process explanations, instruction pamphlets, manuals, laboratory reports, proposals, and presentations. Cross-listed as COMM 480. Prerequisite: COMM 304.

## **ENGL 481 Advanced Business Communication (5)**

Principles and practices of writing particular to business administration, management, and marketing. Includes special purpose letters (request, inquiry, claim, adjustment, accommodation, sales, refusal, credit, collection, good will), promotional literature, news releases, policy statements, informal reports to stockholders, adaptation of the language of contracts, guarantees, and warranties for customers with no legal background. Cross-listed as COMM 481. Prerequisite: COMM 304.

## **ENGL 489 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

## **ENGL 490 Senior Seminar (4)**

A capstone seminar concerned with the integration and consideration of the English major. The course may explore the nature of the discipline, the relationship of various courses and traditions considered within the major, or other more focused special topics such as an in-depth exploration of a major author or group. The course will include an assignment or assignments that assess the major as a whole. Prerequisites: ENGL 300, and senior standing, and/or consent of instructor.

## **ENGL 491 Senior Seminar for Prospective Teachers (4)**

Designed for majors selecting the Credential Emphasis, this course emphasizes the practice and development of writing skills in English as a discipline, specifically literary analysis and criticism, and may be focused on a special topic, author, or group of authors. Students practice writing about literature, nonfiction, and film using basic principles of close reading, formalist attention to literary techniques and structure, and appropriate critical approaches. Prerequisites: ENGL 300 and senior standing and/or consent of the instructor.

## **ENGL 497 Cooperative Education (variable units)**

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

## **ENGL 498 Directed Study in the Instruction of English (variable units)**

A class in the theory and method of undergraduate instruction in English. Weekly meetings with faculty sponsor and supervised experience which may include developing, administering, and scoring examinations; leading small group discussions; tutoring; and directing students in researching term papers. Offered on a credit, no-credit basis only. Prerequisite: consent of instructor who will serve as the sponsor and approval by chair of the Department of English.

## **ENGL 499 Individual Study (variable units)**

Special projects developed by the individual student in consultation with the designated instructor. Admission with consent of department chair.

## **GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.



**Department Chair:** Jeanne Harrie  
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 A. Rodriguez, M.R. Vivian

### Program Description

History has been called the memory of human group experience, the collective repository of all that has happened in the past, and the emotions, ideals, and values that have given human experience its sense of continuity, causation, and meaning. As an academic discipline it is perhaps the broadest of the liberal arts, certainly the least restricted by subject and scope. It requires the development of analytical skills, the use of deductive and inductive reasoning, the mastery of knowledge from different cultures and epochs, and the ability to express ideas in clear, readable prose. The study of history has practical rewards as well. It provides students with a broad cultural background and inculcates skills of analysis and composition that are considered essential to the study of education, literature, law, government, communications, journalism, public service, and business. The department's Program Learning Goals and Objectives can be found at their website.

### Program Curriculum

The undergraduate curriculum in History consists of three interlocking but distinct parts. Lower-division courses (HIST 100-299) 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 as well. 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 (Individual Study) may be taken only with the consent of the department chair. HIST 490 and 492 (Senior Seminar courses) may be taken only by graduating seniors in the major.

### American History and Institutions Requirements

Satisfaction of the American Institutions requirements 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 History competency examination, see below. For courses that satisfy the United States history portion of the American Institutions Requirement, see page 59.

### 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 available to those who want 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.

### Advanced Placement (AP) Program

The History department accepts scores of 3 or better on Advanced Placement examinations in United States History, European History, and World History as satisfying the most nearly equivalent lower division courses in the major. History majors, however, must take an additional upper-division course in the area in which they receive AP credit.

### Requirements for the Bachelor of Arts Degree with a Major in History

The Bachelor of Arts Degree with a major in History requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

### Discipline-Based Requirements:

#### Lower Division

1. Western civilization - at least two courses from HIST 202, 204, 206, or equivalent
2. United States History survey - two courses, HIST 231, 232, or equivalent
3. Nonwestern civilization - at least one course from HIST 210, 211, 212, 222, 240, 250, or equivalent

#### Upper Division

1. HIST 300
2. Two courses in United States history
3. One History course which satisfies the GRE requirement
4. Two courses in Ancient Mediterranean or European history
5. Two courses, one each in two of the following three regions: Africa, Asia, Latin America



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### 6. HIST 490 or 492

**The satisfactory completion of one of the three options listed below:**

1. A special minor consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline.
2. A minor consisting of at least 20 quarter units within a major program designed by another discipline.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentration and Minors," pages 111)

### Requirements for the Minor in History

The minimum requirements for a History minor are four courses totaling 20 quarter units; three of these courses must be upper division. A student minoring in History shall choose one of the following options:

#### General History Minor

The student shall choose one upper-division History course from each of the following categories:

- a. United States
- b. Ancient Mediterranean or Europe
- c. Africa, Asia or Latin America

In addition, the student shall complete sufficient coursework in History to total 20 quarter units.

#### History Minor Complementing the Student's Major

In consultation with his/her major department, a student may select a minimum of four courses totaling 20 quarter units that 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 the major department no later than the beginning of the student's senior year.

### Social Science Teacher Preparation Program Within the BA in History

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject teacher preparation program in Social Science. The program certified in 1992 expired July 1, 2009. Students who began course work prior to 2009, but who did not complete all program requirements, must complete the requirements of the new CCTC approved program or pass all parts of the California Subject Examination for Teachers (CSET) in Social Science. The new program follows. Courses recommended for History majors are in bold. For information about the program, contact the Social Science Program Coordinator, Alicia Rodriguez, 654-2166.

### Requirements for the Social Science Preparation Program

#### I. Core Requirements (11 courses, 55 quarter units)

##### HIST 231 and 232

Three courses from the following, one of which must be in world history:

- HIST 202 or HIST 210
- HIST 204 or HIST 211
- HIST 206 or HIST 212

HIST 370

HIST 371 or PLSI 319

ECON 201 and 202

One of the following:

GEOG 302, GEOG/ECON 395, HIST 330, PLSI 332

INST 390

#### II. Breadth and Depth requirements (7 courses; 35 units). Choose ONE COURSE from EACH of the following groups:

- A. U.S. History  
HIST 351, 352, 356, 357, 358, 359
- B. World History and Perspectives (One from each group):
  1. Africa/Asia  
HIST 423, 424, 425, 426, 481
  2. Europe/Latin America  
HIST 306, 307, 308, 309, 325, 340, 442, 443
  3. International Relations/Global Perspectives  
ECON 311, 341, PLSI 304, BEHS 307, PLSI 308, 309, 322, 323, 324
- C. U.S. Constitution/Government  
PLSI 314, 315, 316, 317, 335
- D. International Economics  
ECON 340, 440, PLSI 404
- E. Comparative religious/ethical systems  
RS 110, 111, 316, 320, 323

#### Gender, Race, Ethnicity Requirement

In addition, Social Science students must satisfy the University's GRE requirement through one of the following courses taken from a discipline other than that of their declared major: ANTH 438, ECON 380, HIST 421, 462, 465, 466, 467, 468, PLSI 339, PSYC 421, RS 326, SOC 327, 335, 336, 337, 338, 370.

Students should consult the catalog for additional requirements for a BA in History. Taken alone, the Social Science Preparation Program is neither a degree program nor a major. Also, please note that only those courses earning a C- or higher may be counted toward the Social Science Preparation Program and an overall minimum GPA of 2.7 is required for certification of subject matter competency.



## COURSE DESCRIPTIONS

*Lower Division***HIST 102 The Making of the Modern Western World, 1750 to the Present (5)**

An introduction to the major historical events in Western culture which contributed to the shaping of the modern world. Emphasis on the process of modernization in the transformation of Europe, the United States, and the Third World. Prerequisite: ENGL 100 or its equivalent. **GE C3**

**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 High Middle Ages. Readings in the literature and audiovisual explorations of the arts of Western civilization supplement the lectures. **GE C3**

**HIST 204 Western Civilization II (5)**

The cultural, political, social, economic, and intellectual development of Western civilization from the Late Middle Ages and Renaissance to the end of the Napoleonic era. Readings in the literature and audiovisual explorations of the arts of Western civilization supplement the lectures. **GE C3**

**HIST 206 Western Civilization III (5)**

The cultural, political, social, economic, and intellectual development of Western civilization from 1815 to the present. Readings in the literature and audiovisual explorations of the arts of Western civilization supplement the lectures. **GE C3**

**HIST 210 World History I (5)**

Explores the emergence of world civilizations and the development of religion, politics, economy, society, and culture in Mesopotamia, Africa, Asia, the Americas and Europe. Stresses the formation, maintenance, and collapse of individual societies and the encounters between people of different societies to the early modern period. **GE C3**

**HIST 211 World History II (5)**

Examines the increasingly globalized and interconnected early modern world. Includes the most significant developments in political organization, economics, religion, and culture.

**HIST 212 World History III (5)**

Traces the evolution of the "modern" world. Attention given to social, cultural, political, economic, demographic, and ecological implications of the growing interdependence between world regions.

**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. **GE C3**

**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. **USAH**

**HIST 232 Survey of US History Since 1865 (5)**

Reconstruction; problems of an increasingly urban and industrialized society; the United States in world affairs. **USAH**

**HIST 240 Survey of Latin American History (5)**

The evolution of Ibero-American societies from ancient Native American cultures through Spanish and Portuguese colonization to nineteenth and twentieth-century nation-states. **GE C3**

**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. **GE C3**

**HIST 270 Survey of California History (5)**

This course offers a concise history of the state from the pre-Columbian period through the Spanish and Mexican periods to the early 1990s. It emphasizes social, economic and cultural change as well as the development of institutions and the uniqueness of California's environment, population and politics.

**HIST 277 Special Topics in History (1-5)**

Group investigation of a specific era or topic with individual research work, papers, and/or examinations as the instructor may require. May be repeated for different course content.

**HIST 289 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning, which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit,



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no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

### *Upper Division*

#### **HIST 300 Historical Writing (5)**

Advanced expository writing focusing on historical subjects; 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 ENGL 110 or its equivalent and upper-division standing. To earn credit for the major a grade of "C" or better is required. **GWAR**

#### **HIST 301 Greece (5)**

A survey of the Greeks from the Bronze Age up to 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, drama, and women and the family are explored, as are visual and archaeological evidence.

#### **HIST 302 The Hellenistic Age and the Coming of Rome (5)**

From the conquests of Alexander the Great through the last days of the Roman Republic. A survey of Hellenistic philosophy, religion, literature, the arts, and politics is followed by an examination of Rome's conquest of the Mediterranean and the gradual disintegration of its cherished Republic, culminating in the death of Julius Caesar. Archaeological evidence and primary works involve the student more closely in the study of late Greek and early-Roman civilization.

#### **HIST 303 The Roman Empire (5)**

From the last days of Rome's Republic and the establishment of the Empire under Augustus to the "Fall" of Rome in the West in the 5th cent. C.E.. The nature of Augustus' settlement, problems of political stability, the crisis of the 3rd cent., 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 images enhance the course. **GE T2**

#### **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 beginnings of medieval Europe, and concludes with a survey of the political and social climate at the dawn of the High

Middle Ages. Primary documents cover such topics as feudalism, the spread of Christianity, struggles between church and government, and the Carolingian Renaissance. Contemporary documents and visual evidence are incorporated throughout the course.

#### **HIST 305 Medieval Europe, 1100 to the Renaissance (5)**

European social, intellectual, economic, and political development from the dawn of the High Middle Ages ca 1100 to the beginnings of the Italian Renaissance. Use of primary readings and audiovisual materials to explore such themes as economic recovery, the church and popular religiosity, the medieval synthesis, the arts, and the role of women.

#### **HIST 306 Europe 1350-1648 (5)**

Political, social, economic, and cultural development of Europe from the Renaissance to the Peace of Westphalia. Primary readings and audiovisual materials are used to explore the Renaissance, the Reformation, the religious wars, commercial development, the scientific revolution, and the arts.

#### **HIST 307 Europe 1648-1815 (5)**

Political, social, economic, and cultural development of Europe from the Peace of Westphalia to the Congress of Vienna. Primary readings and audiovisual materials are used to explore the Enlightenment, state-building, the French revolution, the beginnings of industrialization, and the arts.

#### **HIST 308 Europe 1815-1914 (5)**

Political, social, economic, and cultural development of Continental Europe from the Congress of Vienna to the outbreak of World War I. Prerequisite: HIST 102, 206, or equivalent.

#### **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. Prerequisite: HIST 102, 206, or equivalent. **GE T2**

#### **HIST 310 Modern France (5)**

Political, social, and cultural development of France from the Revolutionary era to the present. Prerequisite: HIST 102, 206, or equivalent.

#### **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 centuries. Prerequisite: HIST 102, 206, or equivalent.



**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. Prerequisite: HIST 102, 206, or equivalent.

**INST 312 Plagues and People: A Biohistorical Examination of Humans and Disease (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**HIST 313 Ireland Since 1800 (5)**

Irish political, economic, social, and cultural history since the Act of Union with Great Britain. Ireland's transition from colonial status to independent republic will be the underlying theme of the course. Prerequisite: HIST 102, 206, or equivalent.

**HIST 315 England, 1485-1783 (5)**

Political, economic, social, and constitutional development of the British Isles from the Tudor era to the end of the American Revolution..

**HIST 316 England, 1783 to the Present (5)**

Political, economic, social and constitutional development of modern Britain; the role of Britain in modern European history. Prerequisite: HIST 102, 206, or equivalent.

**HIST 325 The History of European Colonialism 1500-1970 (5)**

The development of European colonialism in modern history in terms of four major empires: the Dutch, English, French, and Spanish. One of the imperial powers will be used as a focus to be compared with the others. The course will examine voyages of discovery, conquest and settlement, imperial institutions, colonial reform, economic and cultural dependency, and de-colonization. **GE T2**

**HIST 330 Historical Geography (5)**

An introduction to cultural geography, the adaptation of human societies to their environments, across time. Using the framework of world history, major periods from early civilizations to contemporary societies are examined in relation to the significant regions of the world, emphasizing global connections.

**HIST 340 Latin America (5)**

Latin American history from ancient origins through European colonial settlement to independent national societies. Emphasis on twentieth-century political, economic, social and cultural conflicts.

**HIST 351 Colonial North America, 1492 - 1776 (5)**

The age of discovery, the beginnings of European colonization, Puritanism, and the southern slave

system. Political, social, and economic development of the Colonies to the outbreak of the American Revolution.

**HIST 352 Revolutionary and Early National America, 1776-1828 (5)**

Background and theory of the American Revolution. Politics under the Confederation and origins of the Federal Constitution. Origins of political parties and a national political life.

**HIST 356 The Civil War Era, 1828-1877 (5)**

A political, social, and economic history of the United States from the Age of Jackson to the end of Reconstruction. Emphasis is placed on the development of the North and South since 1828, the causes of the Civil War, the impact of the war itself on the nation, and the major consequences of Reconstruction.

**HIST 357 The Gilded Age and the Progressive Era, 1877-1917 (5)**

A political, social, and economic history of the United States from the end of Reconstruction to the entrance into World War I. Examines the responses of the American people and their institutions to rapid industrialization and social change in the late-nineteenth and early twentieth centuries.

**HIST 358 America's Rise to Globalism, 1917-1964 (5)**

A political, social, and economic history of the United States as it moved through war and depression from being a world power to a superpower.

**HIST 359 Recent America, 1960 - Present (5)**

A political, social, and economic history of the United States from the tumult of the 1960s through the "Me Decade," the Reagan Revolution, the end of the Cold War, and down to the present.

**HIST 370 Early California (5)**

An analytical investigation of major problems in California history: "civilization" and the mission system; secularization; the Bear Flag revolt; race, politics, and the Civil War; the anti-Chinese movement; railroad rule in government; Populism and the politics of discontent.

**HIST 371 Modern California (5)**

An analytical investigation of major problems in California history: Progressives, reformers, and reactionaries; the status of agricultural labor; the depression and migration; the rise of Richard Nixon; the hippie movement; contemporary student rebellion; the organization of agricultural labor.



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### **HIST 373 Kern County History (5)**

Study of Kern County history for its own sake and as a microcosm of Western United States history. Historical analysis and field work activities required.

### **HIST 401 The Renaissance (5)**

An examination of the major figures and developments of the Renaissance. Use of primary sources and audiovisual materials to explore such themes as humanism, changes in the arts, political ideas and developments, the family and society. Emphasis on the Italian renaissance. **GE T2**

### **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.

### **HIST 404 Pagans and Christians in the Roman World (5)**

A seminar-style course for both undergraduate and graduate students, the course examines imperial Rome as a religious state, from its classical roots to the rise and success of Christianity. The emphasis of the course is on understanding religious life in Roman society, the principles and expressions of paganism, the early character and struggle of Christianity, its challenge to the Roman social order, and particularly its experience and development within the context of Roman society. The effect of Christianity on Rome, as well as classical Rome's role in shaping Christianity, will be explored. Primary documents and visual evidence are used extensively to explore these topics.

### **HIST 406 The Rise and Fall of the Soviet Empire, 1917-1991 (5)**

A survey of the history of the Soviet Union, 1917-1991. This course will explore the nature and significance of the Soviet communist experiment, the controversies to which it has given rise, and the forces, processes, and personalities that shaped the formation, transformation, and ultimate collapse of both the Soviet Union and the Soviet Bloc. From Lenin, Stalin, and communism, to Gorbachev, cosmonauts, and vodka, if you have ever wondered what that Soviet thing was all about, this is the course for you. No previous knowledge of Russian history is required or assumed.

### **HIST 415 The Vietnam War (5)**

Explores the Vietnamese context of the war as well as the reasons for U.S. involvement; the relationship of the war to the domestic and foreign policy of the

Kennedy, Johnson, and Nixon administrations; the anti-war movement; the causes of defeat; the plight of the war's veterans.

### **HIST 421 Gender in East Asia (5)**

The evolution of sex and gender as they have been influenced by traditional thought systems and by social and economic developments over time. Topics include ideas about masculinity and femininity, division of labor, economic and legal status of women, marriage and dowry, sexuality and the female body. **GRE**

### **HIST 422 Medieval and Early Modern Japan (5)**

The history of Japan from the earliest times to the beginning of the nineteenth century, focusing on religion, politics, economic development, social trends and elements of the history of ideas. The course also examines Japan's mythic tradition, culture and social structure and its interaction with mainland civilizations.

### **HIST 423 Modern Japan (5)**

All major aspects of Japanese history since 1800, including politics, economic trends, sociocultural and intellectual changes, and foreign relations. Important themes include the conflict between local and foreign ideologies, the socioeconomic roots of World War II from the Japanese perspective, the development of Japanese science and technology, and Japan's contemporary economic and political prominence.

### **HIST 424 China from Qin to Qing, 256 BCE to 1839 CE (5)**

Investigation of the social and cultural factors leading to the creation of the world's longest enduring state by the Qin and Han dynasties; the economic revolution which made the Tang and Song empires the richest in the world; the reasons for the decline of China during the Ming and Qing periods.

### **HIST 425 China from the Opium War to the Founding of the People's Republic (5)**

Focuses on social, cultural, and intellectual change in China following the intrusion of Western imperialism; contrasts will be drawn between the conservative response of the traditional leadership of the nineteenth century and the radical response of the nationalist and revolutionary leadership of the twentieth century.

### **HIST 426 China, 1949 - Present (5)**

The political, social, and economic history of China from the establishment of the People's Republic to the present, including the Great Leap Forward, the Sino-Soviet Split, the Cultural Revolution, the Rise and Fall of the "Gang of Four," and the Four Modernizations under Deng Xiaoping.



**HIST 427 The Era of the French Revolution and Napoleon (5)**

An analysis of the nature and significance of the Revolutionary and Napoleonic periods and of their impact on the history of France and modern Europe.

**HIST 433 Hitler's Germany (5)**

An analysis of German society and politics between the two world wars. Topics considered are the failure of democracy, the Nazi rise to power, Nazi social and cultural values, preparation for war, and the character of leadership.

**HIST 435 The Latin-American Mind (5)**

Intellectual and cultural evolution of the Americas. Special emphasis given to the analysis of the novel as a social document.

**HIST 436 Inter-American Relations (5)**

The evolution of the concept of an American Hemisphere and the role of the United States in Latin America.

**HIST 437 The Afro-Creole Caribbean (5)**

The development of Black culture in the West Indies and its relation to European colonization from 1500 to the present.

**HIST 440 Twentieth-Century U.S. Diplomatic History (5)**

An examination of the American world role from the 1890s to the 1970s.

**HIST 441 Ancient Mexico (5)**

The development of Pre-Hispanic civilizations in Mexico from the Olmec to the Aztec.

**HIST 442 Colonial Mexico (5)**

The historical evolution of Mexico from Pre-Columbian times through the coming of the Spaniards and the Colonial Period to the War of Independence.

**HIST 443 Modern Mexico (5)**

The political, economic, social, and cultural development of the peoples of Mexico in the nineteenth and twentieth centuries.

**HIST 445 The American West (5)**

This course focuses on the myth and reality of the American West. It covers colonization, exploration, development, politics, geography, economics, and social and ethnic groups in the West. Special topics include Native Americans, the role of the federal government, and the emergence of the modern West.

**HIST 446 History of the American Empire (5)**

This course examines the development and maturation of the American Empire. Beginning with the founding fathers, American foreign policy makers have envisaged the United States as an empire. This course traces the development of the American Empire from its first expansion into Native American lands, the acquisition of the Louisiana Purchase, the expansion across the North American continent, and the extension of an unique American empire into this hemisphere and eventually all regions of the world.

**HIST 450 The Economic History of the United States (5)**

The history of the American economy from the colonial period to the present. An exploration of the changes that occurred in the evolution from an agrarian economy to an industrial superpower.

**HIST 453 Environmental History of the United States (5)**

The history of Americans and their environment. The course will focus on attitudes, policy, and concepts relating to the environment, from the colonial period to the present. Emphasis on the conservation and environmental movements and the development of environmental law and policy. **GE T2**

**HIST 454 Rebellion in America 1945-1970 (5)**

This course examines cultural change in the United States after World War II, tracing the origins, growth and impact of the rejection of basic assumptions about American life, the ways in which that revolt was commercialized, and the accommodation of many of its ideas with mainstream values. Major topics include the struggle for racial equality, the power of popular music, the "bohemianization" of popular culture, and the realities of Vietnam.

**HIST 457 Radicals and Radicalisms of Twentieth Century America (5)**

An examination of American radicalism of both the Left and Right. Topics covered range from the "Wobblies" of the World War I period to the Birchers and Weathermen of the 1960s.

**HIST 462 Women and Gender in the Modern Transatlantic World (5)**

A comparative history of women in North America and Europe since 1700. The course investigates changes in the legal status, social roles, and behavior of women of different classes, ethnicities, and cultural backgrounds. It examines the rise of women's and feminist organizations with a focus on their impact on



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their societies, as well as their influences in Europe and across the Atlantic in North America. Major upheavals such as war, political revolutions, dictatorships, and genocide and how they affected women will also be investigated. **GRE**

### **HIST 464 Race, Class and Gender in the American South (5)**

This course examines the American South from the colonial period to the recent past, and will pay special attention to the roles of race, class, and gender in influencing the development of southern social traditions and behaviors, culture, law, and politics. Students will have the opportunity to study the dynamics of race, class, and gender in the American South and examine the larger changes in southern society that have occurred over time.

### **HIST 465 History of African-Americans to 1865 (5)**

The history of Black America during the era of slavery: African origins, the slave trade, slavery during the colonial and national periods, the Civil War, and emancipation. **GRE**

### **HIST 466 History of African-Americans Since 1865 (5)**

The struggle for equality since the Civil War: reconstruction, the rise of Jim Crow, Black organizations, the Harlem Renaissance, Negroes in depression and war, the civil rights and black power era. **GRE**

### **HIST 467 American Indian History (5)**

The history and culture of Native Americans north of Mexico, from the colonial period to the present. The course will address cooperation and conflict in relations between Indians and Euro-Americans, as well as Native American cultural persistence and adaptation. **GRE**

### **HIST 468 Mexican-American History (5)**

A history of Mexican Americans from Spanish colonization to the recent past. Examines Indian and Spanish roots, the Mexican-American War and its consequences, the struggle for civil rights, and contributions to the development of the United States. **GRE**

### **HIST 477 Special Topics (1-5)**

Group investigation of a specific era or topic, with individual research work, papers, and/or examinations as the instructor may require. May be repeated for different course content.

### **HIST 481 History of Southern Africa (5)**

This course examines the political, economic, and social changes that occurred throughout southern

Africa during this period, with particular attention to life before colonialism, slavery and the slave trade, the rise of African states, the impact of colonialism, resistance to colonialism, nationalism and independence, and the problems and prospects facing independent African states.

### **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.

### **HIST 490 Senior Seminar (6)**

One of two options majors may select as the culminating course for the history degree, Senior Seminar explores the nature of the discipline, its many subfields, historiography, and methodology. Whereas Senior Seminar's theme may vary with the instructor, the course regularly considers such topics as objectivity, types of historical writing, and the state of the discipline. Senior Seminar students undertake a lengthy research project that demonstrates their developed skills in gathering and analyzing evidence, incorporating the views of other historians, and communicating their findings in a clear and well-organized paper. Prerequisite: a "C" or better in HIST 300 or its equivalent and senior standing.

### **HIST 492 Seminar in Public History (6)**

One of two options majors may select as the culminating course for the history degree, this course explore the application of historical research beyond the traditional academic setting. Topics include museums and historic sites, archives, historical organizations, government agencies, and business. The course will have a special focus on historic preservation and community history projects, and will include field trips and guest speakers from the public history field. Prerequisite: a "C" or better in HIST 300 or its equivalent and senior standing.

### **HIST 497 Cooperative Education (5)**

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field



supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

**HIST 499 Individual Study (1-5)**

Admission with consent of department chair.

**GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.



## LIBERAL STUDIES

**Program Chair:** Dr. Shelley Stone (through 2009-10)

**Program Office:** Dorothy Donahoe Hall, C102

**Telephone:** (661-654-3337)

**Email:** [sjohnson9@csub.edu](mailto:sjohnson9@csub.edu)

**Website:** <http://www.csub.edu/libstudies>

**Director of Advising:** Pam Conners

**Advisor:** Angelica Vasquez

**Program Coordinator:** Sally Johnson

### Program Description

In addition to degrees in individual disciplines, the University offers a Bachelor of Arts in Liberal Studies. The Liberal Studies degree programs are designed to provide students with a broad liberal arts experience. Liberal Studies take courses in virtually all areas of the arts and sciences, and also develop a more in depth understanding of a single discipline or subject-matter area in their depth concentration. There are two degree tracks within this major, each described below.

The first Liberal Studies track has been designed to provide the educational experience best suited for the prospective elementary teacher. This degree track within the Liberal Studies Program has been approved by the California Commission on Teacher Credentialing (CCTC) as a program that prepares students for passage of the subject matter examination that candidates must pass in order to receive the multiple subjects credential required for teach the primary and elementary grades (K-6) in the public schools. It corresponds to the Lower Division Transfer Pathway of the CSU entitled "Liberal Studies: - Subject Matter Preparation for Future Elementary Teachers ([http://www.calstate.edu/acadaff/ldtp/docs/Liberal\\_Studies\\_20080919.pdf](http://www.calstate.edu/acadaff/ldtp/docs/Liberal_Studies_20080919.pdf); listed also at <http://www.csumentor.edu/Planning/ldtp/ldtp.asp>). This is an extremely popular program (that is, there is frequently more interest in its courses than space for students), and students interested in the credential track should contact the Liberal Studies office for information about how to navigate the program and to receive advisement to facilitate completion of the major and to learn of the most recent developments.

Because the Liberal Studies credential track prepares the student for a state licensed credential, its requirements may be changed by state mandate at any time. While this does not happen often, students need to see their Liberal Studies advisor at least once a year to keep abreast of any changes in the major.

The second type of Liberal Studies track is called the General (Non-Credential) Track. Most students undertaking this degree track seek to achieve only a baccalaureate degree. This degree track is for the student who wants a general and non-specialized course of study that provides some knowledge of a

broad range of subjects in the Arts and Sciences. In doing this they complete all of the requirements for graduation from CSUB.

### CSUB Liberal Studies Program Philosophy and Learning Objectives

The Liberal Studies Program is based on a conception of a well-educated person, and focuses on significant ideas, structures and values within its various disciplines. Coursework throughout the program emphasizes the study of broad concepts and principles that encompass and illuminate the areas of human learning. Central tenets of our academic program are:

- Coursework in the program contains the critical structures, intellectual foundations, ideas, and elements of the disciplines being investigated.
- Students encounter and learn to recognize the values and attitudes that drive the disciplines being studied. (Examples of such values and attitudes include respect for evidence, openness to alternatives, tolerance for divergence, and recognition of the intrinsic importance of knowledge.)

### Liberal Studies Objectives

Although the Liberal Studies program is not designed exclusively as academic preparation for students who plan to teach in the elementary schools, it fosters knowledge and understanding of the academic subjects that are commonly taught in elementary schools: language, literature, mathematics, science, social science, history, the visual and performing arts, and physical education. In addition, since elementary education deals with young human beings, students must have a knowledge and understanding of human development. Since a Liberal Arts education examines essentially the same areas of knowledge as our Teacher tracks, we use the same learning objectives for the General Track as for the Credential Tracks. The following statements describe the competent individual for each subject area and are used as standards for measuring subject matter competency:

- Study in language includes literature, composition, foreign language, language acquisition, and speech, and is conceived as an integral process for developing and mastering communication skills. Competence in English language arts requires that a person be an equally skilled listener, speaker, reader and writer. One must have a broad knowledge of core literary works from a variety of cultures and backgrounds. One must be able to effectively communicate ideas orally and through writing. One must have an understanding about and a working knowledge of grammar, word usage, spelling, punctuation, diction, syntax and style.



- Study in mathematics develops and builds upon knowledge of fundamental mathematical concepts and relationships, and problem solving abilities. Competence in mathematics includes the ability to discern mathematical relationships, reason logically, and use mathematical techniques effectively. One must have a working knowledge of the different mathematical areas: number, measurement, geometry, pattern and function, statistics and probability, logic and algebra. One must be able to explain these functions and their relationship to each other.
- Study in science includes physical science, earth and space science, and biological science, and includes examination and use of scientific methods. Competence in science necessitates a general understanding of knowledge in these three areas of science: (a) Physical science including concepts of matter, reactions, interactions, force and motion, and energy in its different manifestations; (b) Earth science including concepts from astronomy, geology, natural resources, meteorology, and oceanography; (c) Life science including characteristics of living things, concepts from genetics and evolution theory, and the nature of ecosystems
- Study in history and the social sciences includes world history and culture, geography, political science, and psychology. Competence in history and social science requires an understanding and working knowledge in these three important areas: (a) Knowledge and cultural understanding including historical, ethical, cultural, geographic, economic, and socio-political literacy; (b) Democratic understanding and civil values including national identity, constitutional heritage, civil values, rights and responsibilities including the goals and beliefs of the founding fathers of the United States.; (c) One must have a fairly broad background and knowledge of different cultures, countries, and the things that define the make up of cultures and countries.
- Study in the visual and performing arts includes such areas as painting, sculpture, architecture, music, drama, and dance, and includes production, history, aesthetics, and criticism. Competence in the visual and performing arts implies knowledge of aesthetic perception, creative expression, arts heritage, and aesthetic valuing. One must have a general understanding of dances, drama/theater, music, and visual arts including basic dance movements, dramatic experiences, basic music principles, and a basic understanding of artwork. One must be able to express herself/himself through each of these areas and appreciate the creative expression of the authors of such works. One must also have a

general knowledge of technique and skills in these areas to competently judge technique and skills.

- Study of physical education and health includes movement skills and forms (including dance), exercise physiology, self-image, basic health issues, and social aspects of human life. Competence in health and movement requires a good understanding of the body and its development, functions, abilities, limitations, and factors that facilitate or inhibit the establishment of a healthy lifestyle. One must have knowledge of basic fundamental movement patterns, theories and principles of human motor learning, and developmentally appropriate movement/physical activities. One should understand the importance of team work as well as the psycho-social aspects of informal and organized play, games and sports.
- Study in human development at the elementary school level requires an understanding and working knowledge of development from birth through adolescence in the following areas: cognitive, social, emotional, language, perceptual, motor and biological. The person must understand significant developmental theories and/or perspectives and their differing implications in explaining development and behavior. The person must also understand how development is affected by factors such as: family structure and parent-child relationships; peer group relationships; societal/institutional relationships; environmental circumstances; adult-child relationships; and cultural, economic, ethnic, gender, and generation influences.

### The Liberal Studies Degree Tracks

#### 1. Credential Track

##### Core Requirements

Students wishing to complete the approved credential-track multiple subjects major must complete the requirements within each of the following areas. The requirements can be satisfied with CSUB courses, transfer courses, or when appropriate, by waiver examinations. A course used to satisfy one requirement cannot be used to satisfy a second requirement in a different area with the exception that one course may be double-counted for a requirement of the core requirements and as a part of the student's Depth Concentration. All courses in the major, whether taken at a Community College or at CSUB, must be passed with a minimum grade of C.

The credentialtrack major in Liberal Studies satisfies all of the following University requirements:

- General Education
- Graduation Writing Assessment Requirement



## LIBERAL STUDIES

- Gender, Race and Ethnic Studies
- American Institutions
- Multiple Subjects Credential Program prerequisites

As directed by California Commission for Teacher Credentialing (CCTC), some multiple subjects credential programs must now prepare students for teaching in classrooms that are bilingual (BCLAD stands for Bilingual, Cross-Cultural, Language and Academic Development). This degree program is, however, scheduled to change its requirements in the near future under mandate from the CCTC. Students interested in the BCLAD option should consult an advisor in the Liberal Studies office.

### There are four possible options to completion of the credential track:

In the first option, the Traditional Credential option, students complete the requirements for the major, and then apply to, and complete a one-year Program in Professional Preparation (a "Multiple Subjects Credential Program") offered by CSUB's School of Education or another CCTC accredited school. In this option, a minimum of five years is required to complete all of the requirements and to receive the Preliminary Multiple Subjects Credential. The student is then qualified to teach grades K-6 in California.

The second option in the Credential Track is called the Integrated Baccalaureate for Excellence in Studies and Teaching (IBEST) program. This degree route combines the undergraduate subject matter courses in Liberal Studies with the pedagogy courses in CSUB's School of Education's Multiple Subjects Credential Program (MSCP), offering an integrated program of study that can be completed in four years. Students in this program have the opportunity to begin their experience in the elementary classroom in their first year, and continue to develop their expertise as a teacher through multiple field experiences while completing a BA degree. Students graduate with both a BA in Liberal Studies and a Level I (Preliminary) Multiple Subject Credential qualifying them to teach grades K-6 in California. This is a rigorous program that requires participating students to maintain a minimum 2.67 grade point average, and in which the students often may take an overload of coursework.

The third option in the Credential Track is called the Integrated Special Education program (ISPED). This degree route combines the undergraduate subject matter courses in Liberal Studies with the pedagogy courses in CSUB's School of Education's Special Education Credential Program, offering an integrated program of study that can be completed in four years. Students in this program have the opportunity to begin their experience in the elementary classroom in their

first year, and continue to develop their expertise as a teacher through multiple field experiences while completing a BA degree. Students graduate with both a BA in Liberal Studies and a Preliminary Education Specialist Credential in Mild/Moderate Disabilities. This is a rigorous program that requires participating students to maintain a minimum 2.67 grade point average, and in which the students often may take an overload of coursework. When completed, the student is then licensed to teach Special Education (mild to moderate) in California. A certification to teach moderate/severe handicapped students then may be achieved with the completion of a number of additional courses.

The final Credential Track option involves completion of the Liberal Studies subject matter coursework and an extended depth concentration in a selected discipline, called an Introductory Subject Matter Authorization. The completion of the authorization coursework, together with the Liberal Studies major coursework, qualifies the student to teach grades K-6 multiple subjects, but also grades 6-9 in the area of the extended depth concentration. Liberal Studies at CSUB offers students opportunity to achieve this type of dual credential in three subject matter areas: Mathematics, Natural Sciences, and English. Because the extended depth concentration comprises 48-50 units, this degree option requires the student to complete the BA, followed by a one year Program in Professional Preparation offered by CSUB's School of Education or another CCTC accredited school. This normally takes a minimum of five years.

### 1. Traditional Credential Option (166 units with CSUB 101, but 180 to graduate)

#### Area One: Language

1. **Composition** (One course from each of the following)
  - a. ENGL 110
  - b. One of these three approved GWAR courses: ENGL 310 or COMM 304 or ENGL 305, with a grade of "C" or better; or at least 8 on the Graduation Writing Assessment Requirement.

These courses cannot be completed before the student has achieved ninety quarter units.

### 2. Literature (One course from each of the following)

- a. ENGL 101, 205, 207, 208, 235, 290, 294, or 295.
- b. ENGL 364, 365, 366, 370, 373, 395, 470, 471, 473, FREN 380, THTR 307 or 385. **Or BCLAD:** SPAN 301, 302, 303, 416, 419, or 422.

These courses cannot be completed before the student has achieved ninety quarter units.



3. **Oral Communication**
  - a. COMM 108 or THTR 232
4. **Linguistics** (One course (or upper division equivalent) from each of the following)
  - a. ENGL 319
  - b. ENGL 414, 415, 418, 420. **Or BCLAD:** SPAN 311, 409, 412, 415, or 420.

#### Area Two: Mathematics

1. **Mathematical concepts** (Completion of the following three courses or upper division equivalents)
  - a. MATH 221 and 320 and 321

#### Area Three: Sciences

1. **Life Science**
  - a. BIOL 100 or equivalent
2. **Physical Science**
  - a. SCI 111
  - b. SCI 112 or any of the CHEM 100 courses
3. **Earth Science** (Completion of the following 4-unit course or equivalent)
  - a. SCI 214
4. **Integrated Science Principles**
  - a. SCI 325A or SCI 325B or an upper division equivalent

These courses cannot be completed before the student has achieved ninety quarter units.

#### Area Four: Humanities and Social Sciences

1. **U.S. History and Government**
  - a. HIST 231 and PLSI 101 and HIST 270
2. **World Civilization**
  - a. HIST 210
3. **Cultural Geography**
  - a. GEOG 302 or ECON 395 or HIST 330 or PLSI 332 or ANTH 340
4. **Critical Thinking**
  - a. PHIL 102 or SOC 120 or ANTH 121

#### Area Five: Visual and Performing Arts

1. **Appreciation and understanding of the visual and performing arts**
  - a. ART 101 or MUS 101 or THTR 101
2. **Visual or Performing Arts for the Elementary Classroom** (Completion of the two courses below which are different from the discipline of the course used in 1a.)
  - a. ART 302, MUS 310, THTR 305

#### Area Six: Health and Physical Education

1. **Health Issues Affecting Elementary School Age Children**
  - a. BIOL 220 or equivalent
2. **Principles of Physical Education Affecting Elementary School Age Children**
  - a. PEAK 345

#### Area Seven: Human Development

1. **Understanding the Development of the Child**
  - a. PSYC 310 or SOC 366

#### Area Eight: Ethnic, Gender, Cultural and Handicapped Perspectives

1. **Understanding and appreciating the perspectives of gender, racial and ethnic minorities, and nonmajority cultures**
  - a. One of the following: EDBI 475, CAFS 320, COMM 360 or 370, CRJU 325 or 330 or 345, ECON 380 or 381, ENGL 370 or 375 or 420, HIST 466 or 468, INST 205, PEAK 430, PHIL 381 or 382, PLSI 339, RS 326, SOC 327 or 335 or 336 or 337 or 338 or 365, SPAN 425. **Or BCLAD:** Completion of both EDBI 475 and one of the following courses: SOC 335, SPAN 427 or 428

#### Area Nine: Introductory Field Experience, Technology, and the California Curricular Framework

1. **Experience in an Elementary School Setting**
  - a. EDEL 240
2. **Computer Competency**
  - a. One of the following: LBST 290, CMPS 120 and LBST 390, or

#### Area Ten: Depth Concentration

All students in this degree option are required to complete a group of four inter-related courses dealing with some aspect of the curriculum taught K-06 in California classrooms. The options for this requirement are described more fully below.

#### Area Eleven: Foreign Language

CSUB requires that all graduates should have experience in a language other than English. You may satisfy this by taking two years of (the same) foreign language in High School. Alternatively, you may demonstrate by test that you are fluent in a language other than English. If you cannot demonstrate that you have done either of these, you must take one term of a foreign language at a Community College or at a four year institution of higher learning in order to graduate.

#### Area Twelve: Public Education and Teaching

1. One of the following: ANTH 330, LBST 385, or SOC 339. (These courses cannot be completed before the student has achieved ninety quarter units.)

#### Area Thirteen: Subject Matter Competency (All students must take the following course to demonstrate Subject Matter Competency)

- a. LBST 495 (1). In this class the student completes a portfolio of materials that demonstrate competency in the major's subject matter.

In order to receive the Preliminary Credential to instruct Multiple Subjects (grades K-6) in California, all candidates must also pass the CSET examination-multiple subjects (see <http://www.cset.nesinc.com>). Students who elect this degree route and who wish to attempt a preparation program offered by the Cal State system, must successfully complete all three portions of the CSET before entering the credential program.



## LIBERAL STUDIES

### The Depth Concentration

The Depth Concentration requires the completion of four related courses. Approved concentrations and the courses that meet the concentration requirements are listed below. The minimum number of units required in a concentration is 18 quarter units. One course used to meet one of the requirements listed above may be double-counted in a Depth Concentration. Students should contact the Liberal Studies Office regarding substitution of courses taken at other institutions.

#### 1. Double Major

#### 2. Art

- ART 302 or equivalent (may be taken at a community college)
- A studio art course selected from ART 212, 213, 214, 216, 303, 304, 310, 403, 404, 410 or transferred equivalents
- An upper division course in Art History selected from the following: ART 381, 382, 383, 384, 388, 390, 478, 483
- ART 402 or an upper division studio art course different from the one that may have been used in (a) above.

#### 3. Child Development

- CAFS 200
- PSYC 310 or SOC 366
- CAFS 311 or 312 or 313 or 350 or 280
- One course selected from: CAFS 320, 360, 430 or CRJU 340, 345, 380 or SOC 364 or PSYC 320, 323, 411, 412, 413, 415

#### 4. Children's Literature

- ENGL 101, 235, 290, 294 or 295
- Three courses selected from: ENGL 470, 471, 472, 473, SPAN 422, THTR 307, CAFS 280

#### 5. Children's Theatre

- THTR 232, 233, 241, or 251
- THTR 305 and 307 and 405

#### 6. Communications

- COMM 274
- Three of the following: COMM 309, 315, 360, 370, 376, 388, 405

#### 7. Diversity and Pluralism in US Society (Select four courses, one in each category. One course may be lower-division. No course may be double-counted to satisfy two areas.)

- African American, Asian or Native American: ANTH 252, CRJU 330, 345, ENGL 364, HIST 465, 466, RS 326, SOC 336, 337, 338
- Latino, Asian or Native American: ANTH 252, CRJU 330, 345, HIST 468, RS 326, SOC 335, 336, SOC 338, SPAN 425
- Gender: ANTH 438, COMM 360, CRJU 325, ECON 381, ENGL 370, 375, FREN 425, 426,

- HIST 462, INST 205, NURS 327, PEAK 430, PHIL 381, PSYC 421, SOC 365, THTR 381
- Diversity Studies: ANTH 339, BEHS 435, CAFS 320, COMM 370, CRJU 430, ECON 381, ENGL 420, PHIL 382, PSYC 340, PSYC 442, SOC 327

#### 8. Health & Wellness

- BIOL 220 and BIOL 270
- BIOL 250 or SCI 370A
- Two courses chosen from: CHEM 150, 203, PSYC 210, 310, 315

#### 9. Literature (One course selected from each of the following groups)

- ENGL 205, 207, 208, 235, 290, 294, 295
- ENGL 315, 316, 320, 325, 335, 336, 237, 340, 350, 351, 360, 361, FREN 380
- ENGL 364, 365, 366, 372, 380, 381, 382, 383, 384, 425, THTR 371, 372
- ENGL 362, 363, 370, 373, 375, 391, 392, 393, 395, 396, 469, 470, 471, 472, 473, 475, THTR 307, 381, 385

#### 10. Linguistics

- ENGL 319
- Three courses from the following: ENGL 411, 414, 415, 416, 417, 418, 419, 420

#### 11. Mathematics:

- MATH 191 and MATH 192
- Two other Mathematics courses at the 100 level or above, not including MATH 221, 320 and 321

#### 12. Music (A total of at least 19 units)

- One course from: MUS 101, 105, 111, 120, 122, 201, 202, 390
- MUS 310 and MUS 330
- Any combination of the following to a maximum of five units: MUS 132-134, 227-229, 231, 232-233, 236, 250/450, 251/451, 253, 254, 256, 248/448, 249/449

#### 13. Natural Sciences

- Complete four courses in natural sciences, of which at least two must be in the same discipline (Biology, Chemistry, Geology or Physics and at the majors level). These courses must include at least one upper division course, and total at least 19.5 quarter units. (No course in this concentration can be double-counted elsewhere in the major.)

#### 14. Physical Education

- PEAK 345
- Two of the following: PEAK 300, 305, 325, 340, 400
- Five units of PEAK coursework, which may include two and three unit courses, but cannot include courses used in (a) or (b) above.

#### 15. Social Studies

- One of the following: GEOG 302, ANTH 340, HIST 330, PLSI 332, or ECON 395



- b. Two courses selected from the following:  
ECON 304, ANTH 104, 250, 251, 252, 291,  
370, 473, 475, ART 201, 202, 382, 384, 388,  
ECON 305, 306, 307, 311, 312, 320, 340, 341,  
342, 343, 381, 440, HIST 222, 232, 250, PHIL  
302, PLSI 308, 309, 314, 315, 316, 317, 319,  
322, RS 110, 111, 310, 313, 316, 320, 326,  
401, SOC 335, 336, 337
- c. Complete an upper division course in history  
different from the course used in (a) above.

#### 16. Spanish

- a. SPAN 201 and 202 (one or both may be  
replaced with upper division coursework as  
long as the courses used are not the ones  
used in (b) and (c) below).
- b. One course selected from the following:  
SPAN 301, SPAN 302, 303, 416, 419, 422
- c. One course selected from the following:  
SPAN 424, 426, 428

#### 17. Special Education - Special Minor in Special

- Education** (The Department of Special Education  
offers a Special Minor in Mild/Moderate  
disabilities. This minor does not lead to a special  
education teaching credential, but it is available to  
students with any undergraduate major. Pursuit of  
this special minor must be approved by the  
advisor and department chair of the student's  
major. The special minor courses in Mild/Moderate  
disabilities include)
- a. EDSP 301 and 302
  - b. EDBI 476
  - c. EDSP 405 and 406 and 445

**Other concentrations are available upon approval  
from the Program Chair. Please see a Liberal  
Studies advisor to explore other concentrations.**

#### 2. The IBEST Integrated Program Credential Option (203 quarter units)

Students in the IBEST program complete many of their  
subject matter courses during the Freshman and  
Sophomore years, and may elect to take these  
courses either at CSUB or a Community College. In  
either case, the student takes the credential  
coursework during the final two years as an  
undergraduate with the bulk in the senior year.  
Students in this program receive a conditional  
acceptance to the MSCP contingent on passing the  
CSET examination (Multiple Subjects) before the final  
quarter in residence (full day student teaching); in  
addition, students must pass the CBEST examination  
prior to full day student teaching. A further exam, the  
RICA (Reading Instruction Competence Assessment)  
must be passed prior to receiving the Preliminary  
Credential.

- A. The core requirements for this integrated route to  
the Liberal Studies degree and the Preliminary  
Credential are almost the same as those  
described above, but Area 10 (Depth  
Concentration) is omitted. Instead, integrated  
students complete the following MSCP courses in  
order to simultaneously receive the BA and the  
Preliminary Credential (usually graduating at the  
end of Stage I, and then completing Stages II-III  
for post-baccalaureate credit)

#### B. Multiple Subject Credential Program

**A GPA of 3.00 MUST be maintained while you are  
in the credential program! You must have a  
completed advising plan on file prior to stage I.**

##### Stage I Teaching & Learning Context

EDEL 420, 421, 429, 437, and 476

##### Stage II Curriculum & Instruction in Content Areas

EDEL 430, 436 and EDBI 477 and EDEL 428 (BCLAD  
students only) and 439 (1/2 day Student Teaching)  
(Take the RICA Exam upon completion of Stage II.  
RICA must be passed to be recommended for a  
preliminary credential)

##### Stage III Culminating Professional Activities

EDSP 301 and EDEL 438 and 449

#### 3. Integrated Special Education Credential Program Option (ISPED) (203 quarter units)

In this program, the students complete the BA in  
Liberal Studies and receive a Preliminary Education  
Specialist Credential in Mild/Moderate Disabilities.  
Students in the ISPED program complete many of  
their subject matter courses during the Freshmen and  
Sophomore years, and may elect to take these  
courses either at CSUB or a Community College. In  
either case, the student takes the credential  
coursework during the final two years as an  
undergraduate, with the bulk in the senior year.  
Students in this program receive a conditional  
acceptance to the Special Education Program  
contingent on passing the CSET examination (Multiple  
Subjects) before the final quarter in residence (full day  
student teaching); in addition, students must pass the  
CBEST examination prior to full day student teaching.  
A further exam, the RICA (Reading Instruction  
Competence Assessment) must be passed prior to  
receiving the Preliminary Credential.

#### Area One (Language) through Area Seven (Human Development):

Same as Traditional Credential Option Areas 1  
through 7

#### Area Eight: Ethnic, Gender, Cultural and Disabled Perspectives

Waived for this track



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### Area Nine: Introductory Field Experience, Technology, and Diversity and Disabilities Perspectives:

- EDSP 301 and 302
- EDBI 475
- An approved GRE course (other than EDBI 475). Consult an advisor.
- One of the following: ANTH 330 or LBST 385 or SOC 339. This course is double-counted in Area Four (3b) above. These courses cannot be completed before the student has achieved 90 quarter units.

### Area Ten: Foreign Language

Same as Traditional Credential Option Area 11

### Area Eleven: Subject Matter Competency

Same as Traditional Credential Option Area 12

### Special Education Credential Program

A GPA of 3.00 **MUST** be maintained while you are in the credential program! You must have a completed advising plan on file prior to stage I.

#### Stage I

EDSP 506 and 503  
EDEL 420 and 421 and 437  
EDBI 476

#### Stage II

EDSP 505 and 508  
EDEL 450 (1/2 day Student Teaching )  
(Take the RICA Exam upon completion of Stage II.  
RICA must be passed to be recommended for a preliminary credential)

#### Stage III

#### Culminating Professional Activities

EDSP 545 and 625

### 4. Subject Matter Equivalency Degree Program option to teach grades K-6 Multiple Subjects, and grades 6-9 Single Subject.

The three following Subject Matter Authorization Concentrations include the Liberal Studies traditional track coursework, but replace the Depth Concentration with a CCTC defined Subject Matter Authorization that meets No Child Left Behind's definition of an introductory major equivalency (minimum 48 quarter units). This allows the candidate to teach that subject in grades 6-9 in a single-subject classroom.

### 4A. Multiple Subject Credential Preparation Program with a Subject Matter Authorization in Introductory Mathematics (178-180 units)

#### Area One: Language

Same as Traditional Credential Option Area 1

#### Area Two: Mathematics

- Mathematical concepts: Coursework in this area is incorporated into Area 10 below, the Subject Matter Authorization in Introductory Mathematics.

### Area Three (Sciences) through Area Nine (Introductory Field Experience and Technology):

Same as Traditional Credential Option Areas 3-9

### Area Ten: Subject Matter Authorization in Introductory Mathematics (48-50 units)

Complete the following courses with a grade of C or better. **N.B.** MATH 221/320/321 double-count for the Liberal Studies major.

- MATH 190 or MATH 191
- MATH 192 and 201 and 202
- MATH 140
- MATH 221 and 320 and 321
- MATH 494

### Areas Eleven (Foreign Language) and Twelve (Subject Matter Competency)

Same as Traditional Credential Option Areas 11 and 12

### 4B. Multiple Subject Credential Preparation Program with a Subject Matter Authorization in Introductory Sciences (176-183 units)

#### Area One (Language) and Area Two (Mathematics)

Same as Traditional Credential Option Areas 1 and 2

#### Area Three: Sciences

Science coursework is incorporated in Area Ten: Subject Matter Authorization coursework in Introductory Science.

### Area Four (Humanities and Social Sciences) through Area Nine (Introductory Field Experience and Technology)

Same as Traditional Credential Option Areas 4 through 9

### Area Ten: The Subject Matter Authorization in introductory science (59 units):

- Pass all of the listed courses in each category with a grade of C or better:
  - BIOL 201 and 203
  - CHEM 211, 212, and 213
  - GEOL 201
  - PHYS 110
  - PHYS 201, 202, and 203 or PHYS 221, 222 and 223
- One of these sequences: BIOL 202 and SCI 325B or GEOL 204 and SCI 325A

### Area Eleven (Foreign Language) and Area Twelve (Subject Matter Competency)

Same as Traditional Credential Option Areas 11 and 12

### 4C. Subject Matter Authorization in Introductory English (179-180 quarter units) All courses must be completed with a grade of C or better

#### Area One: Language

##### 1. Composition

- Same as Traditional Credential Option Area 1.1a



- b. ENGL 311 or a score of at least 8 on the GWAR exam.

## 2. Literature and Literacy

- a. Same as Traditional Credential Option Area 1.2a
- b. ENGL 362, 363, 364, 365, 366, 370, 373, 395 or 375 (if 375 content is approved by Chair of English for this area)

## 3. Oral Communication

Same as Traditional Credential Option Area 1.3

## 4. Linguistics

- a. ENGL 319 or 414 or upper division equivalents
- b. ENGL 415 or 418 or upper division equivalents

## Area Two (Mathematics) through Four (Humanities and Social Science)

Same as Traditional Credential Option Areas 2 through 4

## Area Five: Visual and Performing Arts

### 1. Appreciation and understanding of the visual and performing arts.

Same as Traditional Option Area 5.1

### 2. Visual or Performing Arts for the Elementary Classroom

- a. ART 302 or MUS 310. This must study the discipline that was not studied in the course used to satisfy requirement 5.1 directly above.
- b. THTR 305

## Area Six (Health and Physical Education) through Area Seven (Human Development)

Same as Traditional Credential Options Areas 6 and 7

## Area Eight: Ethnic, Gender, Cultural and Handicapped Perspectives.

### 1. Understanding and appreciating the perspectives of gender, racial and ethnic minorities, and nonmajority cultures.

- a. COMM 360 or 370 with a grade of C or higher.

**Note:** It is strongly recommended that you also take EDBI 475.

## Area Nine: Introductory Field Experience and Technology

Same as Traditional Credential Option Area 9

## Area Ten: Subject Matter Authorization coursework in Introductory English totaling thirty five (35) units (plus thirty 30 units of coursework listed in major requirements One, Five (2b) and Eight).

1. One course chosen from ENGL 205, 207, 208, 235, 272, 290 or 295. This course cannot be the same as that used for Area One 2a above.
2. ENGL 300
3. Literacy. ENGL 409 or 410
4. British literature. ENGL 320, 325, 330, 337, 340, 350, 351, 360, 361 or 375 (the last only when taught with appropriate content).
5. A course on Shakespeare: ENGL 335 or 336
6. American Literature. ENGL 380, 381, or 382

7. Children's or Young Readers' Literature. ENGL 470, 471, 472, or 473

## Areas Eleven (Foreign Language) and Twelve (Subject Matter Competency)

Same as Traditional Credential Option Areas 11 and 12

## 2. General (Non-Credential) Track

This degree track is for the student who wants a general and non-specialized course of study that provides some knowledge of a broad range of subjects in the Arts and Sciences, but who does not plan to become a Multiple Subjects teacher. General Track majors complete all of the requirements for Graduation from CSUB. Courses may not be double counted in the core requirements. One course may be double counted in the core and in the depth of concentration area (or the minor). Courses completed with a grade of D may be used in this option, but the student must remember that a minimum grade point of average of 2.0 is required for graduation.

**Core Classes for Major** (173 units--180 units to complete a BA).

1. **General Education (both lower and upper division requirements)**
2. **U.S. Institutions Graduation Requirement**
3. **Gender, Race and Ethnicity graduation requirement.**
4. **Satisfaction of the Graduation Writing Requirement.**
5. **Satisfaction of the Foreign Language Requirement.**
6. **Language and Literature coursework**
  - a. An Upper Division Literature course in English, Theatre or Modern Languages.
7. **Mathematics coursework**
  - a. An additional course in Mathematics beyond that used to satisfy General Education or Area thirteen below.
8. **Science coursework**
  - a. An additional course in Science beyond that used to satisfy General Education.
9. **Social Science coursework**
  - a. An additional upper division Social Science course.
  - b. A course in human or cultural geography.
10. **History and Humanities coursework.**
  - a. A course in History on a topic other than the History of the United States, or a course in philosophy, or a course in Religious Studies.
11. **Arts coursework**
  - a. One five unit course in two of the following areas: Art, Music and Theater. At least one must be upper division.
12. **Health coursework.**
  - a. BIOL 220 or equivalent



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### 13. Psychology and Human Development coursework.

- a. CAFS 200, PSYC 210 or 310, or SOC 366

### 14. Foreign Language or Gender, Race and Ethnicity perspectives.

- a. Completion of a course in a foreign language beyond the introductory level or an additional GRE different from the one used for requirement 3 above.

### 15. Technology

- a. CMPS 120 or LBST 290.

### 16. Subject Matter Competency

- a. LBST 498

### 17. Minor

- a. Satisfactory completion of an approved minor or special minor.

## COURSE DESCRIPTIONS

### *Lower Division*

#### **LBST 290 Basic Computer Skills and Information Competencies for Educators (4)**

Exposure to the basic computer skills and information competencies required of Elementary and Secondary educators, and the assembly of a portfolio documenting those skills (CTAP Level I Competency).

#### **LBST 299 Individual Study (1-5)**

Exploration of a topic through individual study with a faculty sponsor. Prerequisite: consent of the instructor, who will serve as sponsor, and approval of the Chair of the Liberal Studies Department. Offered on a credit, no-credit basis only. [By petition].

#### **LBST 385 Educational Policy and Diversity (5)**

Universal education for all is a cornerstone of democracy. Extolled, criticized and reinvented, public education continues to play a crucial role in fostering "equal opportunity"-an ideal held dearly by many in the U.S. This course examines the role played by education in mitigating the differences in social and economic opportunities and outcomes by race, gender and class. Prerequisite: A course which included field experience in an elementary classroom. **GE T3**

#### **LBST 390 CTAP Level I Portfolio and Information Competencies (2)**

Exposure to information competencies required of Liberal Studies majors, and the assemblage of a portfolio documenting computer skills (CTAP Level I Competency). Prerequisites: satisfactory completion of the CSUB Technology requirement by course (CMPS 120) or test.

#### **LBST 477 Special Studies in Liberal Studies (1-5)**

Topics will be announced prior to registration. May be repeated for different course content.

#### **LBST 495 Portfolio Class for Credential Tracks (1)**

Taken by Credential Track majors on-line during the last term in residence as a major. In this class students will assemble a portfolio on specific courses taken for the major, and write their responses to assigned topics on their experiences in the major. Prerequisites: completion of all but three other courses in the major, and concurrent enrollment in the final three courses in the major. Offered on a credit, no-credit basis only. . Prerequisite: Completion of or concurrent enrollment in Math 321 and in either SCI 325A or 325B.

#### **LBST 496 Internship in Liberal Studies (3)**

The course consists of supervised field experiences in an educational activity with students aged 5-12 in the academic area of the student's concentration in Liberal Studies.

#### **LBST 497 Cooperative Education (5)**

The Community Service 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 with the faculty liaison (or course instructor, working with the field supervisor). Offered on a credit, no-credit basis only.

#### **LBST 498 Portfolio Class for the Non-Credential Track (1)**

This course is taken by all non-credential track majors online during the last term in residence as a major. Students will assemble a portfolio on specific courses taken for the major and write responses to assigned topics on their experiences in the major. Prerequisites: completion of all but at most three other courses in the major and concurrent enrollment in those courses. Offered on a credit, no-credit basis only.

### *Upper Division*

#### **LBST 499 Individual Study (1-5)**

Exploration of a topic through individual study with a faculty sponsor. Prerequisite: consent of the instructor, who will serve as sponsor, and approval of the Chair of the Liberal Studies Department. Offered on a credit, no-credit basis only. [By petition].



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### Program Description

The Department of Modern Languages and Literatures has the following objectives:

1. To teach students the four basic skills of understanding, speaking, reading, and writing the languages offered;
2. To foster an interest in, and an understanding of other cultures and civilizations; and
3. To enhance understanding and control of English through a comparison with the structures of other languages.

The Department of Modern Languages and Literatures offers Bachelor of Arts and Master of Arts degrees in Spanish, and minors in Spanish and French. A Special Major in French is available to interested students (see Special Major, page 55).

**Mission Statement:** Depending on the area of concentration selected by the student, the Department of Modern Languages and Literatures:

- Prepares teachers of modern languages;
- Equips teachers with the necessary basic knowledge and skills for teaching modern languages;
- Provides those modern language skills that are necessary or highly desirable in academic career fields, and other fields such as medicine, law enforcement, social work, international trade, business, government service, diplomatic and military service, sports, translating, interpreting, journalism, and broadcasting.

### Requirements for the Bachelor of Arts Degree with a Major in History

The Bachelor of Arts Degree with a major in Spanish requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

The Spanish major has the following discipline-based requirements. The minimum requirements for a major in Spanish are the courses listed below or equivalent courses:

1. SPAN 300 or 409
2. SPAN 301
3. SPAN 302
4. SPAN 303
5. SPAN 424 or 426 or 428
6. SPAN 412 or 420
7. Ten units selected from the department's upper division courses taught in Spanish (not including SPAN 427)
8. SPAN 490
9. The satisfactory completion of one of the three options listed below:
  - a. A special minor.
  - b. A minor consisting of at least 20 quarter units designed by another discipline.
  - c. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").

Students planning to teach are urged to select courses from the following (in consultation with their advisor): SPAN 300; 428; 415; 409; 413.

### Teaching Credential - Spanish Teacher Preparation Program

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single subject matter preparation program in Spanish leading to a Bachelor of Arts degree.

All of the following courses or equivalent courses are required (9 courses, 46 units): SPAN 300, 301, 302, 303, 409, 424 or 426 or 428, 412 or 420 and 490, plus two upper division elective 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 level (not including SPAN 427).

### COURSE DESCRIPTIONS—SPANISH

#### Lower Division

#### SPAN 101 Introductory Spanish I (5)

An introduction to the nature of the discipline and the fundamentals of Spanish language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

#### SPAN 102 Introductory Spanish II (5)

A continuation of SPAN 101. Oral drills, reading of selected texts, written exercises. Two hours of



## MODERN LANGUAGES AND LITERATURES

independent laboratory practice per week.

Prerequisite: SPAN 101, or two years of high school Spanish or the equivalent.

### **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. **GE C2**

### **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. **GE C2**

### **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. **GE C2**

### **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. **GE C2**

### **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. **GE C2**

### **SPAN 220 Spanish for Health Professionals I (5)** (Equivalent to SPAN 101)

The course is designed expressly to meet the communication needs of persons engaged in the health professions: doctors, dentists, nurses, technicians, and aides. The course introduces basic grammatical structures of Spanish and focuses on the vocabulary associated with these professions.

### **SPAN 221 Spanish for Health Professionals II (5)** (Equivalent to SPAN 102)

A continuation of basic grammatical structures of Spanish, focusing on vocabulary associated with the health professions. Prerequisite: SPAN 101 or 220.

### **SPAN 222 Spanish for Health Professionals III (5)** (Equivalent to SPAN 103)

A continuation of basic grammatical structures of Spanish. Reading of selected texts, translation, and conversation. Prerequisite: SPAN 102 or 221.

### **SPAN 289 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

### **Upper Division**

**Note:** Upper division courses are taught in Spanish unless otherwise indicated.

### **SPAN 300 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.

### **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. **GE T2**

### **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. **GE T2**

### **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. **GE T2**

### **SPAN 311 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.



**HUM 395 Comparative Literature: Mirror of Western Civilization (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**SPAN 409 Advanced Spanish Syntax (5)**

A course in written and verbal stylistics, with emphasis on Spanish syntax. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**SPAN 412 Spanish Linguistics (5)**

Introduction to phonology, morphology and syntax, as well as historical and sociolinguistic aspects of the Spanish language. Prerequisite: competency in Spanish at the 202 level or permission of instructor.

**SPAN 413 Contrastive Structures of Spanish and English (5)**

An analysis of the phonology, morphology, and syntax of Spanish leading to a contrastive examination of Spanish and English. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**SPAN 415 Translation Workshop (5)**

A study of the components of Spanish grammar in view of practical translation exercises consisting of both Spanish and English texts, to be rendered fluently into the opposite language. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**SPAN 416 Contemporary Hispanic-American Poetry (5)**

Aesthetic pronouncements and movements. Reading of representative poets: Vallejo, Mistral, Agustini, Storni, Ibarbourou, Neruda and the New Generation. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor. **GE T2**

**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. **GE T2**

**SPAN 420 Southwest Spanish (5)**

An in-depth view of the linguistic, cultural, and psychological aspects of the Spanish dialect(s) spoken in the Southwestern U.S. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**SPAN 422 Children's Literature in Spanish (5)**

An examination of children's literature written or available in Spanish. Objective of course is to emphasize predictable difficulties encountered in the use of such materials in a bilingual teaching situation. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor.

**SPAN 424 Culture and Civilization of Mexico and the Chicano/MexicanAmerican (5)**

A survey and examination of the music, arts, literature, folklore, customs, institutions, and technology, past and present of Mexico and the Chicano/Mexican-American. Course given in English and/or Spanish. Students taking the course for major or minor requirement must do the course work in Spanish.

**SPAN 425 Chicano Literature (5)**

Textual reading and examination of Chicano literature, to include poetry, short story, novel, and theatre. Prerequisite: competency in Spanish at the 202 level or the equivalent, or permission of the instructor. **Course given in Spanish or English. GRE**

**SPAN 426 Southwest Hispanic Folklore (5)**

An introduction to the study of folklore, and a survey of the major Southwest Hispanic folklore genres, including folk literature, folk speech, folk belief, folk art, folk music, and custom. Prerequisite: competency in Spanish at the 202 level or approval of the instructor.

**SPAN 427 Hispanic-American Culture and Civilization (5)**

An overview of arts, literature, customs, institutions and technology, past and present, as they affect the development of Hispanic-American culture and civilization from its beginning to the present day. Course taught in English. Does not count toward the major or minor. **GE T2**

**SPAN 428 Hispanic-American Culture and Civilization (5)**

Same as SPAN 427. Taught in Spanish. **GE T2**

**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 Quixote*; and, Spanish Literature of the Golden Age. May be repeated for different course content. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.



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### 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.

### 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.

## GRADUATE COURSES

Graduate courses are listed in the "Graduate Programs" section of this catalog.

## FRENCH

### Requirements for the Minor in French

A minimum of 20 quarter units of which no more than 10 may be chosen from courses at the 200-level, with the remainder to be selected from courses at the upper division levels.

## COURSE DESCRIPTIONS—FRENCH

### Lower Division

#### FREN 101 Introductory French I (5)

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

#### 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.

#### 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. **GE C2**

#### 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. **GE C2**

#### 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. **GE C2**

#### FREN 210 Conversational French (5)

A course designed to develop fluency in oral communication and to enhance command of vocabulary and grammatical structures. Prerequisite: FREN 103 or the equivalent, or permission of the instructor.

### FREN 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior offcampus experience



relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

### **Upper Division**

**Note:** Upper division courses are taught in French unless otherwise indicated.

#### **FREN 301 French Literature I (5)**

An overview of French literature from the Middle Ages to 1800. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor. **GE T2**

#### **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. **GE T2**

#### **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.

#### **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. **GE T2**

#### **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. **Course taught in French or English. GRE**

#### **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. **Course taught in French or English. GRE**

#### **FREN 427 French Culture and Civilization (5)**

The development of French culture and civilization from its beginning to the present day. **Course taught in French or English.**

#### **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



## MODERN LANGUAGES AND LITERATURES

complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

### **FREN 497 Cooperative Education (5)**

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

### **FREN 499 Individual Study (1-5)**

Admission with consent of instructor and department chair.

## **OTHER LANGUAGE COURSES**

### **COURSE DESCRIPTIONS—CHINESE**

#### ***Lower Division***

#### **CHIN 101 Introductory Chinese I (5)**

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

#### **CHIN 102 Introductory Chinese II (5)**

A continuation of CHIN 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week.  
Prerequisite: CHIN 101.

#### **CHIN 103 Introductory Chinese III (5)**

A continuation of CHIN 101 and 102. Continued development of the four language skills within two hours of independent laboratory practice per week.  
Prerequisite: CHIN 102.

### **COURSE DESCRIPTIONS—GERMAN**

#### ***Lower Division***

#### **GERM 101 Introductory German I (5)**

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

#### **GERM 102 Introductory German II (5)**

A continuation of GERM 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week.  
Prerequisite: GERM 101 or two years of high school German.

#### **GERM 103 Introductory German III (5)**

A continuation of GERM 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week.  
Prerequisite: GERM 102 or three years of high school German.

### **COURSE DESCRIPTIONS—JAPANESE**

#### ***Lower Division***

#### **JPNS 101 Introductory Japanese I (5)**

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

#### **JPNS 102 Introductory Japanese II (5)**

A continuation of JPNS 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week.  
Prerequisite: JPNS 101.

#### **JPNS 103 Introductory Japanese III (5)**

A continuation of JPNS 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week.  
Prerequisite: JPNS 102.



**COURSE DESCRIPTIONS—RUSSIAN*****Lower Division*****RUSS 101 Introductory Russian I (5)**

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

**RUSS 102 Introductory Russian II (5)**

A continuation of RUSS 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week.  
Prerequisite: RUSS 101.

**RUSS 103 Introductory Russian III (5)**

A continuation of RUSS 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week.  
Prerequisite: RUSS 102.

**COURSE DESCRIPTIONS—SPECIAL COURSE****MODL 179 Standard American Pronunciation of English (2)**

The purpose to this course is to enable individuals to improve their English pronunciation. This course is not designed to teach grammar or vocabulary. It has been created for people who want to be more clearly understood in their professional and personal conversations.

**MODL 277 Special Topics in Modern or Classical Languages (1-5)**

Studies in a modern or classical language. Examples of topics include composition and writing, introduction to literature, and intensive studies of one or more of the components of the target language. May be repeated for different course content. Prerequisite: permission of the instructor.

**MODL 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.



## MUSIC

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**Website:** <http://www.csub.edu/PAD/music/>

**Faculty:** R. Chao, D. Davis, R. Ferrell, J. Haney, J. Kleinsasser, R. Provencio, J. Scully, P. Sears

**Emeritus:** G. Mehling

### Program Description

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 with a focus on areas such as performance, composition, jazz or musicology; 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.

All music majors are required to take a performance ensemble (band, orchestra, choir or jazz band) and applied instruction during each quarter of residency. The students are placed based on entrance auditions performed upon entrance to the program. Students are allowed to register for ensembles by audition with the appropriate conductor and for studio by approval of the faculty. Students must petition for advancement to upper division, and only the upper division units are applied toward the degree.

The Music Department uses various means of student outcomes assessment to improve student learning. These include public performances, juried performance exams, quarterly interviews on musical theory and literature, upper level reviews, and others. The faculty periodically review the data collected for guidance in curriculum development and academic program review.

Most opportunities are open to all CSUB students regardless of their declared major. In addition to courses that will satisfy General Education or Liberal Studies requirements, the department offers the following curricula:

- BA in Music with emphasis in General Music or Music Education.
- Minor in Music
- Minor in Music Education

### Requirements for the Bachelor of Arts Degree with a Major in Music

The Bachelor of Arts Degree with a major in Music requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

### Discipline-Based Requirements:

#### Emphasis I: General Music

1. Lower Division Theory and History
    - a. MUS 122 (5)
    - b. MUS 124 (1)
    - c. MUS 152 (5)
    - d. MUS 154 (1)
    - e. MUS 222 (5)
    - f. MUS 224 (1)
    - g. MUS 201 (5)
    - h. MUS 202 (5)
    - i. MUS 111 (3)
  2. MUS 370 (5)  
MUS 371 (5)
  3. One course from the MUS 481-485 series (upper division music history). 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. Three courses (in addition to the one used to fulfill requirement #3 above) selected from the following: MUS 324, 325, 372, 375, 385, 425, 472, 477\* and 481-485 (15 units total). \*Only certain offerings are appropriate; students should consult their advisors for appropriate substitutions.
  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 expected to attend three music department concerts each quarter. Music majors are required to complete six units of upper division ensemble work that is counted towards the degree:
    - a. MUS 251 or 451
    - b. MUS 253 or 453
    - c. MUS 254 or 454
    - d. MUS 256 or 456
    - e. MUS 255 or 455
- Note:** Other music ensembles may be substituted for the required ensembles above with the permission of the music faculty.
6. One of the following options (6 units):
    - a. MUS 490
    - b. MUS 491
    - c. MUS 492, 493, and 494



*Before completing this requirement, the student must pass a permission examination before the music faculty.*

7. Piano proficiency examination performed before the faculty or completion of Music 234, the last in a six-course sequence.
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 after each quarter of studio instruction (MUS 123, 223, 323, or 423). Half recitals are required for majors choosing the enrichment track of vocal or instrumental performance. Additional studio instruction in music composition is available but may not substitute for instruction in performance. Instrumental music majors are required to take MUS 220/420 (Chamber Music) if enrolled in only a single ensemble. Music majors are required to complete six units of upper division studio instruction that is counted towards the degree.

**Note:** All students enrolled in applied music must be concurrently enrolled in the appropriate major ensemble.

9. One of the following options:
  - a. A special minor.
  - b. A minor consisting of at least 20 quarter units designated by another discipline.
  - c. An interdisciplinary concentration or minor.

## **Emphasis II: Music Education**

**Core Courses: Performance, Theory, & History** (65 units)

### **Performance Studies** (18 units)

Music Performance Ensemble (required every quarter, only upper division units apply to the major) (6); Music Individual Instruction (required every quarter, only upper division units apply to the major) (6); Piano proficiency (may be fulfilled by coursework or examination) (6)

All music majors are required to take a performance ensemble (band, orchestra, choir, guitar or jazz ensemble) and applied instruction during each quarter of residency. The students are placed based on entrance auditions performed upon entrance to the program. Students are allowed to register for ensembles by audition with the appropriate conductor and for studio by approval of the faculty. Students must petition for advancement to upper division, and only the upper division units are applied toward the degree.

## **Music Theory** (23 units)

MUS 122 (5)  
MUS 124 (1)  
MUS 152 (5)  
MUS 154 (1)  
MUS 222 (5)  
MUS 224 (1)  
MUS 370 (5)

## **Music History & Literature** (15 units)

MUS 201 (5)  
MUS 202 (5)  
MUS 481-85 Series (upper division music literature) - one course (5)

## **Culminating Activity** (6 units)

MUS 490-494 - Senior Recital, Senior Thesis, or Senior Performance & Paper (6)

## **Breadth & Perspective: Music Education** (31 units)

MUS 211 (3)  
MUS 257 (3)  
MUS 325 (5)  
MUS 425 (5)  
MUS 403 (5)  
MUS 405 (5)  
MUS 410 (5)

## **Vocal Techniques and Instrumental Pedagogy** (12 or 13 units)

(Voice students should take all four instrumental pedagogy courses. Instrumentalists should take those instrumental courses outside their specialty plus 2 singing techniques classes.)

MUS 227 (2)  
MUS 228 (2)  
MUS 229 (2)  
MUS 259.001 (3)  
MUS 259.002 (3)  
MUS 259.003 (3)  
MUS 259.004 (3)

## **Requirements for the Minor in Music**

A total of 24 quarter units comprised of the following: four five-unit music courses (at least two of which must be upper division) including at least one theory course such as MUS 120 or 122 or 152 or 222; two units of applied music, and two units of work in a performing organization.

## **Requirements for the Minor in Music Education**

The Minor in Music Education consists of a minimum of twenty-one units, selected from the course list below. Proficiency in reading musical notation is required for admission to the minor. At least one course in music theory and one course in music literature or history are pre-requisites for formal admission to the Music Education minor. The Music



## MUSIC

Education minor meets the requirements for the California Supplemental Credential in Music provided all courses are completed with a grade of "C" or higher.

### **Conducting** (5 units)

MUS 325 (5)

### **Breath and Depth** (selected from) (15 units)

MUS 259.001 (3)

MUS 259.002 (3)

MUS 259.003 (3)

MUS 259.004 (3)

MUS 403 (5)

MUS 404 (5)

MUS 405 (5)

MUS 406 (5)

MUS 410 (5)

MUS 411 (5)

MUS 425 (5)

**Musical Performance** (must be completed in residence at CSUB) (9 units)

3 units in a major ensemble (Choir, Band, Orchestra, or Jazz Band)

3 units of individual study in voice or an approved instrument

3 units of class piano or accompanying

### **Teaching Credential - Single Subject**

Students wishing to complete the requirements for the California Single Subject Credential in Music should consult with the department chair or an appropriate Music faculty advisor.

## **COURSES DESCRIPTIONS**

**Note:** For music majors, no grade below a "C" in the major will be applicable or acceptable for fulfilling degree requirements.

### **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. **GE C1**

#### **MUS 105 Appreciation of Jazz** (5)

Introduction and examination of characteristics, techniques, styles, terms, and methods found in the jazz tradition. This examination will include critical issues related to the social and cultural history of African-Americans and how that history influenced the creation of the music. **GE C1**

#### **MUS 111 Introduction to Music Technology** (3)

The examination of computer applications for the notation of music, sequencing, and recording, as well as an introduction to the equipment and principles of onsite recording and sound reinforcement.

#### **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.

#### **MUS 122 Theory I** (5)

Investigation of the musical materials and principles of traditional tonal practice including figured bass, four-part harmony through dominant seventh chords, and lead-sheet chord symbols; group performance of individual projects and introduction to computer notation. Prerequisite: MUS 120 or satisfactory score on theory placement examination. Required: concurrent enrollment in MUS 124.

#### **MUS 123 Studio Instruction** (1)

Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to music majors or minors, on a proficiency placement basis.

#### **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.

#### **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/laboratory. Prerequisite: placement examination; departmental permission.

#### **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/laboratory. Prerequisite: MUS 132 or placement examination; departmental permission.

### **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/laboratory. Prerequisite: MUS 133 or placement examination; departmental permission.

### **MUS 152 Theory II (5)**

Continued examination of traditional tonal practice including diatonic and chromatic seventh chords, modulation, and modal mixture; individual creative projects with group performance. Prerequisite: MUS 122 or satisfactory score on theory placement examination. Required: concurrent enrollment in MUS 154.

### **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.

### **MUS 201 Survey of Music History I (5)**

Examination of the important figures and periods in the history of Western music from Gregorian Chant to the end of the Baroque. For the Music major or the general student with basic (treble and bass clef) music reading skills. Prerequisite: MUS 101 or consent of instructor.

### **MUS 202 Survey of Music History II (5)**

Continuation of MUS 201, covering the history of Western music from the Classical period to the present. For the Music major or the general student with basic (treble and bass clef) music reading skills.

### **MUS 211 Teaching Music with Technology (3)**

This course will introduce Music Education students to technologies that will enhance their ability to teach music and give the students the information, skills, experience and confidence to successfully implement technology into the music curriculum at their future institution.

### **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 is required.

### **MUS 221 Music Workshop (1)**

Courses devoted to the study and performance of representative literature for varied types of ensemble. Two activity hours per week. Admission with the consent of instructor. Anticipated sections include the following: Brass Choir; Contemporary Chamber Ensemble; Keyboard; Recorder/Early Music; Clarinet Choir; Guitar Ensemble; String; Woodwind; Early Music; Vocal; Jazz Improvisation

### **MUS 222 Theory III (5)**

Chromatic modulation and twentieth-century techniques, including extended tertian harmony, alternate scales, polytonality, serialism, pandiatonicism, and non-Western musical systems. Prerequisite: MUS 152 or satisfactory score on theory placement examination. Required: concurrent enrollment in MUS 224.

### **MUS 223 Studio Instruction (1)**

Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to music majors or minors, on a proficiency placement basis.

### **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.

### **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.

### **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.

### **MUS 229 Advanced Singing Techniques (2)**

Advanced-level class instruction in techniques of singing. Repertoire building, songs in foreign languages, operatic arias.

### **MUS 231 Vocal Workshop (1)**

Enrichment activities for students in University Singers. Activities include solmization clinics,



## MUSIC

sectional rehearsals, small ensemble performance, touring, and special coaching. Students must be concurrently enrolled in MUS 251 or MUS 451.

### **MUS 232 Piano Class IV (1)**

Piano technique: exercises for increased facility; sight reading, introduction of lead sheet, score reading and transposition; ensemble playing, introduction of accompanying; improvisation, harmonization; repertoire extension; practice skills. Lecture, discussion and laboratory. Prerequisite: MUS 134 or placement examination; departmental permission.

### **MUS 233 Piano Class V (1)**

Piano technique exercises; sight reading, introduction of figured bass, choral score reading; modulations; analysis; continued solo and ensemble playing; repertoire extension; introduction of musical style periods; practice skills. Lecture, discussion and laboratory. Prerequisite: MUS 232 or placement examination; departmental permission.

### **MUS 234 Piano Class VI (1)**

Piano technique exercises; sight reading, introduction of jazz chart, instrumental score reading; continued solo and ensemble playing; repertoire extension; practice skills; pedagogical issues. Lecture, discussion and laboratory. Prerequisite: MUS 233 or placement examination; departmental permission.

### **MUS 236 Small Jazz Ensemble (1)**

Small group performance of traditional and contemporary jazz, Latin jazz, and world music by groups ranging in size from trios to septets. Individual creative projects are encouraged, performed, and digitally recorded. Each group will rehearse a minimum of three hours per week. Admission with the consent of the instructor.

### **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.

### **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.

### **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.

### **MUS 248 Men's Choir (1)**

Group performance of TTBB choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor.

### **MUS 249 Women's Choir (1)**

Group performance of SSAA choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor.

### **MUS 250 Jazz Vocal Ensemble (1)**

Performance of jazz choral music including traditional, Latin, and world music with an emphasis on vocal improvisation. A minimum of three class hours per week. Admission with the consent of the instructor.

### **MUS 251 CSUB University Singers (1)**

Group performance of choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor.

### **MUS 253 CSUB Community Concert Band (1)**

Group performance of music from various periods of the repertoire. A minimum of three class hours per week. Admission with the consent of the instructor.

### **MUS 254 Chamber Orchestra (1)**

Group performance of music from various periods of the repertoire. A minimum of three class hours per week. Admission with the consent of the instructor.

### **Music 255 Guitar Ensemble (1)**

Study and performance of music for the guitar from various periods of musical history. A minimum of three class hours per week is required. Admission with the consent of the instructor.

### **MUS 256 CSUB Jazz Ensemble (1)**

Performance of representative big band repertoire, Latin Jazz, and world music. Individual creative projects are encouraged, performed, and digitally recorded. Admission with the consent of the instructor. A minimum of three class hours per week.

### **MUS 257 Early Field Experience in Music Education (2)**

Designed to provide students with guided observations and directed field experiences in school music classrooms. The course establishes the relationship between theory and practice, and provides students



with preliminary information to assist them in making informed judgments on whether to pursue a career in music education. Students will observe classes in general music, vocal and instrumental performance, at both the elementary and secondary levels. Offered on a credit, no-credit basis.

### **MUS 258 Opera Theatre (1)**

Preparing, staging, and performing full and partial works from the operatic repertoire. Admission with consent of the instructor. May be repeated for credit.

### **MUS 259 Pedagogy: Principles and Practice (3)**

Principles involved in the playing and teaching of the regular orchestral instruments and maintenance of the regular band. Students are required to play each instrument studied in the class and demonstrate a working acquaintance with the pedagogical knowledge necessary to adequately instruct another person in the following areas:

- .001 *Strings*: Violin, Viola, Cello, String Bass
- .002 *Woodwinds*: Flute, Oboe, B<sup>b</sup> Clarinet, Bassoon, Saxophone
- .003 *Brass*: B<sup>b</sup> Trumpet, French Horn, Trombone, Euphonium, Tuba
- .004 *Percussion*: Appropriate definite and indefinite pitched instruments, as determined by the instructor

### **MUS 272 Jazz Improvisation (5)**

Performance of basic major, dorian, mixolydian, and bebop dominant patterns, basic voicing of major and minor ii-V-I as well as associated melodic patterns, blues progressions, rhythmic changes, chord substitutions, basic chromatic embellishments, turnarounds, drum and bass patterns for traditional, Latin, and world beat grooves. Prerequisite: MUS 122 or permission of instructor.

### **MUS 277 Special Topics in Music (15)**

Classes, individual research, and/or group investigation of selected topics in music or musical ensembles. 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 (15)**

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.

### **MUS 310 Music in the Elementary Classroom (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.

### **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.

### **MUS 323 Studio Instruction (1)**

Individual instruction in voice and in various musical instruments. Students must audition to be accepted into upper division applied study. 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.

### **MUS 324 Orchestration (5)**

Study of the individual characteristics of all instruments of the orchestra, terminology in multiple languages, scoring for strings, woodwinds, brass, and percussion instruments both alone and in combination. Creative projects are notated and realized with the help of music technologies such as MIDI, computer notation, and sequencing. Prerequisite: MUS 222 or departmental consent.



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### **MUS 325 Beginning Conducting (5)**

Study of baton techniques and development of essential skills common to instrumental and choral conducting such as listening, gesture, error detection, score study and preparation, interpretation, rehearsal procedures, and performance. Technological advances of importance to conductors such as MIDI, recording technologies (audio & video) and computers will be examined and used. Repertoire studied includes Western and non-Western music in a variety of genres both vocal and instrumental.

### **MUS 330 Music Teaching Techniques for Elementary Classroom I (5)**

Continued study and development of music skills and teaching techniques begun in Music 310. Participation in activities designed to prepare the student to teach music in the context of the academic elementary classroom. Topics will include Kodaly and Orff techniques, world music, soprano recorder, lesson planning, music reading, and children's songs, games and dances. Prerequisite: MUS 310 or consent of instructor.

### **MUS 350 Music Teaching Techniques for Elementary Classroom II (5)**

Continued study and development of music skills and teaching techniques begun in Music 310 and 330. Topics will include advanced Kodaly and Orff techniques, music forms and styles, alto recorder, learning theories, and music education technology. Prerequisite: MUS 330 or consent of instructor.

### **MUS 370 Form and Analysis I (5)**

Analysis of selected compositions of various historical periods, styles, and cultures. Development of criteria for both evaluation and understanding of principles of formal construction and musical continuity gained through the study of phrase structure and formal design, all part forms to sonata. Prerequisite: MUS 222 and 224, or consent of instructor.

### **MUS 371 Form and Analysis II (5)**

Continued examination of the principles of formal construction and musical continuity as revealed by analysis of selected compositions with an emphasis on contrapuntal forms, concerto, and twentieth century compositions including analysis of upper tertian harmony using jazz symbols, techniques of impressionism, neoclassicism, and serialism using set theory. Prerequisite: MUS 370.

### **MUS 372 Jazz Improvisation II (5)**

Performance of patterns derived from ascending melodic minor modes and pentatonic groupings, performance of transcribed blues solos, chromatically

embellished ii-V-I patterns in both major and minor, transcription of solos for your instrument, and concepts of solo construction. Prerequisite: MUS 272 or satisfactory score on placement exam.

### **MUS 375 Counterpoint (5)**

Study of 18th Century counterpoint starting with "species" counterpoint and leading to the composition of a twopart invention, threevoiced fugue, canons, and a chorale prelude. Prerequisite: MUS 222.

### **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 for non-major. May apply for the Music major with additional assignment requirements. Prerequisites: upper division standing and completion of general education basic skills goals. **GE T2**

### **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.

### **MUS 390 Film Music (5)**

The exploration of the role music plays in enhancing the experience of viewing dramatic film. Emphasis is on the interaction of music, drama, and visual aspects. Analysis of selected examples drawn from film music of the past, and also currently running commercial films. Prerequisite: ENGL 110 or equivalent. Upper division status. Music reading skills not required. **GE T2**

### **MUS 403 Elementary Music Methods I (5)**

Study of pedagogical techniques and activities designed for teaching music for elementary children in the context of the elementary music class. Emphasis will be placed on the Kodaly and Orff approaches. Development of skills in teaching music literacy, musicianship, soprano and alto recorders, multicultural music, and lesson planning. Prerequisite: MUS 257.

### **MUS 404 Elementary Music Methods II (5)**

Continued study of pedagogical techniques and activities designed to teach music in the context of the elementary music class. Emphasis will be placed on advanced Kodaly and Orff pedagogy, musicianship, lesson planning, alto recorder, and learning theories. Prerequisite: Music 403 or consent of the instructor.



**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 222 or consent of instructor.

**MUS 406 Secondary Instrumental Music Methods II (5)**

Advanced level study of issues confronted in MUS 405. Field trips may be required. Prerequisites: MUS 222, 405 or consent of instructor.

**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 222 or consent of instructor.

**MUS 411 Secondary Vocal Music Methods II (5)**

Advanced study of issues confronted in MUS 410. Field trips may be required. Prerequisites: MUS 222, 410 or consent of instructor.

**MUS 420 Chamber Music (1)**

Study and performance of various instrumental chamber combinations. Groups drawn from instrumentation provided by make up of the class. Performance majors should consult with the applied faculty. A minimum of three class hours per week.

**MUS 421 Music Workshop (1)**

Courses devoted to the study and performance of representative literature for varied types of ensemble. Two activity hours per week. Admission with the consent of instructor. Anticipated sections include the following: Brass Choir; Contemporary Chamber Ensemble; Keyboard; Recorder/Early Music; Clarinet Choir; Guitar Ensemble; String; Woodwind; Early Music; Vocal; Jazz Improvisation.

**MUS 423 Studio Instruction (1)**

Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to music majors or minors, on a proficiency placement basis.

**MUS 425 Advanced Conducting (5)**

Advanced study of conducting elements common to both vocal and instrumental conducting with continued work in listening skills, conducting technique, error detection, score study and preparation, interpretation, rehearsal procedures, and performance. The course requires guided outside observations of rehearsals and performances by conductors at various levels. Technological tools of importance to conductors such as MIDI, recording techniques (audio and video) and computers will be used extensively. Repertoire studied includes Western and non-Western music in a variety of genres both vocal and instrumental.

**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.

**MUS 436 Small Jazz Ensemble (1)**

Small group performance of traditional and contemporary jazz, Latin jazz, and world music by groups ranging in size from trios to septets. Individual creative projects are encouraged, performed, and digitally recorded. Each group will rehearse a minimum of three hours per week. Admission with the consent of the instructor.

**MUS 448 Men's Choir (1)**

Group performance of TTBB choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor.

**MUS 449 Women's Choir (1)**

Group performance of SSAA choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor.

**MUS 450 Jazz Vocal Ensemble (1)**

Performance of jazz choral music including traditional, Latin, and world music with an emphasis on vocal improvisation. A minimum of three class hours per week. Admission with the consent of the instructor.

**MUS 451 CSUB University Singers (1)**

Group performance of choral music from various periods and styles of the choral repertoire including classical, folk, popular, and multicultural music. Admission with the consent of the instructor.



## MUSIC

### **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.

### **MUS 453 CSUB Community Concert Band (1)**

Group performance of music from various periods of the repertoire. A minimum of three class hours per week. Admission with the consent of the instructor.

### **MUS 454 Chamber Orchestra (1)**

Group performance of music from various periods of the repertoire. A minimum of three class hours per week. Admission with the consent of the instructor.

### **Music 455 Guitar Ensemble (1)**

Study and performance of music for the guitar from various periods of musical history. A minimum of three class hours per week is required. Admission with the consent of the instructor.

### **MUS 456 CSUB Jazz Ensemble (1)**

Performance of representative big band repertoire, Latin Jazz, and world music. Individual creative projects are encouraged, performed, and digitally recorded. Admission with the consent of the instructor. A minimum of three class hours per week.

### **MUS 458 Opera Theatre (1)**

Preparing, staging, and performing full and partial works from the operatic repertoire. Admission with consent of the instructor. May be repeated for credit.

### **MUS 472 Jazz Improvisation III (5)**

Performance of patterns derived from Coltrane substitutions, abstract intervallic patterns, concepts of free improvisation, performance of transcribed blues and other solos, harmonic embellishment and substitution, quartal voicing of ii-V-I progressions, advance pentatonic concepts, blues heads and standards in all 12 keys, transcription of solos for your instrument. Prerequisite: MUS 372.

### **MUS 477 Special Studies in Music (1-5)**

Classes, individual research, and/or group investigation of selected topics in music or musical ensembles. 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.

### **MUS 482 The Romantic Period and Impressionism (5)**

An in-depth historical and analytical study of music of the Romantic and the Impressionistic periods (c 1830-1910). Prerequisite: MUS 122 or permission of instructor.

### **MUS 483 Music of the Early Twentieth Century (5)**

An indepth historical survey and analytical overview of twentieth century music until the end of World War II, including impressionism, expressionism, neo-classicism, ethnomusicology, and jazz. Prerequisite: MUS 122 or permission of instructor.

### **MUS 484 Music Since 1945 (5)**

An in-depth historical survey and analytical overview of music composed since World War II, including total serialism, neo-romanticism, aleatoric procedures, minimalist, jazz, new wave, and electronic media. Prerequisite: permission of instructor.

### **MUS 485 Polyphonic Period Through the Renaissance (5)**

An indepth historical and analytical study of music from the origins of polyphony through the Renaissance (c 800-1600). Prerequisite: MUS 122 or permission of instructor.

### **MUS 489 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

### **MUS 490 Senior Recital (6)**

Reserved for those students especially proficient on an instrument or in voice. Admission with consent of the music faculty, which must be obtained no later than the pre-registration period of the student's proposed final quarter. Consists of a 45-70-minute recital, which must be undertaken in residence. Co-requisite: concurrent enrollment in MUS 423. [By petition only]



**MUS 491 Senior Performance and Paper (6)**

Exhibition of proficiency in a major medium of musical performance, plus a substantial paper pertaining to the performance. Must be undertaken in residence. Permission for the performance must be obtained from the department faculty and the paper must be submitted to the faculty for evaluation. [By petition only]

**MUS 492 Senior Thesis I (2)**

Introduction to research techniques and sources. How to formulate a thesis, locate and evaluate sources. How to write about music. How to use computer assisted research tools. By the end of this section the student will have refined the thesis, identified the sources for research, and devised a preliminary outline for the paper (the thesis topic must have the approval of the music faculty by the seventh week of the quarter).

**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.

**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.

**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]



# PHILOSOPHY

**Department Chair:** Jacquelyn A. Kegley  
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*The unexamined life is not worth living.*  
—Socrates

**"Students do best [on the LSAT, GMAT and GRE exams] who major in a field characterized by formal thought, structural relationships, abstract models, symbolic languages, and deductive reasoning. [This is why] the most consistent performers are philosophy students."**

—Based on the findings of a 1985 study  
conducted by the U. S. Department of  
Education

## Program Mission

The program in Philosophy enables students to explore critically various systems of beliefs and values, to grapple with the foundations of their own beliefs and values, to develop habits of critical thinking, writing, and reading, and to use these skills to address real world problems. The programs goals and objectives can be found at their website.

## Requirements for the Bachelor of Arts Degree with a Major in Philosophy

The Bachelor of Arts Degree with a major in Philosophy requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

The Philosophy major has the following discipline-based requirements. The Philosophy Program offers two major tracks in Philosophy, a Pre-Law Concentration, and a minor in Philosophy.

### General Track (13 courses plus a minor)

1. PHIL 290
2. PHIL 302
3. PHIL 350
4. Modern Philosophy (1 of the following)  
PHIL 303  
PHIL 304
5. 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century Western Philosophy (1 of the following)  
PHIL 305  
PHIL 307

PHIL 308  
PHIL 309  
PHIL 310  
PHIL 406

6. Value Theory (1 of the following)  
PHIL 431  
PHIL 432
7. Social and Political Philosophy (1 of the following)  
PHIL 333  
PHIL 411  
PHIL 435
8. Metaphysics (1 of the following)  
PHIL 342  
PHIL 440  
PHIL 441
9. Epistemology (1 of the following)  
PHIL 451  
PHIL 452
10. Breadth Requirement (1 of the following)  
PHIL 350  
PHIL 343  
PHIL 363  
PHIL 381  
PHIL 382
11. Philosophy and Praxis (1 of the following)  
PHIL 315  
PHIL 316  
PHIL 317  
PHIL 380  
PHIL 383
12. One additional upper division course in philosophy
13. PHIL 490
14. Students must also complete one of the three options listed below:
  - a. A special minor consisting of at least 20 quarter units, approved by the student's advisor and the AVP for Academic Programs, 15 of which must be upper division, taken outside the major discipline.
  - b. A minor from another discipline consisting of at least 20 quarter units.
  - c. An interdisciplinary concentration or minor in one of the specially developed areas (see Interdisciplinary Concentrations & Minors).

### Graduate School Track (15 courses plus a minor)

1. PHIL 290
2. PHIL 302
3. PHIL 303
4. PHIL 304
5. PHIL 305
6. PHIL 350
7. PHIL 432
8. 20<sup>th</sup> and 21<sup>st</sup> Century Western Philosophy (1 of the following)  
PHIL 307  
PHIL 308



- PHIL 309
- PHIL 310
- PHIL 406
- 9. Social and Political Philosophy (1 of the following)
  - PHIL 333
  - PHIL 411
  - PHIL 435
- 10. Metaphysics (1 of the following)
  - PHIL 440
  - PHIL 441
- 11. Epistemology (1 of the following)
  - PHIL 451
  - PHIL 452
- 12. Breadth Requirement (1 of the following)
  - PHIL 343
  - PHIL 381
  - PHIL 382
- 13. Philosophy and Praxis (1 of the following)
  - PHIL 315
  - PHIL 316
  - PHIL 317
  - PHIL 380
  - PHIL 383
- 14. One additional upper division course in philosophy
- 15. PHIL 490
- 16. Students must also complete one of the three options listed below:
  - a. A special minor consisting of at least 20 quarter units, approved by the student's advisor and the AVP for Academic Programs, 15 of which must be upper division, taken outside the major discipline.
  - b. A minor from another discipline consisting of at least 20 quarter units.
  - c. An interdisciplinary concentration or minor in one of the specially developed areas (see Interdisciplinary Concentrations & Minors).

**Pre-Law Concentration** (14 courses plus the Pre-law Special Minor)

- 1. PHIL 290
- 2. PHIL 302
- 3. PHIL 316
- 4. PHIL 435
- 5. Modern Philosophy (1 of the following)
  - PHIL 303
  - PHIL 304
- 6. 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> Century Western Philosophy (1 of the following)
  - PHIL 305
  - PHIL 307
  - PHIL 308
  - PHIL 309
  - PHIL 406
- 7. Value Theory and Political Theory (1 of the following)
  - PHIL 333

- PHIL 411
- PHIL 432
- 8. Metaphysics (1 of the following)
  - PHIL 440
  - PHIL 441
- 9. Epistemology (1 of the following)
  - PHIL 451
  - PHIL 452
- 10. Breadth Requirement (1 of the following)
  - PHIL 343
  - PHIL 381
  - PHIL 382
- 11. Philosophy and Praxis (1 of the following)
  - PHIL 315
  - PHIL 317
  - PHIL 380
  - PHIL 383
- 12. Logic and Reasoning (1 of the following)
  - PHIL 350
  - PLSI 370
- 13. One additional upper division course in philosophy
- 14. PHIL 490
- 15. **Special Minor for Pre-Law** (4 courses)
  - a. Economics (both of the following)
    - ECON 201
    - ECON 404
  - b. Political Science (2 of the following)
    - PLSI 314
    - PLSI 315
    - PLSI 333
    - PLSI 370

**Requirements for the Minor in Philosophy**

The minor requires four courses, totaling twenty units, at least fifteen of which must be upper division.

**COURSE DESCRIPTIONS**

**Lower Division**

**PHIL 100 Introduction to Philosophy (5)**

This course introduces students to philosophical methods and reasoning and examines some of the central issues in philosophy. Issues to be addressed include the kinds, sources, and tests of knowledge; the nature of reality, of self and of God; the sources of value and how values ought to inform our lives. **GE C5**

**PHIL 101 Contemporary Moral Problems (5)**

This course provides an overview of historical and recent ethics theory and concepts, and an examination of contemporary moral issues and dilemmas, such as abortion, euthanasia, capital punishment, affirmative action, animal rights and gender relationships. Emphasis is given to the relationship between theory and practice. **GE C5**



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### PHIL 102 Logical Reasoning (5)

This course is designed to develop critical thinking skills related to the analysis and evaluation of arguments. It involves analysis and criticism of deductive and inductive reasoning; an understanding of justification and evidence; and identification of fallacious arguments in various areas of inquiry. **GE A3**

### PHIL 289 Experiential Prior Learning (variable units)

This course provides an evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. It requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis, and is not open to postgraduate students. Interested students should contact the department office. This course may not be counted toward major or minor requirements.

### PHIL 290 Orientation and Methods (5)

This course provides new and possible philosophy majors with an overview of the Philosophy major and practice in the methodology of good philosophical thinking and writing. The overview may include information about the requirements for the major, computer and information competency, academic and non-academic careers and graduate school (including financial issues). Practice in methodology will help you do research, to read philosophical texts carefully, discern extended arguments within a text, and write clearly and precisely.

### PHIL 296/396 Human Corps Community Service I (variable units)

This course provides students with volunteer community service experience working with nonprofit, governmental, educational or community-based service organizations. Offered on a credit, no-credit basis only.

### Upper Division

**Note:** All upper division courses in Philosophy carry as prerequisites PHIL 102 and ENGL 110 or equivalents, with PHIL 100 strongly recommended. Some courses also carry additional prerequisites. Any prerequisite may be waived with the consent of the instructor.

### PHIL 302 History of Western Philosophy I (5)

This course traces the development of Western philosophy from its Greek origins through the Hellenistic period. It introduces the students to ancient debates and methods of inquiry about a number of issues in regards with the nature of reality, knowledge

and morality. The survey starts with the fragments and testimonies of the early thinkers, also known as Pre-Socratic philosophers, moving to the more comprehensive works of Plato and Aristotle, and ending with the works of the Hellenistic period. **GE T2**

### PHIL 303 History of Western Philosophy II (5)

This course explores the development of Western Philosophy from medieval philosophy through the Modern Rationalists, Descartes, Leibniz and Spinoza.

### PHIL 304 History of Western Philosophy III (5)

This course explores the Modern period of Western philosophy, focusing on the Empiricists – primarily Locke, Berkeley and Hume – and the Critical Philosophy of Kant.

### PHIL 305 History of Western Philosophy IV (5)

This course explores the history of Western philosophy from Kant through the influential philosophers of the nineteenth century.

### PHIL 307 Analytic Philosophy (5)

This course examines the rise and development of analytic philosophy in the 20<sup>th</sup> century. Topics may include: the origins of analytic philosophy as a reaction against idealism; features distinguishing analytic philosophy from other philosophical traditions; various analytic 'schools', including logicism, logical atomism, logical positivism, philosophical naturalism, ordinary language philosophy, analytic metaphysics; and major figures in the tradition, including Frege, Moore, Russell, Wittgenstein, Ayer, Quine, and Kripke.

### PHIL 308 The American Philosophical Heritage (5)

This course focuses on philosophical ideas developed in the geographical context of America as a nation. Key ideas explored may include mind-body-self relationships; the nature of knowledge and inquiry; notions of community and power; freedom; democracy; and cultural pluralism; race, and gender; and the roles of science, religion, literature, and art in American philosophical thought. Individual thinkers studied may include Native American contributors, Jonathan Edwards, Benjamin Franklin, Thomas Jefferson, Charles S. Peirce, William James, Josiah Royce, John Dewey, W.E. B. Dubois, Alain Locke, and Jane Adams. **GE T2**

### PHIL 309 Twentieth Century Continental Philosophy (5)

This course provides a study of recent work within the Continental European tradition. Movements studied may include phenomenology, critical theory, structuralism, French feminism, hermeneutics, deconstruction, poststructuralism, postcolonialism, and postmodernism.



**PHIL 310 Existentialism (5)**

Various types of existential philosophies are examined in the writings of nineteenth-century philosophers of existence such as Kierkegaard and Nietzsche, and of twentieth century exponents such as Heidegger, Sartre, Beauvoir, Camus, Buber, Fanon, and others. Concepts explored may include the meaning of freedom, the choice of values after the "death of God," relations between individual and society, embodiment and existential psychoanalysis. **GE T2**

**PHIL 315 Philosophy, Technology and Our Future (5)**

This course examines the nature of modern technology in relation to human goals and the quality of life, as well as the impact of its use on the biosphere. Emphasis shall be placed on the critical assessment of technologies in relation to the ethical, social, legal, and environmental questions they raise. Various philosophical perspectives on modern technology such as those of Heidegger, Borgmann, Feenberg, Ferré, and Latour may be considered.

**PHIL 316 Professional Ethics (5)**

This course will focus on the unique ethical issues and obligations attached to professional roles. Topics will include a definition of "profession," with discussion on how that status is distinguished from, for example, "occupation" and "craft;" theories and processes for ethical decision-making; discussion of special role-engendered ethical obligations; and consideration of the kinds of ethical dilemmas faced by persons in such fields as engineering, architecture, medicine, law, computer science, nursing, academia, and social work. (Additional recommended prerequisite: Philosophy 100 or Philosophy 101 or equivalent.) **GE T2**

**PHIL/COMM 317 Ethical Issues in the Media (5)**

This course provides an analysis of ethical issues in the news media, with emphasis on news-gathering and reporting and the impact of the internet, advertising, and entertainment. Topics covered include an evaluation of the ethical culture of newsrooms, codes of ethics, objectivity, privacy, fairness, honesty, and the public's right to know. Case studies will be examined, as well as other means by which students will learn how to recognize and resolve ethical conflicts. This course carries credit in either Philosophy or Communications.

**PHIL/PLSI 333 Political Philosophy and Thought (5)**

This course examines various theories of the nature of social and political life. Significant contributions to Western political philosophy, such as those of Plato, Hobbes, Locke, Mill, Marx, and Rawls, will be

examined along with the concepts of rights, equality, justice, obligation, liberty and utility. Additional readings may contribute to analysis of the development of political institutions and civil society in the West and their effects on non-European nations and cultures. This course carries credit in either Philosophy or Political Science. **GE T2**

**PHIL 342 Philosophy of Religion (5)**

This course examines the nature of religion and religious experience, various conceptions of God, evidence for the existence of God including the classical arguments, faith and its relationship to knowledge, the problem of evil, meaning and the logical status of religious language, the possibility and nature of life after death and religious pluralism. **GE T2**

**PHIL 343 Asian Philosophy (5)**

This course provides an interpretive and comparative study of some of the major Asian philosophies, ancient through contemporary, and their relevance to contemporary issues and problems. Philosophies and figures to be investigated may include: Confucius, Mencius, and Hsun Tzu; Taoism: Lao Tzu and Chuang Tzu; Hinduism: the Upanishads, the Bhagavadgita, and the major Vedanta philosophies; and the various schools of Buddhism.

**PHIL 350 Symbolic Logic (5)**

The course is designed to develop our understanding of key logical concepts, such as validity, consistency, logical truth, and the distinction between syntax and semantics. A main aim of the course is to develop the ability to translate arguments from natural language into the formal languages of the propositional and predicate calculus, and then to use the formal proof system to determine the logical status of the argument.

**INST 363 Personhood (10)**

Psychological, philosophical and biological perspectives on the person as mind, body and brain will inform exploration of public policy issues such as those related to models of illness and wellness, health care, gender and sexuality, intelligence, and legal issues such as insanity plea, commitment, eyewitness testimony and spousal and child abuse. Satisfies Themes 2 and 3 of the upper division General Education requirements. Prerequisite PHIL 100 or 101 and PSYC 100 or BIOL 100. **GE T2**

**PHIL/RS 363 Philosophy and Religion in Literature (5)**

This course examines concepts such as freedom, love, morality, God, death, afterlife, faith, friendship, and meaninglessness in novels, short stories, poetry,



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and dramatic literature. Authors from various historical periods, cultures, and backgrounds will be included. This course carries credit in Religious Studies or Philosophy. **GE T2**

### **PHIL 375 Directed Reading (3)**

This is a seminar style course in which students undertake a close reading of key works either from the history of philosophy or from contemporary material. Past selections have included Immanuel Kant's *Critique of Judgment*, Daniel Dennett's *Elbow Room*, Peter Singer's *Rethinking Life and Death*, Michel Foucault's *Discipline and Punish*, and Martha Nussbaum's *Upheavals of Thought*. May be repeated for different course content.

### **PHIL 377 Special Studies in Philosophy (1-5)**

Topics to be offered will be announced prior to registration, and may be repeated for different course content.

### **PHIL 380 Environmental Philosophy (5)**

This course examines epistemological, ethical, and social questions concerning humanity's relationship with nature. Topics include the rights of animals and ecosystems, our obligations to future generations, anthropocentrism and biocentrism, the global economy and local economies, unsustainable and sustainable development, as well as the impact of modern technologies on the biosphere. Various philosophical perspectives, such as deep ecology, ecopsychology, and ecofeminism may be considered.

### **PHIL 381 Feminist Philosophy (5)**

This course examines feminist theory and practice through the writings of historical and contemporary philosophers. Topics may include feminist revisions of the philosophical canon, analyses of oppression and critiques of patriarchy, critiques of sexism and homophobia, approaches to moral, legal, and social philosophy, approaches to ontology and epistemology, and analyses of sexuality, femininity, marriage, motherhood, prostitution, pornography, sexual violence, and social change. (Recommended prerequisite: PHIL 100 or INST 205.) This course also carries credit toward a minor in Women and Gender Studies. **GRE**

### **PHIL 382 Philosophy of Race (5)**

This course examines the concept of race and the way race informs identity from both historical and contemporary sources. Topics discussed may include the reality of race, the origins of the concept, and the extent to which race does and should impact our social and personal identities. Other topics may

include analysis of racism, the intersection of race with gender and/or class, and ethico-political issues surrounding race, such as affirmative action. **GRE**

### **PHIL 383 Philosophy of War (5)**

This course is a philosophical examination of conceptual and moral issues relating to war. It discusses the Just War Tradition, and examines questions about violent events that count as war, when it is just to go to war, the means by which a war may be justly fought, and the virtue(s) of a warrior. Debates about responsibility, pacifism, and connection between religion and war may be discussed.

### **PHIL 396 Human Corps (5)**

### **PHIL 406 Contemporary Issues in Philosophy (5)**

This course will address those issues, movements, or figures at the forefront of current research in philosophy. Topics may include, but are not limited to, mind and consciousness, language and interpretation, the human condition, self and community, and value theory.

### **PHIL 411 Marx, Marxism and Post-Marxism (5)**

This course engages the central ideas of Marxist philosophy, economics and social theory, both through the writings of Marx and others who contributed to the development of this tradition such as Engels, Lenin, Mao, Horkheimer, Adorno, Marcuse, Althusser and others. This study will also examine the relevance of Marxism since the fall of the USSR, through the writings of contemporary critical social theorists.

### **PHIL 431 Aesthetics (5)**

This course investigates a variety of issues that arise from philosophical discussions on the nature of art. Possible questions to be explored include: Is there a proper definition of art? Should a piece of work be in agreement with current moral sensibilities in order to be recognized as art? Should it matter whether the creator of the work is human? Do the creator's intentions matter for a piece of art to be received or understood as art? Whose judgment counts whether the art work is an excellent one of its type? Should it matter where, when, and by whom a piece of art is seen, if by anyone? To answer those questions, we will be reading the writings of philosophers who work either within the analytic tradition or the continental one. These works go as far back as the ancient Greek world and are as recent as the "digital revolution."

### **PHIL 432 Theories of Ethics (5)**

This course provides a review of historical and contemporary theories of ethics, ranging from those of classical authors (such as Plato and Aristotle) to those of contemporary theorists (such as Gert and



Hursthouse). Students will also analyze key ethical concepts, such as “the right and the good,” “responsibility,” “intentionality,” and “consequences.”

### **PHIL 435 Philosophy of Law (5)**

This course addresses issues common to both philosophy and law through the study of legal theories such as Natural Law, Positivism, Legal Realism, Law and Economics, Feminist Jurisprudence, and Critical Race Theory. Attention will be paid to the nature, origin and scope of rights, the specifics of legal reasoning and constitutional law, and the roles played by the legal system in the contemporary world. Additional issues examined may include capital punishment, sex and gender discrimination, changes in tort law, and the growth of the prison industry or other selected topics.

### **PHIL 440 Metaphysics (5)**

Metaphysics is inquiry into the fundamental nature of reality and the most general features of the world. Metaphysicians aim to make assertions that strictly and literally describe reality with no restrictions on intended reference. A central question of metaphysics is whether metaphysics so described is possible. Other questions that may be explored include: What is existence? Are there many worlds, or only one? Do universals (e.g., properties) exist? Do other abstract objects (e.g., numbers) exist? What is time? What is space? What are causes? What makes a thing (or person) remain the same thing (or person) despite change? Is free will an illusion? Does God exist?

### **PHIL 441 Self and Mind (5)**

This course examines various theories of mind and their consequences for our understanding of the mind's relation to the body, the brain, behavior, consciousness, and the self. The course will also explore the possibility of nonhuman minds, such as those of animals and computers.

### **PHIL 451 Theories of Knowledge (5)**

This course examines the nature, possibility, and limits of human knowledge. Topics may include skepticism, perception, logical and mathematical knowledge, self-knowledge, and various theories of justification, including foundationalism, coherentism, naturalism, and feminist epistemology.

### **PHIL 452 Philosophy of Science (5)**

This course investigates philosophical questions concerning the rationality of scientific inquiry and the objectivity of scientific claims. Questions to be addressed include: What is the role of observation and experiment in evaluating scientific hypotheses? What does it take to be considered a legitimate science? What should a scientific theory include? Do correct

scientific theories reveal the ultimate structure of reality? Is there scientific progress, or is that just how it seems to us? To what extent do cultural, social, and institutional factors influence science?

### **PHIL 477 Special Studies in Philosophy (1-5)**

Topics for this course will be announced prior to registration, and may be repeated for different course content.

### **PHIL 489 Experiential Prior Learning (variable units)**

This course provides evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. It requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office. This course may not be counted toward major or minor requirements.

### **PHIL 490 Senior Seminar (6)**

This is the capstone course of the major. Specific topics will vary, but all will involve bringing together the major areas of the discipline. Enrollment requires senior standing.

### **PHIL 496 Internship in Practical Philosophy (1-5)**

This course involves 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.

### **PHIL 497 Cooperative Education (5)**

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The Cooperative Education office contracts the field experience on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the



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responsibility of the departmental faculty. This course is offered on a credit, no-credit basis only. The department will determine application of credit.

### **PHIL 499 Individual Study (1-5)**

This is an individual program of study with regular consultations and/or examinations as the instructor may require. Admission is contingent upon approval by the department chair.

### **PHIL 577 Special Studies in Philosophy (1-5)**

Topics to be offered will be announced prior to registration. This course may be repeated for different course content. Enrollment in this course requires graduate level standing.

### **PHIL 580 Advanced Research Participation (1-5)**

This course involves individual investigation under the supervision of an identified instructor. (Experience as a research or teaching assistant does not count for credit.) Prerequisite: 3.0 GPA and consent of department chair.

### **PHIL 599 Advanced Individual Study (1-5)**

This course involves special projects developed by the individual in consultation with an identified instructor. Prerequisite: 3.0 GPA and consent of department chair.

### **PHIL 677 Special Studies in Philosophy (1-5)**

Topics to be offered will be announced prior to registration. This course may be repeated for different course content. Enrollment in this course requires graduate level standing.



**Department Chair:** M. Martinez  
**Department Office:** Business Development Center, A248  
**Telephone:** (661) 654-2141  
**email:** tgiblin@csu.edu  
**Website:** www.csub.edu/polisci/  
**Faculty:** M. Ault, R. Bzostek, S. Clark, G. Commuri, R. Geigle, K. Price

Students are encouraged to check the Political Science Department's webpage regularly throughout the quarter for online class schedules, course syllabi, changes in curriculum, and internship/career opportunities at CSUB. Political Science majors are strongly encouraged to contact Mrs. Tina Giblin to be included on the Departmental email mailing list.

### Program Description

The Political Science Department has two principal goals. The first is to provide students, whatever their career aims, with information they will need to be effective citizens. The role of citizen in a democratic system requires that people be able to understand, analyze, and describe the complexities of the democratic process, to appreciate and comprehend the historical and theoretical frameworks of democratic constitutionalism, and to cultivate the analytical ability to analyze the interaction among states in the international realm. Moreover, throughout their studies, students will be challenged to refine their own political judgments, learn the issues surrounding contemporary affairs, and be able to identify and analyze the available alternatives as well as their consequences. The political science department and others in the humanities and behavioral sciences are responsible for helping students gain the kind of understanding of their political and social environment, which enables them to approach politics in an informed and intelligent manner. 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 methods of political science research, 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 and non-governmental service, journalism, politics, law, community leadership, teaching, and business. The student learning objectives for Political Science majors can be found at the Department's website.

### Requirements for the Bachelor of Arts Degree with a Major in Political Science

The Bachelor of Arts Degree with a major in Political science requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

A student must demonstrate a familiarity with the basic approaches, methods and theories underlying modern social sciences including competency in statistics. Familiarity with data processing and electronic data retrieval and verbal and written communication is also required. All majors are encouraged to study at least one 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. Further, the Department assumes a responsibility for assessment of student outcomes apart from grades students earn in specific courses. Assessment is a collaborative process in which students and graduates provide portfolios, job histories and other information on the value of their major or minor in Political Science.

All majors must satisfactorily complete at least thirteen full courses in Political Science, of which at least ten must be at the upper division level and must also declare a minor (see section on Minor Requirement below). 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.

### Discipline-Based Requirements - Required Courses (61 units)

#### General Core Requirements (36 units)

##### A. Lower Division Required Courses (10 units)

PLSI 101 (5)

MATH 140 (5) or PSYC 200 (5)

##### B. Upper Division Required Courses (16 units)

PLSI 304 (5)

PLSI 333 (5)

PLSI 490 (6)

Before taking PLSI 490 you must have completed - and been given a final grade in - three out of the following four courses: PLSI 300, 304, 333 and 380/481.



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### C. Methods (10 units)

PLSI 300 (5) (Fall Quarter)

PLSI 380 (5) (Winter Quarter)

### D. Honors Requirements

The Department recognizes two types of graduation with distinction:

1. Graduate with Honors: The requirements to graduate with Honors in Political Science are a 3.0 overall GPA, a 3.3 GPA in the major, and a Directed Research course (PLSI 481, offered in the Spring Quarter) with a minimum grade of B.  
**Note:** Consent of the instructor and GPA of 3.00 in the major are required to participate in PLSI 481.
2. Pi Sigma Alpha Honor Society: The requirements for Pi Sigma Alpha are a 3.0 overall GPA and a 3.3 GPA in the major. Applications for Pi Sigma Alpha are due no later than January 30.

### Program Concentrations (10 units)

Choose one of the following concentrations:

#### A. American (10 units)

This course of study is designed to facilitate learning the basic concepts, theories, and methods of institutions and behaviors of American government and to train students in research, analytical, and communication skills that focus on the uses of American Government and policy.

**Select two of the following courses:**

PLSI 302 (5)  
PLSI 313 (5)  
PLSI 316 (5)  
PLSI 317 (5)  
PLSI 319 (5)  
BEHS 321 (5)  
PLSI 335 (5)  
PLSI 418 (5)

#### B. International Relations (10 units)

This course of study is designed to facilitate learning the basic concepts, theories, and methods of international relations and comparative politics. Students are trained in research, analytical, and communication skills that focus on the uses of comparative and international relations training.

**Select two of the following courses:**

PLSI 303 (5)  
PLSI 308 (5)  
PLSI 309 (5)  
PLSI 323 (5)  
PLSI 324 (5)  
PLSI 371 (5)  
PLSI 376 (5)  
PLSI 404 (5)

#### C. Pre-Law (10 units)

This course of study is designed to facilitate learning the basic concepts, theories, and methods of research that are important to

attorneys and to others whose work requires understanding of common and statutory law.

**Select two of the following courses:**

PLSI 314 (5)  
PLSI 315 (5)  
INST 369 (5)  
PLSI 370 (5)  
PLSI 335 (5)

### Political Science Studies Courses (15 units)

Select three courses not taken for the concentration from the list below; only one of these may be lower division.

PLSI 102 (5)  
PLSI 302 (5)  
PLSI 303 (5)  
PLSI 306 (5)  
BEHS 307 (5)  
PLSI 308 (5)  
PLSI 309 (5)  
BEHS 311 (5)  
PLSI 313 (5)  
PLSI 314 (5)  
PLSI 315 (5)  
PLSI 316 (5)  
PLSI 317 (5)  
PLSI 319 (5)  
PLSI 320 (5)  
BEHS 321 (5)  
PLSI 322 (5)  
PLSI 323 (5)  
PLSI 324 (5)  
PLSI 325 (5)  
PLSI 328 (5)  
PLSI 329 (5)  
BEHS 330 (5)  
BEHS 331 (5)  
PLSI 332 (5)  
PLSI 334 (5)  
PLSI 335 (5)  
PLSI 337 (5)  
PLSI 339 (5)  
PLSI 340 (5)  
PLSI 342 (5)  
INST 369 (5)  
PLSI 370 (5)  
PLSI 371 (5)  
PLSI 376 (5)  
PLSI 404 (5)  
PLSI 411 (5)  
PLSI 418 (5)  
PLSI 420 (5)

### Portfolio Requirement

Portfolios should be seen as "works in progress" during your tenure here, and must be turned in to the responsible faculty member teaching Senior Seminar



490 when you take the Senior Seminar course. No student will be allowed to graduate from Senior Seminar with a portfolio project that receives a "B-" or less. Questions about the portfolio may be directed to the student's advisor, or to any Political Science faculty member.

Every student who completes the major in Political Science in any one of the three concentrations (American, International Relations, or Pre-Law) is required to prepare a portfolio that displays what has been gained from the major in Political Science. The portfolio is a collection of materials gathered from work done in various classes sanctioned by the Political Science Department. This collection addresses each of the competency goals outlined by the Political Science Department, which is detailed on the Department web page and is available in the Department office.

To create a portfolio, each student will have to provide evidence of competency in the following areas: political understanding, theory building, data analysis, formal presentations, research methods, basic computer management, and personal career management. Demonstrating individual competency in these areas will require that each student provide evidence of his/her work and accomplishments from individual classes, internships, and research projects.

### Minor Requirement

The requirement for a major in Political Science mandates the completion of a minor. This can be accomplished by completing one of the three options listed below:

- Completion of a minor program approved by another discipline and listed in the catalog.
- An interdisciplinary concentration or minor listed in the catalog (see "Interdisciplinary Concentrations and Minors").
- A special minor approved by the student's advisor and the Dean of Undergraduate Studies.

### Special Minor in Pre-Law for Political Science Majors

Four courses selected from the following. Two courses must be taken from Economics and two from Philosophy.

- ECON 201
- ECON 404
- PHIL 311
- PHIL 332
- PHIL 333 or PLSI 333
- PHIL 335
- PHIL 350
- PHIL 498

### 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 (see page 59).

### Requirements for the Minor in Political Science

Four courses totaling 20 quarter units in Political Science (at least three of which must be upper division) with an average of "C" or better. No more than five units in the minor may be internship, cooperative education, or applied course work.

Courses which will be of special interest to students without substantial quantitative skills include PLSI 302, 306, 308, 313, 315, 317, 319, BEHS 321, PLSI 322, 323, 328, 333, 334, and 376. Other courses may be suitable depending on the instructor's announced objectives and approach.

### Social Science Teacher Preparation Program Within the BA in History

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer an approved single subject teacher preparation program in Social Science. The program certified in 1992 expired July 1, 2009. Students who began course work prior to 2009, but who did not complete all program requirements, must complete the requirements of the new CCTC approved program or pass all parts of the California Subject Examination for Teachers (CSET) in Social Science. The new program follows. Courses recommended for History majors are in bold. For information about the program, contact the Social Science Program Coordinator, Alicia Rodriguez, 654-2166.

### Requirements for the Social Science Preparation Program

#### I. Core Requirements (11 courses, 55 quarter units)

#### HIST 231 and 232

Three courses from the following, one of which must be in world history:

HIST 202 or HIST 210

HIST 204 or HIST 211

HIST 206 or HIST 212

HIST 370

HIST 371 or **PLSI 319**



## POLITICAL SCIENCE

ECON 201 and 202

One of the following:

GEOG 302, GEOG/ECON 395, HIST 330, **PLSI 332**

INST 390

### II. Breadth and Depth requirements (7 courses; 35 units). Choose ONE COURSE from EACH of the following groups:

- A. U.S. History  
HIST 351, 352, 356, 357, 358, 359
- B. World History and Perspectives (One from each group):
  - 1. Africa/Asia  
HIST 423, 424, 425, 426, 481
  - 2. Europe/Latin America  
HIST 306, 307, 308, 309, 325, 340, 442, 443
  - 3. International Relations/Global Perspectives  
ECON 311, 341, **PLSI 304**, BEHS 307, **PLSI 308, 309, 322, 323, 324**
- C. U.S. Constitution/Government  
**PLSI 314, 315, 316, 317, 335**
- D. International Economics  
ECON 340, 440, **PLSI 404**
- E. Comparative religious/ethical systems  
RS 110, 111, 316, 320, 323

### Gender, Race, Ethnicity Requirement

In addition, Social Science students must satisfy the University's GRE requirement through one of the following courses taken from a discipline other than that of their declared major: ANTH 438, ECON 380, HIST 421, 462, 465, 466, 467, 468, **PLSI 339**, PSYC 421, RS 326, SOC 327, 335, 336, 337, 338, 370.

Students should consult the catalog for additional requirements for a BA in Political Science. Taken alone, the Social Science Preparation Program is neither a degree program nor a major. Also, please note that only those courses earning a C- or higher may be counted toward the Social Science Preparation Program and an overall minimum GPA of 2.7 is required for certification of subject matter competency.

## COURSE DESCRIPTIONS

### Lower Division

#### **PLSI 101 American Government and Politics (5)**

An examination of the ways in which those who practice political science view the American political system. Students can expect to gain a basis for systematic, informed thinking about the processes by which Americans govern each other and govern themselves, the manner in which those processes affect the policies we adopt in response to issues, and

the way in which issues influence changes in the decisionmaking processes. Prerequisite: Must have completed or be currently enrolled in ENGL 100. **GE D3**

#### **PLSI 102 World Politics (5)**

An examination of the basic elements influencing global politics. Central themes of the course include the emergence of the modern nation state system, the origins of international law and organization, and the impact of technology and globalization on society in the 21st century. The course concludes by focusing on contemporary world problems such as the threats posed by nuclear war and proliferation, environmental degradation, climate change, global inequality, and international financial crises. **GE D3**

#### **PLSI 208 The Politics of Change in Asian Societies (5)**

An examination of the economic, social, and geographical factors of political culture in the Asian nations of Japan and India. The focus of the course is on a comparative study of change in the two societies, particularly on the interaction of cultures and politics in the processes of modernization. The focus will be on examining political and economic change in Asia. The thrust of the course is comparative and students will be exposed to the history, politics, culture and economy of states in the region. The purpose of the course is to introduce students to the revolutionary and evolutionary changes in the region from a political and economic perspective, while providing a broader understanding of the regional and international implications of these changes.

#### **PLSI 218 Politics in the Novel and Film (5)**

An analyses of the form, content, and effect of various sorts of political novels and films, paying special attention to the emergence and success of various sorts of political expression at different points in American political experience. Students can expect to gain an acquaintance with the conventions of novels and films, a basis for systematic, informed criticism of such works, and some understanding of the nature of political life.

#### **PLSI 240 Honors Seminar: The Nature of Politics (5)**

An examination of some of the central concepts of political science and some of the continuing issues of politics. Students can expect to gain exposure to and practice in each of the major kinds of activity in which political scientists engage. Emphasis will be on the preparation, presentation, and critical evaluation of a series of brief papers. Prerequisite: Freshman standing and invitation by the department.



**INST 275 Administrative Processes in Government (5)**

(For course description, see listing under "Interdisciplinary Courses.") **GE D3**

**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.

**PLSI 289 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

**Upper Division**

**PLSI 300 Political Inquiry (5)**

An analysis of political science methods and the design of political research. Includes an examination of social problems, formulation of research hypotheses, and introduction to social science statistics. Prerequisite: one course in Political Science and sophomore standing.

**PLSI 302 American Foreign Policy (5)**

An analysis of the major schools and approaches in the study of U.S. Foreign policy. Particular attention is paid to historical, ideological, and economic influences on the decision-making process. Includes a survey and evaluation of the major developments in U.S. foreign policy from the Cold War to the current Post-Cold War system.

**PLSI 303 Global Security Issues (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. This course focuses on both international and domestic security problems. While traditional concepts of power and the use of force are covered, this course also looks at other elements impacting the global security environment. These include the increasing impact that international organizations, revolution(s) in military affairs, enduring interstate

rivalries, economic globalization, terrorism, ethnic cleansing and genocide, and the perspectives of role competing political ideologies concerning have on issues related to global security.

**PLSI 304 International Relations (5)**

An examination of theories and logic behind nation-state strategies with regard to power, defense, stability, and economic development, among others. This course examines the theories that explain how states prioritize goals by analyzing state actions via individual, state, and international levels of analysis. **GE T3**

**PLSI 306 European Political Cultures (5)**

A study of socialization and society in European nations and regions with an emphasis on cultural nationalism, socialism, post-materialism, and other value orientations that affect political outcomes. Studies of generational changes, migration, alienation, and other phenomena in both large and small European national communities.

**BEHS 307 Developing Political Systems (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**PLSI 308 Government and Politics of China (5)**

An examination of institutions, participants, and processes of government in China. This course examines the impact of ideology and leadership in the processes of modernization and liberalization in contemporary China. **GE T3**

**PLSI 309 Government and Politics of Latin America (5)**

A comparative analysis of selected nations in Latin America, with a primary focus on the Southern Cone region (especially Argentina, Brazil, and Chile) and Central America. Emphasis is on social and economic structures as determinants of contemporary politics and policy change in Latin American society. Challenges to development are also examined within the contemporary "neoliberal" policies currently practiced throughout the region.

**BEHS 311 Small Group Dynamics (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**PLSI 313 Electoral Behavior and Political Parties (5)**

An examination of the organization and activities of political parties and electoral behavior in America combined with an analysis of the political, social, and psychological factors that promote and inhibit individual and group participation in electoral activity.



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Within the context of voting behavior, this course explores political parties in America and how they attempt to win popular control of government through the electoral process. Prerequisite: upper division standing or consent of instructor.

### **PLSI 314 Judicial Power and the Constitution (5)**

An examination of the judicial role in American constitutional adjudication, both historical and contemporary. Particular emphases on federalism, separation of powers, and other topics on the exercise and extent of national power. Prerequisite: one course in Political Science or consent of instructor.

### **PLSI 315 Civil Rights and Civil Liberties (5)**

An examination of the principles, reasoning, and politics of private and individual rights in American constitutional adjudication. Emphasis on Equal Protection, Criminal Justice Due Process, Freedom of Expression, and Right to Privacy. Prerequisite: one course in Political Science or consent of instructor.

### **PLSI 316 Congress (5)**

An examination of Congressional decision making and the factors that shape legislative processes. Students will analyze the history of the institution, the electoral process that leads to service in the national legislature, and the rules and norms that govern its internal processes. Prerequisite: one course in Political Science or consent of instructor.

### **PLSI 317 The Presidency (5)**

An examination of the constitutional design and practical operation of the American Presidency. The course includes investigations into the nature of executive leadership, the constitutional and administrative powers of the president, legislative-executive relations, and role of public opinion, and the role of personality as expressed in presidential character.

### **PLSI 319 California Politics and Public Policy (5)**

An examination of the issues, institutions, and processes that affect public policy in California. Topics include the constitution, the history and political culture, and the impact of policies regarding such matters as taxes, energy, education, criminal justice, immigration, and home rule for local governments.

### **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 is on factors that contribute to

such influences. Students can expect to pursue a research project on a selected topic. Prerequisite: PLSI 300.

### **BEHS 321 Community Politics (5)**

(For course description, see listing under "Interdisciplinary Courses.")

### **PLSI 322 Government and Politics of Japan (5)**

An examination of the institutions and processes of government in Japan. The period covered will include the final years of the Tokugawa Government, the Meiji Restoration, the war years, and contemporary democracy. Special attention will be given to the government role in the economy, changing party politics and public protests as determinants of Japanese interests in the 21st century. **GE T3**

### **PLSI 323 Government and Politics of the Middle East (5)**

An examination of contemporary conflicts and policies among nations in the Middle East. Emphasis is on religion, nationalism, political sovereignty, and economic modernization affecting regional relations. The role of the United States will also be discussed.

### **PLSI 324 Politics of Mexico (5)**

An analysis of the historical and social roots of Mexican politics and contemporary policy issues in Mexico. Particular emphasis is given to U.S. Mexican relations, challenges of development and peasant economies, the history of one party rule in the 20th century, NAFTA, and the key issues surrounding "post-PRI" Mexico.

### **PLSI 325 The Government, Politics, Economy, and Foreign Policy of Russia (5)**

This is a course in the politics, government, and economy of contemporary Russia. The course will be divided into three parts, the first of which will focus on the pre-Communist and Communist period following the 1917-1923 civil war and the formation of the Soviet Union. The second will focus on the Cold War development of the USSR, the final decade of the Communist system, and the collapse of the state in the period from 1989 through 1992. The third part of the course will examine post-Soviet Russia.

### **PLSI 328 Media, Propaganda, and Public Opinion (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. **GE T3**



**PLSI 329 Latino Politics (5)**

An overview of Latino political experience in the U.S. with special attention to Mexican-Americans. Particular emphasis on cultural background, social history, politics, education, and the law. Other issues deal with political impacts of Latino family structure and Latinos' role in the economy. **GRE**

**BEHS 330 Political Psychology (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**BEHS 331 Political Sociology (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**PLSI 332 Political Geography (5)**

Lectures, analysis and field work on the relationships between physical and cultural geography and the power in nations, states, and communities. Case studies in both U.S. and other nations and GIS exercises. Satisfies the Geography requirement for Liberal Studies. Cross-listed as GEOG 332. **GE T3**

**PLSI 333 Political Philosophy and Thought (5)**

This course examines various theories of the nature of social and political life. Significant contributions to Western political philosophy, such as those of Plato, Hobbes, Locke, Mill, Marx, and Rawls, will be examined along with the concepts of rights, equality, justice, obligation, liberty and utility. Additional readings may contribute to analysis of the development of political institutions and civil society in the West and their effects on non-European nations and cultures. This course carries credit in either Philosophy or Political Science. Cross-listed as PHIL 333. **GE T2**

**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.

**PLSI 335 American Political Theory (5)**

This course investigates the theoretical foundations, the functional processes, and contemporary theories of the American Regime. Students investigate the political and social institutions established under the U.S. Constitution, review important changes in the political and social institutions, and study changes in relations between government and citizens. Taken as

a whole, the themes explored in this course lie at the intersection of politics, philosophy, history, and sociology, and should appeal to students wishing to pursue a career in teaching civics or social studies at the secondary school level.

**PLSI 339 Women in Politics (5)**

The course presents a general understanding of feminist concepts and gender cultural differences that affect American and International politics. For American politics, the emphasis is on how gender ideas affect public opinion, voting patterns, campaigning and women as leaders. The course applies a gender lens to basic questions of international relations, such as national security questions, economic development, and foreign policy. **GRE**

**PLSI 340 Racial & Ethnic Politics in the United States (5)**

Focus on political experiences of African Americans, American Indians, Asian Americans, and Latinos. This course examines the major theories explaining American politics in light of race and ethnicity. Particular emphasis on intra- and intergroup conflict and cooperation, and the nature and dynamics of American political values, discourse, leadership, organizations, institutions, and policies, when analyzed from the perspectives of four major racial and ethnic groups.

**INST 369 Environmental Politics (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**PLSI 370 Legal Reasoning (5)**

Discussion and practice in the logic, analysis, data interpretation, and writing that characterizes AngloSaxon jurisprudence. Special topics taken from contemporary issues include torts and remedies, administrative authority, freedom of speech, death penalty, entertainment law, and antitrust policy.

**PLSI 371 International Organizations (5)**

The subject matter of this course is the network of international organizations redefining global politics. By the end of the 20th century, international organizations challenge the nation-state's political authority and power. Two types of international organizations are examined in this course: intergovernmental organizations (IGOs) and nongovernmental organizations (NGOs). This growth of transnational organizations reflects the processes of social, economic, and technological globalization that creates a complex network of participants in global politics.



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### **PLSI 376 Politics of International Terrorism**

This course will examine terrorism from both the historical and international perspectives. The historical and ideological roots and development of terrorism will be explored along with the different types of terrorism, such as state terrorism, state-sponsored terrorism, and rebel terrorism. Additionally, attention will be given to cases drawn from different regions of the globe, including Europe, the United States, Latin America, Africa, and the Middle East.

### **PLSI 377 Special Topics (15)**

An intensive examination of issues of current political concern with attention to the development of the problem and alternate ways of responding to it. The issues examined vary from term to term but include such topics as political corruption, the political implications of multinational corporations, terrorism and political subversion, etc. Course credits can also be applied for the Model United Nations experience. Prerequisite: Upper division standing, or permission of instructor. May be repeated for different course content.

### **PLSI 380 Political Science Laboratory (5)**

One of the alternatives for applications after PLSI 300, with emphasis on practice of social research, including inferential statistics, data management using SPSS, and other computer-based analytical techniques, and other skills important in political science careers. Prerequisite: PLSI 300.

### **BEHS 400 Data Processing in the Behavioral Sciences (5)**

### **PLSI 404 Politics of International Commerce (5)**

An examination of the international political economy focusing on the structures and patterns of trade and trade agreements. Particular emphasis is given to international banking, currency exchange, problems of international lending, debt management in developing countries and the former Soviet bloc, and multinational corporate approaches to economic development. Agreements and protocols of the post-WWII period and the World Trade Organization are emphasized throughout.

### **PLSI 411 U.S. Immigration Politics and Policy (5)**

This course explores the politics of the social, cultural, demographic, economic, and security impacts of immigration on American society and how politics shape U.S. immigration policy on issues of family reunification, human rights, civil liberties, civil rights, and State roles in integrating immigrants into U.S. society. Comparisons to immigrations politics in European Union and other nations and regions.

### **PLSI 418 Politics and Culture (5)**

Study of the relationship between culture and politics, with emphasis on how culture and subculture shape political processes and values and how regimes utilize popular culture to achieve their goals in domestic and foreign policy. Among the forms of popular culture in these analyses will be music, film, literature, and sports. Emphasis is on the U.S., but with attention also to other nations and cultures. Prerequisite: upper division standing.

### **PLSI 420 Religion and Politics (5)**

This course explores the relationship between religion and politics. The purpose of this course is to understand the role of religious ideas, values, and beliefs in influencing politics within and between states. The course may examine diverse aspects beyond religion such as nationalism, colonialism-orientalism, human rights and cultural globalization.

### **BEHS 471 Colonialism and Culture Change (5)**

### **PLSI 477 Selected Topics in Political Science (1-5)**

Current concerns challenging the discipline's theories and methods. Topics include governmental regulation of innovation in medical treatment, ethics in the intelligence community, the impact of development on ideology, politics and mass media, etc. Offered periodically to respond to student and faculty interests. Prerequisite: upper division standing. May be repeated for different course content.

### **PLSI 480 Directed Research Seminar in Political Science (5)**

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

### **PLSI 481 Directed Research in Political Science (1-5)**

Student conducts and writes up a research project under faculty supervision. Prerequisite: PLSI 300 and consent of instructor.

### **PLSI 489 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior offcampus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, nocredit basis. Not open to postgraduate students. Interested students should contact the department office.



**PLSI 490 Senior Seminar (6)**

This course reflects on the nature of the discipline of Political Science. Synthesis and integration of coursework is the focus of this course. The seminar format facilitates discussions of theories, and research questions including those that cross boundaries between the disciplines. Analysis and policy essays along with a portfolio that demonstrates a set of competencies in political science.

**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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**Emeritus Faculty:** M. J. Allen, D. C. Cohen, R. C. Noel, A. Seltzer

## Program Description

Psychology can be considered from a variety of perspectives, such as (1) a natural or biological science, (2) a behavioral or social science, (3) an applied or professional field, or (4) a set of experiential or humanistic concerns. This multi-perspective approach is best illustrated in the Mission and Goals statement of the department.

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. The goals and objectives of the BA in Psychology can be found at the department's website.

## Requirements for the Bachelor of Arts Degree with a Major in Psychology

The Bachelor of Arts Degree with a major in Psychology requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

### Discipline-Based Requirements:

**Prerequisites** (14 units):

1. PSYC 100
2. PSYC 200
3. PSYC 290 (2)
4. PSYC 291 (2)

### Major Requirements (52 units):

1. Core Courses (15 units):
  - a. PSYC 300A
  - b. PSYC 300B
  - c. PSYC 490 or PSYC 491
2. Three foundation courses. At least one course must be from Area "A" and one from Area "B". The third course may be from either Area "A" or "B" (15 units):
  - a. Area A  
PSYC 301  
PSYC 302  
PSYC 303  
PSYC 304
  - b. Area B  
PSYC 310  
PSYC 312  
PSYC 315  
PSYC 316
3. One laboratory experience from Area "A" above, chosen from: PSYC 301L, 302L, 303L, or 304L (2 units).
4. One laboratory experience from Area "B" above, chosen from: PSYC 310L, 312L, 315L, or 316L (2 units).
5. Applications of psychology (3 units):\*
  - a. PSYC 395 (1)
  - b. One or more of the following (2 units total):  
PSYC 396 (1)  
PSYC 398 (1)  
PSYC 481 (1-5)  
PSYC 496 (1-5)  
PSYC 497 (1-5)  
PSYC 498 (1-5)
- \* Excess units in this category may be applied to the elective category, subject to the restrictions of Area "6."
6. A minimum of three elective courses in Psychology (15 units - up to 5 units may be any combination of lower division courses, credit, no-credit courses, courses requiring an individual study petition, and Applied Experience courses beyond those required in 5 above.).
7. A minor or additional work in the major is required, selected from one of the following four options:
  - a. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
  - b. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").
  - c. A special minor.
  - d. Additional coursework in Psychology consisting of at least 20 units approved by the student's advisor and the department chair.



### 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 letter-graded courses. Courses proposed to fulfill the minor in Psychology are to be approved by the Chair of the Department of Psychology.

## COURSE DESCRIPTIONS

### Lower Division

#### PSYC 100 Explorations in Psychology (5)

While exploring the person as a conscious, behaving, social organism, students examine the theories, evidence, and scientific methods of psychology and the implications of the science of psychology for understanding the individual within society.

Prerequisite: ENGL 100 or permission of instructor.

**GE D4**

#### PSYC 200 Introduction to Statistical Methods in Psychological Research (5)

The use of basic statistical methods in designing and analyzing psychological experiments. Topics covered include basic descriptive statistics, the normal curve, correlation, regression, and commonly used parametric and nonparametric inferential statistical techniques. Prerequisite: MATH 85 or three years of college preparatory Math and satisfaction of ELM requirement. (Credit cannot be earned for both PSYC 200 and MATH 140.) **GE B4**

#### 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.

#### 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.

#### PSYC 280 Seminar in Psychological Research (1)

Presentations of faculty/student research in the Department of Psychology and related areas. Questions will be encouraged from students in an informal atmosphere. Prior knowledge of the material is not necessary, but an understanding of research

methodology would be useful. May be repeated for different course content. Offered on a credit, no-credit basis only.

#### 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. **Note:** A grade of C or better in this class is required to enroll in PSYC 300A.

#### 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. **Note:** A grade of C or better in this class is required to enroll in PSYC 395 and the Applied Experience Courses.

#### 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]



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## Upper Division

### PSYC 300A Understanding Psychological Research I (5)

Asking and answering questions scientifically; critical thinking about research conclusions; data collection, univariate designs and statistical analysis, presentation of data, overview of research ethics. Prerequisites: PSYC 100, PSYC 200, and a grade of C or better in PSYC 290. **Note:** A grade of C or better in this class is required to enroll in PSYC 300B.

### PSYC 300B Understanding Psychological Research II (5)

Understanding research articles and reaching conclusions across research articles; comparing/contrasting research methodologies; critical thinking about evidence and explanation; formulating and conducting empirical research; multivariate designs and statistical analysis; training in protection of human and animal subjects. Prerequisite: Grade of C or better in PSYC 300A.

### PSYC 301 Principles of Learning (5)

Examination of theory and research emphasizing behavioral principles. Lecture/discussion. Prerequisite: one course in Psychology or permission of instructor. Concurrent enrollment in PSYC 301L is encouraged for majors in Psychology.

### PSYC 301L Principles of Learning Laboratory (2)

Laboratory in Principles of Learning. Prerequisites: PSYC 300B and PSYC 301 (or concurrent enrollment in PSYC 301) **Note:** PSYC 301L may involve the use of live animals or animal tissue.

### PSYC 302 Sensation and Perception (5)

Examination of theory and research concerning the processes by which humans obtain information about the world, including disorders in these processes. Emphasis on the biological basis of perceptual phenomena, including sense organs and brain mechanisms. Lecture/discussion. Prerequisite: one course in Psychology or permission of instructor. Concurrent enrollment in PSYC 302L is encouraged for majors in Psychology.

### PSYC 302L Sensation and Perception Laboratory (2)

Laboratory in sensation and perception. Prerequisites: PSYC 300B and PSYC 302 (or concurrent enrollment in PSYC 302) **Note:** PSYC 302L may involve the use of live animals or animal tissue.

### PSYC 303 Biological Psychology (5)

Examination of theory and research emphasizing the biological basis of human emotions, motivation,

learning, memory, and perception, including some coverage of disorders. Lecture/discussion.

Prerequisite: one course in Psychology or permission of instructor. Concurrent enrollment in PSYC 303L is encouraged for majors in Psychology.

### PSYC 303L Biological Psychology Laboratory (2)

Laboratory in Biological Psychology. Prerequisites: PSYC 300B and PSYC 303 (or concurrent enrollment in PSYC 303). **Note:** PSYC 303L may involve the use of live animals or animal tissue.

### PSYC 304 Cognitive Psychology (5)

Examination of theory and research concerning memory, language, reasoning, problem solving, and higher mental processes. Normal cognition, cognitive disorders, biological bases of cognition, cognitive development, and artificial intelligence. Lecture/discussion. Prerequisite: one course in Psychology or permission of instructor. Concurrent enrollment in PSYC 304L is encouraged for majors in Psychology.

### PSYC 304L Cognitive Psychology Laboratory (2)

Laboratory in Cognitive Psychology. Prerequisites: PSYC 300B and PSYC 304 (or concurrent enrollment in PSYC 304).

### 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.

### PSYC 310L Child Psychology Laboratory (2)

Laboratory in Child Psychology. Prerequisites: PSYC 300B and PSYC 310 (or concurrent enrollment in PSYC 310).

### BEHS 311 Small Group Dynamics (5)

(For course description, see listing under "Interdisciplinary Courses.")

### RS 345 Psychology of Religion (5)

(For course description, see listing under "Religious Studies Courses.")

### PSYC 312 Social Psychology (5)

Examination of theory and research concerning group affiliation, group standards, social perception, reference groups, and other social influences on the behavior of individuals. Topics include: the self and society, attitudes and attitude change, social perception, attraction and love, aggression and



violence, and group dynamics. Lecture/discussion. Prerequisite: a course from Area D of the General Education Requirements. **GE T3**

**PSYC 312L Social Psychology Laboratory (2)**

Laboratory in Social Psychology. Prerequisites: PSYC 300B and PSYC 312 (or concurrent enrollment in PSYC 312).

**PSYC 315 Abnormal Psychology (5)**

Examination of theory and research concerning abnormal behavior, from psychiatry, psychology, sociology, and other disciplines. Implications for treatment and prevention. Lectures/discussion. Prerequisite: one course in Psychology or permission of instructor.

**PSYC 315L Abnormal Psychology Laboratory (2)**

Laboratory in Abnormal Psychology. Prerequisites: PSYC 300B and PSYC 315 (or concurrent enrollment in PSYC 315).

**PSYC 316 Personality (5)**

Examination of theory and research concerning approaches for understanding the person. Development of structures and dynamics in relation to adult functioning, psychopathology, and behavior change. Lecture/discussion. Prerequisite: one course in Psychology or permission of instructor.

**PSYC 316L Personality Psychology Laboratory (2)**

Laboratory in Personality Psychology. Prerequisites: PSYC 300B and PSYC 316 (or concurrent enrollment in PSYC 316).

**BEHS 318 Psychological Anthropology (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**PSYC 320 Adult/Child Relationships (5)**

Contemporary discoveries about childhood personality, self-concept, and social cognition will be evaluated to determine implications for real-life adult-child relationships. A variety of child development information, including research and theory on adult's and children's views of each other, will be examined and applied to the understanding of optimal adult-child relationships. Course requirements include interaction with a child. Prerequisite: one course in Psychology or permission of instructor. Recommended: PSYC 310.

**PSYC 322 Adolescent Psychology and Development (5)**

Examination of theory and research in the study of the psychological development of the individual during the second decade of life. Physical, cognitive, social, and

moral development within the contexts of family, culture, peers, school, and work. Prerequisites: PSYC 100 or permission of instructor; PSYC 310 recommended.

**PSYC 323 Family Psychology and Development (5)**

Examination of theory and research in the study of the psychological development of families from family formation to family member death. Includes mate selection and marriage; parent-child relationships; family violence; divorce and its effects on family members; interface of work and family. Prerequisites: PSYC 100 or permission of instructor; PSYC 310 recommended.

**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.

**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.

**BEHS 330 Political Psychology (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**PSYC 332 Environmental Psychology (5)**

Description and explanation of how people are affected by places (built and non-built, living and nonliving) and how people in turn affect the places around them. Topics include, for example, effects of noise or temperature upon behavior, preferences for landscape and design features, mental mapping of locations, and attitudes and behaviors related to recycling or community environmental action. Emphasis is upon solving problems through understanding the contexts in which we live. Assignments include applied activities or service learning. Prerequisite: a course from Area D of the General Education Requirements. **GE T3**

**PSYC 340 Psychology of Diversity (5)**

An overview of theories and research on human diversity with a focus on populations of California and the United States. Diversity will be defined in a broad



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sense to cover culture, ethnicity, race, religion, gender, age, sexual orientation, and physical challenges such as deafness. Lecture/discussion and student project. **GRE**

### **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.

### **PSYC 342 The Psychology of Sexual Orientation (5)**

The purpose of this course is to incorporate information from a variety of different fields (e.g., history, sociology, biology) to address psychological issues relevant to sexual orientation. In this course, students will critically examine attitudes, assumptions, and research regarding straight, lesbian, gay, bisexual, and transgendered people. Topics will include the development of gender and sexual orientation, historical views of sexual orientation, differences between individuals with different orientations, progression and change in orientation throughout the lifespan, social/legal policies regarding sexual orientation, and stereotypes and discrimination of individuals with particular orientations.

### **INST 348 People, Ethics, and Other Animals (3)**

Examination of peoples' attitudes toward and interactions with members of other animal species. The emphasis is upon ethics systems and current controversies in relationships with other animals. Up to 5 units in the Human-Animal Studies series can carry credit in Psychology.

### **INST 349 People and Animal Companions (3)**

The psychology of peoples' relationships with animal companions (pets). Topics include motivations for pet-keeping, personality research, attachment, companion animals and human development, and ethical issues in relationships with animal companions. Up to 5 units in the Human-Animal Studies series can carry credit in Psychology. (offered on-line only)

### **INST 350 Animal-Assisted Therapy (3)**

An examination and critical analysis of Animal-Assisted Therapy. Coverage of issues involved in defining and explaining AAT, and controversies about its outcomes. Historical trends in the development of AAT, including current professionalization of AAT. Up to 5 units in the Human-Animal Studies series can carry credit in Psychology. (offered on-line only)

### **INST 351 Applied Experience in Human-Animal Studies (1)**

Volunteer experience in a community setting relevant to human-animal studies. Only one unit may be earned per term, and no more than 3 units may be applied toward the baccalaureate degree.

Prerequisites: INST 348 and 3 additional units in the Human-Animal Studies course series. Offered on a credit-no credit basis only.

### **PSYC 358 Psychopharmacology: A Brief Review (2)**

An introduction to psychopharmacology appropriate for students with little background in chemistry or biology. Topics will include classification of drugs, mechanisms of drug action, questions of tolerance/dependence/safety/efficacy, and a survey of commonly used therapeutic and abused drugs.

### **INST 363 Personhood: Contemporary Policies and Practices (10)**

(For course description, see listing under "Interdisciplinary Courses.") **Note:** With INST 363, only 5 units of credit will be earned towards the requirements for the major in Psychology.

### **PSYC 377 Special Topics (1-5)**

An intensive examination of contemporary psychological issues. Lecture/discussion. May be repeated for different course content. Prerequisites will vary depending on course content.

### **BEHS 382 The Aged (5)**

(For course description, see listing under "Interdisciplinary Courses.")

### **PSYC 395 Seminar in Applications of Psychology (1)**

Online discussion of problems and insights concerning the application of psychology; readings, discussions, and a paper summarizing the student's application experience. Consult departmental homepage for current course information. Offered on a credit, no-credit basis only. Requires concurrent enrollment in PSYC 396, PSYC 398, PSYC 481, PSYC 496, PSYC 497, or PSYC 498. Prerequisite: a grade of C or better in PSYC 291.

### **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 Human Corps credit may be applied toward the baccalaureate degree. Requires concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first applied experience course (see listing accompanying PSYC 395). Prerequisite: a grade of C or better in PSYC 291. Offered on a credit, no-credit basis only.

#### **PSYC 398 Peer Advising (1)**

Supervised experience in academic or peer counseling. Offered on a credit, no-credit basis only. Requires concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first applied experience course (see listing accompanying PSYC 395). Prerequisite: PSYC 291, consent of faculty sponsor and approval by the Application Coordinator of the Department of Psychology. Prerequisite: a grade of C or better in PSYC 291.

#### **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.

#### **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.

#### **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 100 or permission of instructor.

#### **PSYC 412 Personality and Social Development (5)**

Investigation of the development of emotion, motivation, social reasoning and interpersonal relationships from birth through adolescence. Emphasis on normal personality development, including topics such as attachment, relationships with parents and peers, sex roles, pro-social and aggressive behaviors, and characteristics such as achievement, dependency, obedience, conformity, and creativity. May include psychodynamic, psychosocial, behavioral, cognitive, and biological perspectives. Prerequisite: PSYC 100 or permission of instructor.

#### **PSYC 413 Language Development (5)**

Examination of the child's acquisition, development and use of language, including production and comprehension. Prerequisite: PSYC 100 or permission of instructor.

#### **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.

#### **PSYC 417 Descriptive Psychopathology (5)**

Examination of how people experience psychological disorders and some of the nontraditional theories and explanations that account for mental illness. Consideration of the role social, cultural, and political forces play in causing and shaping the nature of disordered behavior from the perspectives of the person experiencing it and of family and society. Special attention to first-person accounts, Internet newsgroup discussions, case studies, and images of mental disorder in the mass media. May include opportunities for direct experience with persons identified as mentally ill. Prerequisite: PSYC 315 or permission of instructor.

#### **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



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relations, health and economic considerations, and diagnostic and intervention principles.

Recommended: PSYC 315 and BEHS 382.

Prerequisite: PSYC 100.

### **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. **GRE**

### **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).

### **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.

### **PSYC 435 Brain and Consciousness (5)**

Consciousness is explored in light of current neuroscience research. Phenomena such as dreaming, altered states, unconscious brain processing, dissociation, hallucination, voluntary actions, false memory, mind/brain disorders, and the possibility of mind in machines and non-human animals are considered, including their cultural context. Prerequisites: One course in Psychology, one course in Biology or Psychobiology, and one course from Area D of the General Education Requirements. **GE T3**

### **PSYC 442 Psychology of Intergroup Relations (5)**

An in-depth analysis of theories and principles about intergroup relations, with special attention given to the social psychology of minorities. Topics include a historical perspective and comparative review of research and theory in intergroup relations; current theory and research on social identity, stereotypes, attitudes; and applications of the literature to contemporary societal problems. **GRE**

### **PSYC 460 Community Psychology (5)**

Objectives, principles, and methods underlying the development, implementation, and evaluation of community-based psychological interventions. Special attention given to the impact of culture, age, gender, and socioeconomic factors on the need for and character of such interventions. Emphasis will be on how the community mental health approach differs from the more traditional models. Discussion, presentations, and projects. Prerequisite: one course in Psychology or permission of instructor.

### **PSYC 477 Special Topics in Psychology (15)**

Offered periodically as announced. Examples of courses include: Evolution Psychology, Mating Behavior, etc. May be repeated for different course content. Prerequisites will vary depending on course content.

### **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. Prerequisites: PSYC 300B and consent of instructor.

### **PSYC 481 Directed Research in Psychology (1-5)**

Student conducts a scientific investigation under faculty supervision. Student will be involved in planning the project, conducting the literature review, obtaining IRB approval, collecting and analyzing data, and preparing the final report. Strongly suggested for majors considering graduate study in Psychology. May be repeated for credit. Offered on a credit, no-credit basis only. Requires concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first applied experience course (see listing accompanying PSYC 395). Prerequisites: a grade of C or better in PSYC 291 and completion of PSYC 300B, and approval by Application Coordinator of the Department of Psychology. [By Petition]

### **PSYC 488 Teaching of Psychology (2)**

An exploration of strategies and ethical issues associated with teaching psychology. This course is appropriate for students planning to serve as teaching assistants in the Department of Psychology or who are planning a teaching career in higher education. Prerequisite: completion of at least 20 upper division units of Psychology coursework or permission of instructor.

### **PSYC 489 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior offcampus 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.

### **PSYC 490 Senior Seminar (5)**

Consideration of enduring issues facing the discipline. Critical examination and evaluation of evidence and of the inferences drawn from such evidence. Integration of information from other courses, including the completion and presentation of a portfolio representing the student's accomplishments regarding the goals and objectives of the department. Prerequisites: Senior standing, PSYC 300B, three other upper division Psychology courses, and one lab course.

### **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 300B, PSYC 481, three other upper division Psychology courses, one lab course, consent of faculty sponsor, and approval by the Chair of Department of Psychology. [By Petition]

### **PSYC 496 Fieldwork in Human Services Psychology (1-5)**

Supervised field experiences in community agencies concerned with the promotion of human well-being through the application of psychological knowledge in the treatment and prevention of psychological and physical disorders. Academic and placement requirements, such as hours, conferences, reading, and reports are arranged in consultation with the placement supervisor and the Application Coordinator. Offered on a credit, no-credit basis only. Prerequisite: a grade of C or better in PSYC 291. Requires concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first applied experience course (see listing accompanying PSYC 395). Specific prerequisites will vary depending on placement sites, but all students must have consent of the placement supervisor and have approval by the Application Coordinator of the Department of Psychology. [By Petition]

### **PSYC 497 Cooperative Education (5)**

Sponsored learning in a work setting, integrated with academic learning. The field experience is contracted by the Center for Community Partnerships and Service Learning on an individual basis, subject to approval by the department. The field experience is supervised by the cooperative education coordinator and the Application Coordinator, working with the field

supervisor. Students are expected to enroll in the course for at least two quarters. Offered on a credit, no-credit basis only. Prerequisite: a grade of C or better in PSYC 291. Requires concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first applied experience course (see listing accompanying PSYC 395). [By Petition]

### **PSYC 498 Directed Study in the Instruction of Psychology (1-5)**

Theory and method in undergraduate instruction in psychology. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, proctoring self-paced instructional units, course development, discussion group leadership, and in-depth directed readings of relevant topics. Offered on a credit, no-credit basis only. Requires concurrent enrollment in PSYC 395 for the first quarter of registration if this is the first applied experience course (see listing accompanying PSYC 395). Prerequisites: a grade of C or better in PSYC 291, consent of instructor who will serve as sponsor and approval by Application Coordinator of Department of Psychology. [By Petition]

### **PSYC 499 Individual Study (1-5)**

Exploration of a specific topic, primarily through directed reading and discussion meetings with the faculty sponsor. Prerequisite: consent of instructor who will serve as sponsor and approval by Chair of Department of Psychology. [By Petition]

## **GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.



## RELIGIOUS STUDIES

**Department Chair:** Jacquelyn A. Kegley  
**Department Office:** Faculty Towers, 104D  
**Telephone:** (661) 654-2291  
**Email:** <http://www.csub.edu/07-09Catalog/klund2@csb.edu>  
**Website:** [www.csub.edu/philosophyrs](http://www.csub.edu/philosophyrs)  
**Faculty:** S.T. Campagna-Pinto, L. Gubkin, T. Vivian

The Department offers two tracks for majors in Religious Studies and one track for minors in Religious Studies.

*The important thing is not to stop questioning. Curiosity has its own reason for existing. One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of the marvelous structure of reality. It is enough if one tries merely to comprehend a little of this mystery every day. Never lose a holy curiosity.*

Albert Einstein

### Program Description

By asking the great questions of human existence, religion has influenced art and culture, philosophy and psychology, and social and political theory in profound ways, and its study offers rich opportunities for intellectual growth. Cross-cultural in content and multi-disciplinary in approach, Religious Studies investigates a wide variety of spiritual practices and religious traditions. We employ a broad palette of interpretive tools to assess religious values, beliefs, and practices. As a result, students in Religious Studies receive a generous and diverse training in the skills and methods of scholarship.

Religious Studies examines religion from outside the framework of any particular belief system. The Religious Studies faculty encourages students to explore critically with rigor and enthusiasm the beliefs and assumptions of the world they inhabit. The program engages students in a perennial conversation with the unanswerable questions, vital ideas, and struggle for meaning exemplified by human religiousness so as to encourage intellectual curiosity, increase insight, and create responsible citizens. Such studies contribute to the quality of work and life, and offer an academic training in critical thinking and writing greatly desirable for success in a variety of professions. The department's program goals and objectives can be found at the department's website.

### Requirements for the Bachelor of Arts Degree with a Major in Religious Studies

The Bachelor of Arts Degree with a major in Religious Studies requires a minimum of 180 units which

includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

### Discipline-Based Requirements

The program in Religious Studies offers the flexibility essential to the complex and diverse nature of human religious experience and practice. The department offers three avenues of study:

#### I. Religious Studies Track

This track is for students concentrating in Religious Studies and requires a minimum of twelve (12) courses plus a minor, including:

- A. A minimum of two (2) Foundational courses from the following:
  - RS 100
  - RS 110
  - RS 111
- B. A minimum of three (3) courses from World Religious Traditions, including one of the following:
  - RS 301, 310, 316, 320, 321, 323, or 326.
  - RS 300
  - RS 301
  - RS 302
  - RS 310
  - RS 313
  - RS 316
  - RS 320
  - RS 321
  - RS 323
  - RS 326
  - RS 333
  - RS 336
- C. A minimum of two (2) courses from Approaches to the Study of Religion:
  - Phil 342
  - RS 345/PSYC 345
  - RS 348/SOC 348
  - RS 349/ANTH 349
  - RS 353
  - RS 360
  - RS 363/PHIL 363
- D. A minimum of two (2) courses from Religion and Culture in Global Perspective:
  - RS 364
  - RS 370
  - RS 371
  - RS 376
  - RS 378
  - RS 379
  - RS 410
  - RS 465



- E. Sophomore Seminar: RS 290 (Completion required by end of Junior year).
- F. Capstone: RS 490
- G. A minor is required, selected from one of the following three options:
  1. A minor consisting of at least 20 quarter units designed by another discipline.
  2. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").
  3. A special minor.

## II. Religious Studies Double Major

This track is for students who double major in Religious Studies and fields such as Psychology, Philosophy, Sociology, History, English, or Education (Liberal Studies).

A minimum of eight (8) courses, including a minimum of two (2) from area A, and a minimum of one (1) course each from areas B-F, plus a minor.

- A. Foundational Courses:
  - RS 100
  - RS 110
  - RS 111
- B. World Religious Traditions:
  - RS 300
  - RS 301
  - RS 302
  - RS 310
  - RS 313
  - RS 316
  - RS 320
  - RS 321
  - RS 323
  - RS 326
  - RS 333
  - RS 336
- C. Approaches to the Study of Religion:
  - Phil 342
  - RS 345/PSYC 345
  - RS 348/SOC 348
  - RS 349/ANTH 349
  - RS 353
  - RS 360
  - RS 363/PHIL 363
- D. Religion and Culture in Global Perspective:
  - RS 364
  - RS 370
  - RS 371
  - RS 376
  - RS 378
  - RS 379
  - RS 410
  - RS 465
- E. Sophomore Seminar: RS 290 (Completion required by end of Junior year)

- F. Capstone: RS 490
- G. A minor is required, selected from one of the following three options:
  1. A minor consisting of at least 20 quarter units designed by another discipline.
  2. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").
  3. A special minor.

## III. The Minor in Religious Studies

A minimum of four (4) courses, totaling twenty units, at least fifteen of which must be upper division.

## COURSE DESCRIPTIONS

### Lower Division

#### RS 100 Religious Studies and the Quest for Meaning (5)

A comparative study of the variety of ways persons have experienced and interpreted religion. Topics may include: religious experience, God, faith, salvation and liberation, religious mythology and art, ritual, ethics, and the effect of religion on diverse societies in the modern world. **GE C5**

#### RS 110 Introduction to Western Religions (5)

This course examines the role that Judaism, Christianity, and Islam have played in shaping the values and worldviews of Western civilization. The interaction between religion and various aspects of culture such as art, literature, politics, and society may be included. **GE C5**

#### RS 111 Introduction to Asian Religions (5)

A comparative study of the origins and development of selected religious traditions such as Hinduism, Buddhism, Jainism, Sikhism, Daoism, Confucianism, and Shinto with a focus on worldview and values. The interaction between religion and various aspects of culture such as art, literature, politics, and society may be included. **GE C5**

#### RS 289 Experiential Prior Learning (variable units)

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.



## RELIGIOUS STUDIES

### **RS 290 Theories and Methods in the Study of Religion (5)**

Drawing upon scholars working in the fields of psychology, sociology, anthropology, art, literature and the history and philosophy of religion, we will examine the contributions of these diverse fields to the interdisciplinary study of religion. How do these writers conceive of religion? How do they explain the persistence of religion throughout human history and across different cultures? How should today's student interpret and employ these different approaches to religious studies?

### **RS 296/396 Human Corps Community Service I (variable units)**

This course provides students a volunteer community service experience working with nonprofit, governmental, educational or community-based service organizations. Offered on a credit, no-credit basis only.

### **Upper Division**

**Note:** All upper division courses in Religious Studies carry as a prerequisite ENGL 110 (with a minimum grade of 'C') or its equivalent. Some courses may carry additional prerequisites. Any prerequisite may be waived with the consent of the instructor. Refer to [www.csub/~tvivian/](http://www.csub/~tvivian/) for schedules of upcoming courses.

### **RS 300 Sacred Scriptures of the West (5)**

This course studies the Hebrew Bible, the New Testament, and the Qur'an through a variety of interpretive methods.

### **RS 301 Hebrew Bible (5)**

A study of the Hebrew Bible in English translation with special attention given to the historical development of the religion and literature of ancient Israel. Literary forms examined include historical narrative, poetry, law, prophecy, apocalyptic, and the Hebrew wisdom tradition.

### **RS 302 New Testament (5)**

The history, literature, and religion of early Christianity considered within the context of the Greco-Roman world. Texts include the gospels and epistles of the New Testament, and non-canonical writings.

### **RS 303 Greek 1 - Grammar (2)**

Introduces students to the basics of New Testament Greek (and English) grammar, pronunciation, and reading. Prerequisite: English 100 and 110 or their equivalents.

### **RS 304 Greek 2 - Grammar and Reading (2)**

A continuation of Greek 1, the course provides a basic understanding of New Testament Greek grammar, vocabulary, and syntax with the purpose of allowing students to read the New Testament in its original language. Prerequisite: satisfactory completion of Greek 1 or its equivalent.

### **RS 305 Greek 3 - Reading (2)**

A continuation of Greek 2 with a primary focus on reading New Testament texts with instruction in applied grammar. Prerequisites: satisfactory completion of Greek 1 and 2 or their equivalents.

### **RS 310 Judaism (5)**

A study of the multiple histories, texts, and practices that shape and sustain Jewish civilization with particular attention to the classical rabbinic tradition and post-Enlightenment expressions of Jewish identity. Students will learn about central theological concepts, the cycle of Jewish holy days, and life cycle events. Visits to local congregations will be included.

### **RS 313 Christianity (5)**

A study of the history and literature of the Christian religion from its beginnings as a Jewish sect in Judea to its transformation into a global tradition with Orthodox, Catholic, and Protestant branches. Some attention will be given to the development of sectarian and heretical movements. Visits to local congregations will be included. **GE T2**

### **RS 316 Islam (5)**

A study of the history, literature, religion, governments, and culture of Islamic civilization from its beginnings in the Arabian desert to its spread throughout Asia, Africa, and the Western world. Attention will be given to tensions between traditional Islamic culture and modern Western society. Visits to local congregations will be included. **GE T2**

### **RS 320 India (5)**

A study of India's culture, especially religious, mythical, and artistic expressions; the values and living patterns of citizens; the historical events leading up to independence from Great Britain; and the social, economic and spiritual effects of independence. **GE T2**

### **RS 321 Introduction to Buddhism (5)**

A study of the historical and thematic expression of Buddhist beliefs and practices from the time of Siddhartha Gautama, the Buddha, to the present. Students will learn about diverse expressions of the Dharma; the ways Buddhism has adapted and developed in diverse cultural environments; and resources offered by Buddhism to western modernity.



**RS 323 China and Japan (5)**

A study of China and Japan with emphasis on religious, philosophical, and artistic expressions. Attitudes towards family, community, and state will be considered. **GE T2**

**RS 326 Native American Religion (5)**

This course will study the rich and diverse religious life of Native Americans from the remote past to the present with primary focus on North American cultures. Issues relevant to gender, ritual practice, moral values, sacred stories and world views will be examined. Native and non-native sources will be studied. **GE T3**

**RS 333 Latino/a Religious Experience (5)**

Drawing upon the rich traditions of Latin American and indigenous populations, this course will examine the ways that Christianity has been reimagined to reflect the "mestizo" culture that has arisen in the American Southwest. Topics include liberation theology, Latin American mystical traditions, chicana feminist approaches to religion, Our Lady of Guadalupe, and the spiritual life of Latino leaders such as Cesar Chavez.

**RS 336 Religion in Modern America (5)**

This course studies themes and controversies in religion in American culture since the 1950's. Students will focus upon the changing religious landscape of America as it relates to individual versus institutional religion; the civil rights movement; the peace movement of the Sixties; feminism and religion; issues of church and state; religion and politics, particularly the role of Fundamentalism in public life; religious pluralism; and religious terrorism and responses to 9/11. **GE T2**

**PHIL 342 Philosophy of Religion (5)**

An examination of the following issues: the nature of religion and religious experience, various conceptions of God, evidence for the existence of God including the classical arguments, faith and its relationship to knowledge, the problem of evil, the meaning and the logical status of religious language, the possibility and nature of personal immortality. Carries credit in either Religious Studies or Philosophy. **GE T2**

**RS 345/PSYC 345 Psychology of Religion (5)**

This course is a survey of psychological perspectives on religious experience. Students will be introduced to theoretical, empirical, and existential approaches to the intersections of religion, spirituality, and psychology. Topics may include: development through the lifespan, conversion, meditation, health and well-being, and mysticism. Carries credit in either Psychology or Religious Studies.

**RS 348/SOC 348 Sociology of Religion (5)**

A study of the social dimensions of religion in comparative perspective. Topics may include: sociological theories of religion, including those of Durkheim and Weber; religion and social change; the social aspects of religious experience; and religious institutionalization with particular attention to the function of religion in contemporary secular societies. Carries credit in either Sociology or Religious Studies.

**RS 349/ANTH 349 Anthropology of Religion (5)**

Theoretical study of religious ritual emphasizing comparative study from selected non-Western societies. Particular emphasis will be given to exploring the application of various theoretical approaches to the study of ritual and shamanism. Carries credit in either Anthropology or Religious Studies.

**RS 353 Myth and Ritual (5)**

An exploration of the nature, function, and types of myth and ritual in comparative religions. The course investigates topics such as myth and truth, literal vs. symbolic modes of comprehension and expression, rites of passage, and current developments in ritual studies.

**RS 360 Women, Religion, and Sexuality (5)**

In this course we will investigate the various ways major religious traditions, Western and Asian, represent and legislate women and sexuality in their literatures and institutions in diverse historical contexts. Using a range of methodologies, with particular emphasis on feminist critique, we will also examine the nature of women's participation and leadership in these traditions as well as religious choices made by "post" Jewish and Christian feminists. **GE T3**

**RS 363/PHIL 363 Philosophy, Religion and Literature (5)**

This course examines concepts such as freedom, love, morality, God, death, afterlife, faith, friendship, and meaninglessness in novels, short stories, poetry, and dramatic literature. Authors from various historical periods, cultures, and backgrounds will be included. This course carries credit in Religious Studies or Philosophy. **GE T2**

**RS 364 Religion and Film: Screening the Sacred (5)**

This course offers students the opportunity to study how religion is represented in the genre of film. Working at the intersection of cultural studies and religious studies, we will examine how films use, modify, or allude to religious themes and values. Students will explore techniques that filmmakers



## RELIGIOUS STUDIES

employ to shape viewers' responses to religious subjects and will examine the methods involved in the analysis of film as related to religion and questions of faith.

### **RS 370 Spirituality and Mysticism (5)**

A study of spirituality and mysticism in comparative perspective. Topics include meditation and prayer; spiritual art and music; nature mysticism; and the relationship between spirituality and organized religion.

### **RS 371 Spiritual Autobiography (5)**

This course introduces students to the lives of persons who attain spiritual insight that transforms self and world. Guiding concerns include self-representation in language and narrative; the role of gender in autobiographical writing; and the relationship between self-knowledge and knowledge of God/ultimate reality.

### **RS 376 New Religious Movements (5)**

An historical and sociological examination of popular cults and sectarian movements in contemporary America. Groups this course may highlight include the Shakers, Adventists, Jehovah's Witnesses, Mormons, Unification Church, Hare Krishna, the Nation of Islam, and the so-called religions of the New Age.

### **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.

### **RS 378 The Holocaust and Its Impact (5)**

A critical consideration of the moral and religious implications of Nazi Germany's destruction of European Jewry. The course examines religious, historical, and social forces, ideas and events leading up to the Holocaust; the role of the churches in Nazi Germany; and the moral and spiritual values and beliefs of individuals who acted as perpetrators, victims, bystanders, resistance fighters, and/or rescuers. The course considers the influence of the Holocaust on postwar thought and culture, particularly religious belief and political developments. **GE T2**

### **RS 379 Religion, Conflict, and Peacemaking (5)**

An investigation of the various ways religious ideas and traditions have motivated and expressed violence. Cases studied may include Gandhian non-violence in India; religion and racism in South Africa and the United States; anti-Semitism; religious violence against women; and religious terrorism. Of primary concern is to investigate the values and ideas available within religious thought and belief for resolving religious violence and creating peace.

### **RS 396 Human Corps (5)**

### **RS 410 Religion, Ethics, and Moral Values (5)**

This course asks the question: What is the relationship between religious belief and the moral choices we make? We will explore various answers to this question through an examination of both tradition-based approaches to ethics in the world religions and the contemporary social concerns that shape our current moral debates (e.g. abortion, health care, separation of church and state, homosexuality, the environment, poverty, war).

### **RS 465 The Meaning of Death (5)**

A study of the meaning of death in the major religious traditions of the world. Topics may include the stages of grief, physician-assisted suicide and euthanasia, deathbed visions and the near-death experience, and problems of aging, and afterlife theories. **GE T2**

### **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.

### **RS 489 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.

### **RS 490 Senior Seminar (6)**

Seniors in the major or minor will carry out extended research and write a final essay that serves as the culmination of their study for the degree.

### **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, including CSUB. Career-oriented experience in community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, reports, and readings are arranged in consultation with the work supervisor and faculty supervisor. Prerequisites vary depending on the specific internship, but enrollment is limited to students with good academic records who are committed to understanding the religious elements present in professional life.



**RS 497 Cooperative Education (5)**

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The Cooperative Education office contracts the field experience on an individual basis, subject to approval by the department. The cooperative education coordinator and the faculty liaison (or course instructor) work with the field supervisor to direct the field experience, including the seminar and reading assignments. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

**RS 499 Individual Study (1-5)**

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of department chair.

**RS 577 Special Studies in Religion (1-5)**

Topics to be offered will be announced. May be repeated for different course content. Requires graduate level standing.

**RS 580 Advanced Research Participation (1-5)**

Individual investigation under the supervision of an identified instructor. (Experience as a research or teaching assistant does not count for credit.) Prerequisite: 3.0 GPA and consent of department chair.

**RS 599 Advanced Individual Study (1-5)**

Special projects developed by the individual in consultation with an identified instructor. Prerequisite: 3.0 GPA and consent of department chair.

**RS 677 Special Studies in Religion (1-5)**

Topics to be offered will be announced. May be repeated for different course content. Requires graduate level standing.



## SOCIOLOGY

**Department Chair:** Vandana Kohli

**Department Office:** Dorothy Donahoe Hall, AA209

**Telephone:** (661) 654-2368

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**Website:** www.csub.edu/Sociology/

**Faculty:** J. Altenhofel, D. Anderson-Facile, J. Armentor-Cota, D. Cervi, R. Dugan, L. Hecht, A. Kebede, V. Kohli, D. McMillin (FERP), E. Molina, K. Nyberg (FERP), J. Ross (FERP), G. Santos

### Program Description

The program in Sociology administers two degrees, a Bachelor of Arts and a Master of Arts.

The Sociology program faculty stress a close working relationship with students and strongly encourages students to take full advantage of the many opportunities the Department provides for collaborative research with faculty, student internships, and other direct collaboration of professional skills. The department's program learning goals and objectives can be found at the department's website.

**Mission Statement:** The B.A. in Sociology at California State University, Bakersfield exposes students to the range of theoretical perspectives, research methodologies, and bodies of knowledge in Sociology. The graduate in Sociology will know, understand, think critically, and apply a Sociological Imagination to the causes, contexts, and consequences of human social action. Students will emerge prepared for entry into a Sociology graduate program and/or a

### Bachelor of Arts in Sociology

The Bachelor of Arts in Sociology emphasizes the systematic study of human behavior in social groups. It focuses on how people coordinate their activities to achieve both individual and collective goals. Sociology is different from the other social and behavioral sciences in two important ways. First, it places primary importance on the social group within the larger society. Second, it seeks to explain the broad range of human behavior as it is influenced by the social context. Thus, sociology studies the major issues of our times and seeks to understand their complexity and predict their future. It investigates how patterns of social activity originate, what sustains them, why they take one form rather than another, and how they change.

Depending on the particular interest of the student, an appropriate minor area of study is selected in consultation with the student's advisor. In lieu of the

traditional minor, the Department also offers a concentration in either Ethnic Studies or in Urban Studies and Planning.

Career opportunities for sociology majors include a variety of agencies at the federal, state, and municipal levels, as well as with both private non-profit and private for-profit organizations.

### Requirements for the Bachelor of Arts Degree with a Major in Sociology

The Bachelor of Arts Degree with a major in Sociology requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).

### Discipline-Based Requirements

To fulfill the requirements for the major in sociology, the student must complete courses acceptable to the Department, including at least nine at the upper-division level.

### Prerequisites

1. SOC 100 (or equivalent course)
2. SOC 200 (or equivalent elementary statistics course)

### Major Requirements

1. SOC 300  
**Prerequisite**
  - a. SOC 200 (or equivalent elementary statistics course)
2. One of the following, with approval of faculty advisor (each requires satisfactory completion of SOC 300, passing grade of C- or higher required):
  - a. SOC 400
  - b. SOC 434
  - c. SOC 451
  - d. SOC 452
  - e. SOC 453
  - f. SOC 454
3. SOC 301
4. SOC 302
5. One of the following:
  - a. SOC 327
  - b. SOC 440
6. Four additional courses in Sociology (with approval of faculty advisor), at least three of which must be upper division
7. SOC 490
8. A minor or concentration is required (selected from one of the following four options):



- a. A minor consisting of at least 20-quarter units within a major program designed by another discipline
- b. A concentration in either Ethnic Studies or Urban Studies and Planning
- c. A special minor
- d. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").

### Requirements for the Minor in Sociology

Four courses in Sociology, totaling 20 quarter units, at least three of which must be upper division, approved by Chair of the Sociology and Anthropology Department.

### Requirements for the Major with a Concentration in Ethnic Studies

#### Prerequisites

1. SOC 100 (or equivalent course)
2. SOC 200 (or equivalent elementary statistics course)

#### Major Requirements

1. SOC 300
  - Prerequisite**
    - a. SOC 200 (or equivalent elementary statistics course)
2. One of the following, with approval of student's faculty advisor (each require satisfactory completion of SOC 300, passing grade of C- or higher required):
  - a. SOC 400
  - b. SOC 434
  - c. SOC 451
  - d. SOC 452
  - e. SOC 453
  - f. SOC 454
3. SOC 327
4. SOC 301
5. SOC 302
6. SOC 440
7. SOC 490
8. Any three courses chosen from the following:
  - a. SOC 335
  - b. SOC 336
  - c. SOC 337
  - d. SOC 338
9. Any four courses (20 units) from the following: Fifteen (15) units of which must be upper division; and no more than ten (10) units may come from any one department:
  - a. ANTH 250
  - b. ANTH 330
  - c. ANTH 350
  - d. ANTH 351
  - e. BEHS 321

- f. ENGL 207
- g. ENGL 364
- h. ENGL 370
- i. HIST 466
- j. HIST 468
- k. PLSI 315
- l. PLSI 329
- m. SOC 328
- n. SOC 339
- o. SOC 352
- p. SOC 439
- q. SPAN 424\*
- r. SPAN 426\*
- s. SPAN 427
- t. SPAN 428\*

\*Requires competency in Spanish.

### Requirements for the Major with a Concentration in Urban Studies and Planning

#### Prerequisites

1. SOC 100 (or equivalent course)
2. SOC 200 (or equivalent elementary statistics course)

#### Major Requirements

1. SOC 300
  - Prerequisite**
    - a. SOC 200 (or equivalent elementary statistics course)
2. One of the following, with approval of faculty advisor (each require satisfactory completion of SOC 300, passing grade of C- or higher required):
  - a. SOC 400
  - b. SOC 434
  - c. SOC 451
  - d. SOC 452
  - e. SOC 453
  - f. SOC 454
3. SOC 301
4. SOC 302
5. SOC 367
6. Two of the following:
  - a. SOC 352
  - b. SOC 451
  - c. SOC 467
7. One of the following:
  - a. SOC 327
  - b. SOC 440
8. SOC 490
9. SOC 496
10. Any four classes from the following list, with no more than two from the same discipline:
  - a. ANTH 415
  - b. ANTH 473
  - c. BEHS 321
  - d. BEHS 331



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- e. ECON 370
- f. ECON 395
- g. ECON 435
- h. ECON 480
- i. ECON 495
- j. GEOL 205
- k. HIST 373
- l. HIST 450
- m. PLSI 319
- n. PPA 340
- o. PPA 479
- p. SOC 323

### COURSE DESCRIPTIONS

#### Lower Division

##### **SOC 100 Introduction to Sociology (5)**

An examination of the concepts and methodology used by sociologists in the study of social relationships, social institutions, and social processes. Emphasis is on the practical understanding of perspectives used in the study of social behavior and on conceptual relations to other disciplines. Prerequisite: ENGL 110 or equivalent. **GE D5**

##### **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. **GE A3**

##### **SOC 200 Introduction to Statistics in the Social Sciences (5)**

This course will provide an extensive introduction to the basic statistical methods used in the analysis of social science data. A lab component is required. SPSS software will be used for the analysis of social science data sets to further understanding of the statistical methods presented in the lecture component of the course. Prerequisite: MATH 90 or three years of college preparatory math and satisfaction of ELM requirement.

##### **SOC 240 Sociology Through Film (5)**

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.

##### **SOC 289 Experiential Prior Learning (1-5)**

Evaluation and assessment of learning that has

occurred as a result of prior offcampus experience relevant to the curriculum of the Department. Requires complementary academic study and/or documentation. Offered on a credit, no credit basis only. Not open to postgraduate students. Interested students should contact the Department office. [By Petition]

#### 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 qualitative and quantitative research methods in the social sciences and data collection and analysis. Prerequisite: SOC 200 or equivalent. Must pass course with grade of C- or higher in order to advance to second course in Methods sequence.

##### **SOC 301 Classical Sociological Theory (5)**

Provides an analysis of the major theoretical perspectives that provide the conceptual basis for sociological research and analysis. Emphasis is on the terminology, assumptions, and implications of the dominant theoretical frameworks in classical sociology, including conflict theory, structural functionalism, and symbolic interaction theory.

##### **SOC 302 Contemporary Sociological Theory (5)**

Provides an analysis of the major theoretical perspectives that provide the conceptual basis for sociological research and analysis. Emphasis is on the terminology, assumptions, and implications of the dominant theoretical frameworks in contemporary sociology, such as ethnomethodology, critical theory, contemporary feminism, rational choice, and post-modernism. Prerequisite: SOC 301 or equivalent course.

##### **BEHS 311 Small Group Dynamics (5)**

(For course description, see listing under "Interdisciplinary Courses.")

##### **SOC 312 Social Psychology (5)**

Sociological social psychology focuses on the construction of cultural meaning, the use of symbols to convey meaning, and meanings and symbols as the basis of interaction. Topics include language and socialization, processes by which meanings are negotiated, the production of the social self, presentation of self, self-fulfilling prophecies, group differences in the construction of meanings, and the effects of inequality in the production of cultural meaning. **GE T3**



**BEHS 318 Psychological Anthropology (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**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.

**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.

**SOC 324 Sociology of Deviance (5)**

This course surveys past and present experiences and perceptions of social deviance in American society. This involves assessing the history and consequences of deviance and deviant behavior specifically as the definition of deviance changes across time and space. It includes discussion of the theories sociologists advance to explain deviance, the social and demographic distribution of deviance, and an analysis of the efficacy of social policy designed to control and/or eliminate deviance.

**SOC 325 Sociology of Crime (5)**

An analysis of the sociological approaches in the study of crime at the local, regional, national, and global levels. It includes discussion of how new definitions of crime have emerged across time, the theories sociologists have advanced to explain crime, and the social and demographic distribution of crime. Attention is also given to how societies have responded to crime and criminal behavior: the police, the judiciary, and the penal system. The effectiveness of these responses to crime will also be considered.

**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.

**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. **GRE**

**SOC 328 Chicana Experiences (5)**

An examination of the contemporary experiences of Chicanas/Latinas in the U.S. with a focus on theoretical issues related to bicultural identity, gender, race and class. Special emphasis is given to Chicana feminist thought in the analysis of social, economic and political forces that impact their lives. The course includes critical perspectives on the Chicana/o Movement, the Women's Movement and the role of Chicana self-determination in the struggle for equality and social justice in the United States.

**BEHS 331 Political Sociology (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**SOC 335 The Latino Experience in the United States (5)**

An examination of the historical, social, political, economic, and cultural experiences and conditions of Latinos in the United States. The groups studied include the Chicanos, the Puerto Ricans, the Cubans, the Dominicans, and the Central Americans. Their historic modes of incorporation, their continuing migration patterns, their experiences of racialization, their current demographic and socioeconomic condition, and the emerging Latino pan-ethnicity will be analyzed and discussed in the broader context of American nation-stateness, world-system's analysis, and diaspora studies. **GRE**

**SOC 336 The Asian-American 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. **GRE**

## **SOC 337 The African-American 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. **GRE**

## **SOC 338 The Indigenous Experience in the Modern Americas (5)**

An examination of the historical, social, political, economic, and cultural experiences and conditions of Native Americans and their descendants in the United States and other parts of the Western Hemisphere, such as Canada, Mexico, Guatemala, the Andean region, and the Amazon River Basin. Their historic mode of incorporation as conquered, exterminated, or marginalized peoples, their survival strategies, their settlement and migration patterns, their experiences of racialization, their current demographic and socioeconomic 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. **GRE**

## **SOC 339 Multicultural Diversity and the U.S. Education System (5)**

This course examines issues involving multicultural diversity within the U.S. educational system, including the social processes and patterns of interaction operating within educational organizations, such as social relations, the roles of teachers, students and administrators, and the relationship of the educational system to broader issues of ethnic/racial stratification. Prerequisite: One of the following courses: SOC 100, SOC 366, PSYC 310, CAFS 350, or permission of instructor. **GE T3**

## **SOC 348 Sociology of Religion (5)**

A study of the social dimensions 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. Carries credit in either Sociology or Religious Studies.

## **SOC 350 Sociology of Knowledge (5)**

This course provides a critical analysis of the forms and social organization of knowledge. Throughout the course, attention will be given to various examples of knowledge including science, spiritual and transcendent knowledge, everyday knowledge, ideology, and popular culture. Emphasis is on the cultural and institutional consequences of different knowledge. **GE T3**

## **SOC 352 Sex, the Life Course, and Human Population (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. **GE T3**

## **SOC 353 Cultural Sociology (5)**

An overview of the sociological study of culture, one of the most important components of social life. Specifically, this course will explore the various aspects of culture through the following questions: "What is culture?"; "How do people use culture in their daily lives?"; and "How is culture a part of the larger social structure in society?" In addition to learning the theoretical and methodological approaches to studying culture, there will be an in-depth look at some of the substantive areas of culture such as: 1) the creation, distribution, and reception of cultural objectives and ideas, 2) how people consume culture; 3) the differences between "high culture" and popular culture"; and 4) how culture creates, maintains, and reshapes social identities through race, class, gender, nation, age, religion, and/or special interests (i.e., subcultures).

## **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.

## **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.

**SOC 367 Urban Sociology (5)**

Students will learn concepts, processes, and theories useful in understanding the nature of urban structure and urban life. We will focus on historical and current processes as they operate both within and between cities in the U.S. and internationally. Typical topics include historical urban development, general patterns of urban growth, suburbanization and urban sprawl, the experiential nature of urban environments, ways that dynamics of power, class, race, and gender influence urban patterns and everyday experiences. Critical perspectives on urban planning practice from the standpoint of sociological understandings of urban processes will also be addressed.

**SOC 370 Gender and Society (5)**

In this course we will critically explore the social construction of gender. Attention will be given to the many diverse issues and experiences of gendered individuals. Throughout the course, we will look at how multiple and interlocking social structures (e.g., race, class, gender, sexuality) shape the various ways in which we experience gender. Although there is an emphasis on issues and experiences within American culture, we will study gender in a global context as well. Furthermore, this course examines how gender difference and inequality are created, sustained and/or changed through socialization practices, interactions with others, and through the influence of major social institutions. **GRE**

**BEHS 382 The Aged (5)**

(For course description, see listing under "Interdisciplinary Courses.") **GE T3**

**SOC 396 Human Corps (1)**

One unit of credit for 30 or more hours of volunteer community service experience. Open to students with appropriate sociology background. The student may suggest a suitable placement or request an assignment from the Sociology Faculty Coordinator. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

**SOC 400 Quantitative Analysis (5)**

This course will build on the concepts, quantitative skills, and techniques learned in SOC 300. This will include refinement of concepts and a more extensive

treatment of exploratory data analysis, descriptive statistics, and inferential statistics. Labs will make extensive use of computers in developing analytical and data presentation skills. Each student will be required to complete a research project. Prerequisite: SOC 300 or equivalent course (passing grade of C- or higher required).

**SOC 405 Technology and Society (5)**

This course offers a broad introduction to the social dimensions of technology and of emerging information and communication technologies. An emphasis will be placed on the specific historical and cultural contexts that shape practices of technology. Attention will be given to the diverse ways technology shapes social life, including culture, science, the economy, education, and the military. We will also examine how social structures of gender, race, class, sexuality, and nation are reproduced or reconfigured by technology. **GE T3**

**SOC 434 Qualitative Research Methods (5)**

In this course you will learn how to collect, analyze, and report qualitative data from social settings in everyday life. The qualitative methods that we cover include, but are not limited to, participant observation and interviewing techniques. We also emphasize the ethics of qualitative research. In this course you will learn how to formulate a research problem and how to use conceptual and theoretical materials in your analysis of qualitative data. Each student completes a fieldwork project based on data collected in public places, organizations, or other community settings. Lab sessions will include computerized analyses of data. Prerequisite: SOC 300 or equivalent course (passing grade of C- or higher required).

**BEHS 435 Family and Kin: Comparative Perspectives (5)**

(For course description, see listing under "Interdisciplinary Courses.")

**SOC 439 The Latin American Experience (5)**

The nations of Latin America and the Caribbean may be diverse, but they also share a common historical experience, and many face common challenges. This course explores the historical construction of the Americas, from the ancient indigenous civilizations to the present, and takes a closer look at some of the countries and some of the issues Latin Americans face today.

**SOC 440 Social Stratification (5)**

Analysis of theories and concepts explaining patterns of social stratification. Focus on race, class, sex, age, and power, privilege and prestige in contemporary



American society and other nations. The study of mobility, including trends in occupational mobility, is also considered.

## **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 interorganizational 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.

## **SOC 444 Social Changes and Social Movements (5)**

Analysis of changes and social movements 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 in the form of collective actions. The overall goal of the course will be to provide a theoretical understanding of the transformations constantly occurring in all aspects of social life. Special emphasis will be put on the nature and impact of social movements on society.

## **SOC 450 Globalization and Social Change (5)**

Examines the historical origins, contemporary characteristics, and future trends of globalization in the world. The course examines the global transformations in the world economy over the last half-century, and the effect these transformations are having in the social and political structures of the modern world-system. An emphasis will be placed on the post-Cold War/post-September-11 problems of world governance and sustainable economic development, from the triple perspectives of states, businesses, and social movements. **GE T3**

## **SOC 451 Geographical Information Systems and Spatial Analysis (5)**

This course focuses on exploring and modeling social data that has a spatial component. Course activities include learning the basic concepts needed to explore and display spatial data, learning to use GIS software to analyze and display data in maps, and an introduction to basic spatial statistics. Each student will be required to complete an original research project. Lab sessions will focus on mastering GIS software and data analysis. Prerequisite: SOC 300 or equivalent course (passing grade of C- or higher required).

## **SOC 452 Techniques of Demographic Analysis (5)**

A systematic and comprehensive analysis of the methods used by social scientists in dealing with demographic data. The course is concerned with how data on population are gathered, classified, and treated to produce tabulations and various summarizing measures that reveal the significant aspects of the composition and dynamics of populations. Some attention is directed to the data and measurement problems of the less developed countries and the special methods that have been developed for handling incomplete and defective data but most of the course is relatively "culture free." This course allows students to make extensive use of computer technology. Prerequisite: SOC 300 or equivalent course (passing grade of C- or higher required).

## **SOC 453 Vision and Method of Historical Sociology (5)**

Course explores the questions posed by a variety of twentieth-century scholars working at the intersections of social theory and history viewed on a grand scale. We examine the research agendas that they followed, their basic assumptions about society, history, and the purposes of scholarship; and how these assumptions informed the questions that they asked, and the kinds of answers that they offered. Specifically, we seek to understand how these scholars used various sources of evidence about the past to pursue case studies or comparisons among groups, periods, nations, or civilizations. Labs will make use of computers to analyze data. Completion of a research project is required. Prerequisite: SOC 300 or equivalent course (passing grade of C- or higher required).

## **SOC 454 Social Network Analysis (5)**

Study of patterns of social interaction at the individual (e.g., ego networks) and group level (e.g., universal networks). This course will be a survey of network theory and network analysis methods, including how to take standard format data and restructure it for use as network data. Application will be to areas of current sociological interest. Computer software will be employed to conduct analyses of new and existing data. Prerequisite: SOC 300 or equivalent course (passing grade of C- or higher required).

## **SOC 455 Sociology of Education (5)**

The sociological examination of education as a social institution and as a force and measure of social change. Formal attention focuses on educational systems, schools, educational attainment, and student performance. Prerequisite: SOC 100 or permission of instructor.



### **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.

### **SOC 465 The Gay and Lesbian Experience in the United States (5)**

Lesbian/gay studies; personal, political, economic, historical and cultural issues, including: coming out, hate crimes, law, military, marriage, families, religion, activism, community, representations in literature, film, and media. This course also counts as an elective towards the Women and Gender Studies minor.

### **SOC 467 Neighborhood and Community (5)**

This course examines "neighborhood" and "community" as concepts, as well as places, from an urban sociological perspective. Topics related to neighborhood include how neighborhoods are defined geographically, the distribution and measurement of neighborhood characteristics, including population, geographic, and economic characteristics and how these spatial differences are generated, lifestyles within neighborhoods, and neighborhood effects on life chances and quality of life of residents. In the "community" portion of the course, we will consider various ways that the concept has been defined and used, including spatial (communities of place) and non-spatial (communities of interest) dimensions. We will examine the concept from a variety of theoretical perspectives that propose arguments as to why "community" is important, how it is created by people, and the consequences of varying degrees of the presence (or absence) of community.

### **SOC 477 Selected Topics in Sociology (1-5)**

Offered periodically as announced. Extensive analysis of selected contemporary topics in sociology. May be repeated for different course content. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

### **SOC 481 Directed Research in Sociology (1-5)**

Students design and carry out a research project under the supervision of a faculty sponsor. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

### **SOC 489 Experiential Prior Learning (1-5)**

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the Department. Requires complementary academic study and/or documentation. Offered on a credit, no-credit basis only. Not open to post-baccalaureate students. Interested students should contact the Community Service office. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

### **SOC 490 Senior Seminar in Sociology (6)**

Consideration of the nature of the discipline. Integration of material from other courses. The relationship of sociology to other fields of study. Prerequisites: SOC 300 and 301 and 302 and one of the following: SOC 400, 434, 451, 452, or 453

### **SOC 496 Internship in Applied Sociology (1-5)**

Supervised field experience in community organizations and institutions. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area. Offered on a credit, no-credit basis only. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

### **SOC 497 Cooperative Education (5)**

The Community Services program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Community Services office on an individual basis, subject to approval by the Department. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading is the responsibility of the Departmental faculty. Offered on a credit, no-credit basis only. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]

### **SOC 498 Directed Study in Teaching Sociology (1-5)**

Theory and method in upper-division instruction. Weekly meetings with faculty sponsor and supervised experience that may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. May be repeated for different course content. Prerequisite: permission of instructor and approval by Chair of Department of Sociology and Anthropology. [By Petition]



## **SOCIOLOGY**

### **SOC 499 Individual Study (1-5)**

Individual study under the direction of a faculty member. Prerequisite: permission of instructor and approval of Chair of Department of Sociology and Anthropology. [By Petition]

### **GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.



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**Faculty:** M.T. Becerra, C. Eicher, M.Garcia,  
 K. Kruszka, Z. Saba  
**Emerita:** A. DuPratt

### Program Description

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 extensive opportunities to participate as an 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.

Most opportunities are open to all CSUB students regardless of their declared major. In addition to courses that will satisfy General Education or Liberal Studies requirements, the department offers the following curricula: BA in Theatre Arts, Minor in Theatre, Minor in Theatre Technology, and a Minor in Theatre for Youth.

### Mission Statement

The goal of the Theatre Department at California State University, Bakersfield is to develop the skills, craft, and imagination of its students within a liberal arts context. The curriculum includes courses in performance, design/technology, dramatic literature/theatre history, and directing. This broad preparation at the undergraduate level develops a foundation for any theatre specialization. Our aim is to help our students acquire the skills necessary to succeed in their future pursuits.

### Program Goals

1. To prepare students for career opportunities in theatre and related fields.
2. To develop skills in cooperation, communication, and collaboration through the theatrical process.
3. To develop critical thinking and writing skills through the study of theatre's contribution to civilization.
4. To prepare students to work independently in a disciplined and productive manner.

### Requirements for the Bachelor of Arts Degree with a Major in Theatre Arts

The Bachelor of Arts Degree with a major in Theatre Arts requires a minimum of 180 units which includes courses for the major and minor and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, and Upper Division Writing, and Foreign Language (see pages 59-63).

### Discipline-Based Requirements

1. Core curriculum: THTR 221, 232, 241, 251, 371, 372 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.  
**Note:** 100 level courses may not be used to satisfy this requirement.
3. Eight production courses; the production courses are THTR 200, 201, 202, 203, 206, 207, 400, 401, 402, 403, 406, 407. Production courses can be repeated for credit. Of the eight, (i) four must be taken for upper-division credit, (ii) two must be selected from THTR 202 and 402, and (iii) two must be selected from THTR 203 and 403 or one from THTR 203 and 403 and one from THTR 200 and 400. Each student must complete at least two production courses during each year in residence.
4. THTR 195, 295, 395 or 495, depending on the student's class level, during each quarter in full-time residence as a Theatre Arts major. These courses can be repeated for credit. Each student must complete at least six of these courses.
5. THTR 491 and 492.
6. One of the following options:
  - a. A special minor.
  - b. A minor consisting of at least 20-quarter units designated by another discipline.
  - c. One of the interdisciplinary concentrations or minors.

### 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.

### Minor in Theatre for Youth (22 units)

The Theatre for Youth Minor is designed for the general student who is interested in working with children in a theatrical situation. Anyone pursuing a



## THEATRE

career in parks and recreation or in youth group related activities would find the minor beneficial. These courses could also satisfy the concentration requirement for the Liberal Studies major.

THTR 232 Acting I (5)

THTR 305 Creative Dramatics (5)

THTR 307 Dramatic Literature for Children (5)

THTR 405 Theatre for Youth (5) and

THTR 206/406 Theatre for Youth Practicum (2)

### Teaching Credential - Single Subject

Students wishing to teach drama at the high school level must complete a course of study that will lead to the Single Subject Credential in English; in most cases, this involves earning the BA degree with a major in English. However, such students are strongly urged to complete, in addition, the BA degree with a major in Theatre Arts.

## COURSE DESCRIPTIONS

### Lower Division

#### THTR 101 Introduction to the Study of Theatre (5)

Study of the aesthetic process by which plays of various types, styles, and periods are translated into theatrical terms and are projected from a stage to an audience and the relevance of that process to the world of which it is a part. **GE C1**

#### THTR 195 Theatre Company (1)

Students meet periodically during the quarter for information sessions, guest artists, production strike and other department related activities that promote collaboration in the theatre. Offered on a credit, no-credit basis only.

#### THTR 200 Stage Management Practicum (2)

Practical work in stage management of a major departmental production.

#### THTR 201 Rehearsal and Performance (2)

Acting in major departmental stage productions. Open to all students; entrance by audition.

#### THTR 202 Technical Theatre Production Laboratory (1)

Practical work in the various areas of technical theatre production (scenery, properties, costumes, makeup, lighting, sound, and marketing) during the pre-production period. Assignments made according to needs of the production.

#### THTR 203 Run of Show (1)

Practical work in the various areas of technical theatre production (stage management, scenery, properties,

costumes, makeup, lighting, sound,) during the run of the show from technical rehearsals through strike. Assignments made according to needs of the production. Permission of instructor required.

#### THTR 206 Theatre for Youth Practicum (2)

Rehearsal, preparation and performance of a play for young audiences. By audition only. Assignments made according to the needs of the production.

#### THTR 207 Touring Show (2)

Touring of the play for young audiences that was staged during the previous Winter Quarter. Performances will be at elementary schools throughout Kern County. By audition only. Assignments made according to the needs of the production.

#### 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.

#### THTR 209 Theatre Festival (1)

Practical work in the running of a theatre festival for Kern County high school students. Offered on a credit, no-credit basis only.

#### THTR 221 Script Analysis (5)

The examination of dramatic literature as it relates to the work of the director, the actor and the designer.

#### 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. **GE A1**

#### THTR 233 Acting II (5)

Development of material introduced in Acting I with an emphasis on movement in stage performance. Study and application of the acting theories, principles, and disciplines developed by Stanislavski, Hagen, Adler and others. Prerequisite: THTR 232.

#### THTR 234 Acting III (5)

Development of material introduced in Acting I and II with an emphasis on vocal technique in stage performance and the preparation of audition monologues. Prerequisite: THTR 232.

#### 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 technical drawings. Use of theatrical sound and lighting equipment. Combination of lecture and laboratory.

### **THTR 242 Stage Makeup (2)**

Practical work in all types of theatrical makeup and mask-making.

### **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. Prerequisite 241 or permission of instructor.

### **THTR 253 Stage Management (2)**

Lecture/discussion course that enhances the student's ability to appreciate and understand the discipline of Stage Management. Students gain a working knowledge of the skills required to perform as a production stage manager for educational, community and professional theatre.

### **THTR 273 American Musical Theatre (5)**

This course will examine the development of one of the most quintessentially American performance forms-the musical-from its various origins in European operetta, vaudeville, minstrelsy, and melodrama, to its most contemporary incarnations in the current Broadway season. Lecture/discussion. **GE C1**

### **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)**

Students meet periodically during the quarter for information sessions, guest artists, production strike and other department related activities that promote collaboration in the theatre. Offered on a credit, no-credit basis only.

### **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. Combination of lecture, discussion, and projects.

### **THTR 307 Dramatic Literature for Children (5)**

Introduction to plays and other literature suitable to be performed both by and for children; history and methods of interpretation, analysis and evaluation of material, and production practice.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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, studio and production experience. Prerequisite: THTR 251 or permission of instructor.



## THEATRE

### **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, studio and production experience. Prerequisites: THTR 251 or permission of instructor.

### **THTR 354 AutoCAD for the Theatre (5)**

Introduction to the use of AutoCAD for the stage including procedures for the creation of technical drawings related to theatrical use. Hands-on experience in launching and setting up drawings, and using drafting and dimensioning tools within the computer environment. Basic techniques covered may be applied to other fields such as architecture and engineering.

### **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 221 or consent of instructor.

### **THTR 371 Theatre History I (5)**

Comprehensive survey of world theatre and drama from the classical period to the Middle Ages. Western and non-western plays, playwrights and performance traditions will be examined. Lecture/discussion. Prerequisite: ENGL 110 or the equivalent. **GE T2**

### **THTR 372 Theatre History II (5)**

Comprehensive survey of world theatre and drama from the Renaissance to the 19<sup>th</sup> century. Western and non-western plays, playwrights and performance traditions will be examined. Lecture/discussion. Prerequisite: ENGL 110 or the equivalent. **GE T2**

### **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. **GE T2**

### **THTR 381 Women Playwrights(5)**

An examination of the contributions to dramatic literature by post 19<sup>th</sup> century women playwrights. Representative scripts by universally recognized playwrights will be read and discussed. Plays will be analyzed for their social point of view, as well as stylistic innovations. Prerequisite: ENGL 110 or equivalent. **GRE**

### **THTR 383 African American Playwrights (5)**

This course will explore the development and contributions African American/Black American playwrights have achieved on the American stage, focusing on the twentieth century. Emphasis will be placed on the political, social, and artistic values of each play read. Prerequisite: ENG 110 or equivalent.

### **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 or equivalent. **GE T2**

### **THTR 395 Theatre Company (1)**

Students meet periodically during the quarter for information sessions, guest artists, production strike and other department related activities that promote collaboration in the theatre. Offered on a credit, no-credit basis only.

### **THTR 400 Stage Management Practicum (2)**

Practical work in stage management of a major departmental production.

### **THTR 401 Rehearsal and Performance (2)**

Acting in major departmental stage productions. Open to all students; entrance by audition.

### **THTR 402 Technical Theatre Production Laboratory (1)**

Practical work in the various areas of technical theatre production (scenery, properties, costumes, makeup, lighting, sound, and marketing) during the pre-production period. Assignments made according to needs of production.

### **THTR 403 Run of Show (1)**

Practical work in the various areas of technical theatre production (stage management, scenery, properties, costumes, makeup, lighting, sound,) during the run of the show from technical rehearsals through strike. Assignments made according to needs of production. Permission of instructor required.

### **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.

### **THTR 405 Theatre for Youth (5)**

Theory and practice of producing theatre for children-both performing for young audiences and working with young performers in schools, churches and youth organizations. Includes selection and adaptation of



material, auditioning, rehearsing, directing, technical support and promotion. Combination of lecture, discussion, and production.

### **THTR 406 Theatre for Youth Practicum (2)**

Rehearsal, preparation and performance of a play for young audiences. By Audition only. Assignments made according to the needs of the production.

### **THTR 407 Touring Show (2)**

Touring of the play for young audiences that was staged during the previous winter quarter. Performances will be at elementary schools throughout Kern County. By audition only. Assignments made according to the needs of the production.

### **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.

### **THTR 409 Theatre Festival (1)**

Practical work in the running of a theatre festival for Kern County high school students. Offered on a credit, no-credit basis only.

### **THTR 421 Scene Study (5)**

Advanced work in the preparation, rehearsal, and performance of scenes from modern and contemporary dramatic texts. Emphasis is placed on the actor's process of role development. Prerequisite: THTR 311 or 321, or consent of the instructor.

### **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.

### **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 and preparation for a project in theatrical performance, writing, design, playwriting, stage management, marketing, dramaturgy, history or criticism to be completed under THTR 492. Prerequisite: Senior Standing.

### **THTR 492 Senior Project: Production (3)**

Under the supervision of the instructor, realization of a project in theatrical performance, writing, design, playwriting, stage management, marketing, dramaturgy, history or criticism that shows to best advantage the skills of the individual as a Theatre major. THTR 492 must be completed during the quarter immediately following the completion of THTR 491. Prerequisite: Successful completion of THTR 491.

### **THTR 495 Theatre Company (1)**

Students meet periodically during the quarter for information sessions, guest artists, production strike and other department related activities that promote collaboration in the theatre. Offered on a credit, no-credit basis only.

### **THTR 496 Internship (1-5)**

Internships may be arranged by the department with various theatres. Placement, hours in the field and academic requirements (e.g., conferences, readings, reports) will be arranged in consultation with the work supervisor and the faculty liaison. Offered on a credit, no-credit basis only. [By petition only]

### **THTR 499 Individual Study (1-5)**

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair. [By petition only]



# SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

**Dean:** Julio R. Blanco

**Associate Dean:** Carl Kemnitz

**Dean's Office:** Science I, 104

**Telephone:** (661) 654-3450

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## Academic Programs

Six departments within the School of Natural Sciences and Mathematics offer Bachelor of Science, Bachelor of Arts, Master of Science and Master of Arts degrees as follows:

Biology .....	BS, MS, Minor
Chemistry .....	BS, Minor
Computer Science .....	BS, Minor
Geology .....	BS, MS, Minor
Mathematics .....	BS, Minor
Mathematics Teaching .....	MA
Natural Science .....	BA
Nursing .....	BS, MS
Physics .....	BS, Minor
Pre-Engineering	

The School of Natural Sciences and Mathematics offers several courses with the SCI prefix. Some are designed to satisfy the science requirements for the subject matter preparation program leading to a multiple subject credential. Others are offered as options to satisfy the General Education Theme I requirement in Natural Science and Technology. These courses are listed separately under SCIENCE.

## Mission

The School of Natural Sciences and Mathematics has a tradition for excellence in teaching and providing a wealth of research opportunities to undergraduate and graduate students alike. The School is committed to providing an outstanding educational experience consistent with the University's vision to be the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement.

The objectives of the School of Natural Sciences and Mathematics are to:

- Offer required coursework in nursing, science and mathematics for students majoring in these disciplines or the teaching of these disciplines.
- Prepare students for leadership roles in the community.
- Promote science and health education for the purpose of improving the human condition.
- Foster scientific integrity in all professional endeavors.
- Prepare students for entry into the workforce in technical and healthcare services.

- Admit to graduate programs in this school, where they can earn advanced degrees in the sciences, or prepare for admission at other universities.
- Prepare students for admission to professional programs in nursing, medicine, dentistry, pharmacy, and other health professions.

## COURSE DESCRIPTIONS

The School of Natural Sciences and Mathematics offers several courses with the SCIENCE prefix. The courses SCI 111, 112, 213, 214, 325A and 325B are designed to satisfy the science requirements for the subject matter preparation program leading to a multiple subject credential. The courses are open to majors in Liberal Studies and Child Adolescent and Family Studies and may not be used for science major or cognate requirements.

Other courses are offered as options to satisfy the General Education Theme I requirement in Natural Sciences and Technology.

### Lower Division

#### SCI 111 Introduction to Physics (4)

Introduction to various fundamental principles of physics. Topics to be covered include classical mechanics, thermodynamics, electricity and magnetism, waves, and basic astronomical concepts. Laboratory exercises will be assigned to complement lecture materials. Three hours lecture and three hours laboratory. Prerequisites: Satisfaction of the Entry Level Mathematics requirement; MATH 221 recommended. Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.

#### SCI 112 Introduction to Chemistry (4)

An introduction to basic chemical principles. Topics include: the periodic table of the elements, forms of matter and energy, molecular structure, chemical and physical properties. Three hours lecture and three hours laboratory. Prerequisites: Satisfaction of the Entry Level Mathematics requirement; MATH 221 recommended. Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.

#### SCI 213 Introduction to Biology (4)

Introduction to basic biological principles from the cellular to the ecosystem level. Topics include: properties of living systems; structure and function of cells, organs and organ systems; DNA; inheritance; reproduction; ecosystems. Three hours lecture and three hours laboratory. Prerequisites: SCI 111 and SCI 112 or CHEM 150. Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.



**SCI 214 Introduction to Earth Science (4)**

Introduction to the fundamentals of Earth Science, including the solid Earth, atmosphere and hydrosphere, and the Solar System. Interactions between Earth systems including rock cycle, weathering, the hydrologic cycle, and climate. Three hours lecture and three hours laboratory. Prerequisites: SCI 111 and SCI 112 or CHEM 150. Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.

**SCI 277 Special Topics in Science (1-5)**

Topics and prerequisites to be announced. May be repeated for different topics.

***Upper Division***

**SCI 325A Integrated Life Science (4)**

Fundamental principles of science (e.g. mechanics, thermodynamics) applied to biological systems, including ecology, evolution, and the human body. Laboratories focus on developing skills in the experimental method and processes of science with an integrated focus on biological topics. Two hours lecture and six hours laboratory. Prerequisites: SCI 213 or BIOL 100, and SCI 214. Note: this is neither a methods of teaching nor curriculum development course; the focus is on science content and process for science literacy. Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.

**SCI 325B Integrated Earth Science (4)**

Fundamental principles of science (e.g. mechanics of motion, electricity and magnetism, the bonding of elements, energy) applied to the Earth and Solar System through an integrated approach, with examples from California and Kern County. Two hours lecture and six hours laboratory. Prerequisites: SCI 213 or BIOL 100, and SCI 214. Note: this is neither a methods of teaching nor curriculum development course; the focus is on science content and process for science literacy. Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.

**SCI 351A Introduction to Weather Dynamics (5)**

This is an introductory course with a large on-line component on the fundamentals of atmospheric science. Current weather data are accessed via the Internet, and learning activities are keyed to the day's weather. General topics are studied such as how one characterizes various phenomena and meteorological effects, and how these are measured. This course satisfies Theme 1 and may not be used to satisfy physics major or minor requirements. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

**SCI 351B Energy and Technology (5)**

Energy in a technological society. Sources and resources of energy. Effects of energy on the environment. This course satisfies Theme 1 and may not be used to satisfy physics major or minor requirements. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

**SCI 352A California Geology and Society (5)**

Introduction to the Geology of California with emphasis on the mutual interactions of society with its physical environment. After a brief introduction of geology fundamentals, the course will cover the geological evolution of California, geological resources (e.g., minerals, raw building materials, petroleum, soils, groundwater), geological hazards (e.g., landslides, volcanic eruptions, floods, earthquakes), and societal impacts on the physical environment. Examples will be regularly given from all over California. Satisfies Theme 1. Prerequisite: Successful completion of General Education Areas A and B. **GE T1**

**SCI 352B Water and the West (5)**

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. Satisfies Theme 1. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

**SCI 352C Earth Systems and Global Change (5)**

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. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

**SCI 353 Computers and Society (5)**

This course will provide a framework for examining the social context and consequences of information technology. Society, social change, and effects on the individual related to the use of computers will be the major concentrations. Emphases will include values, ethics, patterns, future directions, and relevant theories related to this phenomenon. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**



## **SCI 354 The Nature of Science and Technology in a Modern Society (5)**

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. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

## **SCI 355A Human Biology (5)**

Current topics in human biology, which include growth and development, form and function, fitness and health, interaction with the environment, and evolution. Five hours lecture. Not acceptable for major or minor. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

## **SCI 355B Insects and People (5)**

Overview of the global impact of insects on human concerns, including the overwhelming abundance and diversity of insects, the role of insects as disease vectors to humans, livestock, and pets, and the impact of insects as agricultural pests, and pollinators. Five hours lecture. This course may not be used to satisfy biology major or minor requirements. Prerequisite: Successful completion of General Education Areas A and B. **GE T1**

## **SCI 355C Biology of Sex (5)**

Why do humans have sex in private and for fun rather than procreation? Human sexual practices are unusual when compared with animals, plants and microorganisms in that humans have menopause, concealed ovulation, and monogamy. In this course human sexuality is compared against the broad spectrum of sex in all organisms. Five hours lecture. Not acceptable for major or minor. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

## **SCI 355D Microbiology and the Human Condition (5)**

Introduces the non-science student to the wonders of the incredible diversity in the unseen microbial world that flourishes in and around us. Emphasizes the relevance of microbes and their role in everyday lives, especially their roles in communicable and sexually transmitted diseases, food borne illnesses and bioterrorism. Five hours lecture. Not acceptable for the major or minor. Prerequisite: Successful completion of General Education Areas A and B. **GE T1**

## **SCI 355E California Natural History (5)**

Plants, animals, ecology and biogeography of California with emphasis on fostering an appreciation of the relationships between people and California's amazing biodiversity. Five hours lecture. Not acceptable for major or minor. Prerequisites: Successful completion of General Education Areas A and B. **GE T1**

## **SCI 477 Special Topics in Science (1-5)**

Topics and prerequisites to be announced. May be repeated for different topics.



**Department Chair:** Todd McBride

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The Department of Biology offers the Bachelor of Science and the Master of Science in 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 elective courses best suited to their interests. See Biology Tracks below. A detailed description of student learning goals and objectives can be found at <http://www.csub.edu/biology/>.

### Requirements for the Bachelor of Science Degree with a Major in Biology

The Bachelor of Science Degree with a major in Biology requires a minimum of 180 units which includes courses for the major (and minor, if selected) and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).

The Biology major curriculum includes a wide range of courses that allow for diverse student interests. Students seeking a Bachelor of Science degree with a major in Biology must complete the following:

1. Biology courses\*
  - a. BIOL 201, 202, and 203
  - b. BIOL 310, 304, 305, 306, 470 and 490
  - c. At least 25 units of additional upper division elective coursework in Biology. At least three courses must be five units with lab and at least one must be at the 400-level.

\*A minimum GPA for these 65 units is 2.0
2. Cognates<sup>+</sup>
  - a. CHEM 212 or equivalent. (Note: CHEM 211 is a prerequisite to CHEM 212 and may be counted toward a Chemistry minor.)
  - b. MATH 191 or equivalent
  - c. MATH 140 or MATH 211
  - d. At least 10 units in appropriate cognate areas subject to the approval of the advisor.

<sup>+</sup> A minimum GPA for these 25 units is 2.0

### Biology Tracks

Students obtaining the BS degree with a major in Biology are encouraged to take course sequences (tracks) with specific emphases such as Ecology/Field Biology, Physiology, Zoology, Pre-professional Biology, Clinical Laboratory Sciences, and Physical Therapy. These unofficial tracks are not listed on the diploma or transcript. For example, a track in Pre-professional Biology would include two years of chemistry, one year of physics, math through calculus, and selected electives in Biology. Specific courses recommended for these tracks can be obtained from an advisor or the Biology Department office.

### Requirements for the Minor

A minor in Biology consists of 20 units, 10 of which 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. A minimum grade point average of 2.0 is required for the units applied towards the Minor.

### Science Teacher Preparation Program Leading to a Degree in Natural Sciences, Primary Concentration in Biology

CSUB has developed a degree program, the Bachelor of Arts with a major in Natural Sciences, to prepare prospective science teachers for subject matter certification in California via the California Subject Matter Examinations for Teachers (CSET) in Science. See the catalog section under Natural Sciences for information about this degree program. Additional information may be obtained from the Biology Department office (661- 654-3089).

## COURSE DESCRIPTIONS

### Lower Division

#### BIOL 100 Perspectives in Biology (5)

Topics and issues in modern biology and their relevance to society. Four hours lecture and three hours laboratory. Not acceptable for the major or minor. Lab fee required. **GE B2**

#### BIOL 103 Principles of Ecology (5)

Basic ecological relationships of organisms to each other and to their physical environment. Topics include limiting factors, population dynamics, and evolutionary processes. Emphasis is placed on applications to the human condition. Four hours lecture and three hours laboratory. Not acceptable for the major or minor. Lab fee required. **GE B2**

**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 biology.



## BIOLOGY

### **BIOL 201 Introductory Biology - Cells (5)**

Cell structure and function with emphasis on molecular aspects. Three hours lecture and six hours laboratory. Prerequisites: ENGL 110 and CHEM 150 or equivalent. Lab fee required.

### **BIOL 202 Introductory Biology - Animals (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 hours lecture and six hours laboratory. Prerequisite: BIOL 201. Lab fee required.

### **BIOL 203 Introductory Biology - Plants (5)**

Plant structure, function, and diversity with emphasis placed on ecological and evolutionary aspects of seed plants. Three hours lecture and six hours laboratory. Prerequisite: BIOL 201. Lab fee required.

### **BIOL 220 Current Health Problems (3)**

A study of select factors pertaining to current public health problems, with emphasis on the physiological and sociological effects of the use of tobacco, alcohol, and drugs; developing self-awareness for health by appropriate utilization of the health system, wellness as a 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 lecture. Not acceptable for the major or minor. Prerequisite: Completion of General Education Area B. Fulfills requirement for teaching credential.

### **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. Three hours lecture and six hours laboratory. Lab fee required.

### **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 lecture. Prerequisites: BIOL 250 or 201 and CHEM 150 or equivalent.

### **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. Three hours laboratory. Lab fee required. Corequisite: BIOL 255.

### **BIOL 260 Microbiology (5)**

Physiochemical organization and function of microorganisms including bacteria, viruses, protozoa, helminths, and fungi. Concepts of pathogenic microbiology are emphasized in both lecture and laboratory. Three hours lecture and six hours laboratory. Prerequisite: CHEM 150 or equivalent. Lab fee required.

### **BIOL 270 Principles of Nutrition (3)**

Fundamentals of human nutrition based on the chemical and physiological processes of nutrient selection, digestion, absorption, and metabolism. Principles of nutrition information encountered in the public domain with emphasis on weight management. Selected coverage of nutritionally influenced disease processes across the life span. The special nutritional needs of children, pregnant women, and athletes are discussed. Three hours lecture. Not acceptable for the major or minor. Prerequisite: Satisfaction of General Education Area B.

### **BIOL 289 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the Biology curriculum. 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 Biology Department office.

## **Upper Division**

### **BIOL 304 General Genetics (4)**

Physical and chemical basis of inheritance in cells, individuals, and populations, including molecular mechanisms of heredity. Three hours lecture and three hours laboratory. Prerequisites: BIOL 201 and 202 or 203; CHEM 211.

### **BIOL 305 General Physiology (4)**

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. Three hours lecture and three hours laboratory. Prerequisite: BIOL 201, 202 and 203; CHEM 211.

### **BIOL 306 General Ecology (4)**

Relationships between organisms and their environment with emphasis placed on evolutionary mechanisms and terrestrial ecosystems. Laboratory



work illustrating ecological principles and methods. Three hours lecture and three hours laboratory. Prerequisite: BIOL 201, 202 and 203; CHEM 211.

#### **BIOL 310 Research Design and Analysis. (5)**

Construction of basic experimental designs based upon literature and data analyses. Students develop and participate 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 hours lecture and nine hours laboratory. Recommended for all upper division elective courses. Prerequisites: BIOL 201, 202 and 203. Recommended: MATH 140 or 191 or 211.

#### **BIOL 312 General Microbiology (5)**

A comprehensive overview of the biology of microorganisms. Topics include microbial cell structure and function, physiology, metabolism, genetics, diversity, and ecology. Applied aspects of microbiology are also covered such as biotechnology, the role of microorganisms in environmental processes, food, and medical microbiology. Laboratory emphasizes methods in bacteriology, microbial diversity, and a research project. Two hours lecture and nine hours laboratory. Lab fee required. Prerequisites: BIOL 201 and CHEM 211.

#### **BIOL 314 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. Two hours lecture and nine hours laboratory. Lab fee required. Prerequisite: BIOL 260 or 312.

#### **BIOL 316 Parasitology (4)**

Biology of animal parasites of humans including their transmission and control; epidemiology of parasitic diseases and zoonosis and their impact on human welfare; laboratory methods of collection, examination, preparation, and identification of parasites. Three lectures and one three-hour laboratory. Prerequisite: Biology 201 and 202.

#### **BIOL 317 Medical Mycology (3)**

Elementary principles of mycology. Isolation and identification techniques of the more common medically important human fungal parasites. Two hours lecture and three hours laboratory. Lab fee required. Prerequisite: BIOL 201.

#### **BIOL 318 Immunology (4)**

Study of organs, cells, and molecules responsible for the recognition and disposal of foreign materials that enter the body. Practical considerations and applications. Four hours lecture. Prerequisite: BIOL 201; BIOL 319 recommended.

#### **BIOL 319 Hematology (4)**

Study of formed elements of blood: hematopoiesis, maturation, and cell function. Introduction to blood dyscrasias. Four hours lecture. Prerequisite: BIOL 201.

#### **BIOL 321 Plant Diversity (5)**

Phylogeny and classification of vascular plants with emphasis on field recognition and identification of important plant families and genera characterizing the major floristic regions of California. Lectures review taxonomic diversity, evolutionary relationships, and eco-geographic patterns of western floras. Laboratory includes weekend field trips for which a fee is required. Two hours lecture and nine hours laboratory. Prerequisite: BIOL 201 and 203.

#### **BIOL 322 Vertebrate Diversity (5)**

Diversity, evolution, and biology of fish, amphibians, reptiles, and mammals, with special emphasis on the biology and identification of local species. Two hours lecture and nine hours laboratory. Prerequisite: BIOL 201 and 202.

#### **BIOL 323 Studies in Animal Rehabilitation (5)**

Study and practicum of the repair, care, and release of injured animals; studies of the life histories, ecology, and biology of birds, particularly raptors. Two hours lecture and nine hours laboratory. Prerequisite: BIOL 201 and 202 or consent of instructor.

#### **BIOL 323L Practicum in Animal Rehabilitation (2)**

Practicum in the repair, care and release of injured animals; present conservation programs to schools and groups. Six hours laboratory. Can be repeated. Not applicable to the major or minor. Credit/No Credit. Prerequisite: BIOL 323 or consent of instructor.

#### **BIOL 324 Insect Biology and Diversity (5)**

Comparative study of aquatic and terrestrial insects with emphasis placed on terrestrial insect diversity. Laboratory focuses on comparative morphology, phylogeny, classification, and student projects. Two hours lecture and nine hours laboratory. Prerequisite: BIOL 201 and 202. Lab fee required.

#### **SCI 325A Integrated Life Science (4)**

Fundamental principles of science (e.g. mechanics, thermodynamics) applied to biological systems, including ecology, evolution, and the human body.



## BIOLOGY

Laboratories focus on developing skills in the experimental method and processes of science with an integrated focus on biological topics. Two hours lecture and six hours laboratory. Prerequisites: SCI 213 or BIOL 100, and SCI 214. Note: this is neither a methods of teaching nor curriculum development course; the focus is on science content and process for science literacy. Open only to majors in Liberal Studies or Child, Adolescent and Family Studies.

### **BIOL 342 Cell Physiology (5)**

Discussions of current topics in cellular physiology with emphasis placed on bioenergetics, enzyme kinetics and regulation of cellular activity. Two hours lecture and nine hours laboratory. Prerequisite: BIOL 201.

### **BIOL 351 Comparative Vertebrate Anatomy (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 hours lecture and nine hours laboratory. Prerequisite: BIOL 201 and 202. Lab fee required.

### **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 hours lecture. Prerequisite: BIOL 255 or 357.

### **BIOL 357 Human Physiology (5)**

Human physiology with an integrative approach to organ system function. Topics include the nervous, muscle, circulatory, respiratory, digestive, renal, reproductive, and endocrine systems. Laboratory emphasis will be placed on quantitative measurement of physiological responses in the major organ systems. Two hours lecture and nine hours laboratory. Lab fee required. Prerequisite BIOL 201 and either 250 or 305.

### **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.)

### **BIOL 404 Conservation Biology (5)**

Study of problems related to biological conservation, including endangered species issues, environmental laws, and mitigation solutions required by regulations. Includes site visits to conservation areas, collection of biological data, preparation of assessment reports, and study environmental impact reports. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 306 and 310.

### **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. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 306 and 310. Field trip fee required.

### **BIOL 424 Evolutionary Genetics (5)**

Contributions of molecular genetics to the understanding of evolution. Emphasis is placed on the processes of mutation, selection, and random genetic events as they affect the genetic architecture of natural populations and the process of speciation. Topics include quantitative inheritance, population genetics, phylogenetics, conservation genetics, and bioinformatics. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 304 and 310.

### **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 hours lecture and nine hours laboratory. Prerequisite: BIOL 304 and 310. Lab fee required.

### **BIOL 433 Developmental Biology (5)**

Development and growth of organisms from fertilization to the establishment of organ systems. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 304 and 310. Lab fee required.

### **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. Two hours lecture and three hours laboratory. Offered on a credit, no-credit basis only. Prerequisites: Open to biology majors by faculty invitation only, Senior status and a GPA above 3.2.



**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 hours lecture and nine hours laboratory. Prerequisite: BIOL 351. Lab fee required.

**BIOL 455 Physiological Measurements (5)**

Physiological measurement techniques focusing on data collection and analysis of selected vertebrate organ systems. Discussion topics include electrical properties of nerve, cardiac and skeletal muscle tissues, pulmonary and metabolic function, and sensory physiology. Emphasis will be placed on understanding the mechanisms of how each system works and the benefits and limitations of the measurement techniques currently available. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 255 or 357, BIOL 305 and BIOL 310. Lab fee required.

**BIOL 462 Plant Physiology (5)**

Structure, function, and physiological mechanisms of vascular plants. Topics include water and nutrient relations, photosynthesis and respiration. Two hours lecture and nine hours laboratory. Prerequisites: BIOL 305 and 310. Lab fee required.

**BIOL 470 Evolution (5)**

Study of the processes of organic evolution. Five hours lecture. Prerequisites: Open only to senior Biology majors who have completed BIOL 304, 305, 306 and 310.

**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. Offered on a credit, no-credit basis only. Although repeatable, a maximum of five units may be applied towards the major or minor. Available by consent of instructor.

**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-baccalaureate students. Interested students should contact the department office.

**BIOL 490 Senior Seminar (3)**

Student original research presentations and discussion of current topics in biology. Three hours discussion. Prerequisites: Open only to senior Biology majors who have completed Biology 310 and 40 units of Biology courses.

**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.

**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.

**SCI 355A Human Biology (5)**

Current topics in human biology, which include growth and development, form and function, fitness and health, interaction with the environment, and evolution. Five hours lecture. Not acceptable for major or minor. Satisfies general education Theme 1 requirement. Prerequisites: Successful completion of General Education Areas A and B.



## BIOLOGY

### **SCI 355B Insects and People (5)**

Overview of the global impact of insects on human concerns, including the overwhelming abundance and diversity of insects, the role of insects as disease vectors to humans, livestock, and pets, and the impact of insects as agricultural pests, and pollinators. Five hours lecture. This course may not be used to satisfy biology major or minor requirements. Satisfies general education Theme 1 requirement. Prerequisite: Successful completion of General Education Areas A and B.

### **SCI 355C Biology of Sex (5)**

Why do humans have sex in private and for fun rather than procreation? Human sexual practices are unusual when compared with animals, plants and microorganisms in that humans have menopause, concealed ovulation, and monogamy. In this course human sexuality is compared against the broad spectrum of sex in all organisms. Five hours lecture. Not acceptable for major or minor. Satisfies general education Theme I requirement. Prerequisites: Successful completion of General Education Areas A and B.

### **SCI 355D Microbiology and the Human Condition (5)**

Introduces the non-science student to the wonders of the incredible diversity in the unseen microbial world that flourishes in and around us. Emphasizes the relevance of microbes and their role in everyday lives, especially their roles in communicable and sexually transmitted diseases, food borne illnesses and bioterrorism. Five hours lecture. Not acceptable for the major or minor. Satisfies general education Theme 1 requirement. Prerequisite: Successful completion of General Education Areas A and B.

### **SCI 355E California Natural History (5)**

Plants, animals, ecology and biogeography of California with emphasis on fostering an appreciation of the relationships between people and California's amazing biodiversity. Five hours lecture. Not acceptable for major or minor. Satisfies general education Theme 1 requirement. Prerequisites: Successful completion of General Education Areas A and B.

## **GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.



**Department Chair:** A Gebauer  
**Department Office:** Science Building II, Room 271  
**Telephone:** (661) 654-3027  
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**Website:** www.csub.edu/Chemistry/  
**Faculty:** M.L. Dutton, A. Gebauer, S. Hudson,  
 C. Kemnitz, R. LaFever, D. Saiki

### Program Description

Modern chemistry occupies a central position among the sciences. The goal of chemical science is to discover the fundamental regularities by which matter in its multitude of aggregations interacts with energy in its many forms. Mathematical models and physical principles are utilized in the interpretation of chemical concepts. The organization of chemical knowledge leads to an understanding of natural phenomena in the real world of earth and life sciences.

The departmental academic program is designed to provide essential preparation for students to pursue professional careers and/or advanced studies in chemistry or related disciplines, such as Agricultural Chemistry, Biochemistry, Clinical Chemistry, Environmental Chemistry, and Forensics Chemistry. The department offers course work for chemistry majors to meet the requirements of medical and other professional schools in the health sciences, including dentistry, pharmacy, and veterinary medicine. It also cooperates with other departments and the School of Education in developing a balanced program of academic and professional preparation for chemistry majors who seek teaching credentials. A detailed description of all student learning goals and objectives can be found at <http://www.csub.edu/chemistry/assessment>.

The Department of Chemistry is on the approved list of the American Chemical Society. A program leading to the chemistry major can be designed to meet the standards prescribed for the certificate of the American Chemical Society by its Committee on Professional Training.

The Department of Chemistry offers three tracks leading to a major in Chemistry:

- Major in Chemistry
- Major in Chemistry with a Concentration in Biochemistry
- Major in Chemistry Certified by the American Chemical Society

### Requirements for the Bachelor of Science Degree with a Major in Chemistry

The Bachelor of Science Degree with a major in Chemistry requires a minimum of 180 units which includes courses for the major (and minor, if selected)

and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).

The Bachelor of Science degree with a major in Chemistry requires thirteen courses in chemistry, including the following (or the equivalent):

1. CHEM 211, 212, 213, 331, 332, 350, 351, 352, 390, 400, 450 and 490.
2. Five additional units of upper division course work with pre-approval of academic advisor.
3. Cognate areas:
  - a. MATH 201, 202, 203 or MATH 211, 212, 203
  - b. PHYS 201, 202, 203 or PHYS 221, 222, 223

### Requirements for the Bachelor of Science Degree with a Major in Chemistry and a Concentration in Biochemistry

The Bachelor of Science Degree with a major in Chemistry and a concentration in biochemistry requires a minimum of 180 units which includes courses for the major (and minor, if selected) and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).

1. The following courses in chemistry (or the equivalent): CHEM 211, 212, 213, 331, 332, 333, 340, 355, 390, 440, and 490.
2. Two courses selected from BIOL 201, 202 or 203.
3. 13 additional units of upper division course work in chemistry and/or biology selected with pre approval of academic advisor.
4. Cognate areas:
  - a. MATH 201, 202 or MATH 211, 212
  - b. PHYS 201, 202, 203 or PHYS 221, 222, 223

### Requirement for the Major in Chemistry Certified by the American Chemical Society

The Bachelor of Science Degree with a major in Chemistry certified by the American Chemical Society requires a minimum of 180 units which includes courses for the major (and minor, if selected) and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).

1. The following courses in chemistry (or the equivalent): CHEM 211, 212, 213, 331, 332, 333, 340, 350, 351, 352, 390, 400, 450 and 490.



## CHEMISTRY

- Five additional units of upper division course work selected with pre-approval of academic advisor.
- Cognate areas:
  - MATH 201, 202, 203
  - PHYS 201, 202, 203 or PHYS 221, 222, 223

### Requirements for the Minor in Chemistry

Although no minor is required for the BS degree with a major in Chemistry, a minor in chemistry is available, consisting of 20 units, 10 of which must be in upper division courses.

### Teaching Credential: Science Teacher Preparation Program Leading to a Degree in Natural Sciences, Primary Concentration in Chemistry

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This course work satisfies the subject matter requirements for a "Secondary Teaching Credential in Science." The program consists of three components: I. Primary Concentration (major); II. Secondary Concentration (minor); and III. Breadth (cognates). Program completion leads to a BA degree in Natural Sciences with a major in the area of primary concentration and a minor in the secondary concentration. Additional information may be obtained from the Chemistry Department office (661-654-3027).

For a detailed description of the course requirements, please turn to the Natural Sciences section in this catalog.

### Academic Regulations

A grade of "C-" in chemistry courses as well as cognate courses is the minimal grade acceptable for progression into subsequent chemistry courses. Students who fail to achieve a "C-" or above may repeat the course. If a course is eventually completed satisfactorily, the prior unsatisfactory grade(s) will no longer bar a student from continuing in the Chemistry program.

## COURSE DESCRIPTIONS

### Lower Division

#### CHEM 100A Chemistry in Your Life (5)

A general education course introducing basic concepts of chemistry to the non-science major. The course focuses on the impact of chemistry on daily activities including environmental and other societal concerns. Two lectures, one discussion and one laboratory. Not acceptable for the major. **GE B1**

#### CHEM 100B CSI: Crime Scene Investigation Chemistry (5)

A general education course introducing basic concepts of chemistry to the non-science major using examples from forensic science. The course focuses on the use of crime-scene case studies, Sherlock Homes stories, and true accounts of drug deals, murders, and thefts to introduce chemical principles. Two lectures, one discussion and one laboratory. Not acceptable for the major. **GE B1**

#### CHEM 100C Chemistry and the Environment (5)

A general education course introducing basic concepts of chemistry to the non-science major using examples from environmental studies. The course focuses on the use of global warming studies, ozone hole studies, and accounts of the environmental impact of chemistry to introduce chemical principles. Two lectures, one discussion and one laboratory. Not acceptable for the major. **GE B1**

#### CHEM 100D Chemistry of Beer and Wine (5)

A general education course introducing basic concepts of chemistry to the non-science major using examples from the beer and wine industries. The course focuses on the use of the processes of beer brewing and wine making to introduce chemical principles. Two lectures, one discussion and one laboratory. Not acceptable for the major. **GE B1**

#### CHEM 101 Preparation for College Chemistry (4)

A one-quarter course based on a systematic, semi-empirical approach to the submicroscopic world of chemistry. The development of modern ideas concerning atomic and molecular structure, principles of compound formation, and chemical reactivity will be emphasized. Emphasis will be on the development of the skills necessary for success in chemistry. Science majors should consult with their advisors before enrolling in this course. Three lectures, one discussion.

#### CHEM 150 General, Organic, and Biochemistry I (5)

Basic principles of chemistry including the composition of matter, periodic properties, chemical bonding and solution equilibria are introduced using examples from biological systems. Not acceptable to the major. Two lectures, one discussion and two laboratories. Prerequisite: CHEM 101 or a satisfactory score on the Chemistry Placement Test. Recommended co-requisite: CHEM 151.



**CHEM 151 Problem Solving in General, Organic, and Biochemistry I (1–2)**

Problems out of CHEM 150 are discussed and solved. Must be taken concurrently with CHEM 150. One or two discussions.

**CHEM 203 General, Organic and Biochemistry II (5)**

Descriptive chemistry of carbon compounds including structure, reactivity and mechanism. Major focus is on organic compounds of biological and physiological importance as well as metabolism. Not acceptable to the major. Two lectures, one discussion and two laboratories. Prerequisite: CHEM 150 or equivalent within the past five years.

**CHEM 211 Principles of General Chemistry I (5)**

Introduction to atomic structure, quantum theory, periodic properties, chemical reactions, stoichiometry, gas laws and theories, molecular structure and bonding, states of matter, solutions, acids and bases, chemical equilibrium, thermodynamics, oxidation-reduction, electro-chemistry, chemical kinetics, nuclear chemistry, organic chemistry, descriptive chemistry, and coordination chemistry. Two lectures, one discussion and two laboratories. Prerequisites: Math 85 or equivalent and a satisfactory score on the Chemistry Placement Test or CHEM 101.

**CHEM 212 Principles of General Chemistry II (5)**

A continuation of CHEM 211. Two lectures, one discussion and two laboratories. Prerequisite: CHEM 211 or equivalent.

**CHEM 213 Principles of General Chemistry III (5)**

A continuation of CHEM 212. Two lectures, one discussion and two laboratories. Prerequisite: CHEM 212 or equivalent.

**CHEM 277 Special Topics in Chemistry (1–5)**

Topics and prerequisites to be announced. May be repeated for different topics.

**CHEM 281 Problem Solving in Chemistry (1–2)**

A workshop in which students work on problems related to their chemistry coursework with help from a facilitator. This workshop is designed to accompany specific chemistry courses which must be taken concurrently. Consult the online catalog course description for the acceptable companion course(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. A field trip may be required. Consult the Course Schedule for specific details. Same as GEOL 310. Prerequisites: CHEM 213, GEOL 303 or CHEM 351 and some geology course work. (Recommended: MATH 202)

**CHEM 331 Concepts of Organic Chemistry I (5)**

A detailed study of the structure and reactivity of organic compounds. Two lectures, one discussion and two laboratories. Prerequisite: CHEM 213 or equivalent.

**CHEM 332 Concepts of Organic Chemistry II (5)**

A continuation of CHEM 331. Two lectures, one discussion and two laboratories. Prerequisite: CHEM 331 or equivalent.

**CHEM 333 Concepts of Organic Chemistry III (5)**

A continuation of CHEM 332. Two lectures, one discussion and two laboratories. Prerequisite: CHEM 332 or equivalent.

**CHEM 340 Concepts of Biochemistry (5)**

Biochemical equilibria and thermodynamics, biologically important chemical compounds, metabolism of carbohydrates, fats and proteins. Two lectures, one discussion and two laboratories. Prerequisite: CHEM 332 or equivalent.

**CHEM 350 Quantitative Analytical Chemistry (5)**

The practice and theory of chemical laboratory methods including techniques of gravimetric, volumetric, spectrophotometric analysis and separation, and introductory instrumental analysis with a focus on precision and accuracy of experimental data. Two lectures, one discussion and two laboratories. Prerequisite: CHEM 213 or equivalent.

**CHEM 351 Concepts of Physical Chemistry I (6)**

Introduction to topics such as chemical thermodynamics, elementary statistical thermodynamics, properties of solutions, transport properties, phase equilibria and electrochemistry. Three lectures, one discussion and two laboratories. Prerequisites: MATH 202, PHYS 201 and CHEM 213 or consent of instructor.

**CHEM 352 Concepts of Physical Chemistry II (6)**

Introduction to topics such as chemical kinetics, quantum chemistry, atomic and molecular spectroscopy. Three lectures, one discussion and two laboratories. Prerequisites: MATH 203, PHYS 202 and CHEM 351 or consent of instructor.



## CHEMISTRY

### **CHEM 355 Concepts of Biophysical Chemistry (6)**

Introduction to topics such as chemical thermodynamics, properties of solutions, phase equilibria, chemical kinetics, quantum chemistry, and electrochemistry with examples drawn from biochemistry. Three lectures, one discussion and two laboratories. Prerequisites: MATH 212, PHYS 201 and CHEM 213 or consent of instructor.

### **CHEM 390 Seminar in Chemical Literature (3)**

Seminar in the use of modern chemical literature and literature data bases. Must be completed before enrolling in CHEM 490. Pre-requisite: senior standing.

### **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. Two lectures, one discussion and two laboratories. Pre-requisite: CHEM 332 or consent of instructor.

### **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. Two lectures, one discussion and two laboratories. Prerequisites: CHEM 340 and CHEM 353 or consent of instructor.

### **CHEM 450 Instrumental Analysis (5)**

Principles and techniques of modern instrumental analysis including spectrophotometry, chromatography, nuclear magnetic resonance, and potentiometry. Two lectures, one discussion and two laboratories. Pre-requisite: CHEM 332 and CHEM 350 or consent of instructor.

### **CHEM 477 Special Topics in Chemistry (15)**

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, preparation of a paper. 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 (15)**

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 upperdivision elective credit. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

### **CHEM 490 Senior Seminar (3)**

Presentation of papers and discussion on either a topic or a group of related topics by faculty and students. Prerequisite: Student is a chemistry major or minor and CHEM 390.

### **CHEM 495 Instruction in Chemistry (1-5)**

Experience supporting teaching activities in the laboratory and/or guiding problem solving sessions. Interested students should speak with the department chair in advance to coordinate. Normally, a maximum of six units may be used for major department credit.

### **CHEM 496 Internship in Chemistry (15)**

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 (15)**

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.



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D. Meyers, J. Moloney, L. Taylor, M. Thomas,  
H. Wang, A. Wani

### Program Description

Computer Science is a constantly 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 three tracks. The Computer Science track follows the guidelines recommended by the Association for Computing Machinery (ACM) and the Accreditation Board for Engineering and Technology (ABET). The Computer Information Systems track is intended for training application programmers or for those who wish to apply computer science in another discipline. The Hardware track is intended for students who will be working in a hardware or system software environment. Students in the three tracks will take different advanced courses of their choice. A Computer Science minor is also offered.

The Computer Science Department moved into a new building in Fall 2008 together with the Mathematics Department and has received almost a threefold increase in space. The department administers its own local area network which includes multiple Unix/Linux servers, two software programming labs, a walk-in lab, one advanced workstation lab, one digital electronics hardware lab, and a robotics lab. There is also a departmental library available to students. An important goal of the department is to enable students to work much more closely with faculty than they would be able to at larger universities. A detailed description of student learning goals and objectives can be found at [http://www.cs.csub.edu/index.php?t=1&p=academic\\_info/program\\_info/index](http://www.cs.csub.edu/index.php?t=1&p=academic_info/program_info/index).

### Requirements for the Bachelor of Science Degrees with a Major in Computer Science

The Bachelor of Science Degrees with a major in Computer Science require a minimum of 180 units which includes courses for the major (and minor, if selected) and courses for the other university-wide

graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).

### A. Computer Science Track

This track follows the guidelines of the Association for Computing Machinery (ACM) and the Accreditation Board for Engineering and Technology (ABET). Students in this track will take advanced courses of their choice.

#### 1. Introductory courses (16 units):

CMPS 150 (or CMPS 215)  
CMPS 221  
CMPS 222  
CMPS 223

#### 2. Intermediate courses (50 units):

CMPS 295  
CMPS 312  
CMPS 320  
CMPS 321  
CMPS 335  
CMPS 342  
CMPS 350  
CMPS 356  
CMPS 360  
CMPS 376

#### 3. Advanced courses (15 units):

CMPS 490

Two courses from the following:

#### **Algorithms and Complexity**

CMPS 411

#### **Architecture and Organization**

CMPS 420  
CMPS 421  
CMPS 422

#### **Intelligent Systems**

CMPS 456  
CMPS 457

#### **Programming Languages**

CMPS 410  
CMPS 450

#### **Operating Systems & Computer Networks**

CMPS 460  
CMPS 476

#### **Software Engineering and Database Systems**

CMPS 435  
CMPS 442  
CMPS 465

#### **Visual Computing**

CMPS 371  
CMPS 471  
CMPS 472  
CMPS 473

#### **CMPS 477 Special Topics in Computer Science**

Depending on topic, this course may count for one of the sub-areas above.



## COMPUTER SCIENCE

### 4. The following math/physics courses (37 units):

MATH 201  
MATH 202  
MATH 203  
MATH 330  
MATH 340  
PHYS 221  
PHYS 222

### 5. Information on General Education Courses

- PHYS 221 will satisfy General Education Areas B2 and B3.
- Any of the required calculus courses satisfy General Education Area B4.
- The General Education Theme I requirement is waived for all Computer Science tracks.
- PHIL 316 (Professional Ethics) must be taken and will satisfy General Education Theme 2 and the Computer Science Ethics requirement.

### B. Computer Information Systems Track

This track is intended for training application programmers or for those who wish to apply computer science in another discipline.

#### 1. Introductory courses (16 units):

CMPS 150 (or CMPS 215)  
CMPS 221  
CMPS 222  
CMPS 223

#### 2. Intermediate courses (40 units):

CMPS 295  
CMPS 312  
CMPS 335  
CMPS 342  
CMPS 350  
CMPS 356  
CMPS 360  
CMPS 376

#### 3. Advanced courses (10 units):

CMPS 435 **OR**  
CMPS 442 **OR**  
CMPS 465  
CMPS 490

#### 4. Required Mathematics courses (10 units):

MATH 140 or MATH 192 or higher level mathematics course  
MATH 190/191

#### 5. Electives from (35 units):

CMPS 211  
CMPS 215  
CMPS 216  
CMPS 280  
CMPS 294

**OR** any other 300-400 level computing course taken with the consent of the program advisor. Courses from other departments relevant to CIS (not exceeding 10 units) may be taken with the written consent of the program advisor. A minor in

another department can be used to offset some electives upon approval of a Computer Science Department advisor.

### 6. Information on General Education Courses

- MATH 140 or higher level mathematics course will satisfy General Education Area B4.
- The General Education Theme I requirement is waived for all Computer Science tracks.
- PHIL 316 (Professional Ethics) must be taken and will satisfy General Education Theme 2 and the Computer Science Ethics requirement.

### C. Computer Science Hardware Track

This track is intended for computer scientists who will be working in a hardware or system software environment, including, for example, embedded systems, computer controlled instrumentation, device controllers, and operating system code.

#### 1. Introductory courses (16 units):

CMPS 150 (or CMPS 215)  
CMPS 221  
CMPS 222  
CMPS 223

#### 2. Intermediate courses (25 units):

CMPS 224  
CMPS 295  
CMPS 320  
CMPS 321  
CMPS 360

#### 3. Advanced courses (15 units):

CMPS 420  
CMPS 421  
CMPS 490

#### 4. The following math/physics courses (42 units):

MATH 201  
MATH 202  
MATH 203  
MATH 204 or MATH 205, or MATH 206  
MATH 330  
PHYS 221  
PHYS 222  
ENGR 207

#### 5. Electives from (15 units):

CMPS 322  
CMPS 335 (Hardware Track students should choose a hardware-oriented project)  
CMPS 350  
CMPS 371  
CMPS 376  
CMPS 422  
CMPS 450  
CMPS 457  
CMPS 471  
CMPS 476

**OR** any other 300-400 level computing courses may be taken as an elective with the written consent of the program advisor.



**6. Information on General Education Courses**

- PHYS 221 will satisfy General Education Areas B2 and B3.
- Any of the required calculus courses satisfy General Education Area B4.
- The General Education Theme I requirement is waived for all Computer Science tracks.
- PHIL 316 (Professional Ethics) must be taken and will satisfy General Education Theme 2 and the Computer Science Ethics requirement.

**Requirements for a Minor in Computer Science (26 units)**

1. The following courses are required:  
CMPS 150 (or CMPS 215)  
CMPS 221  
CMPS 222  
CMPS 223
2. At least two upper division Computer Science courses. MATH 305 is allowed as a Computer Science elective.

**Academic Regulation**

A grade of C- is the minimal grade acceptable for progression in the CMPS 221, 222, and 223 sequence.

**COURSE DESCRIPTIONS****Lower Division**

The Department of Computer Science offers courses on topics of current interest to the community from time to time. Call the Computer Science office, (661) 654-3082, to express interest or inquire concerning offerings.

**CMPS 120 Computer Skills and Concepts I (5)**

Instruction and tutoring in basic computer skills. An overview of computer applications including word processors, spreadsheets, presentation, and Internet software. Prerequisite: None.

**CMPS 150 Introduction to Unix (1)**

Basic Unix commands and programming utilities will be introduced. Students will learn how to use email, a text editor, and manage files and directories. This course is designed for students who have no experience with Unix. Computer Science majors are encouraged to take CMPS 215 in place of this course, if possible.

**CMPS/MATH 206 Advanced Engineering Mathematics (5)**

Introduction to ordinary differential equations, Fourier Series and Integral, other transforms, and partial differential equations; applications to computer

hardware, such as the resonance, wave equation, transmission line equation, and filtering. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: MATH 203.

**CMPS 211 Internet Programming and Web Design (5)**

Introduction to internet programming using HTML and JavaScript or other scripting language. The course is intended for students with no programming experience. Students will learn the concepts of structured programming and control structures. They will become familiar with HTML interfaces by designing interactive web sites. This course may be used as an elective in the CIS track. Prerequisite: None.

**CMPS 215 Unix Programming Environment (3)**

This course covers common Unix commands, shell scripting, regular expressions, tools and the applications used in a Unix programming environment. The tools to be introduced include make utility, a debugger, advanced text editing and text processing (vi, sed, tr). Each week lecture meets for 100 minutes and lab meets for 150 minutes. Prerequisite: None.

**CMPS 216 Unix System Administration (3)**

This course covers the knowledge and skills critical to administering a multi-user, networked Unix system. The course assumes a basic knowledge of Unix commands and an editor (vi or Emacs). Topics include: kernel and network configuration, managing daemons, devices, and critical processes, controlling startup and shutdown events, account management, installing software, security issues, shell scripting. Many concepts will be demonstrated during hands-on labs. Each week lecture meets for 100 minutes and lab meets for 150 minutes. Prerequisite: CMPS 215.

**CMPS 221 Programming Fundamentals (5)**

Introduces the fundamentals of procedural programming. Topics include: data types, control structures, functions, arrays, and standard and file I/O. The mechanics of compiling, linking, running, debugging and testing within a particular programming environment are covered. Ethical issues and a historical perspective of programming within the context of computer science as a discipline is given. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: Passing score on ELM OR satisfaction of the ELM exemptions AND a passing score on the Pre-Calculus Readiness Test.

**CMPS 222 Object-Oriented Programming (5)**

Builds on foundation provided by CMPS 221 to introduce the concepts of object-oriented programming. The course focuses on the definition



## COMPUTER SCIENCE

and use of classes and the fundamentals of object-oriented design. Other topics include: an overview of programming language principles, basic searching and sorting techniques, and an introduction to software engineering issues. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 221.

### **CMPS 223 Data Structures and Algorithms (5)**

Builds on the foundation provided by the CMPS 221-222 sequence to introduce the fundamental concepts of data structures and the algorithms that proceed from them within the framework of object-oriented programming methodology. Topics include: recursion, fundamental data structures (including stacks, queues, linked lists, hash tables, trees, and graphs), and the basics of algorithmic analysis. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 222.

### **CMPS 224 Assembly Language Programming (5)**

Introduction to machine architecture and program structure; code, data, and stack segments; programming with an assembly language. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 221.

### **CMPS 270 Introduction to CAD in Engineering (3)**

Use of computer-aided design software, such as AutoCAD, in engineering. CAD concepts including drawing setups, commands and system variables, layers and object properties, 2-dimensional entity creation, coordinate systems, creating objects, drawing with precision, plotting, and editing methods are applied to a variety of engineering applications. Two hours lecture/discussion and three hours laboratory per week.

### **CMPS 271 Intermediate CAD in Engineering (3)**

Intermediate topics in computer-aided design using AutoCAD. Introduction to 3-dimensional drawing and modeling with engineering applications, adding text to drawings, creating dimensions, using blocks and external references, managing content with Autocad Design Center, creating a layout to plot, plotting your drawings, working with raster images, creating compound documents with OLE, and using other file formats. Two hours lecture/discussion and three hours laboratory per week. Prerequisite: CMPS 270

### **CMPS 277 Topics in Programming Languages (1-5)**

A study of programming languages not offered otherwise. Prerequisite: Knowledge of a high-level programming language or permission of the instructor.

### **CMPS 280 X-Windows (3)**

This course is an introduction to the use of an X-Windowing environment. The course 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. Each week lecture meets for 100 minutes and lab meets for 150 minutes.

### **CMPS 281 Problem Solving in Compute Science (1)**

This workshop is designed for students in the Louis Stokes alliance for Minority Participation Program (LSAMP), but is open to other students as well. It covers topics from CMPS 221. Typically students work during the meeting on problems related to their class, being helped by a facilitator.

### **CMPS 294 Advanced Java Programming (5)**

This course will deal with object-oriented programming (OOP) and the various advanced Java topics in the form of applications and/or applets. The advanced Java topics to be addressed include: file I/O, networking, graphics user interface, multithreading and synchronization, remote method and invocation, Java servlet and database connectivity. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

### **CMPS 295 Discrete Structures (5)**

Discrete structures and applications in computer science. Proof techniques, induction, predicate logic, functions, relations and sets, asymptotics, counting techniques, recurrence relations, graph theory and trees. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 221.

## **Upper Division**

### **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. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: CMPS 221 and MATH 203 or permission of instructor. Cross-listed with MATH 305: Numerical Analysis.

### **CMPS 312 Algorithm Analysis and Design (5)**

Algorithm analysis, asymptotic notation, hashing, hash tables, scatter tables, and AVL and B-trees, brute-



force and greedy algorithms, divide-and-conquer algorithms, dynamic programming, randomized algorithms, graphs and graph algorithms, and distributed algorithms. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 295 or CMPS 300 and CMPS 223.

### **CMPS 320 Digital Circuits (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 processor components and memory. The course will apply the circuit theory to the design of an elementary processor with a small instruction set with absolute addressing and a hard-wired control unit. An assembly language for this processor will also be developed. This course includes a laboratory which will cover a mix of actual circuit work together with circuit synthesis and testing using software. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: One course in programming or permission of the instructor.

### **CMPS 321 Computer Architecture (5)**

This course follows the Digital Logic Design course and focuses on the design of the CPU and computer system at the architectural (or functional) level: CPU instruction sets and functional units, data types, control unit design, interrupt handling and DMA, I/O support, memory hierarchy, virtual memory, and buses and bus timing. In contrast, the Digital logic Design course is primarily concerned with implementation; that is, the combinatorial and sequential circuits which are the building blocks of the functional units. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

### **CMPS 322 Digital Design with VHDL (5)**

This course uses a hardware description language (HDL) to design application-specific integrated circuits. The continuation of CMPS 320 includes modern digital design technology, in-depth treatment of algorithms and architectures for digital machines and comprehensive treatment of behavioral modeling in advanced digital design. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 320.

### **CMPS 335 Software Engineering (5)**

A general introduction to Software Engineering. Deals with the specification, development, management, and evolution of complex software systems. Shows how to cost-effectively apply the methods and theory from Computer Science to solve difficult problems. The course presents a broad perspective on software and

system engineering and surveys a wide spectrum of tools and techniques. Students are required to complete a project as part of a small software engineering team. Students may choose system projects involving software and hardware integration. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

### **CMPS 340 Introduction to Digital Forensics (5)**

Investigative techniques, evidence handling procedures, forensics tools, digital crime reconstruction, and legal guidelines. Case studies cover a range of hardware and software platforms. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: None (CMPS 215 or a good working knowledge of Unix is recommended)

### **CMPS 342 Database Systems (5)**

Basic issues in data modeling, database application software design and implementation. File organizations, relational model, relational database management systems, and query languages are addressed in detail. Two-tier architecture, three-tier architecture and development tools are covered. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

### **CMPS 350 Programming Languages (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. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

### **CMPS 356 Artificial Intelligence (5)**

This course is intended to teach the fundamentals of artificial intelligence which include topics such as expert systems, artificial neural networks, fuzzy logic, inductive learning and evolutionary algorithms. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

### **CMPS 360 Operating Systems (5)**

A study of the introductory concepts in operating systems: historical development of batch, multiprogrammed, and interactive systems; file, memory, device, process, and thread management; interrupt and trap handlers, abstraction layer, message passing; kernel tasks and kernel design issues; signals and interprocess communication; synchronization, concurrency, and deadlock problems. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.



### **CMPS 371 Computer Graphics (5)**

Introduction to computer graphics hardware, animation, two-dimensional transformations, basic concepts of computer graphics, theory and implementation. Use of graphics API's such as DirectX or OpenGL. Developing 2D graphics applications software. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

### **CMPS 376 Computer Networks (5)**

A study of computer networks focusing on the TCP/IP Internet protocols and covering in detail the four layers: physical, data link, network, and transport. This course includes a laboratory in which students will cover important network utilities, debugging tools, process and thread control as it relates to network programming, and the coding of programs which do interprocess communication over sockets. The typical Internet client program which accesses a TCP network server daemon will be covered in detail. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

### **CMPS 377 Special Topics in Computer Science (3-5)**

This course will be used to supplement other courses with additional work at the intermediate level. Prerequisite: Permission of instructor.

### **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. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 350.

### **CMPS 411 Theory of Automata (5)**

A study of algorithms as they relate 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. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

### **CMPS 420 Embedded Systems (5)**

Built on logic designs, using assembly and C languages to study embedded systems with regard to their software, hardware, theories and implementation methodology. Various embedded system development tools, such as assemblers, debuggers and cross compilers, will be introduced and used in the course. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: CMPS 224 and CMPS 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. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 321.

### **CMPS 422 Digital Signal Processing (5)**

Introduction to principles of Digital Signal Processing (DSP) including sampling theory, aliasing effects, frequency response, Finite Impulse Response filters, Infinite Impulse Response filters, spectrum analysis, Z transforms, Discrete Fourier Transform and Fast Fourier Transform. Emphasis on hardware design to achieve high-speed real and complex multiplications and additions. Pipelining, Harvard, and modified Harvard architectures. Overviews of modern DSP applications such as modems, speech processing, audio and video compression and expansion, and cellular protocols. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: PHYS 221, MATH 203, and CMPS 320.

### **CMPS 435 Advanced Software Engineering (5)**

Continuation of study of the software lifecycle. Methods and tools for the implementation, integration, testing and maintenance of large, complex software systems. Program development and test environments. Group laboratory project. Technical presentation methods and practice. Ethical and societal issues in software engineering. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 335.

### **CMPS 442 Advanced Database Systems (5)**

A wide range of topics such as query processing and optimization, object-oriented database systems, distributed database systems, database warehousing and data mining will be discussed. The course will also be used to introduce emerging issues related to database systems. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 342.

### **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. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 350.



**CMPS 456 Advanced Artificial Intelligence (5)**

Continuation of CMPS 356. This course is intended to teach about advances in artificial intelligence. It includes advanced topics on artificial neural networks such as distributed and synergistic neural network models, hybrid artificial intelligence techniques such as neuro-fuzzy models, advanced machine learning techniques and meta-heuristic evolutionary algorithms. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: CMPS 356 and MATH 340.

**CMPS 457 Robotics (5)**

The course will provide an opportunity for students to understand intelligent robot system architecture and to design algorithms and programs for control and planning of intelligent robot systems based on analytical modeling and behavior modeling. Students will use simulation software (Webots) and hardware test-bed (Kheraper II) to verify their algorithm and program performance during their project work. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

**CMPS 460 Advanced Operating Systems (5)**

Continuation of CMPS 360. Various topics in popular operating systems. Real-time and distributed operating systems will be addressed. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 360.

**CMPS 465 Advanced System Analysis and Design (5)**

Design and construction of sizeable software products. Technical management of software development teams. Software development process models, software design, documentation, quality assurance during development, software unit and integration testing, CASE tools, development environments, test tools, configuration management. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 335.

**CMPS 471 Advanced Computer Graphics (5)**

Continuation of CMPS 371. 3D graphics transformations, multi-resolution model building and rendering. Advanced computer graphics concepts - theory and implementation. Advanced animation techniques in a 3D environment. This course includes a laboratory. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: CMPS 371, and MATH 330.

**CMPS 472 AI Agents in Virtual Environments (5)**

Continuation of CMPS 471. This course is about creating and interacting with intelligent three-dimensional virtual environments. Topics covered will

include hierarchical architecture of three-dimensional virtual environments, and a framework of incorporating intelligent agents within the virtual environment. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 371.

**CMPS 473 Computer Game Design (5)**

The course will cover fundamental concepts behind designing a game engine. The concepts, theories, and programming aspects of physics engine, graphics engine, and control engine will be covered. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisite: CMPS 223.

**CMPS 476 Advanced Computer Networks and Computer Security (5)**

Continuation of CMPS 376. Various advanced topics in computer networks and computer security will be addressed. Each week lecture meets for 200 minutes and lab meets for 150 minutes. Prerequisites: CMPS 376

**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: permission 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 223 and have the approval of the department.

**CMPS 490 Senior Project (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.

**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.



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### **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



**Program Coordinator:** Thomas Meyer  
**Program Office:** SCI III, 308  
**Telephone:** 661-654-2104  
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**Website:** www.csub.edu/nsme/engineering  
**Faculty:** T. Meyer, J. Lewis

Although CSUB does not offer a degree in engineering, students can complete a substantial portion of lower division courses required for engineering programs elsewhere. Students at CSUB enjoy the benefits of a liberal arts general education in small classes while preparing for more specialized study in engineering 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, the CSUB main campus has a formal articulation agreement with California Polytechnic State University, San Luis Obispo, and California State University, Fresno.

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 in the Physics Program (SCI III 308, 654-2104) for information and assistance in planning course work. For student learning objectives and more information, visit our website at [www.csub.edu/nsme/engineering](http://www.csub.edu/nsme/engineering).

**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 students who complete the specified transfer program at CSUB are given "special consideration" for admission. While there is no formal guarantee, completion of the following courses provides the student with a strong possibility of admission.

#### Basic Course Requirements:

- CHEM 211, 212 General Chemistry
- COMM 108 Strategies of Public Communication
- CMPS 221 Programming Fundamentals
- ENGR 160/161 Introduction to Engineering
- ENGR 207 Electric Circuits
- ENGR 240 Analytic Mechanics, Statics
- ENGL 101 Introduction to Literature: Text and Contexts

- MATH 201, 202/222, 203, 204 (Calculus sequence)
- MATH 205 Ordinary Differential Equations
- PHYS 221, 222, 223 (Calculus-based Physics sequence)

Other universities in the California State University System may require PHIL 102 Logical Reasoning. If time permits, additional courses from CSUB's General Education program should be taken.

Students transferring to CSU Fresno may be allowed to take PHIL 316 Professional Ethics and PLSI 304 International Relations to satisfy both General Education and major requirements. Please check with the Pre-Engineering Advisor **before** registering for these classes.

## COURSE DESCRIPTIONS

### Lower Division

#### ENGR 160 Engineering Orientation (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. Offered on a credit, no-credit basis only. One hour lecture/discussion.

#### ENGR 161 Introduction to Engineering (2)

Introduces students to real-life engineering projects. Students design, build, test and present engineering projects designed to solve specified problems within given constraints. Primarily for students planning to major in one of the fields of engineering. Two hours lecture/discussion.

#### ENGR 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 202/222 (MATH 203 recommended).

#### ENGR 240 Analytic Mechanics, Statics (5)

Fundamental principles of force systems acting on particles and rigid bodies in static equilibrium. Applications to structural and mechanical problems, both two-dimensional and three-dimensional. Five hours lecture/discussion. Prerequisites: PHYS 221, Co-requisite MATH 202.



# GEOLOGY

**Department Chair:** Dirk Baron

**Department Office:** Science Building II, 273

**Telephone:** (661) 654-3027

**email:** geology@csub.edu

**Website:** www.csub.edu/Geology

**Faculty:** D. Baron, J. Gillespie, R. Horton, S. Loewy, R. Negrini

**Emeritus:** J. Coash

## Program Description

Geology is the study of the Earth 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 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.

At the completion of their geology degree programs students will have basic knowledge and understanding of the content of modern geology, will have acquired knowledge and demonstrated skills to collect and analyze Earth's minerals and rocks, and will understand the philosophical, mathematical and physical science foundations of geology. The ten detailed student learning objectives that support these broad goals can be found at [www.csub.edu/geology/SLO\\_Geology.pdf](http://www.csub.edu/geology/SLO_Geology.pdf).

Graduates with degrees in Geology have excellent employment opportunities both locally and elsewhere in petroleum and minerals exploration, water resources, land use, and waste disposal management. The degree program also provides a strong foundation for secondary school science teaching or graduate study in geology. Students planning on attending graduate school are advised to pursue the BS degree as the course work for this degree, particularly the cognate courses, generally represents the minimum requirements for acceptance into a graduate program, including the Master of Science program in Geology at CSUB. Visit our website at <http://www.csub.edu/geology>.

## Requirements for the Bachelor of Arts Degree with a Major in Geology

The Bachelor of Arts Degree with a major in Geology requires a minimum of 180 units which includes courses for the major (and minor, if selected) and

courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).

The BA Geology major has the following requirements, all of which must be approved by the major advisor or by the Department Chair:

1. Geology courses (40 units)
  - a. GEOL 201, 204, 303, 306, 307, 309, and 490
  - b. One additional five-unit course in Geology (GEOL 100 may not be used)
2. A minimum of six additional 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 in another discipline (20 units).  
Note that the above cognate requirements for the major cannot count toward the minor.

## Requirements for the Bachelor of Science Degree with a Major in Geology

The Bachelor of Science Degree with a major in Geology requires a minimum of 180 units which includes courses for the major (and minor, if selected) and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).

The BS Geology major has the following requirements, all of which must be approved by the major advisor or by the Department Chair:

1. Geology courses
  - a. GEOL 201, 204, 303, 306, 307, 309, 310 or 325, 480, 490, 495
  - b. Two courses selected from the following options below. One or more of the courses must be at least senior level: GEOL 205, 305, 308, 460, 475, 477/577
2. The following cognates
  - \*a. CHEM 211, 212
  - \*b. PHYS 201 and 202, or 221 and 222
  - \*c. MATH 201, 202/222, and 140

The following additional courses are strongly recommended for students planning graduate studies:

1. CHEM 213
2. PHYS 223
3. BIOL 103 and 201

## 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.

### **Science Teacher Preparation Program Leading to a Degree in Natural Sciences, Primary Concentration in Geology**

The California Commission on Teacher Credentialing (CCTC) has authorized CSUB to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This course work satisfies the subject matter requirements for a "Secondary Teaching Credential in Science." The program consists of three components: I. Primary Concentration (major), II. Secondary Concentration (minor), and III. Breadth (cognates). Program completion leads to a BA degree in Natural Sciences with a major in the area of primary concentration and a minor in the secondary concentration. Additional information may be obtained from the Physics and Geology Department office (661-654-3027).

For a detailed description of the course requirements please turn to the Natural Sciences section in this catalog.

### **COURSE DESCRIPTIONS**

#### **Note: Prerequisite versus recommended courses.**

A distinction is made between prerequisite and recommended courses throughout the list of Geology 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 100 How the Earth Works (5)**

A survey of geologic principles and theories concerning the evolution of the Earth, including the origin of the universe, continents, oceans, atmosphere, and life; practical application of these concepts to societal problems. Introduction to the scientific method of inquiry, including local field trips and the laboratory investigation of various physical science topics. Two lectures and one lab. A field trip fee may be required. **GE B1**

#### **GEOL 110 Our Oceans (5)**

This is an introductory course covering the fundamentals of oceanography. It emphasizes work with current real-world ocean data. Topics will include (1) the flows and transformations of water and energy into and out of the oceans, (2) physical and chemical properties of seawater, (3) ocean circulation, (4) marine life and its adaptations, (5) interactions between the oceans and other parts of the Earth system, and (6) human and societal impacts on the oceans. The course meets the general education lower-division Areas B1 and B3 requirements. The course does not satisfy geology major or minor requirements. Two lectures and one lab. **GE B1**

#### **GEOL 120 The Dangerous Earth! (5)**

A survey of earthquakes, volcanic eruptions, landslides, tsunamis, great storms that have greatly impacted civilization through death and destruction. The geologic processes controlling these events will be studied as well as strategies for minimizing death and damage, and forecasting future events. The course meets the general education Area B1 and B3 requirements. The course does not satisfy geology major or minor requirements. Two lectures and one lab. **GE B1**

#### **GEOL 201 Physical Geology (5)**

Introduction to the geologic processes affecting the solid earth and its atmosphere, oceans, and life forms. Emphasis will be placed on our knowledge of the evolution of the earth based on the rock and fossil record. Field and laboratory exercises will include the investigation of physical processes and materials, and the interpretation of environments and ecological associations. Two lectures, two labs, plus required field trip. **GE B1**

#### **GEOL 204 Historical Geology (5)**

Evolution of the earth's atmosphere, oceans and life and their relationship to continental drift. Recognition, distribution and significance of environments through geologic time. Introduction to present environments, including earthquake and climate prediction and the environmental effects of energy production. Field and laboratory introduction to techniques used in recognizing and interpreting environments and ecologic associations. Two lectures, two labs, plus required field trip. Prerequisite : GEOL 201 or consent of instructor.

#### **GEOL 205 Environmental Geology (5)**

Global and local impacts of human manipulation of the environment and geologic processes as hazards. Laboratory exercises and field studies will emphasize geologic hazards affecting California. Two lectures, two labs, plus required field trip. **GE B1**



## GEOLOGY

### **GEOL 277 Special Topics in Geology (5)**

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

### **GEOL 289 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

### **Upper Division**

Note: All upper division courses include two lectures and two labs per week, plus required field trip 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. Prerequisites or co-requisites: CHEM 211 and GEOL 100, 201, or 205 or consent of the instructor.

### **GEOL 305 Paleobiology (5)**

Origin and evolution of the biosphere. Emphasis on invertebrate comparative morphology, paleoecology, environmental evolution and catastrophic events. Laboratory and field techniques will apply analytical, statistical and computer applications in the interpretation and modeling of morphologic structure and variation, paleoecologic associations and evolutionary sequences. Prerequisite: GEOL 100 or 201 or 205.

### **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.

### **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.

### **GEOL 308 Geomorphology (5)**

Origin of the topography of the continents, with emphasis on the recent evolution of the present land

forms and the implications for man. Field and laboratory investigation and presentation. Prerequisite: GEOL 100 or 201 or 205 or consent of instructor.

### **GEOL 309 Sedimentation and Stratigraphy (5)**

Topics include stratigraphic analysis, environmental reconstruction of stratigraphic sequences, and facies relationships and correlation. Also, the interpretation of modern and ancient sedimentary environments will be studied. Focus will be on sedimentologic and stratigraphic field and laboratory techniques emphasizing the Cenozoic sediments of southern California. Prerequisite: GEOL 100, 201, or 205.

### **GEOL 310 Geochemistry (5)**

Distribution of elements within the earth, their mobilities and interactions during crustal processes. Methods of investigation, application to geologic and environmental studies and petroleum and minerals exploration. Field and laboratory investigations and presentations. Prerequisites: CHEM 212, GEOL 303 or CHEM 320 or 351. Recommended: MATH 212.

### **GEOL 325 Principles of Geophysics (5)**

Introduction to applied geophysical methods including reflection and refraction seismology, gravity, magnetics, electrical resistivity, and electromagnetics. In addition to learning the principles behind each method, students will collect, process, and analyze geophysical data. Co-requisite: PHYS 202 or 222 or permission of the instructor.

### **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. Two lectures, one lab, plus required field trip. Prerequisite: GEOL 100 or 201 or 205 or equivalent, or consent of instructor.

### **GEOL 420 Environmental Geochemistry (5)**

Processes that influence the behavior of trace metals and nutrient elements in natural waters, soils, and sediments and control the chemical composition of pristine and polluted surface and groundwater. Topics will include a review of pertinent thermodynamic principles, acid-base equilibria, chemistry of dissolved CO<sub>2</sub>, metal complexation, precipitation and dissolution of solids, adsorption, and redox reactions. Prerequisites: CHEM 212, GEOL 310, or consent of instructor.

### **GEOL 450 GIS for Natural Sciences (5)**

This course introduces students to the basic functionality of GIS software. Skills to be covered



include querying, editing attribute tables, analyzing spatial relationships, working with grid datasets, creating your own data and display techniques including layouts and 3D scenes. Students will also learn to download and convert some common spatial data formats available on the web. Prerequisite: familiarity with Windows operating system and 20 credit hours of upper division coursework in a scientific discipline or permission of instructor.

#### **GEOL 460 Petroleum Geology (5)**

Origin, migration and entrapment of hydrocarbons. Exploration methods including sampling and wireline logs, core evaluation, formation testing, seismic methods, log correlations, map construction and interpretations. Prerequisites: GEOL 201, 309, and 307.

#### **GEOL 475 Hydrogeology (5)**

Topics will include water budgets, development of the equations of groundwater flow, well mechanics, aquifer properties and impact of groundwater development on aquifers, pump tests and their interpretation, and modeling aquifer response. Course will include local examples in laboratory exercises. Prerequisites: GEOL 100 or 201 and MATH 191 or consent of instructor.

#### **GEOL 477 Special Topics in Geology (1-5)**

Topics and prerequisites to be announced. May be repeated for different topics. These will include from time to time such subjects as: geology of petroleum; oceanography; advanced environmental geology; soils geochemistry; hydrology; paleobiology; and paleoecology. Specific areas designated when offered, and prerequisites listed depending on the specific areas. A field trip fee may be required.

#### **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 489 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

#### **GEOL 490 Senior Field Seminar (5)**

Investigation of geologic problems. Students will be required to demonstrate proficiency in field methodologies and library research, apply laboratory methods to field investigation, and report on their results. One lecture per week and multiple two-day, weekend field trips. Prerequisites: GEOL 303, 306, 307, and 309 or permission of the instructor.

#### **GEOL 495 Field Course in Geology (5)**

Fundamentals of surveying and mapping and methods of field investigation in geology. An approved summer field course may be used to satisfy the field course requirement, and is strongly recommended. Prerequisites: MATH 106 and 20 units in Geology (including GEOL 201). A field trip fee may be required.

#### **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.

### **GRADUATE COURSES**

Graduate courses are listed in the "Graduate Programs" section of this catalog.



# MATHEMATICS

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**Emeriti:** J. Hardy, L. Webb

## Program Description

Mathematics is a unique and valuable science that can be exciting, enjoyable, and rewarding. The Department of Mathematics provides a collection of mathematics courses designed to challenge and stimulate all openminded 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, computer experience, and any other workable approaches to learning. As such, the CSUB mathematics department is one of few institutions nationwide which includes a 145 minute laboratory session in every 5 unit mathematics course. A student is encouraged to interpret and communicate mathematically with others, to follow selfdirection and indepth 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. A detailed description of student learning goals and objectives can be found at <http://www.csub.edu/math/files/Math%20SLOs.pdf>

With the completion of a mathematics major, a student, depending upon the choice of upper division courses, may pursue: (1) a career or advanced studies in the mathematical sciences (Applied Track or Statistics Track); (2) a career in teaching (Teaching Tracks, with or without a California Teaching Credential); or (3) a course of graduate study leading to an advanced degree in pure mathematics (Theoretical Track). The Applied Track includes courses in differential equations, numerical analysis, complex analysis, and partial differential equations. The Statistics Track includes courses in nonparametric statistics, design of experiments, analysis of variance and regression analysis. The Teaching Track includes courses in geometry, number theory, and probability and statistics. The Theoretical Track includes abstract algebra, real and complex analysis, probability, and number theory. **In all tracks, students gain experiences through student presentations and discussion in laboratory periods.**

## Requirements for the Bachelor of Science Degree with a Major in Mathematics

The Bachelor of Science Degree with a major in Mathematics requires a minimum of 180 units which includes courses for the major (and minor, if selected) and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).

Students seeking a major in Mathematics must complete the following:

1. MATH 201, 202, 203, 222, 300, 330, 340, 363
2. CMPS 221
3. One of the following tracks:
  - a. Applied Mathematics Track
    - (1) MATH 204, 205, 331<sup>3</sup>, 490
    - (2) Two of MATH 305, 312, 350, or 402
    - (3) One course from the following list: BIOL 201, 310; CHEM 211, 212; CMPS 222, 223; ECON 201, 202, 301, 302; MGMT 301, PHYS 221, 222. If one of these courses will be used to satisfy a General Education requirement, a different course must be taken to satisfy the Applied Mathematics Track requirement.
    - (4) Two additional upper division MATH electives<sup>1</sup>
  - b. Statistics Track
    - (1) MATH 204, 215, 331<sup>3</sup>, 440, 490
    - (2) MATH 338 or 339
    - (3) An upper division cognate course to be approved by the Mathematics Department.



- (4) Two additional upper division MATH electives<sup>1</sup>.
- c. Teaching Track (does not include the required credential courses)
  - (1) MATH 301<sup>2</sup>, 301B, 360, 440, 450, 491
  - (2) One of MATH 204 or 205
  - (3) EDSE 400
  - (4) Two additional upper division MATH electives<sup>1</sup>
- d. Theoretical Mathematics Track
  - (1) MATH 204, 312, 331<sup>3</sup>, 430, 490
  - (2) One of MATH 431 or 463
  - (3) Three additional upper division MATH electives<sup>1</sup>

### Requirements for the Teaching-Track Major in Mathematics Including a California Teaching Credential: Blended Program in Mathematics

The Mathematics Department offers a program which blends the single subject requirements in the mathematics teaching-track with the pedagogy courses in CSUB's School of Education Single Subject Credential Program, yielding an integrated program of study over four years and including 196 units. Students graduate with both a BS in Mathematics and a Level 1 (Preliminary) Single Subject Credential in mathematics. Students in the program will have an advisor in the Mathematics Department and an advisor in the School of Education.

The Bachelor of Science Degree with a teaching-track major in Mathematics component of this blended program includes courses for the major and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).

Students seeking the blended program in Mathematics must complete the following:

- 1. MATH 201, 202, 203, 222, 300, 301<sup>2</sup>, 301B, 330, 340, 360, 363, 440, 450, 491.
- 2. CMPS 221.
- 3. One of MATH 204 or 205.
- 4. One additional upper division MATH elective<sup>1</sup>
- 5. EDBI 475, 476
- 6. EDSP 301; EDSE 401, 403, 405, 406, 407, 408, 499 (9 units); and 5 assorted TPA units.

#### Notes:

<sup>1</sup>At most two of MATH 301, 331 and 430 can count towards the major; MATH 320 and 321 do not count toward the major.

<sup>2</sup>MATH 331 and 430 together may substitute for MATH 301 and an upper division MATH elective.

<sup>3</sup>Cannot be substituted by Math 301.

### 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, C or D.
- 2. An additional ten hours of upper division courses in mathematics (not to include MATH 320 or 321).
- 3. Included in 1 and 2 above, at least one of these upper division sequences in Mathematics: MATH 331431 Algebraic Structures I and II, MATH 363463 Real Analysis I and II, MATH 205-402 Ordinary and Partial Differential Equations, MATH 360-420 Geometry, and MATH 340-440 Probability and 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 in Mathematics, a minor in Applied Statistics is available, consisting of 20 quarter units chosen from MATH 140 (or equivalent), 215, 338, 339, 340, and 440.

### Requirements for Minor in Mathematics

Although no minor is required for the BS degree in Mathematics, a minor in Mathematics is available. The requirement is 20 units, at least 10 of which must be upper division. Lower division courses that can count are MATH 202, 203, 204, and 205. Upper division courses that do not count are MATH 320 and 321.

## COURSE DESCRIPTIONS

### Developmental Mathematics

**Note:** MATH 75 and MATH 85 may be taken as a course using the interactive online educational system ALEKS. This course requires students to work online using ALEKS a minimum of 12 hours per week, approximately half of which will occur in class.

### MATH 75 Developmental Mathematics I (5)

First of two courses reviewing fundamental concepts, geometry, basic data analysis, and introductory algebra. Topics include: Operations and ordering of real numbers; plotting on the number line; algebra of polynomial expressions; linear equations; linear inequalities in one variable; equations and graphs of lines; systems of linear equations; graphical representations of data; mean, median and mode; estimation and prediction; introduction to counting and probability; perimeter, area, and volume; angles in the plane; special triangles; congruence; Pythagorean Theorem; parallel and perpendicular lines. Emphasis is on applications of concepts. Course does not count toward graduation. Prerequisite: A score of 36 or below on the ELM. (4 units lecture & 1 unit lab)



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### **MATH 85 Developmental Mathematics II (5)**

Second of two courses reviewing fundamental concepts, geometry, basic data analysis, and introductory algebra. Topics include: Functions; algebra of polynomial rational and radical expressions; factoring; introduction to rational exponents; solutions of linear, absolute value, quadratic rational and radical equations; solutions of linear inequalities in two variables; graphs of quadratic functions; midpoint and distance formulas; ratio, proportion and similar triangles; square and higher-order roots. Emphasis is on applications of concepts. Course does not count toward graduation. Prerequisite: (1) A score of 38 - 48 on the ELM; or (2) a passing grade in MATH 75. (4 units lecture & 1 unit lab)

#### **Lower Division**

To enroll in any course numbered 100 or above, a student must have satisfied the Entry Level Mathematics 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 85; or (2) other satisfaction of the Entry Level Mathematics requirement. (4 units lecture & 1 unit lab) **GE B4**

### **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. Course makes use of appropriate computing technology and graphing utilities. Prerequisite: (1) MATH 85; or (2) other satisfaction of the Entry Level Mathematics requirement. (4 units lecture & 1 unit lab)

### **MATH 140 Elementary Statistics (5)**

Descriptions of sample data; exploratory data analysis; elementary probability; binomial, normal, t-, and other distributions; estimation and hypothesis testing techniques;; linear regression and correlation; analysis of variance and chi-square tests. Use of statistical packages. Applications to fields including business, natural sciences, social sciences, and humanities. Prerequisite: (1) MATH 85; or (2) other satisfaction of the Entry Level Mathematics requirement. (Credit toward graduation cannot be earned for both MATH 140 and PSYC 200.) (4 units lecture & 1 unit lab) **GE B4**

### **MATH 190 Pre-calculus I: Intermediate and College Algebra (7)**

Review of intermediate algebra including operations with polynomials and radicals, and absolute value. The algebraic and graphical analysis of polynomial, rational, exponential, and logarithmic functions and their applications. The concept of function is used as a unifying theme. This course makes use of graphing utilities. Prerequisite: (1) MATH 85; or (2) other satisfaction of the Entry Level Mathematics requirement. It is recommended that students enroll concurrently in MATH 281 (4 units lecture & 3 units lab)

*Note: Students whose previous intermediate algebra coursework is not recent are strongly encouraged to enroll in MATH 190. Students may receive credit for either MATH 190 or MATH 191, but not both.*

### **MATH 191 Pre-calculus I: College Algebra (5)**

Algebraic and graphical analysis of polynomial, rational, logarithmic and exponential functions and their applications. The concept of function is used as a unifying theme. This course makes use of graphing utilities. Prerequisite: (1) Score of (a) 50 or higher on the ELM Exam, (b) 550 or higher in the SAT (Math) exam, or (c) 23 or higher in the ACT (Math) exam; or (2) Satisfaction of the Entry Level Mathematics requirement and a passing score on the Pre-calculus Readiness Test. It is recommended that students enroll concurrently in MATH 281. (4 units lecture & 1 unit lab)

### **MATH 192 Pre-calculus Mathematics II: Trigonometric Functions (5)**

Algebraic, geometric and graphical analysis of trigonometric functions and their applications. Unit circle trigonometry. Trigonometric functions of real numbers. Introduction to polar coordinates and conics. This course makes use of graphing utilities. Prerequisite: A grade of C- or better in MATH 190 or 191 It is recommended that students enroll concurrently in MATH 281. (4 units lecture & 1 unit lab)

### **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; antiderivatives. Students may not use any Computer Algebra System (CAS) capability in this course. Prerequisite: (1) A grade of C- or better in MATH 192; or (2) Satisfaction of the Entry Level Mathematics requirement and an appropriate score on the UC/CSU MDTP Calculus Readiness Test or equivalent. It is recommended that students enroll



concurrently in MATH 281. (4 units lecture & 1 unit lab)

**Note:** *Students without recent credit in MATH 192 are advised to consult the Department of Mathematics and to take the UC/CSU Pre-calculus Diagnostic Test before enrolling in MATH 201.*

### **MATH 202 Calculus II (5)**

Introduction to the integral calculus of elementary functions. The Fundamental Theorem of Calculus; techniques of integration; applications of integration; improper integrals; sequences and series. **This course may make use of computer algebra systems.** Corequisite/Prerequisite: MATH 222 or CMPS 222. Prerequisite: A grade of C- or better in MATH 201. It is recommended that student enrolls concurrently in MATH 281. (4 units lecture & 1 unit lab)

### **MATH 203 Calculus III (5)**

Three dimensional analytic geometry; parametric curves; functions of several variables; partial and directional derivatives; the chain rule; gradients; optimization, double integrals. This course may make use of computer algebra systems. Prerequisite: A grade of C- or better in MATH 202 or MATH 212. Students without credit in MATH 222 or CMPS 222 are required to enroll in either concurrently. (4 units lecture & 1 unit lab)

### **MATH 204 Calculus IV (5)**

Lagrange multipliers; polar, cylindrical and spherical coordinates; double integrals; triple integrals; vector calculus, including line and surface integrals, the Fundamental Theorem of Line Integrals, and the theorems of Green, Stokes, and Gauss; selected topics. This course may make use of computer algebra systems. Prerequisite: A grade of C- or better in MATH 203. Students without credit in MATH 222 or CMPS 222 are required to enroll in either concurrently. (4 units lecture & 1 unit lab)

### **MATH 205 Ordinary Differential Equations (5)**

First-order differential equations; linear differential equations; linear systems. Laplace transforms; and/or series solutions of second-order linear equations; geometric approach to nonlinear differential equations and to questions of stability. Prerequisite: A grade of C- or better in MATH 203. (4 units lecture & 1 unit lab)

### **MATH 206 Advanced Engineering Mathematics (5)**

Introduction to ordinary differential equations, Fourier Series and Integral, other transforms, and partial differential equations; applications to computer hardware such as the resonance, wave equation, transmission line equation, and filtering. Cross-listed as CMPS 206. Prerequisite: MATH 203. (4 units lecture & 1 unit lab)

### **MATH 211 Calculus for Life Sciences and Medicine I (5)**

Discrete time models, sequences and difference equations with applications in the life sciences. Introduction to differential calculus with emphasis on limiting behavior. Applications include optimization and stability. Trigonometry is addressed throughout the course. This course makes use of technology, and is designed for the life sciences; it is not intended for students in the physical or mathematical sciences. Course will not serve as prerequisite for Math 202. Prerequisite: (1) A grade of C- or better in Math 190 or Math 191; or (2) Satisfaction of the Entry Level Mathematics requirement and an appropriate score on the UC/CSU MDPT Calculus Readiness Test. It is recommended that students enroll concurrently in MATH 281. (3 units lecture & 2 unit lab)

### **MATH 212 Calculus for Life Sciences and Medicine II (5)**

Introduction of the integral calculus of elementary functions. Integration techniques and computational methods; differential equations; equilibria and their stability. This course makes use of technology, and is designed for the life sciences; it is not intended for students in the physical or mathematical sciences. Not open to students with credit in Math 201. Prerequisite: A grade of C- or better in Math 211. It is recommended that students enroll concurrently in MATH 281. (3 units lecture & 2 unit lab)

### **MATH 215 Applied Nonparametric Statistics (5)**

Nonparametric tests including one-sample methods, two-sample methods,  $k$ -sample methods, paired comparisons and blocked designs, tests for trends and association, multivariate-test, analysis of censored data, nonparametric bootstrap methods, multi-factor experiments, smoothing methods and robust model fitting. Prerequisite: MATH 140. (4 units lecture & 1 unit lab)

### **MATH 221 Introduction to Number Systems and Reasoning (5)**

Introduction to set theory, inductive and deductive reasoning including patterns and sequences. The development and structure of the real number system beginning with whole numbers, numeration systems, computational algorithms, number theory, estimation and uses of calculators in problem solving. The use of proportional reasoning in numerical and algebraic problems. This course involves substantial use of 2- and 3- dimensional concrete materials in a cooperative learning laboratory setting. Required for entry into the CSUB Multiple Subjects Credential Program. Prerequisite: (1) MATH 85; or (2) other satisfaction of the CSU Entry Level Mathematics Requirement. (4 units lecture & 1 unit lab)



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### **MATH 222 Laboratory Experience (3)**

Introduction to the use of a computer algebra system in exploring applications in differential and integral calculus. Co-requisite: MATH 202. Prerequisite: A grade of C- or better in MATH 201. (3 units lecture)

### **MATH 240 America Counts Tutor Training (1)**

Course provides CSUB America Counts tutors with tutor training and is required for all tutors in the America Counts Program. Prerequisite: Permission of instructor. Offered on a credit, no-credit basis. (1 unit lecture)

### **MATH 251 Focus on Algebra for Middle School Teachers (5)**

Patterns and Formulas. Verbal, Tabular, Graphical, and Symbolic Representations of Numerical Relations. Multiple Approaches to Word Problems. Geometric Models in Elementary Algebra. Activities and use of technology and manipulative materials as they relate to the middle grades curriculum. This course is designed for in-service middle grades teachers of mathematics and is not ordinarily available to pre-service teachers. Prerequisite: Permission of the instructor. (4 units lecture & 1 unit lab)

### **MATH 252 Geometry, Measurement, and Fractions for Middle School Teachers (5)**

Similarity, Equivalent Fractions, Factors and Multiples, Spatial Visualization, Perspective and other Two Dimensional Representations of Solids. Activities and use of technology and manipulative materials as they relate to the middle grades curriculum. This course is designed for in-service middle grades teachers of mathematics and is not ordinarily available to pre-service teachers. Prerequisite: Permission of the instructor. (4 units lecture & 1 unit lab)

### **MATH 253 Probability, Statistics, and Number Sense for Middle School Teachers (5)**

Elementary Probability, Area Models, Surveys, Bar Graphs, Fair and Unfair Games, Expected Value, Measures of Central Tendency and Dispersion. Number Sense and Problem Solving activities using patterns, formulas, tables, estimation and mental arithmetic, and other strategies. Activities and use of technology and manipulative materials as they relate to the middle grades curriculum. This course is designed for in-service middle grades teachers of mathematics and is not ordinarily available to pre-service teachers. Prerequisite: Permission of the instructor. (4 units lecture & 1 unit lab)

### **MATH 254 Data Analysis and Modeling for Middle School Teachers (5)**

Data Collection: Surveys, Experiments and Public Databases. Randomness and Probabilistic

Simulations of Natural Processes. Discrete, Linear and Exponential Models for Physical and Social Phenomena. Residual Analysis, and Measures of Goodness of Fit Activities and use of technology and manipulative materials as they relate to the middle grades curriculum. This course is designed for in-service middle grades teachers of mathematics and is not ordinarily available to pre-service teachers. Prerequisite: Permission of the instructor. (4 units lecture & 1 unit lab)

### **MATH 277 Special Topics in Mathematics (1-5)**

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. (0 or 3 units lecture & 5 or 2 unit lab)

### **MATH 281 Tutoring in Precalculus and Calculus (1)**

Course covers topics from developmental mathematics, precalculus and calculus (201, 202, 211, 212). Students work on problems related to the math class in which they are concurrently enrolled with the help of a facilitator. (1 unit lecture)

### **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. (4 units lecture & 1 unit lab)

## **Upper Division**

### **MATH 300 Sets and Logic (5)**

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, recursion, the binomial theorem and mathematical induction. This course relies heavily on problem solving and writing complete, logically consistent arguments to illustrate the correct use of the logical tools and methods discussed. Prerequisite: MATH 202. (4 units lecture & 1 unit lab)

### **MATH 301 Modern Algebra (5)**

Study of the basic algebraic systems of mathematics. Topics include integers, Euclidean Algorithm, modular arithmetic, rational numbers, real numbers, complex numbers, polynomial rings, and basic group theory. Prerequisite: MATH 300. (4 units lecture & 1 unit lab)

### **MATH 301B Classical Algebra Connections (1)**

Weekly seminar discussions to focus on connections between university mathematics and the mathematics



that prospective secondary mathematics teachers will be teaching. Course includes 20 hours of observation in middle or high schools. Observations will include opportunities for prospective teachers to interact with middle/high school students in small group instructional settings. This course will include an introduction to live-text. Co-requisite: MATH 301. (1 unit lecture)

### **MATH 302 Ordinary Differential Equations (5)**

First-order differential equations; linear differential equations; linear systems; Laplace transforms and/or series solutions of second-order linear equations; geometric approach to nonlinear differential equations and to questions of stability. Cross-listed as MATH 205. Prerequisite: A grade of C- or better in MATH 203. (4 units lecture & 1 unit lab)

### **MATH 304 Calculus IV (5)**

Lagrange multipliers; polar, cylindrical and spherical coordinates; double integrals; triple integrals; vector calculus, including line and surface integrals, the Fundamental Theorem of Line Integrals, and the theorems of Green, Stokes, and Gauss; selected topics. This course may make use of computer algebra systems. Cross-listed as MATH 204. Prerequisite: A grade of C- or better in MATH 203. Students without credit in MATH 222 or CMPS 222 are required to enroll in either concurrently. (4 units lecture & 1 unit lab)

### **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 221 or equivalent.

### **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. (4 units lecture & 1 unit lab)

### **MATH 320 Number Systems, Statistics and Probability (5)**

Continuation of the development of the real numbers including applications and models of rational numbers, irrational numbers, percent, and proportional reasoning. Introduction to the basic notions of chance and probability. Introduction to data analysis and statistics. This course involves substantial use of 2- and 3-dimensional concrete materials in a cooperative learning laboratory setting. Required for entry into the

CSUB Multiple Subjects Credential Program.

Prerequisites: A grade of C- or better in Math 221. (4 units lecture & 1 unit lab)

### **MATH 321 Introduction To Modern Geometry (5)**

Introduction to the geometry of plane and solid shapes. Networks and applications. Constructions, congruence, and similarity. Concepts of measurement. Motion geometry and tessellations. The use of calculators and/or dynamical geometry software in discovery and problem solving. This course involves substantial use of 2- and 3-dimensional concrete materials in a cooperative learning laboratory setting. Required for entry into the CSUB Multiple Subjects Credential Program. Prerequisites: A grade of C- or better in Math 320. (4 units lecture & 1 unit lab)

### **MATH 330 Linear Algebra (5)**

Matrices and 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; selected applications. Prerequisite: MATH 203. Prerequisite or co-requisite: MATH 300 or CMPS 295. (3 units lecture & 2 unit lab)

### **MATH 331 Algebraic Structures I (5)**

Introduction to binary operations and algebraic structures; groups, rings, integral domains, and fields. Prerequisite: (1) MATH 300, and (2) 330 (MATH 330 may be taken concurrently). (4 units lecture & 1 unit lab)

### **MATH 338 Analysis of Variance and Experimental Design (5)**

Single-factor ANOVA; multiple comparisons; completely randomized design; fixed and random effects; two-factor ANOVA; randomized complete block design; factorial models; fixed, random, and mixed models; nested models. Use of statistical packages. Prerequisite: MATH 140. (4 units lecture & 1 unit lab)

### **MATH 339 Regression Analysis (5)**

Least squares; simple linear regression; correlation analysis; residual analysis; multiple regression; model selection techniques; logistic regression. Use of statistical packages. Prerequisite: MATH 140. (4 units lecture & 1 unit lab)

### **MATH 340 Probability Theory (5)**

Sample spaces and events; counting problems, permutations and combinations; conditional probability; independence; Bayes theorem; discrete and continuous random variables; bivariate, multivariate, marginal, and conditional distributions;



## MATHEMATICS

functions of random variables; expected value, moments, variance, covariance, and correlation; distribution theory including Bernoulli, binomial, hypergeometric, Poisson, uniform, normal, exponential, gamma, and beta distributions; central limit theorem. Prerequisite: MATH 203. Prerequisite or co-requisite: MATH 300 or CMPS 295. (3 units lecture & 2 unit lab)

### **MATH 350 Introduction to Mathematical Modeling (5)**

Course designed to give the student an early introduction to the construction and use of empirical and analytic mathematical models from areas such as economics, game theory, integer programming, mathematical biology and mathematical physics (topics depend on instructor). Course evaluation will involve at least one extended project. Prerequisite: MATH 205 (4 units lecture & 1 unit lab)

### **MATH 360 Euclidean Geometry (5)**

Elaboration of concepts in Euclidean geometry and 19<sup>th</sup>- and 20<sup>th</sup>-century expansions of Euclid's work. Topics include concurrency of lines in a triangle, collinearity of some points in a triangle, symmetric points in a triangle, some properties of triangles and quadrilaterals, equicircles and the nine-point circle. Additional topics may be included. Ability to write formal synthetic and analytic proofs is stressed. Dynamical Geometry software is used for exploration and discovery. This course provides a survey of material needed to prepare students to teach high school geometry courses. Prerequisites: (1) MATH 300, and (2) 330 (MATH 330 may be taken concurrently). (4 units lecture & 1 unit lab)

### **MATH 363 Introduction to Analysis I (5)**

Development of a rigorous foundation for analysis; axioms for the real numbers; sequences and series; continuity; introduction to differentiability and integration. Prerequisites: (1) MATH 203, and (2) MATH 300. (4 units lecture & 1 unit lab)

### **MATH 402 Partial Differential Equations (5)**

Fourier series; classical partial differential equations such as heat equation, wave equation, and Laplace equation; Sturm-Liouville problems; orthogonal functions; topics from Fourier transform or calculus of variation. Prerequisites: (1) MATH 204 and (2) MATH 205. (4 units lecture & 1 unit lab)

### **MATH 420 Foundations of Geometry (5)**

Study of the classical axiomatization of Euclidean geometry. Hilbert's incidence, congruence, similarity, separation, betweenness and continuity axioms are discussed. Special attention is paid to the Parallel

Postulate and its alternative formulations, with an introduction to nonEuclidean geometries.

Prerequisite: MATH 300. (4 units lecture & 1 unit lab)

### **MATH 425 Modern Mathematics for Teachers (5)**

Course intended for prospective teachers of middle and high school mathematics, and includes investigations relevant to the California Mathematics Contents Standards from the areas of number theory, algebra, geometry, probability, and statistics. The course emphasizes problem solving and laboratory activities. Students are introduced to appropriate use of current pedagogical technologies. Prerequisite: Successful completion of 30 quarter units of college mathematics. (4 units lecture & 1 unit lab)

### **MATH 427 Mathematics Curriculum and Instruction for Secondary Teachers (5)**

Required during Stage III of the program of all candidates for a Single Subject Secondary Teaching Credential in Mathematics. The content is designed to acquaint the candidates with the pedagogical techniques, philosophies, and practices utilized by successful secondary mathematics teachers and required by the Teaching Performance Expectations as delineated in the Standards of Quality and Effectiveness for Teacher Preparation Programs. The course includes at least ten hours of field experience in a high school or middle school mathematics classroom. This course does not count toward a major or a minor in mathematics. Cross-listed as EDSE 405. (5 units lecture)

### **MATH 430 Number Theory (5)**

Elementary theory of the natural numbers, including prime numbers and divisibility, congruences, numbertheoretic functions, Diophantine equations, and selected topics. Prerequisite: MATH 300. (4 units lecture & 1 unit lab)

### **MATH 431 Algebraic Structures II (5)**

Continuation of MATH 331. Galois Theory and selected topics. Prerequisite: MATH 331. (4 units lecture & 1 unit lab)

### **MATH 440 Mathematical Statistics (5)**

Statistical inference; prior and posterior distributions, Bayes estimation, maximum likelihood estimation, method of moments; derivation of sampling distributions and their properties; unbiased estimators, Fisher information; theory of confidence intervals and hypothesis testing; power, t-test and F-test; analysis of categorical data, goodness of fit and contingency tables; inference for linear statistical models, regression and ANOVA. Prerequisites: MATH 340. (4 units lecture & 1 unit lab)



**MATH 450 Introduction to the History of Mathematics (5)**

Development of mathematics from its empirical origins to its present form. Prerequisites: (1) MATH 300; (2) At least two mathematics courses numbered above 300; and (3) Completion of CSUB's Graduation Writing Assessment Requirement (GWAR). (4 units lecture & 1 unit lab)

**MATH 463 Introduction to Analysis II (5)**

Continuation of MATH 363; the fundamental theorem of calculus; further topics of Riemann integration; Taylor's theorem with remainder; uniform convergence and Taylor series; the topology of the real line; other selected topics if time allows. Prerequisite: MATH 363. (4 units lecture & 1 unit lab)

**MATH 477 Special Topics in Mathematics (1-5)**

Topics and prerequisites to be announced. Permission of instructor. (4 units lecture & 1 unit lab)

**MATH 480 Research Participation (1-5)**

Supervised mathematical investigation. May be repeated. Offered on a credit, no credit basis only. Prerequisite: Permission of instructor. (5 units lecture)

**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. (5 units lecture)

**MATH 490 Senior Seminar (5)**

Preparation of papers and discussion by faculty and students. Prerequisites: (1) At least four upper-division courses from the Applied, Statistics or Theoretical Tracks; and (2) Completion of CSUB's Graduation Writing Assessment Requirement (GWAR). (5 units lecture)

**MATH 491 Senior Seminar in Mathematics for Prospective Teachers (5)**

Students will make presentations on, write papers about, and discuss solutions of mathematical problems grounded in secondary school mathematics education. The focus is mathematics with appropriate inclusion of pedagogical ideas. For students in the Blended Program there is a requirement of 25 hours of supervised field experience in middle or high school mathematics classrooms. Prerequisites: (1) At least four upper division courses from the Teaching Track; and (2) Completion of CSUB's Graduation Writing Assessment Requirement (GWAR). (5 units lecture)

**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. (5 units lecture)

**MATH 494 Senior Seminar for Elementary/Middle School Mathematics Teachers (5)**

Students will make presentations on, write papers about, and discuss solutions of mathematical problems grounded in elementary and middle school mathematics education with special emphasis on middle school. The focus is mathematics with appropriate inclusion of pedagogical ideas. Appropriate uses of current pedagogical technologies are discussed. 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 Graduation Writing Assessment Requirement (GWAR). (5 units lecture)

**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. (5 units lecture)

**MATH 497 Cooperative Education (1-5)**

Class 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. (1-5 units lecture)

**GRADUATE COURSES**

Graduate courses are listed in the "Graduate Studies" section of the catalog.



## NATURAL SCIENCES

**Program Coordinator:** Carl Kloock  
**Program Office:** Science Building I, 205  
**Telephone:** (661) 654-3021  
**email:** nsm@csu.edu  
**Website:** www.nsm.csu.edu

### Program Description

The Departments of Biology, Chemistry, Geology, and Physics offer a Bachelor of Arts in Natural Sciences. This degree program offers the required subject matter content to help prepare prospective science teachers apply for the subject matter certification in California by taking the California Subject Matter Examinations for Teachers (CSET) in Science. The BA degree in Natural Sciences prepares the candidate for the CSET Science exams, which consist of three exams: two covering breadth in science (Biology, Chemistry, Earth/Planetary Science and Physics), and one covering depth in one of these areas, corresponding to the Primary concentration. Passage of the CSET in Science is required to certify subject matter competency before entering a teacher credential program. Consult your advisor or the School of Education for details on other entry requirements for pursuing a secondary teaching credential. The BA in Natural Sciences offers a broad foundation in all four of the natural science areas (Biology, Chemistry, Earth Science, and Physics) as well as depth preparation in two of the four areas. While this broad foundation has been developed for prospective teachers, it also serves as excellent preparation for employment in any area of business, industry or government where scientific skills are in demand.

The program consists of three components: I. Primary Concentration (major) II. Secondary Concentration (minor), and III. Cognates (breadth). A student may major in Biology, Chemistry, Geology, or Physics. They must also minor in one of the other three sciences and take cognates in the remaining two sciences, Math, and Astronomy. For example, a student might major in Chemistry with a minor in Biology and take cognates in Geology, Physics, Math, and Astronomy. Another example could be that a student might major in Geology with a minor in Physics and take cognates in Biology, Chemistry, Math, and Astronomy.

For students who already have a degree and would like to be certified as subject matter competent in the sciences, please see [www.cset.nesinc.com](http://www.cset.nesinc.com) for information on the CSET Exams.

For each concentration, SCI 351A is recommended to satisfy General Education Theme I and INST 312 for Theme II. All courses must be completed with their respective laboratory components.

### Requirements for the Bachelor of Arts in Natural Sciences (choose one of four primary concentrations)

#### Requirements for the Bachelor of Arts Degree with a Major in Natural Sciences

The Bachelor of Arts Degree with a major in Natural Sciences requires a minimum of 180 units which includes courses for the major (and minor, if selected) and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).

There are four tracks toward the major in Natural Sciences - each with a different primary concentration area. Within each of the four primary concentrations, students must select one of three secondary concentration areas.

#### A. Primary Concentration in Biology

1. Biology courses: BIOL 201, 202, 203, 304, 305, 306, 470, 490 and 318 or 357 plus one upper division Biology laboratory course acceptable for the Major.
2. Select one of these secondary concentrations and corresponding cognates
  - a. **Secondary Concentration in Chemistry & Cognates**  
CHEM 211, 212, 213 plus two upper division Chemistry courses  
Cognates: GEOL 201 and 205 or 308, PHYS 110, 201 or 221, 202 or 222, and 203 or 223
  - b. **Secondary Concentration in Geology & Cognates**  
GEOL 201, 303, and 205 or 308 plus two from GEOL 307, 309, and 320  
Cognates: CHEM 211 and 212, PHYS 110, 201 or 221, 202 or 222, and 203 or 223.
  - c. **Secondary Concentration in Physics & Cognates**  
PHYS 110, 221, 222, 223, 307 and 324  
Cognates: CHEM 211 and 212, GEOL 201 and 205 or 308; MATH 201, 202, and 222.

#### B. Primary Concentration in Chemistry

1. Chemistry courses: CHEM 211, 212, 213, 331, 332, 400, 490 plus one upper division Chemistry course acceptable for the Major.



2. Select one of these secondary concentrations and corresponding cognates
  - a. **Secondary Concentration in Biology & Cognates**  
BIOL 201, 202, 203, 304, 305, and 306 or 470  
Cognates: GEOL 201 and 205 or 308, PHYS 110, 201 or 221, 202 or 222, and 203 or 223.
  - b. **Secondary Concentration in Geology & Cognates**  
GEOL 201, 303, and 205 or 308 plus two from GEOL 307, 309, and 320  
Cognates: BIOL 201, 202, and 203, PHYS 110, 201 or 221, 202 or 222, and 203 or 223.
  - c. **Secondary Concentration in Physics & Cognates**  
PHYS 110, 221, 222, 223, 307 and 324  
Cognates: BIOL 201, 202, and 203, GEOL 201 and 205 or 308; MATH 201, 202, and 222.
- C. **Primary Concentration in Geology**
  1. Geology courses: GEOL 201, 205 or 308, 303, 306, 307, 309, 320, and 490
  2. Select one of these secondary concentrations and corresponding cognates
    - a. **Secondary Concentration in Biology & Cognates**  
BIOL 201, 202, 203, 304, 305, and 306 or 470  
Cognates: CHEM 211 and 212, PHYS 110, 201 or 221, 202 or 222, and 203 or 223.
    - b. **Secondary Concentration in Chemistry & Cognates**  
CHEM 211, 212, 213, and two upper division Chemistry courses;  
Cognates: BIOL 201, 202, and 203, PHYS 110, 201 or 221, 202 or 222, and 203 or 223.
    - c. **Secondary Concentration in Physics & Cognates**  
PHYS 110, 221, 222, 223, 307 and 324  
Cognates: BIOL 201, 202, and 203, CHEM 211 and 212; MATH 201, 202, and 222.
- D. **Primary Concentration in Physics**
  1. Physics courses: PHYS 110, 221, 222, 223, 307, 324, 490 plus 6 units of additional upper division physics acceptable for the major: MATH 201, 202, and 222.
  2. Select one of these secondary concentrations and corresponding cognates
    - a. **Secondary Concentration in Biology & Cognates**  
BIOL 201, 202, 203, 304, 305, and 306 or 470  
Cognates: CHEM 211 and 212, GEOL 201 and 205 or 308
    - b. **Secondary Concentration in Chemistry & Cognates**  
CHEM 211, 212, 213, and two upper division Chemistry courses  
Cognates: BIOL 201, 202, and 203, GEOL 201 and 205 or 308

c. **Secondary Concentration in Geology & Cognates**

GEOL 201, 303, and 205 or 308 plus two from GEOL 307, 309, and 320  
Cognates: BIOL 201, 202, and 203, CHEM 211 and 212



**Department Chair:** Norman Keltner, EdD., RN  
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**Faculty:** D. Boschini, G. Davidson, K. Gilchrist, H. He, A. Hedden, N. Keltner, M. Kinder, K. Lillie, C. Meares, J. Pedro, S. Pollock, B. Puskamp, C. Rector, M. Rubolino, D. Wilson

## Program Description

The Department of Nursing offers a baccalaureate program built upon a foundation of science and liberal education that prepares graduates as professional nurses for positions in hospitals and community agencies. All graduates from the program are recommended for certification as public health nurses in the State of California. This program also prepares students for entrance into graduate programs in Nursing.

The program is approved by the California Board of Registered Nursing and accredited by the Commission on Collegiate Nursing Education. For further information about the approval status of the program, please contact the Department of Nursing office or the Commission on Collegiate Nursing Education (CCNE) at the following address: One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, phone (202) 887-6791.

The nursing curriculum is organized according to the four universal concepts of nursing which include the client, the environment, health, and the nurse. The client is defined as the individual, the family, groups/aggregates, and the community. Students study health, health problems and human responses that occur as a result of life processes. Emphasis is placed on the nursing process as a systematic method of assisting clients to attain, regain and maintain maximum functional health status. Nursing intervention with clients is based on the use of the nursing process with a focus on the various roles of the nurse including educator, clinician, leader, and researcher.

## Baccalaureate Program Objectives

The program objectives are to prepare students for graduation who:

1. Value the inherent dignity and worth of the person as a unique humanistic being.
2. Use theory and knowledge from the discipline of nursing, the physical and behavioral sciences, and the humanities in providing and evaluating nursing care.

3. Utilize communication skills to achieve optimal outcomes with clients of nursing.
4. Foster health maintenance, prevention of illness, and promotion of optimal health through principles of teaching and learning.
5. Maximize functional health status in clients across the life span. Foster an environment in which clients, across the life-span, maximize their strengths, assets, and potentials in their quest for optimal wellness as indicated by maximal functional status.
6. Assess continuing learning needs by engaging in self-directed education that is focused toward continued personal and professional growth.
7. Demonstrate professional practice by accepting individual responsibility and accountability for nursing interventions and their outcomes within the context of the ethical, political, legal, and economic environment.
8. Critique and synthesize research for the applicability of its findings to nursing.
9. Utilize leadership and management skills through involvement with others in meeting health needs and nursing goals.
10. Collaborate with colleagues and others on the interdisciplinary health team to promote the health and well-being of the clients of nursing.
11. Function within the novice role (clinician, researcher, educator, leader) to meet the healthcare needs of a changing multicultural society.

**Summative Objective:** Demonstrate the ability to successfully pass the RN licensure examination (NCLEX).

In summary, the professional baccalaureate program in nursing is based on the belief that the graduate is a liberally educated, self-directed person who has beginning competency in delivering nursing care and is a responsible citizen.

## Requirements for the Bachelor of Science Degree with a Major in Nursing

The Bachelor of Science Degree with a major in Nursing requires a minimum of 180 units which includes courses for the major (and minor, if selected) and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).



**Prerequisite Courses**

**Note:** CSUB course(s) listed in parenthesis.

1. Expository Writing (Advanced English Composition): 5 quarter or 3 semester units (ENGL 110)
2. Speech: 5 quarter or 3 semester units (COMM 108)
3. Critical Thinking: 5 quarter or 3 semester units (PHIL 102)
4. Statistics: 5 quarter or 3 semester units (MATH 140 or PSYC 200)
5. Chemistry, with lab: 5 quarter or 3 semester units (CHEM 150 or 203) OR a combined inorganic/organic chemistry course, with lab: 7.5 quarter or 5 semester units
6. Human Anatomy, with lab: 5 quarter or 3 semester units (BIOL 250)
7. Human Physiology, with lab: 6 quarter or 4 semester units (BIOL 255/256)
8. Microbiology: 5 quarter or 3 semester units (BIOL 260)

**Cognate Courses**

**Note:** CSUB course(s) listed in parenthesis.

1. Psychology: 5 quarter or 3 semester units (PSYC 100)
2. Pathophysiology: 5 quarter or 3 semester units (BIOL 355)
3. Lifespan Development: 5 quarter or 3 semester units (PSYC 210)
4. Pharmacology: 3 quarter units (NURS 245)
5. Nutrition: 5 quarter or 3 semester units (BIOL 270)
5. Sociology or Anthropology: 5 quarter or 3 semester units (SOC 100 or ANTH 100)

**Note:** It is recommended that prerequisite and cognate courses be taken within ten years of the students expected baccalaureate graduation. See Department of Nursing for course currency policy.

**Required Nursing Courses.** The Bachelor of Science degree in Nursing requires the completion of the following courses in Nursing arranged according to level. The levels are taken sequentially:  
 Level I – NURS 241, 242, 243, 244, 245  
 Level II – NURS 251, 252, 341, 342  
 Level III – NURS 351, 352, 353, 354, 355, 356, 357  
 Level IV – NURS 441, 442, 444, 490

**ACADEMIC REGULATIONS**

**CSUB Department Of Nursing Admission Criteria:** Impacted status may be granted to academic degree programs where the number of applicants to the program exceeds the number of qualified applicants that can be accepted. Applicants to impacted programs are subject to criteria in addition to those

required for admission to the University. To determine CSUB Department of Nursing current status, see [www.csub.edu/nursing](http://www.csub.edu/nursing).

1. CSUB and transfer students must meet the following conditions before they can be considered eligible for admission to the Nursing program:
  - a. Meet all university admission requirements.
  - b. Meet all current Department of Nursing admission criteria: [www.csub.edu/nursing](http://www.csub.edu/nursing).
  - c. Achieve a grade of 'C' or better in all prerequisite and cognate courses. Prerequisite and cognate courses may be repeated only once for a passing grade.
  - d. Complete all eight prerequisite courses by the end of Spring quarter/semester.
  - e. Demonstrate proficiency in both spoken and written English (for any applicant graduating high school in a non-English speaking country; see University admission requirements.)
2. Applicants will be selected on the basis of current Department of Nursing admission criteria.
3. Additional consideration will be given to applicants who fall into specialized groups (veterans, economically and/or educationally disadvantaged students.)
4. Critical deadlines will vary. See Department of Nursing current admission criteria: [www.csub.edu/nursing](http://www.csub.edu/nursing).
5. 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 five years ago and there is evidence of successful academic ability in subsequent cognate/prerequisite courses.
6. Policies for repeating classes for a better grade and withdrawing from classes can be found at: [www.csub.edu/nursing](http://www.csub.edu/nursing).
7. All traditional BSN and accelerated BSN students are required to complete the Test of Essential Academic Skills (TEAS) prior to entry into the program.

**Physical and Mental Health Requirements.** A student with a disability must have the disability verified by the Services for Students with Disabilities Office at CSUB. It is to the student's advantage to do this as soon as possible in the quarter to assure that approved accommodations can be granted in a timely manner. There are essential functions or abilities necessary for admission and progression in the complex discipline of nursing at CSUB. To matriculate or progress in the nursing curriculum, the candidate must be able to perform all of the essential functions (with or without accommodations). The Department of



Nursing follows the CSUB non-discrimination policy, and students requesting accommodations should contact the Disability Services office. These essential functions include, but are not limited to, the following:

1. **Critical Thinking:** A student must demonstrate critical thinking ability sufficient for clinical judgment.
  - a. Make effective clinical decisions.
  - b. Identify cause and effect relationships with clinical data.
  - c. Develop nursing care plans.
  - d. Perform math calculations requisite to safe dosage calculations and medication administration.
  - e. Read, synthesize, analyze, evaluate, and integrate material in the classroom and the clinical setting.
2. **Professional-Ethical Conduct:** A student must possess the ability to reason morally and practice nursing in a professional and ethical manner.
  - a. Demonstrate integrity, honesty, responsibility and tolerance.
  - b. Abide by professional standards of practice.
  - c. Deliver compassionate care to all patient populations.
3. **Interpersonal Skills:** A student must demonstrate appropriate interpersonal abilities while interacting with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.
  - a. Communicate effectively and sensitively with other students, faculty, staff, patients, families, and other professionals.
  - b. Demonstrate willingness and ability to give and receive feedback.
  - c. Develop mature, sensitive and effective relationships with clients.
  - d. Establish trust and rapport with clients and colleagues.
4. **Communication:** A student must have the ability to clearly communicate in oral and written forms, and to effectively interpret communication with others.
  - a. Use appropriate grammar, vocabulary, and syntax.
  - b. Effectively communicate nursing actions.
  - c. Appropriately interpret client responses.
  - d. Initiate health teaching.
  - e. Demonstrate accurate nursing documentation.
  - f. Accurately report patient information to members of the health care team.
5. **Mobility and Stamina:** A student must possess sufficient gross and fine motor skills and endurance to provide safe and effective nursing care in all health care settings.
  - a. Perform basic life support, including CPR.
  - b. Function in an emergency situation.
  - c. Safely assist a patient in moving (e.g., from wheelchair to commode, from chair to bed, lift and transfer from gurney to bed).
  - d. Calibrate and use equipment.
  - e. Perform treatments and procedures.
  - f. Apply pressure to stop bleeding.
  - g. Manipulate diagnostic instruments to adequately perform all aspects of a physical assessment.
  - h. Sit, stand and move about in patient environments for 12 hour periods.
6. **Tactile:** A student must have sufficient tactile ability to perform a physical assessment of a patient and to perform procedures necessary for nursing care.
  - a. Perform palpation and other functions necessary for a physical exam.
  - b. Assess texture, shape, size and vibration
  - c. Note temperature changes in skin and equipment
  - d. Perform therapeutic functions (e.g., inserting a urinary catheter or IV, change dressings, give medications).
7. **Auditory:** A student must have sufficient auditory ability to effectively monitor and assess health needs of patients.
  - a. Hear cries for help
  - b. Hear alarms on equipment and overhead codes.
  - c. Hear auscultatory sounds using a stethoscope.
  - d. Hear and interpret verbal communication from patients.
  - e. Communicate over the telephone.
8. **Visual:** A student must possess visual ability for observation and assessment necessary in nursing care.
  - a. Observe patient responses (e.g., changes in skin color, grimaces).
  - b. See drainage on dressings and note characteristics of body fluids.
  - c. Note fluid levels in collection devices, syringes and infusion devices.
  - d. Read gauges that monitor patient progress (e.g., sphygmomanometer).
  - e. Discriminate colors for diagnostic purposes.
  - f. Assess movements of patients.
  - g. Observe patient behavior (e.g., in rehabilitation or psychiatric facilities).
9. **Behavioral-Emotional Health:** A student must possess the emotional health required for full use of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the care of patients.
  - a. Maintain mature, sensitive, and effective relationships with patients, students, staff, faculty and other professionals under even highly stressful situations.



- b. Experience empathy for the situations and circumstances of others and effectively communicate that empathy.
- c. Be willing to examine and change his or her behavior when it interferes with productive individual or team relationships.
- d. Prioritize competing demands.
- e. Function in stressful circumstances.
- f. Separate own needs and experience in order to maintain objectivity and client-centered care.
- g. Adjust to changing circumstances.
- h. Plan effectively and complete all assigned duties carefully.

### Initial Health Clearance for Newly-Admitted

**Nursing Students** - The Student Health Service (SHS) will complete a Health Clearance Form after the following have been verified and placed on file.

1. **Health History Form:** completed.
2. **Physical examination:** within the last year.
3. **Lab requirements:** CBC, UA.
4. **Tuberculin Skin Test:** Two-step testing will be required of all students entering the Nursing Program. That is, two TB skin tests separated by 1 to 3 weeks will be needed. Testing must be done after June 1st. Verification must include date, reading at 48-72 hours, and the name of the agency providing the service. Skin test should not be repeated if the previous test was positive. Those students with positive results will be evaluated by the SHS. 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 of x-ray must include patient name, date, radiologist's reading, and name of the agency providing the service.
5. **Required Immunizations:** Written verification must be in English and include the patient name, date given and provider signature.
  - a. **Hepatitis B Vaccine Series:** The series consists of three injections given over a period of 6 months. The Hepatitis B Surface Antibody (HBsAB) test will be drawn 1 month after the last injection. If the student refuses or has reason to believe that the vaccine is contraindicated for him or her, the student must sign a waiver, which acknowledges the risk of Hepatitis B infection in a health care setting.
  - b. **Rubeola/Mumps/Rubella: (MMR)** vaccination must have been given after 1968 and after 15 months of age. Rubeola, rubella and mumps titers, showing immunity to each disease, are acceptable in place of vaccinations. The option of titers for measles, rubella and

mumps is recommended for those over 35. Two doses of measles vaccine given before entry into college are recommended for those born after 1956.

- c. **Varicella (Chickenpox)** vaccination given in 2 doses one month apart. The student may waive varicella vaccination with a varicella titer, showing immunity to chickenpox.
6. **Highly Recommended Vaccinations:**
  - a. **Tetanus and Diphtheria** vaccination (dT) every 10 years. Vaccination should include diphtheria.
  - b. **Influenza Vaccine** - given yearly in October/November well ahead of the flu season.
  - c. **Hepatitis A Vaccine** - two injections given 6 months apart.
  - d. **Meningitis Vaccine** - one vaccination recommended.
7. **Latex Allergy:** Students will be asked whether they have a known allergy to latex.
8. **Non-NIDA Drug Testing:** Drug testing will be done at the student's expense according to the SHS directions. Non-NIDA screening will be done one time for each entering student at the beginning of the academic year. Results from the laboratory will be sent directly to the CSUB SHS. The Department of Nursing Chair, or an appointed designee, will be notified of all students passing the drug screen. Results will not be noted on the health clearance form.
9. **Worker's Compensation Form:** All nursing students must complete a "Health Questionnaire" to be eligible for Worker's Compensation while in a clinical setting. Turn the original questionnaire into the SHS, a copy is maintained in your medical record and the original is sent to the Human Resources Office.

**Student Individual Health Insurance.** Each student is responsible for obtaining individual health insurance. Neither the University nor clinical agencies can be held responsible for the student's health benefits. Students wishing to decline purchasing health insurance may sign a declination form available at the Department of Nursing office. Information and enrollment forms for health insurance coverage offered by Associated Students, Inc. are available at <https://www.csuhealthlink.com/>

**Mask Fit Testing.** Mask fit testing is required for each student each academic year.

**CPR Healthcare Provider Card.** Students must maintain a current *American Heart Association* CPR Healthcare Provider card. This must include infant, child, 1-person, 2-person and adult. Students must provide a copy of the current card as part of the packet due to the nursing office prior to the first day of classes each Fall quarter.



**Student Professional Liability Insurance.** Student Professional Liability Insurance, providing protection up to \$1,000,000 liability for each incident and \$3,000,000 aggregate for the individual nursing student must be in force before the student begins course work in the nursing program. This insurance covers the student during clinical laboratory portions of the program. The University makes available blanket coverage at a nominal cost to the individual student. This insurance may be purchased at the Cashier's Office. A copy of the policy is on reserve in the Nursing Department office. Receipt for Student Professional Liability insurance, which must be renewed in the fall of each academic year, must be presented as part of the packet due to the nursing office prior to the first day of classes each Fall quarter. Anyone planning to take nursing courses during the academic year must purchase Student Professional Liability insurance at the time of enrollment in the first clinical course.

**Complete Background Check.** New CSUB nursing students are required to have a complete background check performed by a pre-contracted agency prior to entry into the program.

**Occupational Safety and Health Requirements.** The federal OSHA requirements must be met annually by all personnel providing direct patient care in healthcare agencies. The California State University, Bakersfield academic calendar of three quarters per year and the variety of clinical agencies used by the Department of Nursing could result in agencies having overlapping/duplicate requirements for students and faculty. Therefore, the CSUB nursing faculty will assume responsibility for providing the annual OSHA information to students and faculty.

For newly admitted traditional nursing students, the OSHA information will be provided in Nursing 241/242 (in the Fall quarter), and 243/244 (in the Winter quarter) of the sophomore year. For continuing nursing students, the OSHA requirements will be provided early in the Fall quarter. For new RN students, graduate students, and transfer or returning nursing students, the OSHA requirements will be provided in the first clinical course taken during the academic year.

Each student will complete the OSHA requirements as indicated on the Annual Safety Requirement form. This will be signed by the faculty member. The original will be collected by the faculty member for inclusion in the student's file. It is recommended that the student make copy of the form prior to turning it in, as the student may be requested to show or provide a copy of this form to health agency personnel.

**New Nursing Student Orientation.** Students new to the nursing program must attend the mandatory orientation as scheduled.

**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/or be able to provide their own transportation to clinical and other field areas. Students in clinical courses involving community experiences must have access to a car.

## ACADEMIC PROGRESSION

**Annual Requirements.** Continuing students must meet the annual requirements for health clearance, current CPR certification, Professional Liability insurance, mask fit testing and OSHA. See the Undergraduate Nursing Student Policy Handbook: [www.csub.edu/nursing/ungrad.shtml](http://www.csub.edu/nursing/ungrad.shtml).

**Drug Testing.** CSUB nursing students in a clinical setting are subject to immediate mandatory drug/alcohol testing at the discretion of the faculty member.

**Program Progression.** According to CSUB Department of Nursing Policy, a grade of "C" is the minimal grade acceptable for progression into subsequent nursing courses. Students who fail to achieve at least a "C" in a nursing course may request reentry into the program (based on seat availability) to repeat the course one time. Students who have previously failed a nursing course will be ineligible to remain in the nursing program if any subsequent nursing course (repeat of same course OR different course) is failed. This policy applies to all required nursing courses. Students with two nursing course failures in the same quarter may request to be evaluated individually by the Undergraduate Program Committee. Refer to the Undergraduate Nursing Student Policy Handbook for the procedure for petition: [www.csub.edu/nursing/ungrad.shtml](http://www.csub.edu/nursing/ungrad.shtml).

In addition to repeating any course that was not completed or was not passed at a level of "C" or above, an examination assessing current clinical competency may be required. Clinical refresher courses will be given on a credit, no-credit basis and students must receive credit in order to proceed into subsequent nursing courses. A no-credit grade in a clinical refresher course will count as a nursing course failure (see program progression policy).

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 Undergraduate Program Committee of the Department of Nursing requesting readmission to the program two quarters prior to the desired readmission date. A



student who withdraws from the University has automatically withdrawn from the nursing program and must request a return by reapplying to the nursing program. If the student was not in good standing at the time of the University withdrawal, each course in which the student was not passing will be considered as a failure in application of the failure rules as described above. Readmission to the Nursing program will be granted individually based on seat availability.

**Enrollment in Courses.** Priority for enrollment into nursing courses will be based on the following student classifications:

1. Continuing CSUB nursing students
2. Returning CSUB nursing students
3. Undergraduate baccalaureate nursing students transferring in good academic standing
4. LVN 45-unit option students

**Standardized Testing.** Standardized assessment examinations are required at several points in the program, as outlined in the course syllabus. Processing fees are required.

**Attendance Policy.** Courses may be taught in the later afternoon or evening or on 12 hour shifts around the clock during weekdays or on weekends.

Attendance at clinical orientation(s) is mandatory. See specific course syllabi for attendance policies.

**Illness Policy.** If, during the program, the student experiences an illness or injury, which limits his/her ability to perform the essential functions, it is the student's responsibility to bring this information to the attention of the clinical faculty before they begin clinical courses. A student must keep the course instructor and 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 prior to return to clinical settings.

## PROGRAM COMPLETION

**Graduation Checks.** Students should submit an application for graduation at least two quarters before their expected graduation date. For more information, please refer to the CSUB Graduation Application policy at: <http://www.csub.edu/admissions/graduation/grads.shtml>.

**Comprehensive Predictor Examination.** A comprehensive examination is required prior to graduation. Processing fees are required. RN to BSN students do not take this examination.

**Application for BRN Approval to take the National Council of State Boards of Nursing Licensure Exam (NCLEX).** Students in the generic baccalaureate program are eligible to take the NCLEX

after successful completion of California Board of Registered Nursing (BRN) requirements, which coincides with graduation.

The California Board of Registered Nursing has a policy for "denial of licensure for crimes or acts which are substantially related to nursing qualifications." (see BRN website: <http://www.rn.ca.gov/>). For further information about this, please make an appointment with the Chair of the Department of Nursing prior to applying or no later than the first quarter of nursing course work.

### Application for Public Health Nurse (PHN)

**Certificate.** Graduates of the BSN program are eligible for a PHN certificate. Graduates must submit an additional application to the Board of Registered Nursing to request this certificate. Additional information is available at: <http://www.rn.ca.gov/>.

## ADMISSION WITH ADVANCED STANDING

**Credit by Challenge Examination.** 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.

**Medical Corpsmen.** Veterans who have had experience as United States medical corpsmen in military service and who wish to become registered nurses are encouraged to apply for admission. Credit may be given for previous experience, knowledge, and skills on the basis of challenge examinations. (For details see the University catalog description of Credit by Examination procedure.)

**LVN 45-Unit Option.** The Board of Registered Nursing specifies that the additional nursing courses required of licensed vocational nurses to qualify for the registered nurse licensure examination shall not exceed a maximum of forty-five (45) quarter units. Prerequisites: current California LVN License, admission to the University, and completion of: BIOL 255 & 256 Human Physiology/Lab (5/1 units); BIOL 260 Microbiology (5 units). Required courses in the program:

1. NURS 338 (2 Theory/4 Clinical) (6)
2. NURS 341 (Theory) (5)
3. NURS 342 (Clinical) (5)
4. NURS 351 (Theory) (5)
5. NURS 352 (Clinical) (3)
6. NURS 490 (5)
7. NURS 446 (Clinical) (5)

Applicants to the LVN 45-unit option need to be aware of the priority for enrollment into nursing courses described above.



**Transfer Students.** 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.

**Accelerated BSN Program (for second baccalaureate degree students).** For students with a non-nursing baccalaureate degree, the University offers an Accelerated BSN (2<sup>nd</sup> degree).

## Admission Requirements for the Accelerated BSN Program

To be considered for admission to this accelerated program, students must meet the following criteria:

1. Completed Bachelor's Degree
2. Meet all new nursing student requirements (see CSUB Department of Nursing Admission Criteria and Academic Regulations).
3. Completion of all prerequisite course work with a minimum grade of "C" or above prior to entrance into NURS 261 and NURS 262.

## Required Prerequisite Courses for the Accelerated BSN Program

1. Expository Writing (Advanced English Composition): 5 quarter or 3 semester units (CSUB course: ENGL 110)
2. Speech: 5 quarter or 3 semester units (CSUB course: COMM 108)
3. Critical Thinking: 5 quarter or 3 semester units (CSUB course: PHIL 102)
4. Statistics: 5 quarter or 3 semester units (CSUB course: MATH 140 or PSYC 200)
5. Inorganic or Organic Chemistry with lab OR a combined Inorganic/Organic chemistry course with lab: (CSUB course: CHEM 150)
6. Human Anatomy, with lab: 5 quarter or 3 semester units (CSUB course: BIOL 250)
7. Human Physiology, with lab: 6 quarter or 4 semester units (CSUB course: BIOL 255/256)
8. Microbiology: 5 quarter or 3 semester units (CSUB course: BIOL 260)
9. Psychology: 5 quarter or 3 semester units (CSUB course: PSYC 100)
10. Lifespan Development: 5 quarter or 3 semester units (CSUB course: PSYC 210)
11. Nutrition: 5 quarter or 3 semester units (CSUB course: BIOL 270)
12. Sociology or Anthropology: 5 quarter or 3 semester units (CSUB course: SOC 100 or ANTH 100)
13. Pathophysiology: 5 quarter or 3 semester units (CSUB course: BIOL 355)
14. Graduation Writing Assessment Requirement

## Required Cognate Course for the Accelerated BSN Program

1. Pharmacology: 3 quarter units (CSUB course: NURS 245)

**Note:** 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.

## Required Nursing Courses for the Accelerated BSN Program

The Accelerated Bachelor of Science degree in Nursing requires the completion of the following courses in Nursing arranged according to level. The levels are taken sequentially:

Level I - NURS 245, 261, 262

Level II - NURS 263, 264

Level III - NURS 351, 352, 353, 354, 355, 356, 367

Level IV - NURS 441 463, 464, 466, 490

## RN to BSN Program

The RN to BSN Completion program provides Registered Nurses who graduated with an Associate Degree or Diploma in nursing the opportunity to complete the requirements for a BSN degree. Graduates are eligible for the California Public Health Nurse Certification and are prepared to progress into a master's degree program.

## Admission Requirements for the RN to BSN Program

To be considered for admission at senior student status, students must meet the following criteria:

1. Graduate of a nationally recognized, regionally accredited Associate Degree or Diploma program in nursing.
2. Current, clear, and active California RN License.
3. A minimum of one year of registered nursing experience in the last five years, or graduation from the initial registered nursing program within one year.
4. A grade point average (GPA) of 2.5 or better (on a scale of A=4.0) in the last 90 quarter units or 60 semester units of academic credits.
5. Three letters of recommendation from persons who know the applicant's academic and professional abilities; one letter must be from an employer.
6. A typed resume
7. Submission of a completed application including official transcripts to the University and to the Department of Nursing.
8. Transfer students must be in good standing at the last university attended
9. Meet all of the new student requirements (see CSUB Department of Nursing Admission Criteria and Academic regulations) Health Clearance.



10. Completion of all prerequisite course work with a minimum grade of "C" or above Healthcare Provider CPR card

#### **Required Prerequisite Courses for the RN to BSN Program**

1. Expository Writing (Advanced English Composition): 5 quarter or 3 semester units (CSUB course: ENGL 110)
2. Speech (Public Speaking): 5 quarter or 3 semester units (CSUB course: COMM 108)
3. Critical Thinking: 5 quarter or 3 semester units (CSUB course: PHIL 102)
4. Statistics: 5 quarter or 3 semester units (CSUB course: MATH 140 or PSYC 200)
5. Inorganic or Organic Chemistry with lab OR a combined Inorganic/Organic chemistry course with lab: (CSUB course CHEM 150)
6. Human Anatomy, with lab: 5 quarter units or 3 semester units (CSUB course BIOL 250)
7. Human Physiology, with lab: 6 quarter or 4 semester units (CSUB course BIOL 255/256)
8. Microbiology: 5 quarter or 3 semester units (CSUB course BIOL 260)
9. Psychology: 5 quarter or 3 semester units (CSUB course PSYC 100)
10. Lifespan Development or Child Development : 5 quarter or 3 semester units (CSUB course : PSYC 210 or PSYC 310)
11. Nutrition : 3 quarter or 2 semester units (CSUB course : BIOL 270)
12. Sociology or Cultural Anthropology : 5 quarter or 3 semester units (CSUB course : SOC 100 or ANTH 100)

#### **Required Cognate Course for the RN to BSN Program**

1. Pathophysiology: 5 quarter or 3 semester units (CSUB course: NURS 345 or BIOL 355)

#### **Required Nursing Courses for the RN to BSN Program**

In the RN to BSN Completion Program, registered nurses (RNs) take nursing and general education undergraduate courses. The following nursing courses are required for RNs seeking a BSN degree:

1. NURS 410 (5)
2. NURS 357 (4)
3. NURS 441 (5)
4. NURS 442 (5)
5. NURS 489 (12)
6. NURS 490 (5)
7. NURS 499 (NCLEX) (20)
8. NURS 444 (5)

**Note:** For the BSN degree, the university may require several undergraduate general education courses.

#### **COURSE DESCRIPTIONS**

**Note:** A credit hour is equivalent to one hour of classroom study or three hours of clinical/laboratory experience and appropriate outside preparation; or a combination of the foregoing, times the number of weeks in the quarter. A quarter credit hour is equivalent to 10 hours of classroom contact, 30 hours of clinical/laboratory experience plus appropriate outside preparation; or a combination of the foregoing. Each classroom/clinical laboratory hour is 50 minutes in length.

#### **Lower Division**

##### **NURS 140 Medical Terminology (3)**

This course is an introduction to the study of medical terminology. Through word analysis and labeling exercises this course will help the student to learn the anatomic and clinical terms pertaining to each body system. This course is for nursing students and pre-nursing students interested in building a medical vocabulary. Prerequisites: none.

##### **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. May be repeated one time. Offered on a credit, no-credit basis only. Co-requisites: Must be an enrolled nursing student.

##### **NURS 241 Introduction to the Study of Professional Nursing (3)**

Significant concepts, such as person, family, group, community, environment, cultural diversity, health, and interpersonal communication that form the theoretical framework essential for providing effective nursing care, are introduced. The evolution of the health care system, including role and accountability of health care providers, is examined. Historical events, current trends, legal, ethical, social, and political issues influencing nursing are examined within social-cultural contexts. A comparison is made between technical and professional nursing and nursing education with relevance to the professional nurse's roles (clinician, researcher, educator, and leader). Various philosophies, theories and conceptual models of nursing are examined. Components of the nursing process are introduced. The CSUB Department of Nursing philosophy and conceptual model of nursing, as the basis of the nursing process and as a means of



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maintaining physiological, psychological, and sociocultural integrity is studied. Prerequisites: Admission to the Nursing Program. Co-requisites: NURS 242, 355, PSYC 100.

### **NURS 242 Beginning Physical Examination and Health Assessment (Theory/Clinical) (3)**

Provides theoretical foundation for health assessment, physical examination and clinical experiences for implementing knowledge in the practice setting. Assessment is stressed as a common foundation of knowledge and of many shared skills among health professionals and as the initial phase of the nursing process for collecting and analyzing data to identify potential and actual client problems both nursing focused and collaborative in nature. The CSUB Department of Nursing Conceptual Model as a basis for the approach to assessment is studied and applied. The basis for establishing a professional nurse-client relationship as a foundation for communication is examined. Clinical laboratory experiences in the methods and process of the assessment of adults are provided. Differentiation is made between various data bases-complete, episodic or problem-centered, follow-up, and emergency. Cultural and developmental considerations are included. Lecture/Discussion 2 units; Laboratory Practice 1 unit. Prerequisites: Admission to the Nursing Program. Co-requisites: NURS 241, and BIOL 355, PSYC 100.

### **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 group dynamics, 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. A component addresses geriatric nursing in addition to the care of the older adult. Prerequisites: PSYC 100, BIOL 355, NURS 241, NURS 242. Co-requisites: NURS 244, NURS 245, PSYC 210.

### **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. Students have the opportunity to engage in clinical experiences in implementing the nursing process in the care of young, middle aged and older adults in acute and geriatric care settings. Laboratory practice. Prerequisites: PSYC 100, NURS 241, NURS 242, BIOL 355. Co-requisites: NURS 243, NURS 245, PSYC 210.

### **NURS 245 Pharmacology (3)**

Principles and concepts of pharmacologic intervention. A lecture/demonstration course integrating pharmacology, physiology and disease processes. Emphasis on providing the student with the information necessary to assess a patient's reaction to pharmacologic agents, anticipate appropriate intervention, and recognize common problems associated with drug therapy. Lecture 2 units; Laboratory 1 unit. Prerequisite: PSYC 100, NURS 241, NURS 242, BIOL 355; or permission of the instructor.

### **NURS 246 Labs and Electrolytes for Medical Surgical Nursing (2)**

This class will focus on the study of fluids, electrolytes, and lab values. Case studies will be used to evaluate medical and surgical patients in the context of care. One component of this class will be a self directed program where the student will utilize a text for information and then self evaluate learning using a CD ROM for practice NCLEX testing with rationale and feedback. Another CD ROM series will provide an interactive program that discusses and reviews simulated medical/surgical cases. Students will learn from their responses as they test their decision making acumen. Faculty will guide the program, utilizing student's individual needs while students will be self directed for completion of class objectives and assignments. Prerequisites: NURS 243, NURS 244. Credit, no-credit.

### **NURS 247 Pharmacology Review (2)**

A course of study to focus on the review of basic principles of pharmacology. The CSUB Conceptual Model is applied for maintaining physiological integrity. Emphasis in the review will be placed on knowledge and interventions of drugs in the physiological systems with maintenance of system stability. A CD ROM is included so that students will learn from their responses as they test their decision-making acumen. Faculty will guide the program, utilizing student's individual needs while students will be self directed for completion of class objectives and assignments. Prerequisites: NURS 243, NURS 244, NURS 245. Credit, no-credit. **GRE**



**NURS 251 Health Care of Adults Through Senescence, Part I (Theory) (5)**

Focuses on the identification and treatment of common health problems of young, middle aged, and older adults and the promotion of wellness. Common illness conditions are studied in relation to altered physiological processes as a means to provide sound nursing interventions. The CSUB Department of Nursing Conceptual Model provides a basis for viewing problems as physiological, psychological, and sociocultural systems instabilities which influence functional health patterns. Critical thinking skills are applied to analysis of data for identifying nursing and collaborative problems. The nursing process is studied as an approach to re-establish systems stability/maximum functional status. Leadership and ethical decision making is introduced. Principles and concepts from the natural and behavioral sciences are used to discuss the application of the nursing process. Prerequisites: NURS 243, NURS 244, NURS 245, PSYC 210, BIOL 355. Co-requisites: NURS 252, BIOL 370, SOC 100 or ANTH 100.

**NURS 252 Health Care of Adults Through Senescence, Part I (Clinical) (5)**

The CSUB Conceptual Model of Nursing, as the basis of the nursing process and as a means of maintaining physiological, psychological, and sociocultural integrity is applied. Biological and psychosocial theories are utilized in the development of the nursing process. Emphasis is placed on nursing interventions directed toward the promotion of system stability/maximum functional status and evaluation of the results of interventions. Clinical experiences for implementing the nursing process in the care of young, middle-aged, and older adults with common illness conditions are provided. Acute care and geriatric care settings are utilized. Critical analysis of patient data and responses to nursing intervention are emphasized. Laboratory Practice. Prerequisites: NURS 243, NURS 244, NURS 245, BIOL 355, PSYC 210. Co-requisites: NURS 251, BIOL 370, SOC 100 or ANTH 100.

**NURS 261 Concepts and Principles Fundamental to Nursing (Theory) (8)**

Significant concepts, such as person, family, group, community, environment, cultural diversity, health, and interpersonal communication that form the theoretical framework essential for providing effective nursing care, are introduced. The evolution of the health care system, including role and accountability of health care providers, is examined. Historical events, current trends, legal, ethical, social, and political issues influencing nursing are examined within social-cultural contexts. A comparison is made between technical and professional nursing and nursing education with

relevance to the professional nurse's roles (clinician, researcher, educator, and leader). Various philosophies, theories and conceptual models of nursing are examined. Components of the nursing process are introduced. The CSUB Department of Nursing philosophy and conceptual model of nursing, as the basis of the nursing process and as a means of maintaining physiological, psychological, and sociocultural integrity is studied and applied. Major concepts such as pain, stress, loss and grief are studied. 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 262. A component addresses geriatric nursing in addition to the care of the older adult. Prerequisites: Admission to the Accelerated BSN Nursing Program. Co-requisites: NURS 245, NURS 262

**NURS 262 Health Assessment and Fundamental Nursing Skills (Clinical) (6)**

Basic skills related to the theory and principles taught in N261 are demonstrated and practiced in laboratory simulations and hospital practice. Basic nursing skills, including communication and health assessment are applied in clinical practice situations in the process of providing care to adults. Assessment is stressed as a common foundation of knowledge as the initial phase of the nursing process for collecting and analyzing data to identify nursing diagnoses (actual, risk, possible, syndrome, or wellness) and problems that are collaborative in nature. The basis for establishing a professional nurse-client relationship as a foundation for communication is examined. Differentiation is made between various data bases — complete, episodic or problem-centered, follow-up, and emergency. Cultural and developmental considerations are included. Utilizing the CSUB Department of Nursing philosophy and conceptual model of nursing, emphasis is placed on the beginning application of the nursing process. Prerequisites: Admission to the Accelerated BSN Nursing Program. Co-requisites: NURS 245, NURS 261 Lecture/ Discussion 2 units; Laboratory Practice 4 units.

**NURS 263 Health Care of Adults (Theory) (7)**

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. Leadership and ethical decision making is introduced. Principles and concepts from the natural and behavioral sciences are used to discuss the application of the nursing process. Prerequisites: NURS 245, NURS 261, NURS 262

## **NURS 264 Health Care of Adults (Clinical) (7)**

The CSUB Systems Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, behavioral 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 towards 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, geriatric, and alternative health-care health settings are utilized for implementing the nursing process. Critical analysis of patient data and responses to nursing intervention are emphasized. Prerequisites: NURS 261, NURS 262 Co-requisites: NURS 263 Laboratory Practice 7 units.

## **NURS 277 Clinical Review (1-2)**

This review clinical course for returning Level I or II CSUB nursing students will address the criteria and requirements necessary for progression in the nursing program. Review will be of basic skills and/or medical-surgical skills with demonstration and practical application in the skills lab and various levels of the clinical setting. These skills include communication, health assessment and applications in a clinical practice situation in the process of providing care to adults. The student will be utilizing the CSUB Department of Nursing philosophy and conceptual model of nursing with emphasis placed on the application of the nursing process, medication administration and client care plan development. Credit or No credit.

## **Upper Division**

## **NURS 327 Women's Health (5)**

This course covers women's health care from a primary care and well-being perspective. Emphasis is placed on health care concerns and preventive measures for women in various stages of the life cycle. Included are traditional reproductive content as well as selected common medical and psycho-social-developmental-political problems and issues as they relate to women's health. The importance of health

responsibility being assumed by the individual is emphasized. Prerequisites: PSYC 100, SOC 100, and ENGL 110.

## **NURS 338 LVN Preparation for the RN Program (6)**

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. The CSUB Systems Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, behavioral 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 towards 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 and geriatric health-care settings are utilized. Critical analysis of patient data and responses to nursing intervention are emphasized. Lecture 2 units; Laboratory 4 units. Prerequisites: current California LVN License, admission to the University, and completion of BIOL 255, 256, and 260.

## **NURS 340 Preparation for the NCLEX (2)**

Lecture/Seminar course designed to assist nursing students to prepare for the National Council Licensure Examination (NCLEX). Students will be provided the opportunity to assess their level of preparedness for the national examination for registered nurse licensure. The standardized test will be an additional cost for the student. Skills in computer test taking will be included. The current test plan for the NCLEX for Registered Nurses will guide the presentation of specific course content. Prerequisite: NURS 351, NURS 352, NURS 353, NURS 354, NURS 355, and NURS 356 or permission of instructor. Credit or No credit.

## **NURS 341 Health Care of Adults Through Senescence, Part II (Theory) (5)**

Focuses on the identification and treatment of common high acuity pathophysiological health problems of young, middle-aged, and older adults. High acuity pathophysiological disorders are studied in relation to nursing diagnoses common to those patients and in relation to altered physiological processes as a means to provide sound nursing interventions. The CSUB Department of Nursing Conceptual Model provides a basis for viewing problems as physiological, psychological, and sociocultural systems instabilities. Critical thinking skills are applied to analysis of data for identifying



nursing and collaborative problems. The nursing process is studied as an approach to re-establish systems stability/maximum functional status. Principles and concepts from the natural and behavioral sciences are used to discuss the development of the nursing process. Prerequisites: NURS 251, NURS 252, BIOL 370. Co-requisite: NURS 342.

#### **NURS 342 Health Care of Adults Through Senescence, Part II (Clinical) (5)**

A course of study to further advance the student's ability to apply theoretical knowledge to the care of young, middle-age and older adults. Acute/critical and alternative health care settings are utilized for implementing the nursing process. The CSUB Conceptual Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, and sociocultural integrity is applied. Biological and psychosocial theories are utilized in the development of the nursing process. Emphasis is placed on nursing interventions directed toward the promotion of system stability and evaluation of the results of interventions. Critical analysis of patient data and responses to nursing intervention are emphasized. Laboratory Practice. Prerequisites: BIOL 370, NURS 251, NURS 252. Co-requisite: NURS 341.

#### **NURS 345 Pathophysiologic Basis of Illness and Disease (5)**

Focuses on disease processes in the human and encompasses the study of disordered or altered functions. Defines relationships between human anatomy, physiology, biochemistry, and microbiology. Using a systems assessment approach, provides the basis for treatment of disease states. Acute and chronic alterations will be identified. A framework incorporating genetic, congenital, traumatic, and acquired risk factors across the life-span resulting in pathophysiologic alterations will be discussed. Prerequisites: BIOL 250, BIOL 255/256, CHEM 150, CHEM 203, or permission of the instructor.

#### **NURS 351 Psychiatric-Mental Health Nursing (Theory) (5)**

Focus of the course is on the identification, treatment, and nursing care of common psychopathological health problems of children, adolescents, adults, and the elderly. Psychobiological, psychosocial, and sociocultural variables influencing systems stability are explored. Theoretical content includes psychopathology, pharmacology and treatment modalities related to attributes of humanistic individuals, group-aggregates or communities. Communication and group process theory and its application to practice are included. Principles and

concepts from mental health/psychiatric nursing are applied to the nursing process. Prerequisites: NURS 341 and NURS 342.

#### **NURS 352 Psychiatric-Mental Health Nursing Care (Clinical) (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 nursing outcomes evaluation. Laboratory Practice. Prerequisites: NURS 341 and NURS 342. Prerequisite or Co-requisite: NURS 351.

#### **NURS 353 Health Promotion During the Period of Family Expansion (Theory) (5)**

This course focuses on theoretical concepts and principles for facilitating systems stability in families and individuals during the period of family expansion, the woman during the reproductive cycle, the newborn and the family. Methods of health assessment, promotion and maintenance, health education, and early family rearing practices based on individual differences will be discussed. Health problems of family members during this time will be addressed. Prerequisites: NURS 341 and NURS 342.

#### **NURS 354 Nursing Care During the Period of Family Expansion (Clinical) (4)**

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 antepartum through early infancy. Included will be experiences in normal and high-risk situations, during the antepartum, intrapartum, postpartum and neonatal periods in hospitals, community agencies, and in the home. Emphasis is placed on use of the nursing process, including adequate assessment of the physiological, psychological and sociocultural systems, and functional health patterns to arrive at nursing diagnoses and subsequently plan and implement nursing care. Laboratory Practice. Prerequisites: NURS 341 and NURS 342. Prerequisite or Co-requisite: NURS 353.

#### **NURS 355 Health Problems of Children and Adolescents (Theory) (5)**

Major health problems interfering with growth and development from infancy through adolescence, and their effects on physical, psychological, and sociocultural systems stability and functional health patterns are studied in relation to the individual and



family. Health assessment, health promotion, prevention of illness, and therapeutic interventions are studied with the family as the focus of care. Prerequisites: NURS 341 and NURS 342.

## **NURS 356 Nursing Care of Children and Adolescents (Clinical) (4)**

Application of knowledge and skill through provision of nursing care in clinical situations involving multisystem instability in infants, children, adolescents and their families. The nursing process is used to identify dysfunctional health patterns, formulate nursing diagnoses, and develop comprehensive nursing plans of care. Emphasis is given to implement health assessment, promotion and education related to the developmental level of children and their families. Laboratory Practice. Prerequisites: NURS 341 and NURS 342. Prerequisite or Co-requisite: NURS 355.

## **NURS 357 Foundations of Nursing Research (4)**

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 program.

## **NURS 367 Nursing Focused Research (3)**

An introduction to qualitative and quantitative nursing focused research. Expansion of research knowledge applied to nursing studies with an emphasis on critique. Prerequisites: Completion of Level I and II courses in the Accelerated BSN Program. Lecture 3 units.

## **NURS 377 Clinical Review (1-2)**

This review clinical course for returning Level III CSUB nursing students will address the criteria and requirements necessary for progression in the nursing program. Review will be of basic skills and/or medical-surgical skills with demonstration and practical application in the skills lab and various levels of the clinical setting. These skills include communication, health assessment and applications in a clinical practice situation in the process of providing care to adults. The student will be utilizing the CSUB Department of Nursing philosophy and conceptual model of nursing with emphasis placed on the application of the nursing process, medication administration and client care plan development. Credit or No credit.

## **NURS 396 Community Service Learning (1-2)**

Community service provides a learning experience through volunteering in a health setting. Designed to complement the learning of students entering or considering entering a health profession. Direct community experiences are arranged through a variety of health organizations. Basic topics of confidentiality and infection control (OSHA requirements) are introduced during the initial enrollment in the course and renewed on an annual basis. Depending on health setting placement, a student may need to meet additional requirements such as CPR, health clearance, and malpractice insurance. Particular placements may require completion of Level I of the CSUB nursing program. Individual academic learning objectives guide the experience. Health practice based reflection is used to evaluate the student's ability to connect the community service learning to academic course work. Offered on a credit, no-credit basis only. One unit of credit for 30 or more hours of volunteer community service experience in a health setting. Only one unit of Human Corps credit can be earned per term. No more than 12 units of Human Corps credit may be applied toward the baccalaureate degree. Prerequisites: none.

## **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-BSN Program. Senior standing or higher in Nursing.

## **NURS 440 Basic Dysrhythmia Course (3)**

This course will focus on the interpretation of ECG rhythms and dysrhythmias. A systematic approach to dysrhythmia interpretation will be utilized. This course is for nursing students interested in working in medical/surgical units, critical care units, emergency departments, operating rooms, postanesthesia care units, outpatient clinics, and various community settings where nurses are responsible for interpreting the client's heart rhythm as a part of their job requirement.

## **NURS 441 Community Health Nursing (5)**

Principles, theories, and concepts of community health nursing 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 competently in community health nursing.

Prerequisites: Level III Nursing courses or equivalent for RN students.

#### **NURS 442 Community Health Nursing Practicum (5)**

Concepts and theories of community health nursing are utilized in the application of the systems model.

Special emphasis is given to use of the nursing process with families, groups or aggregates.

Laboratory Practice. Prerequisite: Level III Nursing courses or equivalent for RN students. Prerequisite or Co-requisite: NURS 441.

#### **NURS 444 Professional Nursing Practicum (5)**

Integration of prior nursing and support course content into professional nursing practice. Faculty select, with student input, a clinical agency for an advanced clinical experience with a preceptor. Student will apply all nursing roles (clinician, educator, researcher, and leader), with emphasis on the leader and clinician roles. Students are required to take a national assessment test in preparation for the RN license examination. This examination must be passed in order to pass the course. Seminar 1 unit/Laboratory Practice 4 units. Prerequisites: Level III Nursing courses or equivalent for RN students. Prerequisite or Co-requisite: NURS 357 and NURS 490.

#### **NURS 445 Multi-System Integration of Medical-Surgical Nursing (2)**

This course focuses on the student's internalization of knowledge through contextual, syntactical and inquiry learning. Students will be assisted to utilize techniques that integrate multisystem factors of assessment, intervention and evaluation. Through case studies students will be presented meaningful ways to apply concepts to clinical, community and home situations. Prerequisite: Senior nursing status.

#### **NURS 446 LVN-RN Nursing Practicum (5)**

For LVNs in the 45 unit option seeking to become RNs. Integration of prior nursing and support course content into registered nursing practice. Faculty select, with student input, an acute care clinical agency for an advanced clinical experience. Student will apply the registered nursing roles of clinician, educator, and leader, with emphasis on the leader and clinician roles. Students will take a national assessment test in preparation for the RN license examination (processing fee required). This

examination must be passed in order to pass the course. Seminar 1 unit/Laboratory Practice 4 units.

Prerequisites: NURS 490, NURS 341, NURS 342.

#### **NURS 461 Community and Mental Health Nursing (9)**

Principles, theories, and concepts of community health and mental health nursing are utilized to generate an understanding of the roles and functions of community health and mental 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 and mental health nursing. Prerequisites: NURS 353, NURS 354, NURS 355, NURS 356. Co-requisite: NURS 367, NURS 462.

#### **NURS 462 Community Health Nursing Clinical (4)**

Concepts and theories of community health nursing are utilized in the application of the systems model. Special emphasis is given to use of the nursing process with families, groups or aggregates. Laboratory Practice. Prerequisite: Level III Nursing courses or equivalent for RN students. Prerequisite Level III Nursing courses. Co-requisite: NURS 352, NURS 367, and NURS 461.

#### **NURS 463 Critical Care Nursing Theory (3)**

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 altered physiology 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 nurse process is studied as an approach to re-establish systems stability/maximum function status. Principles and concepts from the natural and behavioral sciences are used to discuss the development of the nursing diagnosis. Prerequisites: All level III nursing theory courses in the Accelerated BSN program. Co-requisites: NURS 464

#### **NURS 464 Critical Care Nursing Clinical (3)**

A course of study to further advance the students 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 towards promotion of system stability and evaluation of the results of interventions. Critical analysis of patient data and responses to nursing intervention are emphasized. Prerequisites: NURS 367 and Level III courses in the Accelerated BSN program. Co-requisites: NURS 490, NURS 463, NURS 466.

**NURS 466 Clinician and Leadership Practicum (3)**  
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 an emphasis on the leader and clinician roles. Students are required to take a national assessment test in preparation for the RN license examination. Practice 3 units. Prerequisites: All Level III nursing clinical courses in the Accelerated BSN program Co-requisites: NURS 463

**NURS 487 Healthcare Ethics Across the Lifespan (5)**  
This course will describe and discuss a variety of ethical issues and dilemmas confronting everyone who participates in the US Healthcare system. Ethical theory and decision-making models will be reviewed for application during the course. A description of the multiple methods of healthcare delivery, the organizations and agencies providing healthcare (the medical-industrial complex), and personnel providing care will be presented as a basis for discussion. A variety of dilemmas involving patients across the lifespan (fetus to cadaver), their significant others, the healthcare team and delivery systems will be discussed. Both classical dilemmas and additional dilemmas involving patients and/or professionals will be the primary focus of discussion. Prerequisites: ENGL 110, PHIL 102 or equivalent critical thinking/ logic course.

**NURS 489 Experiential Prior Learning (12)**  
Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the nursing department. Requires complementary academic study and/or documentation including a portfolio. This course is available by petition only for RN-BSN students, on a credit, no-credit basis. Not open to post-graduate students. Prerequisite: NURS 410

## **NURS 490 Senior Seminar: Leadership, Trends & Issues in Nursing (5)**

Consideration is given of current and evolving ethical, legal, political, and economic issues facing the profession of nursing. These issues are critically analyzed as they relate to nursing care and nursing leadership/management in the delivery of health care in contemporary society. Prerequisites: Level III Nursing courses or equivalent for RN students.

## **NURS 497 Cooperative Education (1-5)**

This work study course is offered 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 preceptors. The laboratory experience is supervised by a Department of Nursing faculty (course instructor), and clinical agency coordinators. The determination of course credits, evaluation, and grading is the responsibility of the nursing faculty. Laboratory Practice. Prerequisites: NURS 341, NURS 342. Offered on a credit, no-credit basis only.

## **NURS 499 Independent Study (1-5)**

Individual projects, such as directed reading, for students qualified to carry on independent work. For RN-BSN students, the passage of the NCLEX examination provides credit for this course. Prerequisite: NURS 357 or permission of instructor.

## **GRADUATE COURSES**

Description of the MSN program and graduate courses are listed in the "Graduate Studies" section of this catalog.



**Program Coordinator:** Thomas Meyer  
**Department Office:** Science Building III, 307  
**Telephone:** (661) 654-2664  
**email:** physics@csu.edu  
**Website:** www.csu.edu/Physics/  
**Faculty:** D. Detwiler (Emeritus), A. Dzyubenko,  
 V. Gasparyan, J. Lewis, T. Meyer, R. Negrini,  
 J. Talamantes

### Program Description

The Physics program serves multiple roles in the College's educational system. Not only does it prepare students for advanced study and professional work in physics and other physical sciences such as geophysics, atmospheric physics, etc., but it also provides the necessary education in physics for students of other sciences.

In view of the highly technological nature of the society in which we live, the department also places high priority on the education of the non-science student. The 100-level Physics courses are designed to help these students achieve an understanding of the methods and goals of science and to provide them an opportunity to seriously consider and discuss important socio-scientific-technological questions.

Although the minimum degree requirements are stated below, majors in Physics who plan to pursue careers as professional physicists are advised to take additional physics and mathematics courses. Members of the Physics faculty will be pleased to provide counseling on recommended programs to any students who may wish to pursue this major. For student learning objectives and more information, visit our website at [www.csu.edu/Physics](http://www.csu.edu/Physics).

### Requirements for the Bachelor of Science Degree with a Major in Physics

The Bachelor of Science Degree with a major in Physics requires a minimum of 180 units which includes courses for the major (and minor, if selected) and courses for the other university-wide graduation requirements: General Education, American Institutions, First-Year Experience, Gender-Race-Ethnicity, Upper Division Writing, and Foreign Language (see pages 59-63).

The specific requirements for the major in Physics are:

1. All of the following lower division courses:  
 PHYS 207, 221, 222, 223
2. All of the following upper division courses:  
 PHYS 307, 321, 322A, 322B, 323A, 323B, 324, 411A, 411B, 490
3. Two options chosen from the following:
  - a. PHYS 313A and 313B;
  - b. PHYS 313A and 323C;

- c. PHYS 325;
  - d. PHYS 412A and 412B;
  - e. PHYS 412A and 323C;
  - f. 5 units of PHYS 477;
  - g. 5 units of PHYS 480
4. Cognates:  
 Math 201, 202/222, 203, 204 and 205  
 CHEM 211  
 CMPS 221

Additional courses in Mathematics may be advised, depending upon the program needs of the individual student.

### Requirements for the Minor in Physics

Although no minor is required for the BS degree with a major in Physics, a minor in Physics is available, consisting of 20 units, 10 of which must be in upper division courses that count toward the major.

### Science Teacher Preparation Program Leading to a Degree in Natural Sciences, Primary Concentration in Physics

The California Commission on Teacher Credentialing (CCTC) has authorized CSU to offer a single subject matter preparation program in Natural Sciences leading to a Bachelor of Arts degree. This course work satisfies the subject matter requirements for a "Secondary Teaching Credential in Science." The program consists of three components: I. Primary Concentration (major); II. Secondary Concentration (minor); and III. Breadth (cognates). Program completion leads to a BA degree in Natural Sciences with a major in the area of primary concentration and a minor in the secondary concentration. Additional information may be obtained from the Physics/Geology Department office (661) 654-3027.

For a detailed description of the course requirements please turn to the Natural Sciences section in this catalog.

## COURSE DESCRIPTIONS

### Lower Division

#### PHYS 110 Introduction to Astronomy (5)

Historical development of modern astronomy. Contents of the universe, the solar system, stars, and galaxies. Stellar evolution and solar processes. The planets. Modern cosmology. Four hours lecture/discussion and three-hour laboratories per week. **GE B1**

#### PHYS 150 Introduction to Principles of Physics (5)

Elements of mechanics, electricity, and modern physics. This course is designed to cover these



## PHYSICS

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 90 or satisfaction of the Entry Level Mathematics requirement.

### **PHYS 201 Basic Principles of Newtonian Physics (5)**

Newtonian mechanics; relationships to contemporary physics; field and laboratory investigations with emphasis on the physical measurements of motion. Three hours lecture/discussion and two three-hour laboratories per week. Offered with non-calculus based text. Prerequisite or co-requisite: MATH 192 or equivalent.

### **PHYS 202 Basic Principles of Maxwellian Physics (5)**

Maxwellian electromagnetics; relationships to contemporary physics; field and laboratory investigations in electricity, electronics, magnetism, and heat. Three hours lecture/discussion and two three-hour laboratories per week. Offered with non-calculus-based text. Prerequisite: PHYS 201.

### **PHYS 203 Basic Principles of Contemporary Physics (5)**

Modern physics; principles of relativity, quantum phenomena, light, and the structure of matter. Observations and investigations related to atomic, nuclear, and molecular structure. Three hours lecture/discussion and two three-hour laboratories per week. Offered with non-calculus based text. Prerequisite: PHYS 202.

### **PHYS 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 202/222 (MATH 203 recommended).

### **PHYS 221 Classical Physics I (6)**

Recommended for majors in the physical sciences, mathematics, and engineering. Vectors, kinematics, the laws of motion, work and energy, conservation of momentum, rotational kinematics and dynamics, oscillations and wave motion, sound, fluids. Five hours lecture/discussion, three hours laboratory. Prerequisite or co-requisite: MATH 201.

### **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, Co-requisite MATH 202.

### **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.

### **PHYS 244 Properties of Materials I (3)**

Application of physical principles to materials, their basic structures and properties. Emphasis on mechanical and chemical properties. Prerequisites: CHEM 211, PHYS 221 or permission of the instructor.

### **PHYS 245 Properties of Materials II (2)**

Continuation of PHYS 244. Emphasis on physical and electrical properties. Prerequisites: PHYS 222 and PHYS 244, or permission of the instructor.

### **PHYS 277 Special Topics in Physics (1-5)**

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

### **PHYS 289 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complimentary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

### **Upper Division**

### **PHYS 307 Principles of 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 207 and 223 (MATH 205 recommended).



**PHYS 313A Condensed-Matter Physics I (3)**

Introduction to solid state structure and x-ray diffraction analysis, thermal, electronic, magnetic, optical and defect properties of crystalline solids. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 223 and MATH 203 or permission of the instructor.

**PHYS 313B Condensed-Matter Physics II (3)**

Introduction to phase transitions, polymers, and glasses. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 313A or permission of the instructor.

**PHYS 321 Classical Mechanics (6)**

An intermediate level course intended for majors in the physical sciences. Kinematics of translation and rotation, particle and rigid body dynamics, damped and forced oscillations. Central forces, dynamics of systems of particles. Introduction to Lagrangian and Hamiltonian formalism. Five hours lecture/discussion, three hours laboratory per week. Prerequisites: PHYS 223 and MATH 205.

**PHYS 322A Thermal Physics (3)**

Elements of Classical Thermodynamics including the first, second, and third laws and applications. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 223, MATH 203 or permission of the instructor.

**PHYS 322B Statistical Mechanics (3)**

Elements of statistical mechanics, probabilistic interpretation of entropy, distribution functions and applications; transport phenomena. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 322A or permission of the instructor.

**PHYS 323A Electricity and Magnetism I (3)**

Coulomb's law, electric fields, electrostatics; conductors and dielectrics; steady currents. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 222, MATH 204 (may be taken concurrently) or permission of the instructor.

**PHYS 323B Electricity and Magnetism II (3)**

Magnetic fields and magnetostatics, magnetic materials, induction; development of Maxwell's equations. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 323A or permission of the instructor.

**PHYS 323C Electricity and Magnetism III (3)**

Electromagnetic waves, radiation theory; motion of charged particles in electromagnetic fields; relation of

electromagnetism to relativistic concepts. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 323B or permission of the instructor.

**PHYS 324 Modern Physics (6)**

Development of quantum physics; relativity; quantum description of atoms, solids, and nuclei. Introduction to particle physics. Five hours lecture/discussion, three hours laboratory per week. Prerequisites: PHYS 223 (MATH 205 recommended).

**PHYS 325 Principles of Geophysics (5)**

Introduction to applied geophysical methods including reflection and refraction seismology, gravity, magnetics, electrical resistivity, and electromagnetics. In addition to learning the principles behind each method, students will collect, process, and analyze geophysical data. Co-requisite: PHYS 202 or 222 or permission of the instructor. A field trip fee may be required.

**PHYS 411A Quantum Mechanics I (3)**

The postulates and meaning of quantum mechanics. Schroedinger's equation and its relation to one-dimensional problems; the harmonic oscillator. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 321, MATH 205 or permission of the instructor.

**PHYS 411B Quantum Mechanics II (3)**

Continuation of PHYS 411A, including the hydrogen atom, and angular momentum. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 411A or permission of the instructor.

**PHYS 412A Nuclear Physics (3)**

Applications of quantum mechanics to nuclear physics; nuclear models and nuclear forces; alpha, beta, and gamma emission; relativistic kinematics and scattering; nuclear reactors. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisite or co-requisite: PHYS 411A or permission of the instructor.

**PHYS 412B Particle Physics (3)**

Introduction to Elementary Particle Physics; particle accelerators; the quark model; symmetry principles. Two and a half hours lecture/discussion, one and a half hours laboratory per week. Prerequisites: PHYS 412A or permission of the instructor.



## PHYSICS

### **PHYS 477 Special Topics in Physics (1-5)**

Topics and prerequisites to be announced. Typical courses include astrophysics, advanced electronic systems, advanced mechanics, and statistical physics. May be repeated in different topics.

### **PHYS 480 Research Participation (1-5)**

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: consent of instructor.

### **PHYS 489 Experiential Prior Learning (variable units)**

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

### **PHYS 490 Senior Seminar (5)**

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Prerequisite: major or minor in Physics.

### **PHYS 496 Internship in Physics (1-5)**

Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

### **PHYS 497 Cooperative Education (0-5)**

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

## GRADUATE COURSES

### **PHYS 577 Advanced Topics in Physics (1-5)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Physics.

### **PHYS 580 Advanced Research Participation (1-5)**

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: consent of instructor.



## AVP Academic Affairs/Dean of Academic Programs: Dr. Mustafah Dhada

**Office:** Education Building, 242

**Telephone:** (661) 654-3420

**email:** mdhada@csub.edu

**Website:** www.csub.edu/GradStudies/

California State University, Bakersfield (CSUB), as part of the 23-campus California State University system, is committed to the development of quality graduate programs to meet important student and regional needs. These graduate programs may culminate in a master's degree, an advanced teaching credential, a special post-baccalaureate certificate, or a post-master's certificate. Through its five-year program review process, CSUB systematically assesses all graduate programs to ensure high quality standards. California State University, Bakersfield is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Ave., Suite 100, Alameda, CA. 94501, (510) 748-9001. In addition, many of the individual graduate programs have been 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 (MSN) is accredited by the Commission on Collegiate Nursing Education (CCNE), and the Family Nurse Practitioner option is approved by the California Board of Registered Nursing (BRN). The post-baccalaureate school nurse credential program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the credential is approved through the California Commission on Teacher Credentialing (CCTC).
- The Master of Social Work is accredited by the Council on Social Work Education (CSWE).
- The Master of Arts in Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), and all education credential programs are certified by the California Commission on Teacher Credentialing (CCTC).

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

Students must formally apply for admission to a graduate program and must be formally admitted to the graduate program prior to beginning a plan of study to complete the requirements for the master's

degree. Admission as a post-baccalaureate student to CSUB does not constitute admission to a graduate program. Students wishing information about any of the graduate programs should contact the respective graduate program coordinator, or the Office of the Academic Programs.

## 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:**

1. Baccalaureate degree from a four-year college or university accredited by a regional accrediting association or completion of equivalent academic preparation as determined by the graduate program coordinator in consultation with the AVP Academic Programs.
2. Overall 2.50 GPA (A=4.00) in the last 90 quarter units (60 semester units) or last two (2) years of college or university course work. Each graduate program may require a higher GPA and/or specific prerequisite courses.
3. Be in good academic standing at the last college or university attended.

Many graduate programs also require the Graduate Record Examination (GRE)-general test and/or the discipline-specific subject matter test-and/or the Miller's Analogy Test (MAT). Students must consult with the appropriate graduate program coordinator for specific test requirements.

In addition to meeting the above minimum requirements for admission to a master's degree program, applicants whose preparatory education is principally in a language other than English must have a TOEFL score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL exam). Documentation must be provided in original form by the testing institution; copies submitted by the applicant are not acceptable.

**Admission by Special Action.** An applicant who does not qualify for admission to the University as specified above may be admitted as a post-baccalaureate student by special action. Such action will be based on the review of acceptable evidence provided by the applicant to the AVP Academic Programs or other appropriate campus authorities. Admission by special



## DIVISION OF GRADUATE PROGRAMS

action will be based upon evidence that clearly supports the applicant's knowledge, skills, and abilities to perform at a level to achieve his/her educational objectives.

### ADMISSION AND APPLICATIONS

**General Application Procedures.** Students wishing to pursue graduate studies culminating in a master's degree must formally file an application for admission to the specific master's degree program as well as filing an application for admission to the University as a post-baccalaureate student. Students are encouraged to contact the Office of the AVP for Academic Programs or the appropriate graduate program coordinator to discuss admission requirements prior to sending in any materials. Admission to the University as a post-baccalaureate student does not constitute admission to a graduate program. In addition, admission to one graduate program does not automatically qualify the student for admission to another graduate program. The student must apply for formal admission to each specific graduate program.

Students wishing to pursue an advanced credential or a post-baccalaureate certificate are generally required to file only an application for admission to the University. However, students are encouraged to contact the Credentials Office or Office of the Dean, School of Education, concerning any of the advanced credential programs. Similarly, students interested in a post-baccalaureate certificate program should contact the appropriate office responsible for each certificate program to obtain specific information on any prerequisite requirements and/or supplementary materials, which may be required for admission.

#### **Currently Enrolled CSUB Undergraduate Students.**

Students who are completing their undergraduate major at CSUB and wish to apply for a master's degree program at CSUB are required to submit applications for admission as specified above. Specifically, students must (i) submit an application for admission to the masters' degree program, (ii) submit an application for admission to the University, and (iii) pay the nonrefundable application fee.

Graduate-level courses which are taken by undergraduate 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*. In addition, undergraduate students working on a teaching credential may record selected credential courses that are completed during the last three consecutive quarters prior to the award

of their baccalaureate degree and are not needed to fulfill any baccalaureate requirements may be recorded as provisional post-baccalaureate credit. However, request for this provisional post-baccalaureate 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 or credential program coordinator if they plan to use provisional post-baccalaureate credit to meet any of the requirements for the master's degree or for a teaching credential, respectively.

**Visiting Graduate Students.** Students who are enrolled as a graduate student at another campus may be allowed to take CSUB courses. Prior approval must be obtained from the appropriate graduate program coordinators at the student's "home campus" and at CSUB, in consultation with the AVP for Academic Programs. The student must be formally admitted to an authorized graduate program at the student's "home campus;" have completed at least one academic term at the student's "home campus" as a matriculated student and will be enrolled concurrently in such status; and, be in good standing at the "home campus" and at any subsequent college or university attended.

Graduate programs at CSUB may require the visiting student to submit additional information for consideration of admission. Admission may be for a specified period of time or purpose to be determined by the graduate program coordinator at CSUB, in consultation with the AVP Academic Programs.

**International (Foreign) Students.** All graduate program applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English, both in spoken and written forms. The minimum score on the Test of English as a Foreign Language (TOEFL) required for admission is 550 (or 213 on the new conversation scale for the computer-based TOEFL exam). Documentation must be provided in original form by the testing institution; copies submitted by the applicant are not acceptable. Exceptions to the 550 or 213 minimum score may be granted by the AVP Academic Programs 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 at CSUB.

The Intensive English Language Center (IELC) offers a language immersion program into American English.



The noncredit program offers daily instruction in reading/vocabulary, writing/grammar, and listening/speaking. TOEFL preparation is available (see IELC, page 102).

All international applicants must submit two (2) official copies of transcripts from all colleges/universities attended with proof of award of the baccalaureate degree when sending their applications for admission to the University and the graduate program. If students have completed previous graduate course work in the United States or a foreign country, the evaluation for the transfer of any course credit will be done by the respective graduate program coordinator. For additional details, consult also the section "Application Procedures" on page 346.

All international students must, upon their arrival at CSUB, present themselves to the Associate Director to Admissions and Records with their passport and visa. Each student should then contact the AVP Academic Programs 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 student must enroll in 10 or more quarter units of courses applicable to his/her graduate program to comply with immigration laws. Students who wish to enroll through the Extended University must have formal permission from the Associate Vice President for Admissions and Records.

**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 course work required for admission to the master's degree program. Additional supporting documentation, including qualifying examinations, may be required as part of the application for admission to the graduate program.

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

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an

occupation for which the CSU may be training them must meet the immigration requirements of the Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure.

### GRADUATE AND POST-BACCALAUREATE STUDENT STANDINGS

**Graduate Student Standing – Classified.** A student may be formally admitted to a graduate program in this category (or advanced to this category from "Graduate Conditionally Classified") if the student fulfills all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the graduate program. Graduate classified standing is generally required for enrollment in 600-level course work.

**Graduate Student Standing - Conditionally Classified.** A student, who is deficient in one or more of the requirements for Graduate Classified Standing, may be admitted to a graduate program as a Conditionally Classified graduate student. For this Conditionally Classified Standing, the graduate program coordinator, uses his/her judgment to determine if the student can remedy those deficiencies by completing appropriate course work and/or qualifying examinations at a satisfactory level and within specified time limits. Conditionally Classified graduate students are generally not allowed to enroll in 600-level course work.

**PostBaccalaureate Student Standings.** Admission to the University as a post-baccalaureate student does not constitute admission to any graduate degree program.

**Classified.** A student may be admitted to the University in this category so that he/she may enroll in an advanced credential program or a post-baccalaureate certificate program. The student may be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, as a condition for admission as a post-baccalaureate classified student.

**Non-Active Student Standing.** A graduate student or post-baccalaureate student who has been absent from his/her respective program for more than two (2) consecutive quarters without an approved Planned Educational Leave, or without Continuous Enrollment status (see Applicable Catalog for Graduation Requirements page 57) will be reclassified as a non-active student status. All students who have been reclassified to a non-active student status must reapply to the University and to the respective graduate program and pay all relevant fees.



## DIVISION OF GRADUATE PROGRAMS

### ACADEMIC ISSUES FOR GRADUATE AND POST-BACCALAUREATE STUDENTS

**Academic Advising.** All formally admitted graduate students in Master's programs will work closely with the graduate program coordinator, an assigned faculty advisor in the development of a Plan of Study. The Plan of Study will specify the courses that each student will complete to fulfill the requirements of the master's degree program. If necessary, the Plan of Study will also specify appropriate course work and/or qualifying examinations needed to remedy any deficiencies in prerequisite preparation. All advancements in graduate standing will be based upon satisfactory progress through the Plan of Study.

A post-baccalaureate classified student enrolled in an advanced credential program or a post-baccalaureate certificate program will work closely with the credential program coordinator or with the appropriate faculty advisor, respectively, in selecting courses required for the completion of the requirements of the respective program.

**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, credential program coordinator, faculty advisor, or the AVP Academic Programs.

**Planned Educational Leave.** Students who have been formally admitted to a master's degree program and who are making satisfactory progress in the completion of their Plan of Study may request a planned educational leave of absence for periods of up to two (2) years and still maintain continuing student status. Post-baccalaureate classified students satisfactorily progressing in the completion of the requirements for an advanced credential or a post-baccalaureate certificate may also qualify for a planned educational leave for the same duration. The appropriate graduate program coordinator or credential program coordinator and the AVP Academic Programs must formally approve all educational leaves of absence of graduate students or post-baccalaureate classified students.

**Unauthorized Leave of Absence.** A former student returning to the University after an absence of more than two (2) consecutive quarters must submit an application for admission to the master's degree program, submit an application for admission to the University, and pay the nonrefundable application fee. Graduate-level courses that the student completed prior to "stopping-out" will be reassessed by the graduate program coordinator as to their application to the new plan of study being proposed to meet the requirements in the master's degree program. Previous course work will not automatically be accepted for credit in the graduate program. In some cases, additional supporting documentation, including qualifying examinations, may be required.

**Change of Address or Name.** All graduate and post-baccalaureate students who have a change in address or name must report the change to Admission and Records by submitting the appropriate form with the new name or address. All changes should also be reported to the appropriate graduate program coordinator, faculty advisor, and/or credential program coordinator.

**Change of Educational Objective (Change of Graduate Program).** The acceptance of a student to graduate studies at the University is based upon the educational objective indicated on the application for admission. Students desiring a change in graduate objective to a program different from that indicated on the original application must reapply to the new program by completing a new Form B and all relevant application materials for the new program. The proposed new graduate program will review the application and notify the student and the Admissions and Records office of its decision. Students who are admitted to a new graduate program must then seek approval of their proposed program using the procedures of that program. Students seeking to change a concentration or track within the original master's degree program do not need to go through this process since such change is not a change of educational objective.

### ACADEMIC PROBATION AND ACADEMIC DISQUALIFICATION

Students should be aware of the following regulations concerning academic probation and academic disqualification.

**Academic Probation for Graduate Students.** In general, a graduate student shall be subject to academic 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" (3.0)



average. However, students admitted to a graduate program may be subject to academic probation when their performance is judged to be unsatisfactory with respect to the scholastic and/or professional standards established by the individual graduate program. This judgment of performance will be based upon a review by the graduate program coordinator and the AVP Academic Programs. 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.

### **Academic Disqualification for Graduate Students.**

A graduate student shall be subject to academic disqualification if, while on academic probation, the student fails to earn sufficient grade points necessary to be removed from scholastic probation status and attain a 3.00 GPA. Academic disqualification will be based upon the review and recommendation by the graduate program coordinator and the approval of the appropriate academic dean and the AVP Academic Programs.

### **Academic Probation for Post-Baccalaureate Students.**

A post-baccalaureate classified student shall be subject to academic 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.)

### **Academic Disqualification for Post-Baccalaureate Students.**

A post-baccalaureate classified student shall be subject to academic disqualification if, while on academic 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 credential program coordinator or faculty advisor and the approval of the academic dean.

### **Petition for Readmission by Graduate and Post-Baccalaureate Students on Academic**

**Disqualification.** Graduate students who have been placed on academic disqualification status may be readmitted through formal written petition addressed to the graduate program coordinator, academic dean, and AVP Academic Programs. Post-baccalaureate classified students who have been placed on academic disqualification status may be readmitted through formal written petition addressed to the

appropriate credential program coordinator or department chair and academic dean responsible for the advanced credential program or post-baccalaureate certificate program.

**Repeat of Course With Forgiveness.** Classified graduate or classified post-baccalaureate students may be permitted to repeat up to 5 units of coursework that was taken at CSUB for graduate credit and in the student's Plan of Study for a master's degree or a post-baccalaureate credential, provided that (i) the grade replacement(s) are needed to bring the GPA up to 3.00, (ii) the student has advanced to candidacy, and (iii) the only course outstanding is the culminating experience course. The student must submit a petition, with signed approval of the graduate program coordinator, to the AVP Academic Programs. Approved petitions will be forwarded to Admissions and Records for formal notation on the student's transcript. Although both grades will remain on the transcript, only the new grade will be used in computing the student's graduate GPA.

However, all grades will be considered in computing the post-baccalaureate GPA.

**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 other grievance situations should discuss the issues first with the graduate program coordinator. If the student wishes to challenge any decision, the student must appeal to, in sequential order, the appropriate program coordinator, the academic dean, and, finally, the AVP Academic Programs.

## **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.



## DIVISION OF GRADUATE PROGRAMS

**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). Regardless of the total unit requirements, only 13.5 quarter units (9 semester units) may be "nonresident" units. No more than 9 quarter units shall be awarded for a thesis or project. Each graduate student should discuss with the graduate program coordinator of his/her respective master's degree program regarding the details of the credit unit requirements.

**Advancement to Graduate Candidacy.** Classified graduate students may be advanced to candidacy upon completion of a significant portion of the Plan of Study approved by the graduate program, normally when the student is qualified to begin his/her culminating experience. The student's advancement to candidacy is based upon a formal review and recommendation by the graduate program coordinator and the approval of the AVP Academic Programs.

**Review of Research for Master's Theses and Projects.** Graduate students and post-baccalaureate credential students conducting research involving information from human subjects either through direct measurement of behavior or from secondary sources (existing databases) must have their research protocol reviewed and approved by the CSUB Institutional Review Board for Human Subjects Research (IRB/HSR). Graduate students (including post-baccalaureate credential students, when applicable) conducting research with non-human animals or using non-human animals in laboratory demonstrations or classroom activities must have their research protocol or educational protocol reviewed and approved by the CSUB Institutional Animal Care and Use Committee (IACUC). Submission deadlines are available at <http://www.csub.edu/grasp/irbhsr>.

**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 California Code of Regulations, Title 5, Division 5, Chapter 1, Subchapter 2, Article 7, (b), (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. All master's theses must be formally filed electronically with the CSUB Library. The format of all master's theses must meet the technical requirements established by the university. Students should consult the Office of the Associate Vice President for Academic Programs for these technical requirements <http://www.csub.edu/GradStudies/>.

- B. A project is a significant undertaking appropriate to the professional fields as well as to fine and applied arts. It demonstrates originality and independent thinking, appropriate form and organization, and an academic rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and conclusion or recommendation(s). An oral defense of the project may be required. Projects may or may not be submitted to the CSUB Library, depending upon program requirements. Students should consult with their program coordinator for any binding requirements, which may not involve professional binding.
- 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 by the respective graduate program.

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 AVP Academic Programs, 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) to count in the Plan of Study and some do not allow any course with a grade lower than "B" (3.0).

**Graduation Writing Assessment Requirement.** All graduate and post-baccalaureate students must satisfy the Graduation Writing Assessment Requirement (GWAR) as soon as possible in their graduate study, unless they have already done so. Individual graduate programs have the option of stating when this requirement must be met. Graduate students who have not met this requirement may do so by passing the regularly scheduled examination (offered once a quarter) or by earning a "C" or better in one of the approved GWAR courses.

The following students will be exempt from the GWAR:

1. Students who graduated from a CSU or UC since 1980;
2. Students who took one of these tests and earned the indicated score (provided the test(s) were taken since 1980):  
**GMAT** 4.5 or higher on the writing portion of the GMAT  
**CBEST** 41 or higher on the writing portion of the CBEST  
**GRE** 4.5 or higher on the analytic writing portion of the GRE General Test;
3. Students who have one or more articles published as first author in a refereed professional journal may be exempt. Students seeking the exemption must submit their work for review to the chair of the university-wide GWAR committee.
4. Students who already have an MA or MS in any discipline that included a master's thesis or project may be exempt. Students seeking such exemption must submit their thesis or project for review to the chair of the university-wide GWAR committee.

In the last two situations, waiver requests and supporting documents will be reviewed, and you will receive a decision in approximately two weeks.

**Time Limits for Completing Graduate Program Requirements.** The California Code of Regulations, Title 5, Education, specifies that all the requirements for a master's degree shall be completed within a seven (7) year 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. The graduate coordinator must then send the petition with her/his recommendation to the AVP Academic Programs for approval.

**Transfer Credits.** Graduate credit from another accredited college or university may be applied toward the fulfillment of requirements in the student's graduate program at CSUB, if accepted by the faculty of the respective master's degree program. In addition, graduate-level course work taken through the Extended University may be used to satisfy prerequisite requirements or specific degree requirements when such work is approved in advance by the appropriate graduate program coordinator.

A maximum of 13.5 quarter units (9 semester units) from another college or university or from the Extended University 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, NoCredit 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, nocredit grading basis. A graduate student in a master's degree program with a 90-quarter unit requirement may complete a maximum of 20 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 but have not completed the culminating experience (thesis, project, or comprehensive examination), may enroll in a special low-cost, 700-level, 0-unit course for the purpose of



## DIVISION OF GRADUATE PROGRAMS

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. Such students will then be allowed to use all university facilities, in particular the library.

**Application for Graduation.** Candidates for the master's degree must file an application for graduation with the Evaluations Office no later than the end of the second week of instruction in the quarter in which they expect to complete all degree requirements. Candidates planning to graduate at the end of Summer Session (August) must file their application for graduation before the end of the previous spring term.

However, if the Evaluations Office notifies the student of any deficiencies in graduation requirements for the master's degree program which will prevent the student from graduating that term, the student must take the course(s) and/or do whatever work is necessary to remove the deficiencies and then reapply for graduation in a later term. Since a response to the application for graduation from the Evaluations Office may take 6-8 weeks, students are well-advised to apply for graduation with sufficient lead time that they can get their response before the beginning of their last term.

Graduate students are eligible to participate in the Commencement Ceremonies only if all degree requirements including the culminating experience (thesis, project, or comprehensive examination) have been completed prior to the date of commencement. Graduate students completing all requirements in Summer or Fall terms will participate in the Fall Commencement Ceremonies held at the end of each Fall term. Graduate students completing all requirements in Winter or Spring terms will participate in the Spring Commencement Ceremonies held at the end of each Spring term.

### SECOND MASTER'S DEGREE

A student who already holds a master's degree from CSUB or any other accredited institution but desires to become a candidate for a second master's degree in a different field is subject to the following regulations. Concentrations or tracks within a given Master's degree can be considered a second degree under special circumstances approved by the graduate program coordinator of the second degree and the AVP Academic Programs.

- A. All admission requirements of the University and the degree program must be met. All general regulations listed in this Catalog apply to the second master's degree.
- B. Enrollment and approval of the application for the second degree will be granted only after the first degree has been completed and awarded.
- C. All requirements for the new degree must be completed as outlined in the current Catalog.
- D. No more than nine (9) quarter units earned on the first degree may be applied to meet specific requirements of the second master's degree. The student will still be required to complete "new course work" to make up the units applied from the first master's degree (maximum of 9 units).
- E. The program in which the second degree is earned shall be designated on the transcript and a second diploma awarded

### FINANCIAL AID PROGRAMS FOR GRADUATE STUDENTS

A variety of financial aid programs are available for graduate students at CSUB. Graduate students wishing information on financial aid programs should contact the CSUB Financial Aid Office for specific programs and their eligibility requirements. A partial listing of financial aid programs available for graduate students is as follows:

**CSU Graduate Equity Fellowships.** State-funded awards are made to resident students with demonstrated financial needs who are admitted to a graduate degree program. Eligible students are from various disadvantaged groups and those with disabilities. Graduate equity fellowships may be awarded for six (6) consecutive academic terms as long as the student maintains satisfactory academic performance and progress to the completion of the requirements for the master's degree.

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

**Graduate Fellowships.** The California Student Aid Commission awards state-funded fellowships to resident students who are admitted to a graduate degree program and who intend to become faculty members in a public college or university in the State of California.



## DIVISION OF GRADUATE PROGRAMS

### **Graduate Teaching and Research Assistantships.**

Depending upon the graduate program, graduate teaching assistantships and graduate research assistantships may be available to eligible graduate students. Some of the assistantships are on a stipend basis, while others are for course credit, which may be applicable to the student's plan of study. Graduate students should contact the appropriate graduate program coordinator for details regarding graduate assistantships.

**Scholarships.** Scholarships are awarded on the basis of merit and/or financial need, in addition to other criteria specified by the donor(s) of each scholarship. Graduate students should contact Financial Aid for details regarding graduate fellowships.

**State University Grants.** The California State University awards grants that cover a portion of the state university fees for eligible graduate students who are residents of the State of California. Graduate students should contact Financial Aid for details regarding State University Grants.

**Student Assistantships.** Student Assistant employment is available on campus and eligibility is not based on financial need.

**Off-campus Employment.** Off-campus employment opportunities are advertised in the Career Development Center located in the Runner Cafeteria/Offices, phone (661) 664-3033.

**Student Loans.** Various long-term, low-interest student loans are available to eligible applicants. Graduate students should contact Financial Aid for details regarding Student Loans.

**Other Available Assistance Programs.** Other assistance programs such as Aid to Families and Dependent Children (AFDC), Food Stamps, Social Security and Veterans Benefits may also be available to eligible graduate students. Graduate students should contact local agency offices for information and assistance about these programs.

**California Pre-Doctoral Scholars.** The California State University makes competitively based awards to resident students who are admitted to a graduate degree program and who are qualified to continue their graduate studies at the doctoral level and to become eligible for a faculty position in a college or university. Eligible students are from various disadvantaged groups and those with disabilities. Pre-Doctoral Scholars will work closely with a faculty sponsor in developing an overall plan, which will lead

ultimately to enrollment in a doctoral program. The award provides funds for travel to doctoral-granting institutions and professional meetings appropriate to the student's development, funds to cover costs of journal subscriptions and/or membership in appropriate professional associations, and an opportunity to participate in a summer research internship under the advisement of the faculty sponsor.

### **CSU Forgivable Loan/Doctoral Incentive Program.**

The CSU Forgivable Loan/Doctoral Incentive Program provides financial assistance to graduate students. It is a competitive program directed by the California State University, but open to doctoral students at accredited universities across the country. Through the Forgivable Loan/Doctoral Incentive Program, CSU offers loans and faculty sponsorship to full-time students pursuing doctoral degrees who are interested in a teaching career at a CSU campus. Specifically, the program provides loans of up to \$10,000 per year for a total of \$30,000 within five years; 20 percent of which is forgiven for each year of full-time postdoctoral teaching at a CSU campus (10% each year for faculty teaching half time).

## **POST-BACCALAUREATE CERTIFICATE PROGRAMS**

CSUB offers the following post-baccalaureate certificate programs, all of which involve a specific set of courses at the advanced level:

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

Students wishing information about any of these post-baccalaureate certificate programs should contact the respective programs directly.

## **GRADUATE PROGRAMS**

The AVP Academic Programs works closely with the academic Deans and the Graduate Council (comprised of graduate program coordinators) in reviewing, developing and monitoring the policies and procedures pertaining to graduate courses, programs and the progress of graduate students from application to graduation. The University offers the following graduate programs.



## ADMINISTRATION (MSA)

**Program Administrator:** Offered as an online Special Session degree program

**Program Office:** Business Development Center, Building C

**Telephone:** (661) 654-2441

**E-mail:** eud@csb.edu

**Website:** <http://www.csub.edu/msaonline/>

**Program Administration:** Regional and Online Programs, Extended University Division

**Program Committee:** M. Bedell, A. Grammy

(Academic Coordinator), C. Commuri, D. Ropp

**Program Faculty:** M. Bedell, C. Commuri, S. Daniels,

R. Hewett, A. Grammy, B.J. Moore, D. Olson,

R. Pimentel, D. Ropp, J. Stark, M. Woodman

### Program Description And Objectives

The Master of Science in Administration (MSA) is an outcomes-based, interdisciplinary program offered online to a national and international audience through the Extended University Division (EUD). The program requires completion of nine courses for a total of 45 quarter-units.

This program seeks to address access problems faced of working professionals by combining online delivery with curricular flexibility. The degree program is structured to combine attainment of general competencies highly valued in administrative professions with elective course work pertinent to specific careers. Foundation and core requirements build general competencies relating to written and interpersonal communication, quantitative decision-making, project evaluation, project management, program evaluation, and human resource management. Elective requirements can be met through a course pattern that achieves either breadth in administration or depth in an area of emphasis chosen by the student and approved by the Academic Coordinator.

### PROGRAM ADMINISTRATION

**Program Committee.** A faculty committee administers this interdisciplinary program. The Program Committee consists of at least three members from various departments offering courses in the program. The EUD Dean, in accordance with the Faculty Handbook, appoints the committee members. The Program Committee makes decisions regarding student admission and classification, curriculum development, catalog copy revision, course offering, and faculty assignment. The Academic Coordinator chairs the Program Committee and is the faculty liaison to the EUD and CSUB.

**Advising.** In consultation with the student, the Academic Coordinator either serves as the Advisor or designates an appropriate member of the program faculty to serve as the student's Advisor. The Advisor guides the student during graduate study and responds to any problems or concerns the student may have while in the program. The Advisor approves the student's academic plan for the elective requirement and culminating project proposal. He or she serves as the instructor of record for ADM 690 Capstone. Students have a responsibility to regularly communicate with their Advisor.

**Culminating Project.** Students must work with a culminating project committee of at least two faculty members to complete the project for ADM 690 Capstone. The committee is to include the Academic Coordinator. The student and Advisor recommend to the Academic Coordinator a second member of the culminating project committee after considering expertise required for the culminating project. The course must be completed with a grade of B (not B-) or better.

### APPLICATION AND ADMISSION

Admission to the MSA program is distinct from admission to the university. To be admitted to CSUB, the student must: (1) complete a bachelor's degree from an accredited college or university, (2) achieve an overall 2.5 GPA in the last 90 quarter units of university work, and (3) be in good standing at the last college attended. The MSA Academic Coordinator in consultation with the Program Committee has the authority to admit students to the degree program. The Program Committee takes a holistic approach to student admission, basing decisions on potential for academic success and potential to make significant professional contributions.

In order to apply to the CSUB and to the MSA program, submit a packet including the following to the Regional and Online Programs of the EUD:

1. An application for admission (available from the EUD)
2. A resume summarizing work experience
3. A written statement of personal goals and program objectives
4. Two official transcripts from each university or college previously attended
5. Three letters of reference including EUD forms

When the application packet is complete, the EUD will forward materials required for admission to the university to the Admissions Office and materials required for admission to the MSA program to the Academic Coordinator. The student will be notified



regarding admission to the university and program approximately one-month after submitting said materials.

In addition to meeting the above requirements for admission, international students must take the TOEFL and have a score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL).

A maximum of 13 quarter units completed at the post-baccalaureate level may be transferred into the degree program from other accredited universities. Upon the approval of the Academic Coordinator, students may transfer senior-level (400 level) courses to meet the elective requirements of the MSA program. These courses must be taken at the post-baccalaureate level and be related so as to create depth in an area of administration.

### PROGRESSION THROUGH THE PROGRAM

**Classified Standing.** Students are admitted to the MSA program with Classified standing if they meet all the entrance requirements of the program. The entrance requirements are as follows:

1. Completion of the CSU Graduate Writing Assessment (GWAR) requirement;
2. Attainment of an undergraduate GPA of at least 2.75 (4.0 scale) in the last 90 quarter units (60 semester units) of the undergraduate program or a 3.0 GPA in post baccalaureate work completed prior to application to the program (at least 36 quarter units or 24 semester units); and
3. Potential for academic and professional success, demonstrated holistically via the entire application packet.

Upon approval of the Academic Coordinator in consultation with the Program Committee, students not meeting all the program entrance requirements may be admitted to the program with **Conditionally Classified Standing**. In these cases, the Academic Coordinator will develop criteria on a case-by-case basis that must be met for the student to advance to Classified Standing.

### COURSE AND PROGRAM REQUIREMENTS

**Foundation:** Three courses (15 quarter units)

- ADM 510 (5)
- ADM 511 (5)
- ADM 520 (5)

**Core Skills:** Three courses (15 quarter units) selected from

- ADM 514 (5)
- ADM 515 (5)

ADM 525 (5)

ADM 516 (5)

**Culminating Experience:** One course (5 quarter units)

ADM 690 Capstone (5)

**Electives:** Minimum of two courses and 10 quarter units  
Elective courses offered in M.S. in Administration program include:

- ADM 512 (5)
- ADM 519 (5)
- ADM 526 (5)
- ADM 527 (5)
- ADM 528 (5)
- ADM 524 (5)
- ADM 625 (5)
- ADM 677 (1-5)

### Graduation Requirements

1. Completion of a minimum of 45 quarter units of course work, of which 35 quarter units must be graduate (500 or 600 level)
2. Maintenance of a cumulative GPA of 3.0 or better in course work applied to MSA program
3. Completion of ADM 690 Capstone with a grade of B (not B-) or better

### COURSE DESCRIPTIONS

**Note:** The Foundation courses build skills that will be reinforced and applied throughout the program. They should be completed as soon as possible, as should the 500-level portion of the Core. Specific prerequisites are enumerated.

#### ADM 510 Advanced Technical Communication (5)

Principles and practices of writing material particular to science, technology, and specialized professions. Includes expanded definitions, technical descriptions, process explanations, instructional pamphlets, laboratory reports, proposals, writing for the web, communicating with international audiences, and managing effective presentations. Upon completion of the course, students should be able to effectively write various types of technical documents, adapt rhetorical forms to technical communications, and provide constructive feedback regarding written communication in collaborative and leadership settings. Completion of this course requires a grade of C (not C-) or better. **GWAR**

#### ADM 511 Interpersonal Communication Skills (5)

Conceptual and developmental views of interpersonal communication. Theory and practice of effective interpersonal communication. Self, perception, and cultural diversity in interpersonal communication. Skills relating to listening and responding, verbal and nonverbal communication, and conflict resolution. Understanding, developing, and nurturing



## ADMINISTRATION (MSA)

interpersonal communication relationships with family, friends, and colleagues. Upon completion of the course, students should be able to effectively exercise fundamental interpersonal communication skills, build and nurture interpersonal relationships, provide constructive feedback regarding interpersonal communication in leadership settings, and exercise teamwork skills.

### **ADM 512 Leadership (5)**

This course is designed to prepare students to understand and be successful in leadership roles. Topics include historical and contemporary models of leadership, effective leadership behaviors, power and influence, change process, self-assessment, personal character in leadership, and leadership in the future. Upon completion of the course, students should be able to assess their own strengths and weaknesses as a leader, inspire and motivate others toward a common purpose, and articulate a personal vision for organizational leadership.

### **ADM 514 Benefit-Cost Analysis (5)**

Techniques for evaluating the benefits and costs of projects and policies. Topics include time value of money and financial math, decision rules, expected inflation and relative price changes, discount rates, after-tax analysis, replacement analysis, risk and uncertainty, input constraints and benefit-cost ratios, and use of cost-effectiveness analysis when goals are mandated. Upon completion of the course, students should be able to use benefit-cost analysis to evaluate projects, utilize spreadsheets to make benefit-cost calculations, and concisely report the assumptions and conclusions of a benefit-cost analysis.

### **ADM 515 Project Management (5)**

The process of integrating and harmonizing systems, techniques, and people to achieve the desired results of a project within established goals of time, budget, and quality. Upon completion of the course, students should be able to identify a project, articulate its goals and objectives, plan all aspects of its execution, execute and control the project, close out the project, and devise appropriate follow-up activities.

### **ADM 516 Program Evaluation (5)**

Definition, history, and development of program evaluation. Professional roles, ethics, and standards for the practice of program evaluation are emphasized throughout the course. Topics include development of program goals and objectives, reliability and validity, importance of multiple measures, reporting results, and use of program assessment to plan and implement change. Qualitative and quantitative methods covered include interviewing techniques,

focus groups, surveys, and observation. Case studies utilized. Upon completion of the course, students should be able to: (1) evaluate validity, reliability and attainment of ethical/professional standards in various case studies of program evaluation and (2) carry out an effective program evaluation. Prerequisite: one statistics course

### **ADM 519 External Economic Environments (5)**

An analysis of the external economic environments of organizations. Environments to be analyzed include the national economy (growth, inflation, interest rates, exchange rates), industries and occupational markets (including roles of technology, demographics, and legal environment), the regional economy, and social trends that have been analyzed with rational choice models (e.g., demographics). Economic models are reviewed to identify causal relationships, and information resources are identified for monitoring and analyzing trends. Upon completion of the course, students should be able to locate information and data essential for analyzing external environments, use cause-effect models to analyze changes in variables that are external to an organization, monitor and interpret fundamental trends in external economic environments, and effectively communicate one's findings.

### **ADM 520 Quantitative Decision Making (5)**

Quantitative methods for solving real world problems encountered in various professions. The hands-on, case-study approach is utilized in the diagnosis of problems and search for statistical solutions. Upon completion of the course, students should be able to formulate research questions and experimental designs, collect and analyze data, estimate models, and interpret statistical results to assist with decision support. Prerequisite: one statistics course

### **ADM 524 Organizational Structure and Processes (5)**

This course is designed to acquaint students with the principles of organizational environments and structure and the ways in which decision-making, the use of technology, communications, political processes, organizational change, and conflict can be approached more effectively. Students will complete a series of projects in which they use the theories and models discussed in the course to critically examine an actual organization and to generate suggestions for improvement. Upon completion of the course, students should be able to analyze processes in organizations, diagnose organizational effectiveness, develop recommendations for improving effectiveness, and effectively communicate recommendations.



**ADM 525 Human Resource Management Foundation (5)**

This course is an examination of the Human Resource foundation. Students will complete a series of projects that focus on the labor market, the external legal environment, and the manager's view of the employee life cycle (recruiting and selection, training, supervision, and termination). Upon completion of this course, students should be able to analyze the legal and market forces affecting jobs, perform a job analysis, hire an employee, supervise employees, identify initial training needs and methods, and separate an employee from an organization.

**ADM 526 Dealing with the Difficult Employee (5)**

This course examines a topic that has become more important to organizations — the management of human resources. Students will complete a series of projects that focus on supervisory methods (e.g., coaching and counseling), discipline, training, termination, and related legal issues (e.g., unfair termination, sexual harassment, abusive employees). Upon completion of this course students should be able to analyze and interpret the changing legal environment, exercise supervisory methods to effectively manage human capital to meet tactical and strategic organizational goals, and effectively address disruptive employees behaviors.

**ADM 527 Contracting and Outsourcing (5)**

This course identifies chains of production and marketing processes, considers the conditions under which buying in markets and vertically integrating these processes have inherent strengths and weaknesses, and analyzes the optimal structuring of outsourcing contracts. Upon completion of this course, the student will be able to identify separable production and marketing processes, identify and evaluate outsourcing versus vertical integration alternatives for specific production and marketing processes, and manage outsourcing activities through effective structuring of contracts.

**ADM 528 Strategic Competition (5)**

The process for formulating, evaluating, and executing competitive strategies for services, products, and product-mixes through identification and analysis of opportunities, challenges, and risks associated with dynamic and uncertain changes within industries in the domestic and international marketplace. Upon completion of this course, students should be able to: analyze forces shaping and sustaining competitive advantage in an industry, develop strategies for creating a competitive advantage, and monitor and analyze technological and other trends influencing industry structure.

**ADM 625 Advanced Human Resource Management (5)**

This course examines advanced topics in Human Resource Management. Students will complete a series of projects that focus on strategic human resources, selection, staffing planning, compensation, benefits, training, and employee development. Upon completion of this course students should be able to develop new selection methods, devise a plan for filling employment vacancies, develop compensation plans, and identify training and development needs. In addition, each student should be able to integrate information from the various areas for strategic HR planning decisions. Prerequisite: ADM 525.

**ADM 677 Selected Topic (1-5)**

This course provides the student with the opportunity to carry out an in-depth study of a selected topic not covered in regular course requirements. The department offering the course will determine prerequisites and course requirements. The Academic Coordinator shall approve applicability of the course to the elective requirement.

**ADM 690 Capstone (5)**

Each course description in the Catalog ends with a delineation of the intended outcomes. Course assignments will be aligned with these intended outcomes. The capstone course will require compilation of the assignments into a portfolio that is presented to showcase skills attained in the program. Each year, a section of the portfolios will be examined by the Program Committee to assess a component of the academic program. The capstone course also will require completion of a culminating project. Students will propose a project that thoroughly applies and further develops a subset of skills acquired in the program (e.g., ADM 515 Project Management or ADM 603 Program Evaluation). To the extent possible, students will be encouraged to complete a work-related project. This will add realism and further their professional advancement.

**ADM 699 Directed Study (1-5)**

Individual study may be used upon approval of the Academic Coordinator and the instructor of record to provide educational and research opportunities in areas not covered by regular courses. No more than 5 quarter units may be used to satisfy degree requirements.



# ANTHROPOLOGY

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## Program Description

The Master of Arts in Anthropology program is designed to provide graduate students with a thorough theoretical and methodological grounding in anthropology. This foundation is essential for attaining a basic non-judgmental understanding and appreciation of the diversity of humanity and human cultures, both past and present. Such understanding is a fundamental component for functioning effectively in our multicultural and multiethnic modern world.

The program is primarily geared toward the working student who plans to continue their graduate studies toward the Ph.D. in Anthropology, seeks career advancement in either private or public sectors, (e.g., human resource development, international business, historic preservation, cultural resource management, or work within various community organizations, as well as federal, state, and local governmental agencies), or who seeks to teach at the community college level. For that reason, the program offers three graduating options or "tracks": a Thesis Option, a Teaching Option, and a Special Project Option.

The program of study is enhanced by opportunities to work on campus as research assistants, as Teaching Assistants in the Department, and in various community organizations as well as within federal, state, and local government agencies via the Internship programs available.

## REQUIREMENTS FOR THE MASTER OF ARTS IN ANTHROPOLOGY

The MA in Anthropology program has common admission and continuation requirements for all graduate students in the program, but different requirements for course work, advancement to candidacy, and graduation, depending on the graduating option chosen by each student.

### Requirements for Admission

Admission to the Master of Arts in Anthropology program requires that the following basic criteria be met:

1. Baccalaureate degree from an accredited college or university.
2. GPA of 2.5 overall and 3.0 in the major and 1400 combined score in the three areas on the GRE test, with no less than 450 in any one test area.
3. A satisfactory TOEFL score (a minimum of 550 or 213 on the new conversion scale) for International students.
4. In lieu of the minimum score requirements listed in 2. above, a student may petition the Graduate Program Coordinator for an exception.

Persons seeking admission to the Master of Arts in Anthropology program must complete two separate applications:

1. Apply to the Office of Admissions and Records for admission to the University; this application for general admission at the post-baccalaureate level will be processed by the university. Applications are available on line (www.csu.edu). Admission to post-baccalaureate study by the University does not constitute acceptance into the Anthropology MA Program.
2. Apply to the department for admission as a graduate student for the Master of Arts in Anthropology. Applications are available on line (www.csu.edu/Anthropology/). Students must notify the Anthropology Graduate Coordinator of their intention to pursue the Anthropology MA degree. The Graduate Coordinator will familiarize the student with the requirements and timetable of the Anthropology MA program. The following materials must accompany the departmental application (Form A):
  - a. Formal letter of intent, in which the student identifies which track option they commit to pursue.
  - b. Three student recommendations (Form B)
  - c. Example of writing ability (published paper, conference paper, term paper, etc.)
  - d. Graduate Record Examination (GRE) test scores.
  - e. Completed Graduation Writing Assessment Requirement (GWAR) or ENGL 310 or equivalent from another university.

Admission is for enrollment beginning in the Fall Quarter. Completed applications to the MA in Anthropology program are due by May 1. Completed applications to the University must be on file by that date, as well. The Anthropology Graduate Program Coordinator, with the advice of the faculty, will consider all completed applications received by May 1, and notify the candidate of her/his admission status before May 31. For any exception to the application deadline or enrollment quarter, you may petition the Anthropology Graduate Program Coordinator.



## Student Classifications

**Classified Standing.** Students who meet the admissions requirements (above) will be admitted as Classified Graduate Students.

**Conditionally Classified Standing.** Applicants may be admitted as Conditionally Classified Graduate Student if, in the judgment of the graduate admissions committee, the applicant has potential for successful completion of all the "conditions" specified by the faculty for admission as a Classified Graduate Student and potential for successful completion of all the requirements for the graduate program. Upon satisfactory completion of all "conditions" and time limits specified by the faculty, the student's status will be administratively changed to Classified Graduate Student.

**Advancement to Candidacy.** Advancement to Candidacy requires the following:

1. Classified status.
2. Completion of 25-quarter units of graduate work at CSUB applied toward the MA in Anthropology, all of which are at the 500-level or above and with a GPA of 3.0 or better.
3. A Thesis Proposal approved by the Thesis Committee and filed with the Department; or a Project Proposal approved by the student's committee and filed with the Department; or an approved proposal for the Teaching Track Option.

**Graduate Advisor.** It is the student's responsibility, in consultation with the appropriate faculty members, to choose a graduate advisor, choose an MA track option or fields of study, and organize a thesis or examination committee leading to Advancement to Candidacy.

**Academic Advising.** Until an advisor is selected, the Graduate Program Coordinator will serve as interim advisor. Upon admission, however, the student should select an advisor as soon as possible. Failure to select an advisor may result in the Graduate Program Coordinator assigning the student an advisor.

**Transfer of Credit.** A student may transfer up to 13.5 quarter units of credit (9 semester units) from another school.

**Continuation.** Continuation in the program is dependent upon the following:

1. The maintenance of a GPA of 3.0 or higher for all graduate work at CSUB.
2. Achieving no grade less than a "C" (2.0) in any course applied to the MA in Anthropology, and no more than one course with a grade of "C" (2.0) will be accepted toward the MA in Anthropology.

3. Continuous enrollment (being registered for credit-bearing study for three out of four consecutive academic quarters). Students who have not completed all requirements for the thesis must register every quarter.
4. Students failing to meet these stipulations may be dropped from the program. To re-enter, a student will be required to apply for readmission 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 ([www.csub.edu/Anthropology/](http://www.csub.edu/Anthropology/)) with the Department.
  - b. File an approved "Requirements and Plan of Study" ([www.csub.edu/Anthropology/](http://www.csub.edu/Anthropology/)) with the Department.
6. Graduate students who have completed all required coursework for their master's degree, but still need additional time to complete their thesis may maintain "continuous enrollment" by registering for ANTH 700 through Extended University.

**Graduation.** Only Classified students who have met the following requirements are eligible for graduation.

1. Completion of the requirements listed in the Plan of Study.
2. GPA of 3.0 or better in graduate work at CSUB applied toward the MA in Anthropology. No more than one course with a grade of "C" (2.0) will be accepted toward the MA in Anthropology.
3. Completion of all culminating experience requirements as stipulated under the Thesis or Non-Thesis options, below.
4. All requirements for the MA in Anthropology must be completed before the student may participate in graduation ceremonies.

## MA PROGRAMS IN ANTHROPOLOGY

The Department of Sociology and Anthropology offers three track options for the MA in Anthropology: the Thesis Option, the Teaching Option, and the Special Project Option. Five courses are required of all Masters students. The first four include: BEHS 500 Quantitative Methods in the Behavioral Sciences; ANTH 535 Seminar in Biological Anthropology; ANTH 545 Seminar in Cultural Anthropology; and ANTH 575 Seminar in Archaeological Theory. The fifth course focuses on graduate-level methods and the appropriate course is contingent upon the student's preferred subdiscipline of interest (see below). Remaining units are comprised of course work



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established in the Plan of Study developed by the student and their committee. Only five independent study units can be applied to the student's Plan of Study.

Research for the master's thesis or project that involves data from/about human subjects may be required to be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR). For additional details, see page 350.

### **Requirements for the MA in Anthropology-Thesis Option: 45 Total Units**

#### **Required General Course Work: 15 Units**

ANTH 535  
ANTH 545  
ANTH 575

#### **Required Course Work in Methods: 10 units** BEHS 500

and one of the following:

ANTH 502 (biological)  
ANTH 534 (cultural)  
ANTH 576 (archaeology)

#### **Elective Course Work: 11 Units**

These units, five of which must be at the 500-level and the remaining at the 400-level or above, will be selected based on the advice and recommendation of the student's advisor and faculty committee.

#### **Thesis Experience (ANTH 695): 9 Units**

May be taken over several quarters and must be devoted to the following sequential activities:

1. Write and submit a thesis prospectus for Thesis Committee approval. This prospectus must include thesis objectives, proposed literature review, proposed methodology, and predicted findings.
2. Once the prospectus is approved, thesis work up to and including the successful defense of the thesis.

### **Requirements for the MA in Anthropology-Teaching Option: 55 Total Units**

#### **Required General Course Work: 25 Units**

ANTH 535  
ANTH 545  
ANTH 575  
ANTH 597  
ANTH 598  
ANTH 693

Students must have at least one cultural anthropologist, one biological anthropologist, and one archaeologist on their committee. In addition, all students will be required to serve as a teaching

assistant for a lower division anthropology class at CSUB for which they will not earn any academic credit.

#### **Required Course Work in Methods: 10 units** BEHS 500

and one of the following:

ANTH 502 (biological)  
ANTH 534 (cultural)  
ANTH 576 (archaeology)

#### **Elective Coursework: 15 Units**

These units, 10 of which must be at the 500-level or above, will be selected based on the advice and recommendation of the student's advisor and faculty committee.

#### **Culminating Experience in Teaching Anthropology (ANTH 693): 4 Units**

Students must satisfactorily complete the following:

1. Teach one of the following courses, ANTH 100, 102, or 104 (or equivalent) from beginning to end.
2. Prepare detailed syllabi, lecture outlines, exams, exercises, and other materials used in class for ANTH 100, 102, 104, and one other ANTH course (to be agreed upon with the student's advisor).
3. Present a guest lecture in each of the above classes (except the course taught to fulfill 1. above) arranged with the instructor of those courses.
4. Prepare a paper (minimum of 30 pages with 10 references) on the area of the student's expertise (to be agreed upon with the student's advisor).

### **Requirements for the MA in Anthropology-Special Project Option: 55 Total Units**

#### **Required General Course Work: 20 units**

ANTH 535  
ANTH 545  
ANTH 575  
ANTH 694

#### **Required Course Work in Methods: 10 units** BEHS 500

and one of the following:

ANTH 502 (biological)  
ANTH 534 (cultural)  
ANTH 576 (archaeology)

#### **Elective Course Work: 20 units**

These units, 10 of which must be at the 500-level or above, must be approved by the student's advisor and faculty committee.

#### **Culminating Experience: 5 units**

There are two ways to meet the culminating experience requirement for the MA in Anthropology-Special Project Option, both of which occur by taking



for credit, no-credit ANTH 694 Culminating Experience in Special Projects, under the supervision of the student's advisor and faculty committee:

## Agency-Based Project

- a. Submit for approval to the student's faculty committee a prospectus for the Proposed Project, which shall include a description of the intended project, its objectives, methods that will be used, the scholarly literature that will be consulted, and the timetable proposed for all stages of the project.
- b. Present and defend a Final Report on the project to the student's faculty committee in a meeting open to faculty and students-at-large.

## Mastery of Two Areas of Anthropology

- a. Submit for approval to the student's faculty committee a prospectus for two area papers which shall include the identification of the two areas of anthropology for which the student intends to demonstrate mastery, two lists of proposed readings, and a timetable for the preparation, writing, and submission of each area paper.
- b. Examination of student on each area by his/her faculty committee in a meeting open to the faculty and students-at-large.

## COURSE DESCRIPTIONS

### BEHS 500 Quantitative Methods in the Behavioral Sciences (5)

(For course description, see listing under "Interdisciplinary Courses.")

### ANTH 502 Advanced Human Osteology (5)

Advanced methods for determination of growth, development, and alteration of the human skeleton. Multivariate methods for determination of age, sex, stature, and genetic ancestry from skeletal and dental remains. Differential diagnosis of pathological conditions affecting the human skeleton. Morphological and metrical analyses of skeletal and dental remains. Two lectures and two laboratory periods per week. Prerequisite: ANTH 302.

### ANTH 534 Advanced Qualitative Methods (5)

Advanced methods for ethnographic fieldwork, including participant observation, interviews, focus groups, fieldwork ethics, coding procedures for data analysis, and writing the results of qualitative research with attention to issue of representation.

### ANTH 535 Seminar in Biological Anthropology (5)

Graduate-level survey of major aspects of biological anthropology. Examination of the historical development of biological anthropology, exploration of current knowledge of the evolutionary process, palaeoprimate-tology, palaeohominin evolution, and the

sociobiological foundations of primate and human behavior. Current theory and understanding of human biological variation, adaptation, and development. Prerequisite: ANTH 102 or consent of the instructor.

### ANTH 545 Seminar in Cultural Anthropology (5)

An examination of the major theoretical orientations in contemporary cultural anthropology. Attention is given to basic controversies such as materialism vs. idealism, synchronic vs. diachronic studies, positivist vs. interpretive approaches.

### ANTH 550 Symbolic Anthropology and Ritual (5)

Exploration of various theoretical approaches within symbolic anthropology including those of Mary Douglas, Clifford Geertz, and Victor Turner. Application of their approaches to the study of ritual and shamanism in non-western cultures.

### ANTH 575 Seminar in Archaeological Theory (5)

Detailed examination of selected theoretical topics in archaeology. History and development of the major theories in archaeology. Contributions of important individual theorists. Assessment of changing emphases in archaeology. Prerequisite: ANTH 301 or permission of instructor.

### ANTH 576 Seminar in Archaeological Methods (5)

Detailed examination of selected topics in archaeological methods. Specific approaches to analysis, such as research design, special analytic techniques (e.g., faunal analysis, lithic analysis, etc.). Assessment of the direct-historical approach, computer modeling and statistics. Prerequisite: ANTH 390 or permission of instructor.

### ANTH 577 Advanced Topics in Anthropology (1-5)

Exploration at an advanced level of selected topics in anthropology. Permission of the instructor is required. May be repeated for different course content. [By Petition]

### ANTH 591 Advanced Field Archaeology (5)

Participation in planning (both research design and logistics), execution, and supervision of archaeological field projects in conjunction with the instructor. This may involve acting in the capacity of a supervisor to the undergraduate field archaeology students and/or conducting independent research as a project director. This course may be taken as part of the data collection element relevant to the completion of a thesis. Permission of instructor is required.

### ANTH 597 Special Issues in Teaching Anthropology (1)

A practicum course designed to prepare students to teach anthropology. Management of large classes,



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facilitation of small group discussions, and in-class presentations, incorporation of technology in the classroom, films, pedagogical approaches to teaching about non-western societies and sensitive topics. [By Petition]

### **ANTH 598 Directed Study in Teaching Anthropology (5)**

This is a practicum course to be conducted under the supervision of a faculty mentor from a college or university in CSUB's service region. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, course development, discussion-group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: ANTH 597 and consent of instructor who will serve as sponsor, and approval by Chair of Department of Sociology and Anthropology. [By Petition]

### **ANTH 693 Culminating Experience in Teaching Anthropology (5)**

Satisfactory preparation, completion, and presentation of the following tasks: teach one of the following courses, ANTH 100, 102 or 104 (or equivalent) from beginning to end; prepare detailed syllabi, lecture outlines, exams, exercises, and other materials used in class for ANTH 100, 102, 104, and one other ANTH course; present a guest lecture in each of the above classes arranged with the instructor of those courses; and prepare a paper on the area of the student's expertise. Offered on a credit, no-credit basis only. [By Petition]

### **ANTH 694 Culminating Experience in Special Projects (5)**

Students who have completed all other prerequisites for the MA in Anthropology-Special Projects Track Option must culminate their graduate program by taking and passing this course. There are two ways of passing this course: (a) by performing an agency-based project or (b) by demonstrating mastery of two areas of anthropology. Upon satisfactorily preparing, completing, and presenting the tasks associated with either type of special project to the student's faculty committee, the student will be granted the MA in Anthropology. Offered on a credit, no-credit basis only. [By Petition]

### **ANTH 695 Master's Thesis in Anthropology (1-9)**

Offered on a credit, no-credit basis only. [By Petition]

### **ANTH 699 Individual Graduate Study (1-5)**

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest. Regular meetings to be arranged with professor. [By Petition]



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**Faculty:** D. Dodenhoff, D. Germano, K. Gobalet, C. Kloock, A. Lauer, T. McBride, M. Moe, B. Pratt, S. Roberts, P. Smith, R. Stark, K. Szick-Miranda, T. Weinheimer

### Program Description

The Department of Biology offers a graduate program leading to a Master of Science in Biology degree. The Master of Science with a thesis option is intended to prepare students for professional positions in state and federal agencies, the environmental consulting industry, and for graduate studies. The Master of Science with a non-thesis option is intended for working professionals, especially public school teachers, and emphasizes course work. A broad range of faculty research interests, easy access to diverse biological environments, and a range modern research facilities permit the student to select from a broad spectrum of research topics.

Research facilities include a 16.3 ha Environmental Studies Area (on campus), the Facility for Animal Care and Treatment where raptors are treated and rehabilitated (located within the ESA), and two greenhouses. In addition, the department has two growth chambers, an ultracentrifuge, gel-dryer, -70° C freezer, thermocycler, 2D protein analyzer, refrigerators, and a scanning electron microscope. Faculty interests include field biology, physiology, comparative morphology, ichthyoarchaeology, plant ecophysiology, plant anatomy, microbiology, molecular evolution, ecology, systematics, and behavior.

### APPLICATION PROCESS AND PROGRAM REQUIREMENTS

#### Application for the Master of Science in Biology

Persons seeking an MS in Biology must apply to the Office of Admissions and Records for admission to the University. Students must also apply to the Graduate Committee of the Department of Biology.

After admission by the Graduate Committee of the Department, the Graduate Coordinator serves as adviser. Once the student embarks on the MS Thesis research the faculty member directing the research project will serve as advisor. After a student has started on a MS Thesis research project or Non-Thesis project, the research adviser will assemble a

thesis committee. Academic advising is available through the Graduate Coordinator and the research adviser of the student.

### Admissions requirements for the Master of Science in Biology

1. An earned bachelor's degree in the biological sciences or a bachelor's degree in a related science with minimum course work equivalent to BIOL 304, 305, 306, and 310.
2. An undergraduate GPA of at least 3.0 in the last 90 quarter (60 semester) units of course work, or Graduate Records Examination scores of 1000 or greater (verbal and quantitative), 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 Departmental 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, GRE scores, letters of recommendation, an interview, and other materials that may be required by the Committee and/or offered by the student.

### Graduate Student Classifications

**Classified Graduate Student.** Acceptance as a Classified Graduate Student indicates that 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 Records Examination scores of 1000 or greater (verbal and quantitative), or an approved petition to the Departmental Graduate Committee waiving this requirement by proposing other evidence of adequate prior academic preparation.
3. Acceptance into an academic advising relationship with a departmental faculty member.
4. Acceptance will only be granted if space is available for the student in the program.

#### Conditionally Classified Graduate Student.

Students who fail to meet entirely one or more of the criteria for admission as a Classified Graduate Student may, at the discretion of the Biology Graduate Admissions Committee, be admitted as a Conditionally Classified Graduate Student. These conditions may include, but are not limited to, specific prerequisite courses, GPA, GRE scores, etc. Once the student has



## BIOLOGY

"remedied" all conditions specified by the Biology Graduate Admissions Committee, the student classification will be changed to Classified Graduate Student.

Students admitted as a Conditionally Classified Graduate Student are not allowed to enroll in any 600-level courses. They are restricted to 500- and 400-level courses for which they have met prerequisites.

**Advancement to 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. Classified Graduate Students will be advanced to Candidate Status when they have met the following criteria:

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 Biology with a grade of "B-" or better and graduate GPA of at least 3.0.
3. Approval of the student's Master's thesis research topic by the Departmental Graduate Program Coordinator, Thesis Committee and Departmental Graduate Committee.
4. 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 Graduate 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 two calendar years after acceptance as a Classified Graduate Student. All requirements and graduation are to be completed within five calendar years after acceptance as a Conditionally Classified Graduate Student. The five-year time limit can be extended by petition to and approval from the Departmental Graduate Committee.

Completion of all requirements for the Master of Science in Biology require satisfactory completion of all courses in an approved Plan of Study and satisfactory completion of a project or thesis, including an oral examination and any revisions required by the Thesis Committee or Departmental Graduate Committee, and maintaining a 3.0 GPA.

**Course Requirements for the Master of Science in Biology** (A minimum of 45 units of course work is required for the MS in Biology)

1. The following courses are required of all students:  
BIOL 505 (9 units)  
BIOL 510  
BIOL 605
- 2a. For students choosing the MS Thesis option, the following courses are required:  
MATH 521  
BIOL 690
- 2b. For students choosing the MS Non-Thesis option, the following courses are required:  
BIOL 540  
BIOL 680
3. An approved\* course of study consists of an addition of a minimum of 15 units for the thesis option or 20 units for the non-thesis option (all courses are 5 units credit except BIOL 580):  
BIOL 404  
BIOL 406  
BIOL 424  
BIOL 430  
BIOL 433  
BIOL 451  
BIOL 455  
BIOL 462  
BIOL 470  
BIOL 577  
BIOL 580(variable units)

\*Approval by Graduate Coordinator, Thesis Advisor and Committee

## COURSE DESCRIPTIONS

### BIOL 505 Current Topics in Biology (3)

Current topics of special interest to graduate students in Biology. Topics and content will vary as announced but will include contemporary or interdisciplinary areas of interest. Two hours lecture and three hours laboratory. Repeatable. Prerequisites: Graduate standing or consent of instructor and an upper division course appropriate to the topic.

### BIOL 510 Advanced Experimental Design and Analysis (4)

Course covers how to effectively communicate biological science to the scientific community, effective methodology in experimental design, and proposal writing, including writing specific aims and creating a budget. Three hours lecture and three hours laboratory. Prerequisites: Graduate standing or consent of instructor.



**BIOL 540 Graduate 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. One hour lecture and six hours laboratory. Prerequisites: Graduate standing

**BIOL 577 Advanced Topics in Biology (5)**

Laboratory or field-based graduate level biological topics in a specialized area of contemporary biology, such as genetics, ecology, microbiology, physiology, behavioral biology, systematics, or molecular biology. Topics will be announced. May be repeated for credit as topics change. Two hours lecture and nine hours laboratory. Prerequisites: Graduate standing or consent of instructor and an upper division course appropriate to the topic. Lab fee required.

**BIOL 580 Research (1-8)**

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 Master's degree. Available by consent of the advisor.

**BIOL 605 Seminar in Biology (3)**

Student presentation and discussion of reviews and reports focusing on current literature and scientific research in the areas of Biology. Two hours lecture and three hours laboratory. Prerequisites: BIOL 505, 577, and approved petition for advancement to candidacy.

**BIOL 680 Non-Thesis Project (3)**

Students complete a project that requires the appropriateness of topic, theory, and methods applicable to the nature of the degree, conducted under the supervision of the Departmental Graduate Committee. Prerequisites: Approved petition for advancement to candidacy.

**BIOL 690 Thesis (3)**

Laboratory, field investigation, or a combination of both investigating a research problem. Preparation, completion, and oral defense of a written thesis approved by the Thesis Committee and the Departmental Graduate Committee. May be repeated twice for credit. Students may apply a total of 9 units towards degree. Prerequisites: Approved petition for advancement to candidacy.



## BUSINESS ADMINISTRATION (MBA)

**MBA Director:** Ronald Pimentel, Ph.D.

**Director's Office:** Business Development Center, 103

**Telephone:** (661) 654-6816

**email:** rpimentel3@csusb.edu

**BPA Student Services Center**

**Center's Office:** Business Development Center, 123

**Telephone:** (661) 654-2326

**email:** MBA@csusb.edu

**Website:** www.csusbpa.com

**Faculty:** M. Attaran, B. Bae, M. Bedell, H. Bidgoli, J. Black, E. Carter, Y. Choi, M. Doucet, T. Doucet, M. Elhusseiny, M. Evans, M. Flanagan, A. Grammy, A. Hedge, J. Jaymes, N. Lai, M. Malixi, B. McNamara, D. Olson, D. Oswald, L. Paris, R. Pimentel, J. Stark, M. Way, D. Zhou

### Program Description

The Master of Business Administration degree offers critical preparation needed by working professionals for challenging careers in business. Competing in the complex, rapidly changing environment of business and public sectors requires having the knowledge, skills, and values that the MBA degree provides. The CSUB MBA program has recently been redesigned to take a more integrated approach to better prepare professionals for the ever-changing global market place.

**Mission:** The mission of the MBA program is to provide our region with an advanced business education which will foster a commitment to lifelong learning and facilitate the career growth of our graduates.

**Values:** The faculty and the students of the CSUB MBA program will work together to create an environment that is supportive of the highest standards of ethical behavior.

### Professional and Academic Standards

The MBA program acknowledges the significant impact of business on society. Consequently, those admitted to the program, retained, and awarded degrees, must possess, develop and demonstrate academic and professional integrity in all activities. They should be able to inspire public confidence and trust in business and in CSUB MBAs. In addition, all established university academic performance and student conduct standards for graduate students apply. Any student or applicant that is found by formal review to be lacking in academic integrity or in professional ethical standards of behavior, may be denied admission, placed on probation, suspended, or dismissed from the program. Such actions are, of course, subject to university review and appeal.

### Goals

**Knowledge:** Graduates should be able to analyze and evaluate the strategic, tactical, and operational factors that influence or impact the organization.

Goal 1 -Strategic Factors: Analyze and evaluate the strategic factors that influence and impact the business environment.

Goal 2 -Tactical Factors: Analyze and evaluate the tactical factors that influence and impact the business environment and make choices based on reasoned arguments.

Goal 3 -Operational Factors: Analyze and evaluate the operational factors that influence and impact the business environment.

Skills: Upon completion of the program a graduate should be able to demonstrate the following skills:

Goal 4 -Communications: Proficiency in business communication.

Goal 5 -Analysis and Interpretation: Proficiency with quantitative analysis and decision tools.

All MBA courses are taught by full-time academically qualified (i.e., Ph.D. or other equivalent degrees) faculty, many who have wide business and international experience. The faculty remain current in their fields of study by actively engaging in research, consulting activity, and serving on local, regional, and national boards. The faculty bring a strong theoretical foundation, as well as relevant practical experience, to the classroom, making for a good blend in the students' education.

**Student Population.** The CSUB MBA Program student population is primarily composed of working professionals, representing a variety of industries. There are also a number of international students representing a variety of countries. The student mix enriches learning by providing exposure to various industries, cultures, and international perspectives. The average MBA student enters the program with a 3.2/4.0 undergraduate GPA and a 520 GMAT score. There is approximately a 60/40 male/female ratio within the program. Half of the currently enrolled students are completing classes at a full-time pace. The Occidental Petroleum Graduate Research Lab and the BPA Graduate Students' Association provide networking opportunities.

**Facilities.** CSUB's MBA students have their own facility - the Occidental Petroleum Graduate Research Laboratory - to study, work in teams, or network. This facility serves as a resource center for the students by providing study space, individual and team computing facilities, and academic support resources. Students



also have the benefit of a state-of-the-art library and computing resources to facilitate the development of the skills needed in an information-oriented world.

**Accreditation.** The CSUB MBA program is the only program in its region accredited by The Association to Advance Collegiate Schools of Business-International (AACSB). "AACSB International accreditation represents the highest standard of achievement for business schools worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. AACSB accreditation is the hallmark of excellence in management education." (Source: The Association to Advance Collegiate Schools of Business (600 Emerson Road, Suite 300, St. Louis, Missouri, 63141-6762 USA).

### APPLICATION AND ADMISSION

Application for admission to the MBA program is a two-step process: 1) apply for admission to the University as a post baccalaureate student for the MBA program; and 2) once admitted to the University the application is forwarded to the MBA Director for review for admission into the MBA program.

#### Application Procedure

An MBA applicant must submit the following items to the Admissions Office of the California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield, CA 93311-1099.

1. A completed application (Forms A and B) and application fee;
2. Two official transcripts from each college or university attended (international students must submit foreign transcripts in the original language and an English copy);
3. An official GMAT score;
4. A resume;
5. Two letters of reference;
6. An official TOEFL Score (international applicant); and,
7. Submission of a financial declaration and supporting documentation (international applicant).

**Admission Policy.** The goal of the admission policy is the selection of those candidates who demonstrate high potential for academic and professional success. The applicant must meet the following eligibility requirements:

- Hold a baccalaureate degree from a four-year college or university accredited by a regional accrediting association, score a minimum of 450 on the Graduate Management Admission Test (GMAT) and have a total index score of 1100 or more points. The index is based upon the grade point average

(GPA  $\times$  4.00) of all upper division work from their baccalaureate degree times 200 plus the GMAT score.

- An applicant whose preparatory education is principally in a language other than English must have a TOEFL score of 550 or higher (or 213 on the new conversion scale for the computer based TOEFL exam). Documentation must be in original form by the testing institution. Copies submitted by the applicant are not acceptable. Please note that despite a TOEFL score of 550 or higher, students whose English competency is deemed insufficient by the faculty may be required to take additional courses to improve communication skills in English before continuing with MBA courses.

In rare instances, the applicant who has taken the GMAT but does not meet requirements may be considered for admission. Also, those who have previously been denied admission may present new information to be reconsidered. In either case, the applicant must petition, in writing, the MBA Admissions Committee, giving those reasons relevant to the situation that demonstrate the likelihood of success; the burden of proof is on the applicant.

**Advising.** The School is dedicated to meeting the needs of our individual students. Students should schedule an appointment with the BPA Student Services Center to discuss individual background, experiences, goals, and objectives so that a program of study can be developed to best meet the student's academic and career needs. The BPA Student Services Center can be contacted at (661) 654-2326 for an appointment.

The BPA Student Services Center will serve as the advising center for each MBA student. It is recommended that each student meet with an advisor at the BPA Student Services Center during pre-registration to enroll in classes for each subsequent quarter and to discuss their progress in general.

**Student Classifications.** There are two student classifications for graduate students in the School of Business and Public Administration.

**Classified MBA Student.** Students who have met all of the requirements for admission to the MBA, and have completed all foundation courses required.

Applicants may be admitted as Conditionally Classified Graduate Student if, in the judgment of the graduate admission committee, the applicant has potential for successful completion of all the "conditions" specified by the faculty for admission as a Classified Graduate Student and potential for successful completion of all



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the requirements for the graduate program. Upon completion of all "conditions" specified by the faculty, the student's status will be administratively changed to Classified Graduate Student.

### COURSE REQUIREMENTS

The Master of Business Administration program is designed around a set of 600-level courses that treat each of the management functions in depth and broaden the student's awareness of contemporary issues affecting business enterprises. At least sixty (60) units of approved 600-level graduate courses are required for the Master of Business Administration degree. Admitted students must have a working knowledge of word processing and spreadsheet applications. Students are advised to achieve these competencies before beginning their MBA course work. The typical MBA candidate is expected to have a working knowledge of the fundamentals of business including management, quantitative decision-making, accounting, finance, and the current global business environment.

All graduate students are required to maintain a cumulative 3.0 grade point average in all graduate course work. Any course in which a student receives a grade lower than "C" cannot be used towards the fulfillment of a degree requirement. Graduate courses may not be taken on a credit, no-credit basis.

### Foundation Knowledge Competency Requirements

All MBA applicants will be expected to demonstrate competency in the following foundation knowledge areas. Competency can be established by any one of the following:

1. providing proof of appropriate coursework at the undergraduate level;
2. taking a foundation knowledge course as recommended by the MBA Coordinator;
3. passing a competency based exam.

For applicants with baccalaureate degrees not in business administration or those persons needing review, courses are available.

It is incumbent upon the student to provide such evidence to the BPA Student Services office. Applicants should consult with the MBA Director or BPA Student Services office regarding which course(s) might be appropriate.

1. Business Communications-equivalent to one of the following communications classes (COMM 304, COMM 330; COMM 405; COMM 434; COMM 481); achievement of a GMAT Verbal score at or above the 60th percentile; or passage of the GWAR with an appropriate score.

2. Quantitative Methods for Business Decision Making (equivalent to MGMT 301)
3. People In Organizations (equivalent to MGMT 300)
4. Marketing Essentials (equivalent of MKTG 300)
5. Principles of Financial Accounting (equivalent to ACCT 220)
6. Principles of Finance (equivalent to FIN 300)
7. Economic Theory (equivalent to ECON 202)
8. Business Law/Ethics (equivalent to BA 370 or both ACCT 275 and BA 374)

### Core Courses (45 units)

All candidates for the degree must complete the following courses:

1. ACCT 620 (5)
2. FIN 600 (5)
3. MGMT 600 (5)
4. MGMT 602 (5)
5. MGMT 690 (5)
6. MIS 610 (5)
7. MKTG 600 (5)
8. MGMT 605 (5)
9. BA 690 (5)

### Elective Courses (15 units)

All CSUB MBA students are required to take 15 units of electives. MBA students are encouraged to enhance their business or career by "focusing" those three electives on a topic area of interest. Students are encouraged to follow one of the roadmaps below.

#### **Small Business Management**

Select three from the following courses

FIN 640  
MGMT 604  
MGMT 610  
MKTG 601

#### **Marketing**

1. MKTG 601
2. MKTG 602
3. One course from the following:  
MKTG 604  
MKTG 606  
MKTG 610  
MKTG 677

#### **Economics**

Select three from the following courses

ECON 510  
ECON 661  
ECON 680  
ECON 677

#### **Finance**

1. FIN 620
2. FIN 640



3. One course from the following:

FIN 680  
FIN 685  
FIN 677

**Management**

Select three from the following courses:

MGMT 604  
MGMT 610  
MGMT 650  
MGMT 655  
MGMT 680  
MGMT 677

**Human Resource Management**

1. MGMT 610
2. ECON 680
3. PPA 610

**Global Management**

1. FIN 685
2. MGMT 650
3. MKTG 610

**General Business**

This focus is designed for the student that would like additional "breadth" knowledge in several areas. A student may combine any courses from those listed in any roadmap above with any of the courses listed below to get a collection totaling 15 units. However, no more than seven (7) quarter units of Individual Graduate Study (699 courses) may be used to satisfy degree requirements.

1. ACCT 677 (5)
2. ACCT 699 (1-5)
3. ECON 699 (1-5)
4. FIN 699 (1-5)
5. MGMT 699 (1-5)
6. MIS 630 (5)
7. MIS 677 (5)
8. MIS 699 (1-5)
9. MKTG 699 (1-5)
10. PPA 689 (5)

**MBA/ACCOUNTING FIFTH YEAR PROGRAM**

Accounting majors who intend to seek CPA licensing outside of California are required to complete a fifth year of course work prior to licensure. The CSUB MBA Program has developed a course track that enables accounting majors to complete the fifth year while simultaneously engaging in personal development.

Upon completion of their fourth year and graduation, the student wishing to complete the fifth year should apply to the MBA Program using the standard MBA Program Application process. Once enrolled in the program, the student will complete the following nine courses (45 units).

1. FIN 600
2. MGMT 600
3. MGMT 602
4. MIS 610
5. MKTG 600
6. MGMT 605
7. Elective 1
8. Elective 2
9. Elective 3

At the completion of the 5th year course sequence, students who would like to complete the MBA degree program need only take the following additional 3 classes (13 units).

1. MGMT 690 (5)
2. BA 690 (5)
3. Elective (5)

**COURSE DESCRIPTIONS—ACCOUNTING****ACCT 620 Accounting for Decision Making and Control (5)**

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 ACCT 303 Cost Accounting or its equivalent. Prerequisite: completion of all required MBA 500-level courses or permission of the instructor. This course is not open to students who have taken ACCT 303 Managerial Accounting or its equivalent.

**ACCT 640 Financial Reporting and Statement Analysis (5)**

This course examines how generally accepted accounting principles impact the quality and volatility of both earning and cash flow. Specific focus will be placed upon the recent accounting scandals which led to the Sarbanes-Oxley Act and the ethical issues these scandals have raised. Other current topics will be discussed. ACCT 677 Selected Topics in Accounting (5) Special topic courses provide each department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. Each department will determine applicability toward the concentration.

**ACCT 677 Selected Topics in Accounting (1-5)**

Special topic courses provide each department with the opportunity to present an in-depth study of a



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selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. Each department will determine applicability toward the concentration.

### **ACCT 699 Individual Graduate Study in Accounting (1-5)**

Individual study is offered to give the student experience in planning and outlining a course of study on the student's own initiative under departmental supervision. Independent study should deal with a special interest not covered in a regular course or with the exploration in greater depth of a subject presented in a regular course. Instructor consent is required. No more than 5 quarter units may be used to satisfy degree requirements. (May not be substituted for any required graduate seminar)

### **COURSE DESCRIPTIONS—ECONOMICS**

#### **ECON 510 Economic Issues in Health and Health Care (5)**

Study of health issues using the economic perspective. Topics include lifestyle choices and health outcomes, technology and demand, health insurance, labor markets in the health professions, role of government in health care markets, role of nonprofits, international comparisons of health care systems, and reform proposals.

#### **ECON 661 Managerial Economics (5)**

A study of the tools of economic analysis oriented toward analysis of managerial behavior and the managerial decision making process as related to demand analysis, cost and pricing problems, market organization, forecasting, capital budgeting, and location analysis. Carries credit in either Business Administration or Economics.

#### **ECON 680 Labor Economics (5)**

This course covers topics in labor economics including dynamic theories of labor supply, employment, and unemployment; labor supply in a household framework; and labor market activity and income distribution. It explores both theoretical models and empirical tests in each area. Prerequisites: ECON 602

#### **ECON 677 Selected Topics (1-5)**

Special topic courses provide each department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered prerequisites and course requirements will be announced for each course.

#### **ECON 699 Individual Graduate Study (1-5)**

This is an investigation of an approved project leading to a written report. The project is selected in

conference with a professor in an area of major interest; regular meetings are to be arranged with professor.

### **COURSE DESCRIPTIONS—BUSINESS ADMINISTRATION**

#### **BA 690 Master's Culminating Project (5)**

The culminating project provides an opportunity for each student to utilize and demonstrate the tools and understanding he or she has developed during the program. Through a comprehensive interactive competitive simulation, each student will manage a firm in competition with other student-managed firms. At the completion of the simulation, each student will produce a historical account of the firm's performance via an annual report, an account of how the firm responds to its key stakeholder groups via a social audit, and a strategic plan for the future via a business plan. Each student is expected to demonstrate mastery of the essential tools of the business disciplines and an understanding of markets and the external environment. Prerequisites: ACCT 620, FIN 600, MGMT 600, MGMT 602, MGMT 605, MGMT 690, MIS 610, MKTG 600.

### **COURSE DESCRIPTIONS—FINANCE**

#### **FIN 600 Seminar in Financial Management and Policy (5)**

This course addresses the formulation of financial policies for obtaining and using financial resources for the purpose of value creation. Heavy emphasis is placed on the analysis of real-world cases that focus on the decisions confronting the financial manager. Statistical analysis, financial analysis, and advanced spreadsheet applications are required. Students will be challenged with both theoretical and practical problems in the following areas: performance analysis, long-term planning, working capital management, capital budgeting, long-term financing, acquisitions, and international financial management. Student presentations are required.

#### **FIN 620 Seminar in Investments (5)**

This course includes 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 640 Short Term Financial Management (5)**

This is an in-depth exploration of subjects essential to an enterprise's financial success. Topics covered include management of the firm's working capital accounts (i.e. receivables, inventories, and payables), short term financing alternatives, cash management systems, short term investments choices, financial institution relationships, and electronic payment and information management systems.

**FIN 677 Selected Topics in Finance (1-5)**

Special topic courses provide each department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

**FIN 680 Seminar in Real Estate Investments (5)**

This course investigates methods of analyzing real estate investments. It includes an examination of appraisal methods, capitalization approaches, and cash flow models. Consideration is also given to legal, tax, and financing issues. Specific project analysis techniques are part of the course, i.e., analysis of residential properties, commercial properties and shopping centers. A term project and oral presentation are required along with computer applications.

**FIN 685 Seminar in International Financial Management (5)**

This course 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 in Finance (1-5)**

Individual study is offered to give the student experience in planning and outlining a course of study on the student's own initiative under departmental supervision. Independent study should deal with a special interest not covered in a regular course or with the exploration in greater depth of a subject presented in a regular course. Instructor consent is required. No more than 5 quarter units may be used to satisfy degree requirements. (May not be substituted for any required graduate seminar).

**COURSE DESCRIPTIONS—MANAGEMENT****MGMT 600 Seminar in Organizational Theory and Design (5)**

This is a study of the theories and research that explain why business organizations operate the way

they do. A social systems perspective is presented that views the business organization's external environment and structure as critical determinants of organizational effectiveness. Key department-level and organizational-level variables and models are studied with the goal of developing an understanding of the patterns and relationships among organizational dimensions such as strategy, goals, size, technology, and external environment. The case method is used extensively to develop skill in diagnosing and solving organizational design problems.

**MGMT 602 Seminar in Operations and Technology Management (5)**

This course is an examination of principles related to effective utilization of factors of production in manufacturing and nonmanufacturing systems. This course uses extensive readings and case studies to define and analyze problems of productivity improvement, production planning, inventory management, quality control, system design and implementation from the operating manager's perspective. Issues in management of technology-based organizations, capacity planning, scheduling, facilities design, operations strategy in services, and supply chain management will also be explored.

**MGMT 604 Advanced Organizational Behavior (5)**

This course provides a review and extension of the basic theoretical and conceptual framework necessary for making sense out of behavior in organizations. The emphasis is on applying theory and concept to management, particularly in business organizations. Topics include: individual differences, perception, learning, motivation, group dynamics, communication, leadership, conflict management, organizational structure, organizational culture, and change management. Application is made through case studies, analysis of video clips, and through group and classroom discussions.

**MGMT 605 Managerial Skills (5)**

This course focuses on developing and enhancing managerial skills that are of major importance for current and future career survival and success. Specific skill areas include: self-management, communication, decision making, motivation, delegation, team management, diversity management, negotiation, organizational politics, and change management. The course is primarily experiential in nature with skill assessments, exercises, role-plays, case studies, and group discussion activities being the primary learning tools. Relevant literature from the behavioral sciences will provide a knowledge base for skill development.



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### **MGMT 610 Seminar in Human Resource Management (5)**

This course is about the strategic management of human capital. A strategic analysis of the traditional human resource management functions—selection, compensation, recruiting, and training—will be completed. The influences of the legal environment are also considered. Other topics focus on the tools that are used to manage data necessary to manage human capital effectively. These include HR based change management methods, process mapping HR processes, and Human Resource Information Systems (HRIS).

### **MGMT 650 Seminar in Global Operations Management (5)**

This course introduces students to a conceptual framework which will help them recognize and meet international operations management challenges. It studies issues relating to global sourcing and logistics, and manufacturing competencies of different nations. Topic areas include: strategic planning for global competitiveness, managing global facilities, managing global supply chains, improving operations performance, world class manufacturing, building a strategic alliance, coordinating international manufacturing and technology, and overcoming the limits to global operations project.

### **MGMT 655 Seminar in Statistical Analysis (5)**

The issues and methods involved in conducting business research will be explored. Students will collect data that will then be analyzed by utilizing a variety of statistical techniques via computer. Bivariate, multivariate and nonparametric techniques will be covered. A strong emphasis will be placed on the use of statistics to aid in managerial decision-making. Examples of actual business research will be reviewed.

### **MGMT 677 Selected Topics in Management (1-5)**

Special topic courses provide each department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

### **MGMT 680 e-Business: Challenges and Opportunities (5)**

This course provides students with a conceptual framework for understanding the challenges and opportunities that face e-Business systems. The course is cross-functional, decision focused, and strategic in its orientation. Different types of e-Business applications are analyzed based on web site reviews and case studies. The course includes a practicum in which teams of students build a prototype

e-Business system. Specific topics covered include the integration of supply chain management and e-Business, e-procurement, selling, chain management, enterprise resource planning, collaborative computing technologies, virtual team management, considerations for hardware and software development and/or purchasing, controlling e-Business cost, quality, and risks, and the legal and social environment of e-Business.

### **MGMT 690 Seminar in Strategic Management (5)**

The subject of this course is competitive behavior and the “strategy” of business firms. Competition is defined to be the effort to create and retain economic value within an environment of interdependence among competing firms. Strategic behavior is the effort of a firm as a coherent objective-seeking entity to create economic value within a competitive environment. An understanding of strategic behavior requires a close examination of 1) business objectives, 2) firm structural interdependence, and 3) value creation within the structure of competitive interdependence. Prerequisites: FIN 600, MGMT 600, and MKTG 600.

### **MGMT 699 Individual Graduate Study in Management (1-5)**

Individual study is offered to give the student experience in planning and outlining a course of study on the student’s own initiative under departmental supervision. Independent study should deal with a special interest not covered in a regular course or with the exploration in greater depth of a subject presented in a regular course. Instructor consent is required. No more than 5 quarter units may be used to satisfy degree requirements. (May not be substituted for any required graduate seminar).

## **COURSE DESCRIPTIONS—MANAGEMENT INFORMATION SYSTEMS**

### **MIS 610 Seminar in Information Systems Management (5)**

This course introduces MBA candidates to information systems in organizations from a management perspective. Managerial and strategic uses of information systems, information technology that underlies these systems and ways such systems are developed and managed are explored. Emphasis is placed on evaluation of systems for support of individual and group decision making and collaborative work, expert systems and other knowledge-based systems and their applications. The course will cover methods and tools for information systems design, development, implementation, and maintenance. New state-of-the-art tools and models in information systems, decision support systems/expert systems, and their practical applications will also be explored.



**MIS 630 Applied Decision Support and Expert Systems (5)**

This course will provide an overview of decision support (DSS) and expert systems (ES) with specific focus on their conceptual models; the inter-relationship between DSS and ES, and their architectures. Specifically, this course will focus on the use of decision support technologies for future executives. A variety of scenarios related to the future of decision support and expert systems technologies will be examined. New technologies from the growing field of applied artificial intelligence (AI) will also be explored. Finally, students will design and implement small-scale decision support and executive information systems using commercial software.

**MIS 677 Selected Topics in MIS (1-5)**

Special topic courses provide each department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

**MIS 699 Individual Graduate Study in MIS (1-5)**

Individual study is offered to give the student experience in planning and outlining a course of study on the student's own initiative under departmental supervision. Independent study should deal with a special interest not covered in a regular course or with the exploration in greater depth of a subject presented in a regular course. Instructor consent is required. No more than 5 quarter units may be used to satisfy degree requirements. (May not be substituted for any required graduate seminar).

**COURSE DESCRIPTIONS—MARKETING****MKTG 600 Seminar in Marketing Management (5)**

This course presents development of marketing strategy for the organization and design of integrated product-service, promotion, and distribution programs utilizing systems analysis. It includes intensive analysis of management's marketing problems, including market analyses, pricing, channels of distribution, promotion, competition, product strategies, and marketing research. Applications are emphasized to include research, quantitative, and business analytical techniques through the development of case and project assignments.

**MKTG 601 Seminar in Consumer Behavior (5)**

This course involves intensive analysis of behavioral science concepts, theories, and current empirical research in buyer behavior. The research orientation of the course requires developing an understanding of statistical tests and research designs currently employed in buyer behavior. Equal emphasis is placed

on developing creative marketing strategy and programs on the basis of such research. Prerequisite: MKTG 600 or permission of instructor.

**MKTG 602 Seminar in Advertising and Public Relations Strategy (5)**

This course regards the 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. It includes qualitative, statistical, financial, and computer applications. The course integrates theory with case analyses and the development of a comprehensive marketing communications plan. Prerequisite: MKTG 600 or permission of the instructor.

**MKTG 604 Seminar in Services Marketing (5)**

This course is 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 606 Seminar in Marketing Channels and Logistics (5)**

A study of the distribution functions including retail management, supply chain management, inventory management, transportation, and e-marketing distribution strategies. Includes study of relationship building with channel partners, channel leadership, and integrated channel strategies. Course work will include group projects and case studies.

**MKTG 610 Seminar in Global Marketing (5)**

This is 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.



## **BUSINESS ADMINISTRATION (MBA)**

### **MKTG 677 Selected Topics in Marketing (1-5)**

Special topic courses provide each department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

### **MKTG 699 Individual Graduate Study Marketing (1-5)**

Individual study is offered to give the student experience in planning and outlining a course of study on the student's own initiative under departmental supervision. Independent study should deal with a special interest not covered in a regular course or with the exploration in greater depth of a subject presented in a regular course. Instructor consent is required. No more than 5 quarter units may be used to satisfy degree requirements. (May not be substituted for any required graduate seminar)



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**Assistant Program Coord.:** Kathleen Y. Ritter  
**Program Office:** Education 222  
**Telephone:** (661) 654-3062  
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**Faculty:** S.F. Bacon, T.K. Ishida, K.Y. Ritter

### Program Description

The 90-quarter unit Master of Science in Counseling Psychology Program at CSUB trains students to meet the community need for ethical, competent, and adaptable mental health professionals. It is designed to meet the academic requirements established by the Board of Behavioral Sciences (BBS), Sections 4980.37, 4980.38, 4980.40, and 4980.41 (subdivisions a-g) of the Business and Professions Code, for the California License in Marriage and Family Therapy (LMFT). Students receive broad training that prepares them for work in diverse and changing settings. The well-trained counselor will understand that:

1. Counseling involves the application of intervention techniques based on the best theory and empirical research available;
2. The counseling relationship is central to effective therapeutic intervention;
3. Counselors creatively use their knowledge, skills, and personal experiences to create an environment where clients can make positive change;
4. Clients' adaptive and maladaptive functioning is determined by multiple factors including individual, familial and cultural influences; and
5. Training and education in counseling is a lifelong process that begins in graduate school and continues throughout the counselor's professional career.

The CSUB Counseling Psychology program places a particular value on personal exploration in training and supervision. The curricular objectives of the Master of Science in Counseling Psychology therefore emphasize:

1. A foundation in the theory and research upon which clinical practice is based;
2. Development of self-awareness and relationship-building skills that contribute to strong therapeutic alliances with clients;
3. Experiential learning, through which students learn and practice relevant skills and come to trust their own experience in work with clients;
4. An understanding of and a sensitivity to the effects of diverse individual, familial, and cultural factors; and,

5. Development of skills needed for life long learning and continued professional growth.

### Experiential Learning Requirements

The Master of Science in Counseling Psychology Program is sequentially arranged and includes an emphasis on principles of experiential learning. Students are expected to participate from both counselor and client perspectives in individual, dyadic, and group exercises. Enrollment in the program implies student consent to engage in individual and group experiential learning activities in various courses.

### Ethical and Professional Conduct

Throughout the program, it is important for students to remember that they are enrolled in a program designed to train professional counselors. The use of case vignettes, live clients, and student experiences are essential to this process. It is, thus, expected that students will conduct themselves as professionals and maintain the confidentiality of all client or student material generated or presented in any program class. A violation of this ethical requirement of confidentiality will result in faculty review of students' conduct and subsequent progress in the Program.

The Code of Ethics of the American Association for Marriage and Family Therapy (AAMFT) (Principle II and section 2.1) and the American Counseling Association (ACA) Code of Ethics and Standards of Practice (Section B1,a) each stress the importance of confidentiality in counseling relationships. The ACA Code also notes that "Counselors have a responsibility both to clients and to the agency or institution within which services are performed to maintain high standards of professional conduct" (Section B1,j). These Standards apply not only to licensed therapists, but also to students in the MS Counseling Psychology program who are expected to maintain the confidentiality of all information disclosed by, and related to, both clients and peers in the various experiential activities throughout the program.

While the preservation of confidentiality is only one aspect of professional conduct, the faculty takes seriously Standard F.1 of the ACA Code to only endorse for a degree and/or licensure only those candidates that exemplify high standards of ethical and personal conduct; and Standard F.3.a that asks faculty to insure that students are able to provide competent service. We refer to these concepts as pre-professional development in our published literature.

### Pre-professional Development

Throughout the program students must provide evidence of the ability to interact competently and



## COUNSELING PSYCHOLOGY

ethically with others from a variety of backgrounds. The student must engage in behaviors that:

- demonstrate positive, consistent, and effective contributions to the classroom learning and atmosphere
- exhibit harmonious and collegial relationships with peers and faculty
- reflect professionalism and responsibility in areas such as attendance, timely completion of assignments, and attention to regulations and expectations

Students must also demonstrate by conduct and curricular performance achievement of curricular goals (listed above) appropriate to their progress in the program. Such evidence also may come from practicum and technique-based courses, courses with an experiential focus, or from supervised experiences. Students will be evaluated by the CPFC at each point of reclassification. The Graduate Studies section of the CSUB Catalog describes the procedures for student Appeals and Grievances.

CPSY 651, 661, 671, 681, and 682 are clinical process classes. These are experiential in nature and require the use of live clients and videotaping of sessions. Because of the additional time needed for supervision, and to move people from room to room and to change videotapes, the class schedule may indicate more time than mandated for clinical process classes.

### ADMISSION AND APPLICATION

Students are normally admitted for fall enrollment. Students may be admitted in other quarters, but course selection will be limited and sequencing will be affected. For application assistance or questions regarding the acceptability of prerequisite courses, please contact the coordinator, Dr. T. Ken Ishida (see above).

#### Application

The Master of Science in Counseling Psychology Faculty Committee (CPFC) reserves the right to admit those applicants they deem most qualified. Although the university admits international students using standardized criteria for English language competence, the CPFC reserves the right to evaluate students for program admission for oral English mastery needed for effective communication. Students seeking admission to the Master of Science in Counseling Psychology may secure program application materials from the School of Education, Advanced Educational Studies Office (Ms. Karen Mendenhall-Gregory, EDUC 238, 654-3055) or from the Psychology Department (DDH-D107, 654-2363). All program-specific application materials must be

submitted as a complete package. Quarterly deadlines are listed on information sheets accompanying application forms; deadlines are also listed on the CSUB Counseling Psychology Program Home Page: [www.csub.edu/cpsy](http://www.csub.edu/cpsy).

### Eligibility Requirements

To be eligible for admission, the student must fulfill the following minimum requirements:

1. A bachelor's degree from an accredited university. (Students with an international degree must have U.S. equivalency determined.)
2. A 3.0 GPA over the most recent 60 semester or 90 quarter units
3. Completion of all prerequisite courses with a grade of at least a "C" (2.0):
  - a. Introductory statistics
  - b. Abnormal psychology
  - c. Child psychology, developmental psychology, or human development (Prerequisite courses must have been completed within five calendar years of intended admission date. A competency examination may be taken to demonstrate currency of knowledge if prerequisites were taken outside the time limit.)
4. Completion of the application packet to the MS in Counseling Psychology Program including official transcripts, a personal statement and three letters of recommendation attesting to suitability and promise.
5. Graduate or Post-baccalaureate admission to the University. Apply directly to the University's Office of Admissions and Records.

The CPFC determines the acceptability of any graduate transfer credits whether these courses were taken for personal pleasure or as a means of establishing a record of academic achievement that could lead to Classified standing. In the CPSY program up to 14 units from unrestricted courses at the 500 level may be taken prior to be admitted into the program. Contact the program coordinator regarding this.

The CPFC reserves the option to request supplemental documentation and information, including a personal interview, to determine suitability and promise. Students who do not meet minimum requirements for admission to the program may file a petition to the CPFC through the Counseling Psychology Program Coordinator requesting exceptional consideration. Students denied admission also may petition the CPFC for a second review. The CPFC reserves the right to make all decisions regarding admission to the Program and all decisions are considered to be final.



## STUDENT CLASSIFICATIONS

The CPFC determines students' initial classification level prior to admission as well as all subsequent changes in level. At any point of reclassification the CPFC will evaluate academic and pre-professional development.

**Conditionally Classified.** Students who have completed most, but not all, of the requirements for admission at the Classified level and show promise of success may be admitted at the Conditionally Classified level. Students admitted at this level who complete all admission requirements or alternate requirements specified in the offer of admission will be moved to the Classified level at the discretion of the CPFC and only if the CPFC determines that the requirements have been completed at a level satisfactory for movement. Such students may take no more than 14 units and only at the 500 level.

**Classified.** Students who successfully meet all of the requirements for admission, as determined by the CPFC will be eligible for admission at the Classified level. Classified graduate students may take any graduate level course meeting the requirements of their Plan of Study as long as the appropriate prerequisites or co-requisites have been met.

**Graduate Candidacy.** Classified level students will be eligible for advancement to Graduate Candidacy after successful completion of CPSY 540, 600, 610, 611, 620, 642, and 643. These individuals must have a minimum 3.0 GPA in the Program of Study and have completed the Graduation Writing Assessment Requirement. (See GWAR under "Graduation Requirements" below.) Students also must have received positive faculty evaluations in pre-professional development. The status of Graduate Candidacy is required for the student to take most of the advanced courses in the Program.

## GRADUATION REQUIREMENTS

To graduate with the MS degree in Counseling Psychology, a student must meet the following requirements:

1. Complete the 90-unit program in accord with the approved Program of Study.
2. Be in Good Standing in the MS in Counseling Psychology program, a student must maintain at the end of each term of enrollment a cumulative GPA of 3.0 or higher in courses taken to meet degree requirements and receive satisfactory evaluations of pre-professional development from faculty and field placement supervisors. Students not in Good Standing must formally request permission (and receive written approval) to enroll in additional graduate courses. The CPFC will

review the explanations and plans set forth in the petition and make a decision whether to permit continued enrollment and what conditions must be met for a return to Good Standing. (See Scholastic Probation, Academic Disqualification, and Appeals and Grievances paragraphs, Graduate Studies section, CSUB Catalog).

3. Be advanced to Graduate Candidacy.
4. Receive an overall GPA of 3.0 or higher for the entire 90-unit program.
5. Not count more than two courses, regardless of the number of units, with grades of "C+" (2.3) or "C" (2.0). Any course with a grade lower than "C" will not count toward graduation.
6. Not count any course at the 600 level with a grade of less than "B-".
7. Finally, all graduate students in the California State University system must satisfy the Graduation Writing Assessment Requirement (GWAR) as soon as possible in their program. This can be done either by passing or having passed the university-wide GWAR examination or by achieving a grade of "C" or better in one of the approved GWAR courses. Brochures with more information on the GWAR are available in the Testing Center, the Department of English and Communications, and in all deans' offices. The English Department is the sole determiner of whether writing courses at non-CSU institutions may be equivalent.

## CURRICULUM

This two-year course sequence is for full-time students and requires classes four evenings a week. Sequences are also available for completing the program as part-time students in three years (three nights a week), or four years (two nights a week).

### Year 1 Fall

CPSY 535  
CPSY 540  
CPSY 600  
CPSY 610  
CPSY 636

### Year 1 Winter

CPSY 520  
CPSY 611  
CPSY 620  
CPSY 642  
CPSY 643

### Year 1 Spring

CPSY 512  
CPSY 630  
CPSY 631  
CPSY 650  
CPSY 681



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## Year 2 Fall

CPSY 634  
CPSY 644  
CPSY 651  
CPSY 660  
CPSY 682

## Year 2 Winter

CPSY 633  
CPSY 661  
CPSY 670  
CPSY 691

## Year 2 Spring

CPSY 530  
CPSY 645  
CPSY 671  
CPSY 692  
CPSY 697

## COURSE DESCRIPTIONS

### **CPSY 500 Introduction to Counseling Psychology (4)**

Overview of the counseling profession, counseling and consultation processes and services, counseling theories, and preparation of counselors, including the development of a professional identity as an MFT or professional counselor. (Not currently offered; units do not count toward the degree)

### **CPSY 512 Psychological Testing (4)**

Survey of assessment procedures applicable to MFT practice and their theoretical and applied characteristics. Consideration of the role of various kinds of assessment in typical clinical situations, as well as the impact of cultural orientation, age, and other client characteristics in ethically selecting and using assessment procedures. Prerequisite: one course in elementary statistics.

### **CPSY 520 Research Methods in Counseling Psychology (4)**

Methods and issues associated with the conduct and use of research concerning phenomena relevant to counseling psychology. Overview of hypothesis generation, research design, data collection and interpretation, and utilization of research findings in clinical practice. Prerequisite: one course in elementary statistics.

### **CPSY 530 Human Sexuality (4)**

Examination of the major variables affecting human sexuality. Includes the physiological, psychological, and sociocultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. Special attention to the etiology, assessment, and treatment of

sexual dysfunctions and to the relationship between issues of sexuality and intimate interpersonal relationships.

### **CPSY 535 Domestic Violence (2)**

Prevention, detection, assessment, intervention, and legal reporting of violence in families, with special emphasis on abuse of children, dependent adults, and partners in intimate relationships. Therapeutic considerations include diagnosis, evaluation, and treatment planning.

### **CPSY 540 Theories of Individual Counseling (4)**

Examination of several contemporary individual intervention approaches based on specific behavioral, cognitive, humanistic/experiential, and psychodynamic frameworks. Consideration of how each approach is used in clinical, school, and marriage and family counseling applications. Prerequisite: Conditionally Classified or Classified standing in the MS in Counseling Psychology or permission of instructor.

### **CPSY 600 Human Communication I (4)**

Interpersonal processes fundamental to the development of psychotherapeutic counseling strategies, with an emphasis on processes underlying verbal and nonverbal communication and the use of clinical skills applicable to interviewing, assessment, and intervention. Practice in simulated laboratory situations. Offered on a credit, no-credit basis only. Prerequisite: Classified standing in the MS in Counseling Psychology.

### **CPSY 610 Psychopathology and Diagnostic Interviewing (4)**

Examination of major types of psychopathology. Techniques of intake interviewing and determining mental status to formulate a differential diagnosis based upon the Diagnostic and Statistical Manual of Mental Disorders. Prerequisite: Classified standing in the MS in Counseling Psychology.

### **CPSY 611 Treatment Planning (2)**

Focus on alternative ways of integrating clinical information in order to develop practical and effective treatment plans. Relationships among client factors (e.g., diagnostic, personality, cultural, and developmental), therapist factors, and various interventions. Prerequisites: CPSY 600 and CPSY 610.

### **CPSY 620 Adult and Family Development (4)**

Exploration of the biological, psychological, and social developmental tasks and life events of the adult years, including a family and vocational perspective. Focus on sociocultural, gender, and family issues salient to relationships, separation, nontraditional and blended



families, and geropsychology. Issues of aging and long term care are stressed. Prerequisite: Classified standing in the MS in Counseling Psychology.

## **CPSY 630 Clinical Ethics (2)**

Contemporary professional ethics relative to counseling practice. Professional codes of ethics (ACA, AAMFT/CAMFT, and APA) and examination of key case examples. Prerequisite: Classified standing in the MS in Counseling Psychology.

## **CPSY 631 Legal and Professional Issues in Marriage and Family Therapy (2)**

Laws and regulations that delineate the professional scope of practice of Marriage and Family Therapy. Current legal patterns and trends, including those in family law and reporting requirements imposed on California therapists by statute, regulation, and case law. Goals and objectives of professional organizations, standards of training, licensure and standards, and the rights and responsibilities of the professional counselor. Prerequisite or co-requisite: CPSY 630.

## **CPSY 633 Cross Cultural Issues in Counseling (4)**

Focus on attitudes and issues arising from different values and cultural assumptions that affect therapeutic intervention. Attention to cultural sub-groupings of ethnicity, socioeconomic status, gender, sexual orientation, religion, relationship status, age, disability, and other demographics as they relate to the counseling process. Prerequisite: CPSY 600 and Classified standing in the MS in Counseling Psychology.

## **CPSY 634 Psychopharmacology (3)**

Examination of the general principles underlying the use in modern practice of drugs to treat the major classes of mental illness. Include antipsychotics, antidepressants, anxiolytics, mood stabilizers, and special topics. Mechanisms of action, drug interactions, pertinent aspects of differential diagnosis, and psychiatric aspects of general medical conditions will be discussed. Prerequisite: Graduate Candidacy standing in the MS in Counseling Psychology.

## **CPSY 636 Chemical Dependency (2)**

Etiology, diagnosis and treatment of substance abuse and dependence. Prerequisite: Classified standing in the MS in Counseling Psychology.

## **CPSY 642 Behavioral Intervention (2)**

Principles and techniques of behavior acquisition and intervention. Emphasis on respondent and operant conditioning. Ethical and professional considerations. Prerequisite: CPSY 540 and Classified standing in the MS in Counseling Psychology.

## **CPSY 643 Cognitive Intervention (2)**

Cognitive theories of psychopathology and adaptive change. Illustration, demonstration, and practice of techniques of cognitive intervention. Prerequisite: CPSY 540 and Classified standing in the MS in Counseling Psychology.

## **CPSY 644 Dynamic Intervention (2)**

Principles of psychodynamic and contemporary psychoanalytic psychotherapies, including and object relations and self psychology perspectives. Development of the ability to recognize and respond to conscious, and unconscious states, defenses, and transference and countertransference dynamics. Prerequisite: CPSY 540 and Classified standing in the MS in Counseling Psychology.

## **CPSY 645 Dyadic Intervention (2)**

Emphasis on the dynamics of couple interaction, as well as on the examination of gender and ethnic issues. Integrates intrapsychic, interpersonal, and systems perspectives. Focus on enhancing communication and relationship processes and skills. Prerequisite: CPSY 650, CPSY 681, and Graduate Candidacy standing in the MS in Counseling Psychology.

## **CPSY 650 Theories of Family Counseling (4)**

Focus on major systemic and nonsystemic orientations in relationship, couples, and family counseling. Attention to the psychodynamics of relationships and transcultural family systems, communications theory, and the role of family of origin in individual and family functioning. Students will relate their own family dynamics to the literature. Prerequisite: Graduate Candidacy standing in the MS in Counseling Psychology.

## **CPSY 651 Techniques of Family Counseling (3)**

Focus on the development of clinical skills necessary for effective relationship and family counseling. Laboratory experiences will be provided through observation, demonstration, and practice. Prerequisite: CPSY 650.

## **CPSY 660 Theories of Group Counseling (4)**

Focus on the major approaches to group counseling. Emphasis on small and large group processes and involvement in group experiential activities designed to relate the clinical process to theoretical explanations. Prerequisite: CPSY 650.

## **CPSY 661 Techniques of Group Counseling (3)**

Focus on the development of clinical skills necessary for effective group counseling. Laboratory experiences will be provided through observation, demonstration, and practice. Prerequisite: CPSY 660.



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### **CPSY 670 Theories of Developmental Counseling with Children and Adolescents (4)**

Focus on the major approaches to therapeutic interventions with children and adolescents. Attention to developmental issues and tasks necessary for competent counseling with children and adolescents, including biological, psychological, social, and cultural processes that influence or disrupt normal development. Prerequisite: Graduate Candidacy standing in the MS in Counseling Psychology.

### **CPSY 671 Techniques of Child and Adolescent Counseling (3)**

Focus on the development of clinical skills necessary for effective preventive, therapeutic, and consultative interventions with and related to children and adolescents. Laboratory experiences will be provided through observation, demonstration and practice. Prerequisite: CPSY 670.

### **CPSY 681 Practicum I (3)**

A supervised clinical practicum within the scope and practice of a Marriage and Family Therapist. Application of counseling procedures, with a focus on interviewing, assessment, diagnosis, prognosis, and treatment of familial and relationship dysfunctions. Counts toward the MFT practicum requirement (Business and Professional Code, Chapter 1054, Section. 4980.43, a-c). Limited by law to 8 students per supervision section. Prerequisite: Graduate Candidacy standing in the MS in Counseling Psychology; completion of or concurrent enrollment in CPSY 512, CPSY 620, CPSY 630, CPSY 631, CPSY 650, and professional liability insurance.

### **CPSY 682 Practicum II (3)**

A continuation of CPSY 681. Counts towards the MFT practicum requirement. Prerequisite: CPSY 681 and professional liability insurance.

### **CPSY 691 Traineeship I (4)**

A supervised clinical practicum in settings designed to facilitate the professional goals of the trainee within the scope and practice of a Marriage and Family Therapist. Advanced experience in interviewing, assessment, diagnosis, prognosis and treatment of familial and relationship dysfunctions. Counts towards the MFT practicum requirement (Business and Professions Code, Chapter 1054, Section 4980.43, a-c). Offered on a credit, no-credit basis only. Prerequisites: Graduate Candidacy standing in the MS in Counseling Psychology, CPSY 681, professional liability insurance, and placement in an approved setting.

### **CPSY 692 Traineeship II (4)**

A continuation of CPSY 691. Counts towards the MFT practicum requirement. Offered on a credit, no-credit basis only. Prerequisite: CPSY 691 and professional liability insurance, and placement in an approved setting.

### **CPSY 697 Master's Examination in Counseling Psychology (2)**

Comprehensive examination as the culminating activity in the MS in Counseling Psychology program. Offered on a credit, no-credit basis only. Prerequisites: Graduate Candidacy standing in the MS in Counseling Psychology and approval of the Program Coordinator based on satisfactory completion of curricular components.

### **CPSY 698 Clinical Extension (4)**

Additional supervised clinical experience for students requiring more than two quarters to complete the required hours for Practicum or for Traineeship. May be repeated for credit. Does not count toward requirements for the MS in Counseling Psychology. Offered on a credit, no-credit basis only. Requires approval by the sponsoring faculty member and the MS Program Coordinator.

### **CPSY 699 Independent Graduate Study (1-5)**

Individual supervision of counseling or investigation of an approved project leading to a written report. Offered on a credit, no-credit basis only. Requires a petition for individual study approved by the sponsoring faculty member and the MS Program Coordinator.

Note: CPSY 698 and CPSY 699 are not part of the 90-unit curriculum and are offered only as needed.



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**Telephone:** (661) 654-2210  
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**Website:** www.csub.edu/soe  
**Website:** www.csub.edu/SoE/Advanced\_Education/

**DISCLAIMER:** Due to ongoing and substantial changes in credential legislation and degree programs in the State of California, please check with an official School of Education advisor for current information.

### **Master of Arts and Master of Science Degrees in Education**

Graduate programs in the School of Education are designed to advance students' knowledge and skills in the effective application, evaluation and implementation of sound pedagogy and educational strategies. Both the Master of Arts and the Master of Science degrees are offered. These degree programs are accredited by the California Commission on Teacher Credentialing (CCTC), the National Council for the Accreditation of Teacher Education (NCATE), and the Western Association of Schools and Colleges (WASC), 985 Atlantic Ave., Suite 100, Alameda, CA. 94501, 510-748-9001. The School of Education offers the master's level programs described below.

### **Graduate Degree Programs in the Department of Teacher Education**

The Department of Teacher Education offers a program of study leading to a Master of Arts in Education degree in the following concentrations:

- Early Childhood & Family Education
- Reading/Literacy

### **Graduate Degree Programs in the Department of Advanced Educational Studies**

The Department of Advanced Educational Studies offers programs and services that are designed to prepare teachers, administrators, and counselors for degrees, specific preliminary and professional credentials, and certification required in the State of California for service in specialist and administrative positions that require advanced preparation and special competence. A program of study leading to a **Master of Arts or Master of Science degree in Education is offered in the following concentrations:**

- Bilingual/Multicultural Education
- Curriculum & Instruction
- Educational Administration

### **Master of Science Degree in Counseling with Concentrations in:**

- School Counseling (including the Pupil Personnel Services [PPS] Credential)
- Student Affairs in Higher Education

All these graduate programs have received accreditations from the *National Council for Accreditation of Teacher Education* (NCATE).

### **Graduate Degree Program in the Department of Special Education**

The Department of Special Education offers programs and services that are designed to prepare teachers and administrators for service dealing with special student populations in positions that require advanced preparation and special competence.

### **Master of Arts Degree in Education with concentrations in:**

- Special Education (General) in the areas of Mild/Moderate and Moderate/Severe Disabilities

### **School of Education Programs Offered at Antelope Valley**

The Advanced Educational Studies Department and the Special Education Department offer the following Master of Arts degrees at Antelope Valley:

- Master of Arts in Education (concentration in Curriculum and Instruction)
- Master of Arts in Education (concentration in Educational Administration)
- Master of Arts in Education (concentration in Special Education-General)

### **Application Process and Program Requirements**

To pursue a Master of Arts or Master of Science degree in the School of Education, the student must apply to the Office of Admissions and Records at CSUB for general admission to the university and classification. **It is extremely important that the applicant complete Part B of the CSUB Post-baccalaureate Application in its entirety, listing the program code number, to insure that the applicant's application is sent to the School of Education Graduate Studies Evaluator (EDUC 105; 661-654-3160).** Application to specific School of Education graduate degree programs is initiated by obtaining an application from the Advanced Educational Studies Office, 661-654-3055, EDUC 238. Please see individual graduate degree program materials for specific admission requirements. The School of Education Graduate Studies Committee will determine the student's admission status. All applicants will be notified in writing regarding admission, individual status, or progress in a specific degree program.



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### GRADUATE/POST-BACCALAUREATE STUDENT STANDING

**Post-baccalaureate Classified Standing.** Upon approval and completion of all admission requirements, a student may be formally admitted to a post-baccalaureate credential program or a certificate program in this student standing. Professional, personal, scholastic and other admissions standards, including qualifying examinations (if required by selected programs) may be included for admission to Post-baccalaureate Classified Standing.

**Graduate Classified Standing.** A student may be formally admitted to a graduate program in this student standing (or advanced to this student standing from Graduate Conditionally Classified Standing) if the student meets all the professional, personal, scholastic, and other standards (including a minimum 3.00 GPA in the last 90 quarter units) or any qualifying examination(s) prescribed by that particular graduate degree program. Graduate Classified Standing is required for enrollment in 600-level coursework.

**Graduate Conditionally Classified Standing.** With program faculty approval, a student may be formally admitted to a graduate degree program in this student standing if the student has deficiencies in requirements or prerequisite preparation but can remedy these deficiencies by completing appropriate course work and/or qualifying examination(s).

**School of Education Special Admit Policy.** An applicant to a graduate degree program who has a GPA below the required 3.00 GPA may petition for Special Admit status. The following options are available for students who have been approved by the graduate program faculty in this student standing:

- a) Condition(s) are to be explained in writing by the graduate degree program coordinator, SOE Director of Graduate Studies, or Dean of School of Education;
- b) Complete nine (9) quarter units of course work with a grade of "B" or better; **or**
- c) Pass the Graduate Record Examination (GRE) with a score of 900 or better.

**Graduate Advancement to Candidacy Standing.** Students may be moved to this student standing upon completion of a significant portion of the graduate degree Plan of Study which must be approved by the program advisor. Graduate Advancement to Candidacy Standing is determined after a formal review and recommendation. In the School of Education, the Director of the Graduate Program and

the graduate program coordinator approve such petitions for this student standing. Graduate Advancement to Candidacy is required for enrollment in the Culminating Activity (CA).

**Non-active Graduate/Post-baccalaureate Standing.** A graduate/Post-baccalaureate student who has been absent from coursework in his/her respective program for more than two (2) consecutive quarters without an approved Planned Educational Leave or without continuous Enrollment Status will be classified in Non-active student standing. A student who has been reclassified in a Non-active student standing must submit a new application for admission to the University and pay the nonrefundable application fee. Additionally the student must also resubmit an application for admission to the respective graduate degree program offered in the School of Education.

#### Advisement and Planning

All graduate programs leading to the MA in Education degree or the MS in Counseling Degree shall be planned in consultation with a graduate program advisor from the program concentration in the School of Education. The program advisor typically continues as the Chair of the Culminating Activity. It is the responsibility of the student to obtain the appropriate forms from the SOE Graduate Studies Office and develop the degree Plan of Study with a program advisor. There is no guarantee that prior graduate credit units earned in the School of Education or in other schools of the University will be accepted toward a program of study leading to a graduate degree. Although up to 13.5 quarter units may count toward the degree Plan of Study, the student must have prior written approval from the program advisor and/or graduate program coordinator for that specific program.

Since not all graduate courses are offered every academic quarter or year, a student seeking a specific sequence of courses to complete established programs leading to the master's degree should consult with the program advisor to ensure efficient timing and maximum utilization of courses chosen.

#### Culminating Activity Committee Selection

Selection of a Culminating Activity (CA) Committee is a requirement for a student seeking the MA in Education. At least two (2) quarters before registering for a Culminating Activity, the student begins the process of selecting members for the Culminating Activity Committee. It is customary for the student to ask the program advisor to chair the CA Committee, however, this is not mandatory.



A student must have a total of three (3) faculty members on the CA Committee during the quarter(s) when the culminating activity is planned. (In Educational Administration the CA Committee will consist of two faculty members and a credentialed school administrator.) The student is to obtain a Culminating Activity Approval Form for Registration from the SOE Graduate Studies Office and have each faculty member sign this form as he/she agrees to serve. If a thesis or project is planned, this form is to be signed by the faculty members after they agree to serve and have approved the formal written proposal. Important information regarding the selection criteria for committee members is found in the School of Education Graduate Studies and Policies Manual, which is a required manual that is to be purchased in the University Bookstore.

When first registering for the Culminating Activity, a student will enroll for the number of units currently indicated for that specific CA listed on the program concentration planning form. In the event that a student does not complete the CA within the quarter planned, but has shown evidence of satisfactory progress, the student will be assigned a grade of "RP" (Report in Progress) and meet with the committee chair to discuss the time frame for completing the CA and maintaining continuous enrollment. According to University policy, a student must be enrolled during the quarter in which he/she wishes to receive the degree unless special consideration is requested and approved by the Dean for the School of Education.

Research for the master's thesis or project that involves data from/about human subjects may be required to be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR).

### **Graduation Writing Assessment Requirement**

All graduate and post-baccalaureate students must satisfy the Graduation Writing Assessment Requirement (GWAR) as soon as possible. Individual graduate programs have the option of giving deadlines by when this requirement must be met. Graduate students may meet this requirement by passing the regularly scheduled examination (offered once a quarter) or by earning a "C" or better in one of the approved GWAR courses.

Students are exempt from the GWAR if they meet either of the criteria below:

1. You graduated from a CSU or UC campus since 1980;
2. You earned a high enough score on one of the following tests (provided the test(s) were taken since 1980): **GMAT** 4.5 or higher on the writing

portion; **CBEST** 41 or higher on the writing portion; **GRE** 4.5 or higher on the analytic writing portion.

Students who have one or more articles published as first author in a refereed professional journal or who already have a Masters in any discipline that included thesis or project and are working on another degree or credential, may submit their work for review to the Chair of the university-wide GWAR committee with a formal request to waive the GWAR. In these last two situations, waiver requests and supporting documents will be reviewed, and you will receive a decision in approximately two weeks.

Students from campuses other than a CSU or UC campus who believe they have met this requirement, must submit a transcript, a course description, and a syllabus from an equivalent course to the Composition Coordinator for evaluation.

### **In-service Courses**

Education courses offered that are designated at the 900- level are intended as in-service courses. These courses are generally offered as workshops and/or in conjunction with professional conferences or other activities. Such courses will not be computed in a student's GPA nor will these courses be accepted to meet degree or credential requirements. Such courses are offered on a credit, no-credit basis only.

### **Award of Degree**

The Master of Arts in Education degree will only be conferred upon those students who complete an authorized graduate degree curriculum established by the School of Education that meets the standards established by the school and University. The basic pattern for the MA programs consists of: (1) core studies (7-quarter units); (2) professional concentration options (34 units); and (3) a culminating project, thesis, practicum or comprehensive examination (1-5 units). All programs shall be based on an irreducible minimum of 45 quarter units of graduate credit acceptable to both the School of Education and the University. Plans of study shall be developed cooperatively by the student and his/her School of Education program advisor and subject to approval of the Director of Graduate Studies of the School of Education. All courses and the culminating activity must be completed within a seven (7) year period to qualify for the degree.

Specific courses for MA degree programs ordinarily will be selected from those in the 500 and 600 series. Some courses may be accepted from the 400 series but only upon prior approval of the program advisor. The student must have a plan of study which has at least one-half of the total degree program in courses



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designed primarily for graduate studies. Courses in the 600 series are designed primarily for classified graduate students for the MA or MS.

Upon completion of all requirements, with the exception of the Culminating Activity, the candidate is to obtain and file an Application for Graduation with the University Evaluations Office for award of the MA in Education or the MS in Counseling. The degree will be awarded only upon certification from the University Evaluations Office that all requirements for the degree have been met, and approval from the School of Education, Credentials, and/or Graduate Studies Offices.

### Financial Assistance

**Graduate Assumption Program of Loans for Education (Graduate APLE)** - This program is designed to encourage students to complete their graduate education and serve as faculty at an accredited college or university in California. Participants may receive up to a total of \$6,000 in loan assumption benefits (\$2,000 each year) for three consecutive years of full-time employment at one or more California colleges or universities. Teaching service must begin within 10 years of being accepted into the Graduate APLE. Students having questions or needing assistance should contact the California Student Aid Commission at [www.csusuccess.org/aple](http://www.csusuccess.org/aple).

**Governor's Teaching Fellowship Program** - These competitive awards are designed for students preparing to teach in low performing schools in California for four (4) years. These fellowships provide \$20,000 to help pay education and living expenses while students are enrolled **full-time** in a California Commission on Teacher Credentialing (CCTC) accredited California State University (CSU), University of California (UC), or independent college/university teacher education program.

### Eligibility Requirements:

- Bachelor's degree from a regionally accredited college or university.
- Verified academic and employment record (including transcripts and employment history).
- Proof of admission to and/or enrollment in a California Commission on Teacher Credentialing (CCTC) accredited teacher education (nonintern) program.
- Documented experience in working with children.
- Letters of recommendation and faculty/employer evaluations.
- Interviews with program administrators.
- Commitment to teach in a low performing school (bottom half of the Academic Performance Index).

### Application process:

- Download an online application at: [www.teacher-fellowship@calstate.edu](http://www.teacher-fellowship@calstate.edu), **or**
- Request an application by e-mail at: [teacher-fellowship@calstate.edu](mailto:teacher-fellowship@calstate.edu), **or**
- Call the toll-free number at: (866) 824-7335.

## PROGRAM CONCENTRATIONS

### Master of Arts Degree in Education with a Concentration in Bilingual/Multicultural Education

The Master of Arts in Education with a concentration in Bilingual/Multicultural Education is designed to meet the needs of bilingual and non-bilingual educators and professionals in related fields who seek to improve their skills in order to attain a higher level of professionalism in bilingual/multicultural education. The advanced degree is articulated with other programs available in the School of Education. A California teaching credential is required prior to the awarding of the degree. Work toward the MA in Bilingual/Multicultural Education may be articulated with the CLAD or BCLAD Certificates as designed by the California Commission on Teacher Credentialing (CCTC) standards.

### Requirements for MA in Education with a Concentration in Bilingual/Multicultural Education (45 units)

#### Prerequisite:

1. A valid California teaching credential, issued by the California Commission on Teacher Credentialing

#### Core: (7 units)

1. EDRS 680 (4)
2. EDRS 681 (3)

**Concentration:** (a minimum of 33 units for MA Degree)

#### Required Courses:

1. EDBI 476 (3)
2. EDBI 503 (5)
3. EDBI 505 (5)
4. EDBI 524 (5)

**Optional Courses:** Take one of the following courses:

1. EDBI 564 (5)
2. EDBI 635 (5)

**Elective Courses:** Take at least 10 units of the following courses

1. EDBI 506 (5)
2. EDBI 564 (5)
3. EDBI 635 (5)
4. EDBI 636 (5)
5. EDSP 501 (5)
6. CPSY 633 (4)



**Language Requirement:**

A Spanish Proficiency Examination (Pretest/Posttest or approved equivalent) is required. The Examination is waived for BCLAD Emphasis or BCLAD Certificate holders.

**Culminating Activity (select one):**

1. EDBI 690 (5)
2. EDBI 691 (5)
3. EDBI 692 (5)

**Master of Arts Degree in Education with a Concentration in Curriculum and Instruction**

The specialization in Curriculum and Instruction is available on the master's level for those individuals who have undergraduate or Post-baccalaureate preparation (including qualifications for some type of appropriate teaching credential) in preschool, kindergarten, or elementary education and subject matter fields acceptable for instruction in grades seven (7) through twelve (12). This specialization will also benefit others including community college instructors, nurses, medical technologists and those in the field of media. Basic courses used to qualify for the initial elementary or secondary credential may not be included in the units applicable toward the MA degree even though these units were taken as Post-baccalaureate credits or as part of the "fifth year" pattern. Some credits, particularly those earned post credential as part of a fifth year program, may be used for the degree provided that those credits are approved by an advisor and carry clearly identifiable graduate numbers certifiable by transcripts from accredited institutions or programs, and such units were not used/needed for total units needed for the undergraduate degree.

**Requirements for the MA in Education with a Concentration in Curriculum and Instruction****Prerequisites:**

1. A valid basic teaching credential (or waiver)
2. An undergraduate GPA of 3.00 or better

**Core:**

1. EDRS 680
2. EDRS 681
3. EDCI 516
4. EDCI 520
5. EDCI 530

**Electives:** In selecting elective courses (minimum of 24 quarter units) for areas of emphasis, please see program plan sheet. Areas of emphasis include: educational technology, field-based studies, and other plans (Plan of Study) developed by the student and advisor. Advisement appointments with a program advisor are extremely important. No student will be permitted to enter the second quarter of coursework without a completed Plan of Study signed by the student and advisor.

**Core-Culminating Activity: (select one)**

1. EDCI 690
2. EDCI 691
3. EDCI 692

**Master of Arts Degree in Education with a Concentration in Early Childhood and Family Education**

The concentration in Early Childhood and Family Education is available for those individuals who have undergraduate or post baccalaureate preparation related to Early Childhood and Family Studies. The student should intend to: teach in child-centered settings with infant, preschool, or elementary aged children; work as administrator of childhood and family programs; pursue a career as a researcher; become a college instructor in early childhood, child development, adolescent development, or family education; work in private industries related to child and family-centered products and services; or work in private or public service organizations.

The primary orientations of the concentration are toward improvement of teaching, design of child centered environments, and development of children's programs, creation of curricula, and the utilization of research in child- and family-centered programs. Appropriate concerns are methods, materials, plans, research data, and procedures pertinent to early childhood and family education.

The specialization in Early Childhood and Family Education may be obtained in conjunction with an elementary credential and the Master of Arts in Education degree.

**Application Process.** Please send the following application materials directly to the Early Childhood and Family Education Program.

1. Letter of interest
2. 3 Letters of recommendation
3. Copy of Transcript
4. Evidence of Graduate Writing Assessment Requirement (GWAR) or equivalent

**Requirements for a MA in Education with a Concentration in Early Childhood and Family Education****Prerequisites:**

1. A valid basic California Commission on Teaching Credential (CCTC) (when applicable, may be waived for those who do not intend to teach in a public school).
2. Nine (9) quarter or six (6) semester units in Child Development coursework or approved equivalent.
3. Acceptance to the CSUB Graduate Program.
4. Undergraduate GPA of 3.0 or higher.



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### Core: (7 units)

1. EDRS 680 (4)
2. EDRS 681 (3)

**Concentration:** a minimum of 25 units of EDEC coursework which must include the following 4 courses:

1. EDEC 513 (5)
2. EDEC 514 (5)
3. EDEC 545 (5)
4. EDEC 590 (5)

**Electives:** a minimum of 8 units of EDEC coursework; the following are recommended courses, but other classes approved by a graduate advisor are acceptable.

1. EDEC 443 (5)
2. EDEC 444 (5)
3. EDEC 522 (5)
4. EDEC 523 (5)
5. EDEC 532 (3)
6. EDEC 644 (1-6)

### Culminating Activity: (select one)

1. EDEC 690 (5) (recommended)
2. EDEC 691 (5) (recommended)
3. EDEC 692 (5)

### Master of Arts Degree in Education with a Concentration in Educational Administration

The concentration in Educational Administration is available for post-baccalaureate students who have an interest in administering programs in elementary or secondary public schools. Work toward the MA degree may be closely coordinated with requirements for the Preliminary Administrative Services Credential. The Preliminary Administrative Services Credential (Tier I) is the first of two credentials (Professional Administrative Services Credential, Tier II) that one must earn to be permanently credentialed as an educational administrator in California's elementary or secondary public schools. Individuals who have the Preliminary Administrative Services Credential may hold any administrative position in California for which they are otherwise qualified. The Preliminary Administrative Services Credential is in effect for five (5) years from the date of issuance, which corresponds with the date of employment in an administrative position requiring the credential.

### Requirements for the MA Degree in Education with a Concentration in Educational Administration

#### Prerequisites:

1. A valid basic California Commission on Teaching Credential (CCTC)
2. EDCI 516
3. EDCI 530

### Core:

1. EDRS 680
2. EDRS 681

### Concentration:

1. EDAD 515
2. EDAD 572
3. EDAD 573
4. EDAD 576
5. EDAD 671
6. EDAD 673
7. EDAD 674
8. EDAD 675
9. EDAD 677
10. EDAD 679

### Culminating Activity:

1. EDAD 693
2. EDAD 694
3. EDAD 698 or EDAD 690 or EDAD 691

### Master of Arts Degree in Education with a Concentration in Reading/Literacy

This program leads to a Master of Arts degree in Education with requirements for the Reading Certificate and Reading/Language Arts Specialist Credential embedded in the sequence of coursework. Competencies emphasized in this program prepare the candidate for professional work and leadership in the field of literacy in grades K-12.

This concentration in Literacy is available for post-baccalaureate students who have an interest in further refinement of their professional skills and knowledge in the areas of reading and the language arts at the elementary or secondary level. Applicants for this graduate concentration in Literacy must also qualify for an official teaching credential but this may be waived under special circumstances. Work toward the MA with a concentration in Literacy may be closely articulated with the Reading/Language Arts Specialist Credential as designed by standards of the California Commission on Teacher Credentialing (CCTC). Website: [www.csub.edu/soe/teacher\\_education/reading\\_and\\_language\\_arts/](http://www.csub.edu/soe/teacher_education/reading_and_language_arts/)

#### Prerequisites:

1. Admitted to CSUB (Post-baccalaureate)
2. BA degree verified (include transcripts if not from CSUB)
3. GPA Verified
4. Essay
5. Copy of California teaching credential verified or MOU
6. Upper division writing (GWAR) competency passed
7. Three recommendation surveys (online)
8. Evidence of CBEST passage



**Requirements for MA in Education with a Concentration in Reading/Literacy Reading Certificate (20 units):**

1. EDLT 501 (4)
2. EDLT 502 (4)
3. EDLT 503 (4)
4. EDLT 504 (4)
5. EDLT 505 (4)

**Reading/Language Arts Specialist Credential (20 units):**

1. EDLT 506 (4)
2. EDLT 507 (4)
3. EDLT 508 (4)
4. EDLT 509 (4)
5. EDLT 510 (4)

**Master of Reading/Literacy Required Courses (10-12 units):**

1. EDRS 680 (4)
2. EDRS 681 (3)
3. EDLT 690 (5) or EDLT 691 (3) or EDLT 692 (3)

**Note:** The Reading/Language Arts Specialist Credential requires the 20 units indicated plus the courses in the Reading Certificate.

**Master of Arts Degree in Education with a Concentration in Special Education**

The Department of Special Education offers programs and services leading to the Master of Arts in Education with a concentration in Special Education in the areas of mild/moderate disabilities and moderate/severe disabilities. This MA degree concentration is individually designed to reflect the student's interests. In addition, two state-recognized credentials can be earned. These professional certificates are the Mild/Moderate Disabilities and the Moderate/Severe Disabilities credentials. Technological applications and multicultural considerations are emphasized in all programs.

**Requirements for MA in Education with a Concentration in Special Education (General)**

Any final degree program may not contain units that are over seven (7) years old at the time that the degree is to be awarded. Please check with the SOE Graduate Studies Office.

A candidate seeking an MA degree must form her/his Culminating Activity Committee at least one in advance of completing the MA Culminating Activity. This involves completing the Culminating Activity-Approval for Registration form and obtaining the signatures of faculty who have agreed to serve on the candidate's committee. The MA degree candidate must also complete the Advancement to Candidacy form. Both forms are available in the SOE Credential Office.

Candidates planning to do research with human subjects must receive an approval of their research proposals from the CSUB Institutional Review Board for Human Subjects prior to starting their research. Candidates are expected to work with their committee chair to fulfill this requirement.

**Prerequisite:**

1. EDSP 501 (5)

**Core Requirements:**

1. EDRS 680 (4)
2. EDRS 681 (3)

**Area of Emphasis: Select either Mild/Moderate or Moderate/Severe**

**Mild/Moderate Disabilities Emphasis**

**Phase I: Foundation and Basic Understanding**

1. EDSP 503 (5)
2. EDSP 506 (5)

**Phase II: Skill Development**

1. EDSP 505 (5)
2. EDSP 508 (5)
3. EDSP 545 (5)
4. EDSP 688 (5)
5. EDSP 529 (5)
6. Elective: Recommend EDSP 680, 690, 660, 695 or EDAD or EDBI course (2-3 units)

**Phase III: Culminating Activity (select one):**

- EDSP 691 (5)  
EDSP 692 (5)  
EDSP 693 (5)

**Moderate/Severe Disabilities Emphasis**

**Phase I: Foundation and Basic Understanding**

1. EDSP 503 (5)
2. EDSP 517 (5)

**Phase II: Skill Development**

1. EDSP 505 (5)
2. EDSP 631 (5)
3. EDSP 632 (5)
4. EDSP 688 (3)
5. EDSP 529 (3)
6. Elective: Recommend EDSP 680, 690, 660, 695 or EDAD or EDBI course (2-3 units)

**Phase III: Culminating Activity (select one):**

- EDSP 691 (5)  
EDSP 692 (5)  
EDSP 693 (5)

**Master of Science in Counseling with Concentrations in School Counseling or College Student Affairs**

The Master of Science degree in Counseling is a 72-quarter unit degree designed to provide graduate preparation for counselors in the areas of School



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**Counseling and College Student Affairs.** 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 in Counseling students take 48 units of core courses in Counseling, 8 units of specialty courses, 15 units of supervised field experience or internship, and a final culminating activity (thesis or comprehensive exam). Extensive field-based experiences are woven throughout the Program. Courses are typically offered on weekdays in the late afternoon and evening for working students, although courses in Practicum and Internship will require extensive daytime commitments. Students must select one of the two concentrations described below in their initial application:

**School Counseling.** Students desiring to counsel in K-12 public or private educational settings should select a concentration in the area of School Counseling. The curriculum has been designed for preparation toward a Pupil Personnel Services (PPS) credential. This option reflects the preparation standards established by the American School Counselor Association and the California Commission on Teacher Credentialing (CCTC).

**College Student Affairs.** Students desiring to work in student services positions within community college, college, and university settings should select a concentration in the area of College Student Affairs. The curriculum has been designed to prepare effective professional counselors to work in a wide range of settings. Examples include Admissions and Records, Financial Aid, Residence Life, Academic Advising, Career Development, Talent Search and Upward Bound.

### Admissions Process

The Counseling Program admits new students once a quarter during the academic year, with the following deadlines for completed files to be submitted to the Office of the Graduate Studies Evaluator (EDUC 105; 661-654-3160): October 15 (for Winter Quarter); February 15 (for Spring Quarter); and April 15 (for Fall Quarter). Prior to formal admission to the Counseling Program, students may enroll in EDCS 510 Counseling Children and Adolescents, EDCS 540 Introduction to Counseling, EDCS 570 Career Counseling, and EDCS 601 Substance Abuse.

To pursue the Master of Science in Counseling, the applicant must first apply to the Office of Admissions and Records, CSUB (661-654-3036), designating the appropriate code for Educational Counseling/Guidance (08261). Following admission to the

University, the applicant is to contact the Department of Advanced Educational Studies Office (EDUC 238; 661-654-3055) for a brochure and application to the specific graduate degree program desired. The completed application is to be returned to the Office of the Graduate Studies Evaluator (EDUC 105; 661-654-3160) for review. The Program Admissions Committee will certify admission or non-admission to the desired degree program only after admission to the University has been established. Applicants will be notified in writing of actions regarding admission taken by the Committee.

Only complete applications files will be considered. It is the responsibility of the applicant to make certain that the application file is complete and contains the following information:

1. Transcripts from all previous undergraduate and graduate study (photocopies acceptable);
2. Counseling Program Application (including personal statement and other documents);
3. Letter of Admission to CSUB Graduate School (photocopy) from the Admissions Office;
4. CBEST Score Report (photocopy) [for School Counseling only];
5. Certificate of Clearance (photocopy) [for School Counseling only].
6. Evidence of course in statistics (see below).

**Minimum Requirements and Prerequisites for Full Admission.** Students must meet all the following applicable conditions to be admitted as "classified":

1. Cumulative grade point average of 3.0 (on a 4.0 scale) in all undergraduate work attempted;
2. Completion of an undergraduate or graduate course in statistics, completed within the past five years, with a grade of "C" or higher;
3. Submission of CBEST scores copy (for School Counseling only)
4. Submission of Certificate of Clearance copy (for School Counseling only).

Information regarding the CBEST (California Basic Educational Skills Test) and the Certificate of Clearance may be obtained from the Credentials Office (EDUC 102; 661-654-2110). Conditionally classified admission *may* be granted on an individual basis to applicants who do not satisfy all of the above conditions. Students accepted as "conditionally classified" will be limited in the number of courses they may take until all conditions are removed and they are reclassified as fully classified.

**After Admission: Advancement Steps Toward Degree.** Once the applicant is admitted, additional steps must be achieved to successfully matriculate toward the MS degree.



**Advancement to Candidacy.** Students are required to be Advanced to Candidacy prior to enrollment in Internship or the Culminating Activity (e.g., comprehensive exam or thesis). Decisions regarding Advancement to Candidacy in the Counseling Program are delayed until a student has taken at least 15 quarter units of coursework to determine, from the students' perspective, whether the Program will meet their career and professional goals; and, from the faculty perspective, whether the student has demonstrated minimal knowledge and skills for continuance in the program leading toward a career as a professional counselor.

In order to better mentor the growth of students throughout the program and to insure the quality of program graduates, Program faculty reserves to itself certain requirements (see Counseling Student Handbook for specifics). A form requesting Advancement to Candidacy should be completed by the student in the quarter prior to the first internship and submitted to the Office of the SOE Graduate Studies Evaluator (EDUC 105; 661-654-3160).

**Ability to Work with People Effectively.** Throughout the Counseling Program and prior to completion, the student must continually provide evidence of the ability to interact competently, successfully, and ethically with 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 the supervised internship experiences in the Program. The student is advised that this quality is difficult to evaluate prior to admission; it may become apparent only as the student progresses through the Program. The applicant who recognizes that these skills may be significantly difficult to achieve is urged to consider other career options. Faculty reserve the right to deny continuation or Advancement to Candidacy for students who do not demonstrate the ability to work with people effectively as described above.

**Internship Application.** A student must submit a completed "Application for Internship" form to the Program Internship Coordinator midway through the quarter prior to each quarter in which Internship credit is desired. The form is downloadable from the website of the intern coordinator.

**Application for Culminating Activity.** The student should complete and submit an "Application for Culminating Activity" form with the SOE Office of the Graduate Studies Evaluator during the quarter *prior* to enrollment in a culminating activity course, i.e., EDCS 696 Masters Project in Counseling (Thesis).

**Application for Graduation.** The student should file an "Application for Graduation" midway through the quarter *prior* to the expected graduation quarter. The student should work closely with the SOE Graduate Studies Evaluator to assure that the file is complete and accurate. Any deviation from the original Program of Study filed at the beginning of the MS program must be explained and approved.

#### **Counseling Core Courses (for both concentrations)**

EDCS 502 (4)  
EDCS 505 (4)  
EDCS 510 (4)  
EDCS 515 (4)  
EDCS 525(4)  
EDCS 532 (4)  
EDCS 540 (4)  
EDCS 560 (4)  
EDCS 570 (4)  
EDCS 581 (4)  
EDCS 601 (4)  
EDCS 605 (4)  
EDCS 691 (5)  
EDCS 692 (5)  
EDCS 693 (5)

#### **Culminating Activity (for both concentrations)**

EDCS 696 (Thesis) (5) *or*  
EDCS 697 (2)

#### **School Counseling Courses**

EDCS 645 (4)  
EDCS 650 (4)

#### **College Student Affairs Courses**

EDCS 620 (4)  
EDCS 635 (4)



## ADVANCED EDUCATIONAL STUDIES

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### **Advanced Credential and Certificate Programs**

The programs and services offered in the Advanced Educational Studies department are designed to prepare teachers, administrators and counselors for degree and specific credentials required in the State of California for service in specialist and administrative positions that require advanced preparation and special competence. These programs also provide in-service educational opportunities for persons currently filling such positions. The California Commission on Teacher Credentialing (CCTC), as authorized by the Teacher Preparation and Licensing Law of 1970, has approved these specialist and advanced services credentials. The Advanced Educational Studies department offers the following advanced services and specialists credential programs:

- Administrative Services Credentials: Certificate of Eligibility, Preliminary and Professional Clear
- Pupil Personnel Services Credential (School Counseling): Professional Clear

### **Administrative Services Credentials: Certificate of Eligibility, Preliminary and Professional Clear**

The Preliminary Administrative Services Credential authorizes service as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, consultant, coordinator or any equivalent or intermediate level administrative position.

Effective May 1, 1994, employment in an administrative position is required prior to the issuance of the Preliminary Administrative Services Credential. (The California Commission on Teacher Credentialing [CCTC] will issue a Certificate of Eligibility for the Preliminary Administrative Services Credential to individuals who complete a college or university program but are not yet employed in an administrative position. This Certificate of Eligibility lasts indefinitely until the candidate obtains an administrative position.) Further, employment in an administrative position is required before admittance to the Professional Administrative Services Credential program. Once an individual obtains the Preliminary Administrative Services Credential with an administrative position, the Professional Administrative Services Credential must be obtained within five years.

### **Requirements for Preliminary Administrative Services Credential**

1. Possession of a valid teaching credential
2. A minimum of three (3) years of successful full-time classroom teaching
3. Pass the CBEST
4. Successful completion of coursework and fieldwork
5. Pass the Culminating Examination.

#### **Prerequisites:**

1. EDCI 516
2. EDCI 530

#### **Concentration:**

1. EDAD 515
2. EDAD 572
3. EDAD 573
4. EDAD 576
5. EDAD 671
6. EDAD 673
7. EDAD 674
8. EDAD 675
9. EDAD 677
10. EDAD 679

#### **Culminating Activities:**

1. EDCA 693
2. EDCA 694
3. EDCA 698

### **Administrative Intern Program**

The Intern Program has as its primary purpose the preparation of school teachers to become school administrators while they serve a school district in an administrative role. Those admitted to the Internship Program will be required to verify that they have a minimum of three years of successful full-time teaching or services (as defined in the Education Code) prior to assuming internship administrative responsibilities.

All interns will be supervised by both a faculty mentor and a district mentor. All cooperating school districts must agree that no intern's salary will be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. All cooperating school districts will be required to certify that interns do not displace certificated employees in participating districts.

The intern takes all of the same courses as in the regular program for the Preliminary Administrative Services Credential except he/she enrolls in the EDAD 580-585 sequence rather than EDCA 693-694 Fieldwork courses. A minimum for 6 units of Internship is required, and additional units may be required by the intern's advisor.



Before the intern assumes intern responsibilities EDAD 580 will meet, providing the intern with an orientation to job responsibilities, and conceptual awareness of the essential themes, concepts and skills related to the performance of administrative services. While differing from the fieldwork in the sense of developing projects based on part-time administrative support, the intern will perform real administrative duties and do readings and reflective writings relating to that meld of theory and practice. A yearly project that develops an increasingly professional perspective will be completed. Such a project might be a faculty handbook, curriculum alignment, in-service plan, or similarly needed administrative project within the position filled by the intern.

During the internship, the district will provide the intern with a brief experience working at a different level, so the intern will have another setting to reflect upon. For example, an administrative intern at the elementary level might be given an opportunity to spend a week or more working as an administrator in a junior high. Or, as another example, interns from a high school district might have an assignment to work with articulation between their high school and feeder schools. Within all internships, efforts will be made to assure interns gain experience in multicultural settings. Although interns satisfy their requirements in a different way, they still are required to document experience in the ten (10) competency areas: educational leadership, organizational management, improvement of the instructional program, management of schools, human resource administration, fiscal resource and business service administration, legal and regulatory applications, policy and political influences, school and community collaborations, and use of technology.

### **Requirements for the Professional Administrative Services Credential**

#### **Prerequisites:**

1. Possession of a valid Preliminary Administrative Services Credential or an equivalent program at an accredited out-of-state institution.
2. Verification of an administrative position requiring a Preliminary Administrative Services Credential
3. 3.00 or better GPA in all college course work.

**Corequisites:** A minimum of two (2) years of successful full-time administrative experience by the end of the program.

**Initial Course:** EDAD 600 Administrative Induction

**Note:** This course must be successfully completed before other coursework in the program is taken, or taken simultaneously with the first coursework.

#### **Core Courses:**

1. EDAD 680
2. EDAD 681

3. EDAD 682
4. EDAD 683
5. EDAD 684
6. EDAD 685

**Non-University Preapproved Activities, Field Work and/or University Electives** (minimum of 120 hours or 12 units)

University Electives:

1. EDAD 610 (3)
2. EDAD 611 (3)
3. EDAD 686 (3)
4. EDAD 687 (3)
5. EDAD 688 (3)
6. EDAD 689 (3)

**Assessment:** EDAD 692 Administrative Assessment

**Note:** This course will be completed at the end of the program.

### **Bilingual/Multicultural: Certificate Program**

The California Commission on Teacher Credentialing (CCTC) has approved the following certificate program. Information regarding this program may be obtained from program advisors.

### **Cross-cultural Language and Academic Development Certificate (CLAD)**

The Bilingual/Multicultural Education Program includes an approved Cross-cultural Language and Academic Development (CLAD) Certificate Program. The CLAD Certificate Program provides second language acquisition methods and skills in teaching English as a Second Language (ESL). Candidates are introduced to current theories and practices of second language acquisition and bilingual/multicultural teaching strategies. The CLAD certificate authorizes the holder to provide English language instruction to English Language Learners (ELL), also called Limited English Proficient (LEP) students in the K-12 setting.

**Requirements:** Eighteen (18) units are required by the CCTC for the CLAD Certificate.

**Prerequisite:** A valid California teaching credential.

#### **Concentration:**

1. EDBI 476 (3)
2. EDBI 505 (5)
3. EDBI 524 (5)
4. EDBI 543 (5)

### **Pupil Personnel Services Credential**

Students with a master's degree or doctorate in Counseling may seek the addition of the Pupil Personnel Services Credential (School Counseling endorsement) by an application process similar to the Master of Science in Counseling. In consultation with the Program Coordinator, a Program of Study will be developed. This Credential authorizes the holder to



## ADVANCED EDUCATIONAL STUDIES

perform at the K-12 levels as prescribed by the CCTC. A total of 72 quarter units must be completed in the courses listed below.

### Admission Process

The Counseling Program admits post-masters, "credential only" students once a quarter during the academic year, with the following deadlines for completed files to be submitted to the Office of the Graduate Studies Evaluator (EDUC 105; 661-654-3160): October 15 (for Winter Quarter); February 15 (for Spring Quarter); and April 15 (for Fall Quarter).

To pursue the post-masters Pupil Personnel Services Credential, the applicant must apply to the Office of Admissions and Records, CSUB (661-654-3036), designating the appropriate code for Pupil Personnel Services (802). The applicant must also contact the Department of Advanced Educational Studies Office (EDUC 238; 661-654-3055) for a brochure and application to the Pupil Personnel Services Program. The completed application is to be returned to the Office of the Graduate Studies Evaluator (EDUC 105; 661-654-3160) for review. The Program Admissions Committee will certify admission or nonadmission to the "Credential Only" Program. Applicants will be notified in writing of actions regarding admission taken by the Committee.

Only complete application files will be considered. It is the responsibility of the applicant to make certain that the application file is complete and contains the following information:

1. Transcripts from all previous graduate study (photocopies acceptable);
2. Counseling Program Application (including personal statement and other documents);
3. Letter of Admission to CSUB Graduate School (photocopy) from the Admissions Office;
4. CBEST Score Report (photocopy);
5. Certificate of Clearance (photocopy).

Information regarding the CBEST (California Basic Educational Skills Test) and the Certificate of Clearance may be obtained from the Credentials Office (EDUC 102; 661-654-2110). Also, please note that only a previous graduate degree in "Counseling" is recognized for "Credential Only" status. Previous coursework will be accepted in lieu of required courses only when the previous coursework is demonstrated to have an "educational counseling" focus.

### After Admission

Once an applicant is admitted, additional steps must be achieved to successfully matriculate toward the credential.

**Ability to Work with People Effectively.** Throughout the Pupil Personnel Services Program and prior to completion, the student must continually provide evidence of the ability to interact competently, successfully and ethically with 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 the supervised Intern experiences in the Program. The student is advised that this quality is difficult to evaluate prior to admission; it may become apparent only as the student progresses through the Program. The applicant who recognizes that these skills may be significantly difficult to achieve is urged to consider other career options. Faculty reserve the right to deny approval for Internship to students who do not demonstrate the ability to work with people effectively as described above.

**Internship Application.** A student must submit a completed "Application for Internship" form to the Internship Coordinator midway through the quarter *prior* to each quarter in which Internship credit is desired.

### Required Courses for Pupil Personnel Services (School Counseling) Credential (72 units)

EDCS 502 (4)  
EDCS 505 (4)  
EDCS 510 (4)  
EDCS 515 (4)  
EDCS 525 (4)  
EDCS 532 (4)  
EDCS 540 (4)  
EDCS 560 (4)  
EDCS 570 (4)  
EDCS 581 (4)  
EDCS 601 (4)  
EDCS 605 (4)  
EDCS 645 (4)  
EDCS 650 (4)  
EDCS 691 (5)  
EDCS 692 (5)  
EDCS 693 (5)  
EDCS 697 (1)

**NOTE:** The above course list is subject to change based upon changing requirements established by the California Commission on Teacher Credentialing (CCTC) and other accreditation mandates.



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**Faculty:** Y. Lee, P. Patterson, C. Petit, Eun-Ja Park (FERP)

### Program Overview

The Department of Special Education is accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for the Accreditation of Teacher Education (NCATE). The department offers exemplary credential programs in Mild/Moderate and Moderate/Severe Disabilities including an Intern Credential Program. The Department also offers an undergraduate minor in Special Education and a Master of Arts degree in Education with a concentration in Special Education.

The Special Education Credential Program offers two credential area options: (1) Educational Specialist in Mild/Moderate Disabilities; and (2) Educational Specialist in Moderate/Severe Disabilities. These credential options are offered at the main campus and also at the CSUB Antelope Valley campus.

Candidates are required to complete the Level I (Preliminary Credential) program first and then the complete Level II (Professional Clear Credential) in Special Education. The Preliminary Level I Credential is valid for five (5) years. During this time, the candidate must complete the Level II program for a Professional Clear Credential.

Additionally, the Special Education Program offers Intern Credential Programs in either Mild/Moderate Disabilities or in Moderate/Severe Disabilities. Intern Programs offer two options: (1) completing Level I and then return to pursue the Level II program; or (2) completing Level I and Level II programs combined in one sequence. All requirements for Intern Credential Programs are similar to the traditional Level I and Level II programs, except for the field experience components.

Candidates may begin the program during any quarter. Orientation and information sessions (Level I, Level II, or Intern Program) are offered at the beginning of each quarter. Candidates are required to attend the orientation session prior to submitting application materials. Each candidate is assigned a faculty advisor when admitted to the program, and candidates are required to consult with their advisor in developing the program plan.

### Special Education Program Descriptions

#### Level I: Preliminary Special Education Credential Programs

##### Admission Requirements:

- Take/Pass the California Basic Educational Skills Test (CBEST)
- BA or BS degree with an overall GPA of 2.67 or higher, or 2.75 or higher GPA in the last 90 quarter units
- Pass the CSET subject matter competency test or SSAT or MSAT or possess a valid California Multiple Subjects or Single Subject Credential.
- U.S. Constitution course
- Complete all required application forms and provide all required documents.
- Minimum GPA of 2.67 overall or 2.75 last 90 quarter units (Exceptional admission is an option for those not meeting either GPA requirement)

A candidate must maintain a 3.00 or higher GPA in all credential courses to remain in the program. If a candidate earns a grade lower than a "C" in any course, that course must be repeated.

#### Educational Specialist in Mild/Moderate Disabilities or in Moderate/Severe Disabilities

Candidates may choose an option in either Mild/Moderate Disabilities or Moderate/Severe Disabilities. The prerequisites are the same for both options. However, candidates are required to successfully complete specific courses for the chosen option. Please consult with an academic advisor for this option.

##### Prerequisites:

- Passage of CSET or SSAT or possession of a valid California Multiple Subjects or Single Subject Credential
- Pre-service coursework and early field experience courses in Elementary or Secondary emphasis:  
EDEL 240 or  
CAFS 210 or  
EDSE 241
- EDSP 501
- EDSP 502 Acquisition of CTET Certificate or equivalent English Learning Authorization (ELA), or the successful completion of:  
EDBI 475 and  
EDBI 478

#### Course Sequence for Mild/Moderate Disabilities Credential Option

**Note:** Candidates have the option to enroll in either the Elementary Education (EDEL) or Secondary Education (EDSE) courses



## SPECIAL EDUCATION

depending upon their subject matter competence. Please consult with an academic advisor for these options.

### Phase I: Foundation & Basic Understanding

1. **General Education**  
EDEL 421 (2) or EDSE 505 (5)  
EDBI 476 (3)
2. **Special Education**  
EDSP 503 (5)  
EDSP 506 (5)

### Phase II: Skill Development

1. **General Education**  
EDEL 437 (3)  
EDEL 420 (4) or  
EDSE 506 (5)
2. **Special Education**  
EDSP 505 (5)  
EDSP 508 (5)  
EDSP 545 (5)

### Phase III: Field Experience

1. **General Education**  
EDEL 450 (5) or  
EDSE 450 (5)
2. **Special Education**  
EDSP 625 (5)

### Course Sequence for Moderate/Severe Disabilities Credential Option

**Note:** Candidates have the option to enroll in Elementary Education (EDEL) or Secondary Education (EDSE) courses. **Please consult with an academic advisor for these options.**

### Phase I: Foundation & Basic Understanding

1. **General Education**  
EDEL 421 (2) or EDSE 505 (5)  
EDBI 476 (3)
2. **Special Education**  
EDSP 503 (5)  
EDSP 517 (5)

### Phase II: Skill Development

1. **General Education**  
EDEL 437 (3)  
EDEL 420 (4) or  
EDSE 506 (5)
2. **Special Education**  
EDSP 505 (5)  
EDSP 631 (5)  
EDSP 632 (5)

### Phase III: Field Experience - Special Education

1. **General Education**  
EDEL 450 (5) or  
EDSE 450 (5)
2. **Special Education**  
EDSP 635 (5)

### Field Experience/Student Teaching and Placement Request

Special Education program candidates are required to complete their field experiences/student teaching in both (a) general education classrooms and (b) special education classrooms after completing all other required courses. The general education student teaching requires 100 hours of student teaching in either the elementary classroom or secondary classroom. The special education student teaching requires full-day student teaching for the entire quarter.

The request for field experience/student teaching placements must be submitted to the Field Experience Coordinator/Department Office by the fifth week of each preceding quarter. The placement request form is available at the Department of Special Education office.

The first seminar session for Special Education student teaching is typically held on the first class meeting date of each quarter. This is a mandatory seminar for all student teachers. The General Education student teaching seminar information is usually provided by the student teaching placement office prior to beginning the field experience in the general education classroom. In addition, the General Education student teaching is scheduled during the summer session for the special education credential candidates.

### Level II: Professional Clear Special Education Credential Programs

#### Admission Requirements & Pre-requisites:

- Successful completion of the Preliminary Level I Education Specialist Credential and receipt of the Level I Credential or a Certificate of Eligibility for the Level I Credential issued by a recommending university.
- Verification of employment in a special education position that is likely to have sufficient duration for the Level II program to be completed. (Employment as a substitute teacher will not meet this requirement.)
- An overall GPA of 3.00 or better; an overall GPA of 2.75 is needed for Special Admission.
- Acquisition of the CTET or an equivalent English Learning Authorization (ELA) Certificate or successful completion of EDBI 475-Introduction to Multicultural Education, EDBI 476-Introduction to Language Acquisition and Development and EDBI 478 Introduction to Teaching English as a Second Language to meet the ELA Certificate.
- Attend a Level II program orientation meeting held at the beginning of each quarter.



**Course Sequence****Phase I: Establishing Direction**

1. EDSP 650 (2)
2. EDSP 660 (1-5)
3. EDSP 680 (3)

**Phase II: Gaining Focus**

1. EDSP 529\* (3)
2. EDSP 688\* (3)
3. EDSP 690 (3)

\* The two courses, EDSP 529 and 688, are also required for the MA Degree in Special Education.

**Phase III: Assuming Leadership**

1. EDSP 695 (2)

**Additional CCTC Requirements**

1. Technology in Education: EDCI 579 or LBST 390 and EDCI 560 **or** Equivalency waiver (CTAP I & CTAP II Certificates)
2. Health Education: BIOL 220 **or** Equivalency waiver for Health Education
3. Current CPR Certificate (infants, children and adults)
4. U. S. Constitution
5. Two years of special education teaching experience while holding the Level I credential in special education

**Special Education Intern Credential Program**

The Special Education Intern Credential Program offers two options: (1) Preliminary Credential (Level I) and (2) Clear Credential (Level I & Level II) programs in either Mild/Moderate or Moderate/Severe Disabilities. All required courses for the Level I and Level II Intern Program are the same as the traditional program requirements except for the field experience requirement. Intern program candidates are required to successfully complete six intern seminars (EDSP 636 A-F) during the two-year span, while traditional program candidates are required to successfully complete student teaching in a general classroom setting (EDEL 450 or EDSE 450) in addition to student teaching in a special education classroom (EDSP 625 or EDSP 635). The Special Education Intern Credential Program is also available at the CSUB Antelope Valley campus.

**Prerequisite requirements for the Intern Program:**

- Bachelor's Degree
- Passage of CBEST
- Subject Matter Competency (CSET or SSAT & PRAXIS passage)
- U. S. Constitution
- Contract or letter of intent to hire from a participating school district
- Completed Intern Application and other accompanying documents

- EDEL 240 or CAFS 210 or EDSE 241 and EDSP 501& EDSP 502. These courses may be taken during the first quarter as an Intern.
- Acquisition of the CTCL or an Equivalent of the English Learning Authorization (ELA) Certificate or EDBI 475 Introduction to Cross-Cultural Education\* and EDBI 478 Introduction to Teaching English as a Second Language\*

\* The EDBI courses may be taken during Phase I of the intern program.

**Course Sequence in Intern Credential Programs****Option I Intern Credential Program**

Candidates in Option I program are required to complete all required Phase I & II courses for Level I program within two years with six (6) intern seminars of EDSP 636 A-F.

**Option II Intern Credential Program**

Candidates in the Option II program are required to complete all required courses for Level I & II within two years with six (6) intern seminars of EDSP 636 A-F. This option is recommended only for those who hold general education credentials at the time of application to the Special Education Intern Credential Program.

**California Commission on Teacher Credentialing (CCTC) Requirements for Option II**

1. Technology in Education: EDCI 579 or LBST 390 and EDCI 560 **or** Equivalency waiver (CTAP I & CTAP II Certificates)
2. Health Education: BIOL 220 **or** Equivalency waiver for Health Education
3. CPR Certificate
4. U. S. Constitution
5. Two years of special education teaching experience while holding the Intern Credential.



## TEACHER EDUCATION

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**DISCLAIMER:** Due to ongoing and substantial changes in credential legislation and degree programs in the State of California, please check with an official School of Education advisor for current information.

### Program Description

The programs and services of the Teacher Education Department are directed toward the pre-service preparation of teachers who are seeking a basic California credential and in-service education for persons already employed. The Teacher Education Department also provides graduate preparation for Curriculum and Instruction with a Reading/Literacy option, a Master of Arts degree in Reading/Literacy, a Master of Arts degree in Early Childhood and Family Education, and a specialist certificate and credential in Reading/Language Arts. The description that follows addresses the basic credential options. Advanced credentials, certificates and the MA in Education options are explained in other sections of this catalog.

### BASIC PRELIMINARY CREDENTIAL PROGRAMS

#### Basic Credentials

- Multiple Subjects - SB2042 Legislation (Credentials have the English Language Learner Authorization infused)/BCLAD Emphasis Credential (grades K-6)
- Single Subject SB2042 Legislation (English Language Learner Authorization infused) Credential (grades 12 and below)
- Education Specialist: Mild/Moderate or Moderate Severe (English Language Learner Authorization infused) (grades K-12)

The University and the School of Education have been granted approval to offer credential programs accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for Accreditation of Teacher Education (NCATE).

The Elementary Education program (Multiple Subjects) is designed for individuals who wish to have a career in teaching at the early childhood and elementary levels. The Multiple Subjects credential authorizes the holder to teach in a multiple subject or self-contained classroom from preschool through the elementary school levels. This typically means K-6.

The Secondary Education program (Single Subject) is designed for those who wish to have a career in teaching at the junior and high school levels. This typically means grades seven (7) through twelve (12).

The Special Education credential authorizes the holder to provide instruction to students with Mild/Moderate or Moderate/Severe disabilities in grades K-12.

### Advising

In consonance with University policy, all undergraduate students seeking the Multiple Subject or Single Subject credential are assigned to an advisor in the area of their undergraduate major for advisement regarding general education, major(s) and minor(s) and elective requirements for the baccalaureate degree. Students are urged to work very closely with their assigned advisor with the understanding that the State credential requirements and procedures are continually being reviewed and are subject to change. Students who are planning to qualify for a credential(s) or are planning to enroll in professional education courses are to seek information regarding their credential program from the Credentials and Graduate Studies Office in the School of Education (661) 654-2110, EDUC, Room 102.

### Approved Subject Matter Programs for Single Subject Credentials

The following table includes a cross-listing of the subject matter program majors approved by the California Commission on Teacher Credentialing (CCTC) for examination waiver purposes for each credential listed:

<b>Credential</b>	<b>Degree Major</b>
<b>Single Subject:</b>	
Art	BA- Art
Agriculture	exam only
Business Education	exam only
English	BA- English
Health Science	exam only
Home Economics	exam only
Industrial Technology	exam only
Modern Languages	
-Spanish	BA- Spanish
-French	exam only
Music	BA- Music
Physical Education	BS- Physical Education and Kinesiology (PEAK)
Mathematics	BS- Mathematics
Science	
-Biological	BS- Biology
-Chemistry	BS- Chemistry
-Geoscience	BS- Geology
-Physics	BS- Physics



Social Sciences

BA- Economics

BA- History

BA- Political Science

### Single Subject

Students who have not completed an approved subject matter program must pass the appropriate CSET Area Examinations (test preparation materials are available in the lobby of the credential's office) or online at [www.cset.nesinc.com](http://www.cset.nesinc.com) for information and internet registration.

### Multiple Subject

- Passage of the CSET Multiple Subject Examination

### Special Education

- Special Education students (K-12) must take the CSET Exams (Passage of the CSET in MS is recommended for the mild/moderate and moderate/severe for employment purposes).

### Admission to a Basic Credential Program

A student must be admitted to the University in order to make application to the teacher education credential program. To be admitted to the credential program, the student must complete the credential program application, been cleared according to established program criteria and been formally admitted to a teacher education credential program offered by the School of Education.

Students may also be conditionally admitted for one (1) quarter while their application is being processed. Information regarding this option is available in the Credentials and Graduate Studies Office or by contacting the program evaluator at (661) 654-2110.

### MULTIPLE SUBJECTS CREDENTIAL PROGRAM (SB2042 WITH AB1059 AUTHORIZATION)

A student may begin the Multiple Subject Credential Program in the Fall, Winter, or Spring quarters. Prerequisites may be taken during the Summer quarter. Orientation and information sessions are offered each quarter.

### Admission Requirements

Admission criteria are based on the CSU and CCTC guidelines. They include, but are not limited to, the following:

**Class Level.** Candidates must be senior status (minimum of 135 quarter units) to apply. IBEST (Integrated Baccalaureate for Excellence in Studies and Teaching) students must complete a minimum of 90 quarter units toward a bachelor's degree at the time of application.

**Grade Point Average (GPA).** To be considered for regular admission, students must have a 2.67 overall GPA, or 2.75 GPA in the last 90 quarter units/60 semester units.

**CBEST.** All candidates must register for the California Basic Education Skills Test (CBEST) **before** applying to the program. Proof of passing CBEST must be submitted at the time of application to Stage III Student Teaching. For more information see: [www.cbest.nesinc.com](http://www.cbest.nesinc.com).

**CSET.** All candidates must pass the California Subject Examinations for Teachers (CSET - Multiple Subjects, subtest I, II & III) **before** admission to the program. For more information see: [www.cset.nesinc.com](http://www.cset.nesinc.com).

**Fingerprint Clearance.** A Certificate of Clearance, Emergency or Substitute permit issued by the California Commission on Teacher Credentialing may be used to satisfy this requirement.

**Tuberculin Clearance (TB).** Within the last four years.

**U. S. Constitution.** A course covering the U. S. Constitution or exam

**Candidate Recommendations.** Included in the application packet.

**Oral Interview.** Students must sign up for a scheduled interview during the Group Application and Information Meeting.

**Writing Sample.** This will be completed at the end of the Group Application and Information Meeting.

### Application must be complete for consideration for admission to the Credential Program.

A minimum GPA of 3.0 in all education coursework must be maintained while in the MSCP. If students earn a grade lower than a "C-" (1.7), they must retake the course before taking any other coursework. Students will not be admitted to Student Teaching until their GPA is 3.00 or better. When the GPA for credential courses falls below 3.00, students will be placed on academic probation or disqualified from the program and will not be recommended for a credential. Students placed on academic probation or disqualified from the program must meet with the Director of the MSCP.



# TEACHER EDUCATION

## REQUIREMENTS FOR THE MULTIPLE SUBJECTS CREDENTIAL

### Prerequisites

Preliminary program requirements must be completed or in progress at the time of application to the Multiple Subject Credential Program. Students must earn a minimum GPA of "B" (3.0) or better.

### Course Sequence

Students wishing to teach in an elementary school in California will take the following courses in the sequence listed in Stages I, II & III and must maintain a 3.00 or higher GPA in all credential courses to remain in the program.

**Note:** Program requirements may change based on evolving credentialing guidelines.

EDEL 240 (2)

EDBI 475 (3)

CTAP Level 1 Technology Proficiency Certification  
take EDCI 579 (1) or LBST 390 (2) or LBST 290

**Stage I: Teaching & Learning Context** (15 units; 19 units BCLAD)

EDEL 420 (4)

EDEL 421 (2)

EDEL 429 (3)

EDEL 437 (3)

EDBI 476 (3)

EDEL 428 (4) (For BCLAD students only)

Begin working on Assessment Portfolio (LiveText)

**Stage II: Curriculum & Instruction in Content**

**Areas** (16 units)

EDEL 430 (4)

EDEL 436 (3)

EDEL 439 (6)

EDBI 478 (3)

Continue working on Assessment Portfolio (LiveText)

**Stage III: Culminating Professional Activities** (15 units)

EDSP 301 (3)

EDEL 438 (3)

EDEL 449 (9)

Finish Assessment Portfolio (LiveText)

### Application Process for the Credential

To apply for a Preliminary Credential, the California Commission on Teacher Credentialing (CCTC) requires the following:

- A BA/BS degree from an accredited University.
- Passage of the CSET (MS) Exam.
- Passage of CBEST exam
- Passage of the RICA exam
- A course covering the US Constitution - or exam
- Completion of CTAP Region 8 Level I Proficiency in Technology

- Completion of an accredited teacher preparation program, including supervised student teaching
- Certification for CPR - Infant, Child & Adult
- LiveText TPA portfolio

### Multiple Subject Student Teaching

Students seeking the Multiple Subject Credential will enroll in two (2) quarters of student teaching (EDEL 439 and EDEL 449, both of which include seminars). Student teaching placements are arranged by the Coordinator of Field Experiences. Experiences will be in settings that are culturally diverse and at two different grade levels for those students in the traditional program. Intern teachers will complete student teaching in their assigned classroom. Private school student teachers are required to complete two (2) quarters of student teaching, one (1) quarter of which must be in a public school classroom.

Requests for student teaching placements are required by the fifth week of each preceding quarter. Intern teachers are directed to follow the guidelines as set forth in the Elementary Education Program Handbook.

Student teaching is a rigorous experience to which candidates are expected to devote substantial time and energy. Candidates involved in student teaching must keep their schedules free of other commitments during periods of student teaching responsibilities. In addition, outside responsibilities should be limited during the student teaching assignment.

**SB2042 Multiple Subject Credential with English Language Learner (ELL) Authorization** (replaces former CLAD Emphasis and AB 1059)

### Emphasis Credential

This program prepares teachers to meet the academic language development needs of English learning students K-12. Students pursue a course of study in an approved California Commission on Teacher Credentialing (CCTC) ELL Authorization or BCLAD emphasis program. Students interested in the Multiple Subjects AB 1059 Authorization or BCLAD Spanish Emphasis credentialing program should contact the Director of the Emphasis Program in the School of Education.

In addition to the other Multiple Subject credential requirements, the ELL Authorization program requirements for the Multiple Subjects Credential are:

- EDBI 475 Introduction to Cross Cultural Education
- EDBI 476 Introduction to Language Acquisition and Development
- EDBI 478 Introduction to Teaching English as a Second Language



- One quarter of student teaching in an English Language learner setting with an AB 1059, CLAD, or BCLAD Spanish certificated master teacher and supervisor

### **Multiple Subject: BCLAD Spanish (Bilingual Cross Cultural Language and Academic Development)**

#### **Emphasis Credential**

In addition to the other Multiple Subject credential requirements, the BCLAD Emphasis requirements for the Multiple Subjects Credential are:

- EDBI 475
- EDBI 476
- EDEL 428
- SPAN 202 (pre-requisite SPAN 201)
- One upper-division Hispanic culture course
- One upper-division Spanish literature course and one upper-division Spanish linguistics course
- One quarter of student teaching in an English language learner setting with a BCLAD certified master teacher and supervisor
- Spanish language competency exit examination
- Preparation of 5 lesson plans in Spanish during the final stage of student teaching

### **Professional Development School (PDS) Option for Preservice Students Preparing to Teach in the Elementary School**

California State University, Bakersfield has one Professional Development school. This is a collaborative and innovative partnership with Greenfield Union School District to restructure the (1) course components of the CSUB elementary teacher preparation program; (2) instructional and assessment strategies in core disciplines for practicing K-6 elementary teachers; and the (3) classroom teaching and learning environment.

Students who participate in the PDS experience have the opportunity to work closely with their coordinator, teachers and children in the district. The PDS utilizes technology and field-based experiences as an integral part of the preservice teacher preparation program. Interested students are to contact the Director of the Elementary Education program (661-654-6615) for additional information about the PDS options currently available.

### **Multiple Subject Intern Program**

This program is designed for students who are currently employed in a self-contained, multiple subjects classroom. After applying to the intern program, students will enroll in a sequence of coursework including fieldwork components, which the interns can implement in the context of their own classrooms.

Interns receive a great deal of support and assistance throughout the program. Upon entry into the intern program, a peer coach will be assigned to the intern to provide guidance at the school site. An intern advisor will guide the student throughout the program as he/she progresses through the stages. This intern advisor will teach intern seminars, which the interns are required to enroll in during each quarter of the program (EDEL 444A - F). University supervisors assist and evaluate the interns during two quarters of supervised student teaching (EDEL 445 and EDEL 446) to provide further assistance as they complete formal and informal observations.

For additional information, please contact the Credentials Office at 661-654-2110.

### **Blended Baccalaureate for Excellence in Studies and Teaching (BBEST)**

The Blended Baccalaureate for Excellence in Studies and Teaching, or BBEST, is an integrated program for improving the quality of teacher education for prospective K-6 teachers. The BBEST program is designed for students who have made the decision to go into K-6 teaching at the beginning of their college career and who are able to commit to full-time enrollment during the day. The program is designed to provide coordinated instruction by faculty from the Schools of Education, Humanities and Social Sciences, and Natural Sciences and Mathematics. Students will receive both their baccalaureate degree in Liberal Studies and a preliminary multiple subjects credential upon completion of the program.

Additional information can be obtained at the Liberal Studies Office, DDH, Room C-100, 661-654-3337.

### **SINGLE SUBJECT CREDENTIAL PROGRAM**

#### **Single Subject with English Language Learner Authorization Credential (replaces former CLAD and AB 1059 Emphasis)**

This program prepares teachers to meet the academic language development needs of English learning students (K-12). Students interested in the Single Subject Credential program should contact the Director of the Secondary Education in the School of Education.

A student may begin the Single Subject Credential Program in the Fall, Winter, or Spring; and, complete the program in one year if the course sequence is followed.

#### **Admission Requirements**

- Attend an Application and Orientation Session in the quarter before program enrollment (*contact the*



## TEACHER EDUCATION

*Credential Office for date and time, 661-654-2091)* at which time students will receive an Application Packet to be submitted for admission.

- Provide CBEST scores (even if the student has not passed)
- GPA of 2.67 or higher overall **or** a 2.75 or higher GPA in the last 90 quarter units
- Complete at least 80% of the subject matter requirements for the baccalaureate major **or**
- Provide verification of passage of the CSET Exam in the appropriate subject area.
- Fingerprint Clearance: Certificate of Clearance or emergency permit (current) issued by the California Commission on Teacher Credentialing (CCTC) satisfies this requirement.
- Candidate recommendations
- U.S. Constitution
- Oral Interview
- Writing Sample

### Course Sequence

The following list of courses represents the required coursework for a Secondary Education Credential. A student must maintain an overall GPA of 3.00 or above in credential courses to remain in the program. A course with a grade lower than a "C" must be repeated.

### Requirements for the Single Subject Preliminary Credential

#### Prerequisites:

Preliminary program requirements (12 units) may be completed or in progress prior to admission to the Credential Program

EDSE 400 (6)\*\*

EDBI 475 (3)

EDBI 476 (3)

\*In addition to lectures and discussions, candidates are required to fulfill 10 hours of fieldwork in designated courses.

\*\* 45 hours of fieldwork is required in this course

#### Stage I (14 units)

EDSP 301 (3)

EDSE 501 (5)

EDSE 503 (3)\*

EDSE 503B (1)

EDSE 504 (3)

#### Stage II (15 units)

EDSE 505 (5)\*

EDSE 505B (1)

EDSE 506 (5)\*

EDSE 507 (5)\*

#### Stage III (17 units)

To begin student teaching candidates MUST: (1)

Complete all prerequisites, Stage I and II, (2) be 100%

Subject Matter Competent, (3) Pass the CBEST, (4)

Have a current TB certificate, liability insurance, and fingerprint clearance on file, (5) Have submitted a student teaching placement request form (due the 5<sup>th</sup> week of the quarter during Stage II, (6) Received a placement assignment letter, and (7) Attended a mandatory student teaching orientation.

EDSE 508 (5)

EDSE 508B (1)

EDSE 599 (12)

EDSE 599B (2)

### Single Subject Student Teaching

Student Teaching is the second most critical component of the Single Subject program and consists of all-day student teaching, which occurs over one quarter or a ten-week period in which the student teacher teaches in his or her subject area and is supervised by a university supervisor and/or a master teacher. Students receive oral and written feedback from their supervisor and/or master teachers; keep a teaching journal of lessons and reflections; and prepare a professional portfolio (LiveText) for presentation at an end of quarter meeting. Students are required to attend university seminars.

### Single Subject Intern Program

Interns are on-the-job trainees who are taking classes as they teach. Intern teaching occurs throughout the program rather than at the end of the program as in the case of traditional student teaching. Interns receive support from a university supervisor and peer coach and are required to attend university seminars and professional development activities required by their school district. To participate in the intern program, students must have an employment contract with a local school district and meet CSUB's admission and Single Subject program requirements (please see brochure for details).

#### First Quarter

EDSE 501 (5)

EDBI 475 (3)

EDSE 592 (6)

#### Second Quarter

EDSP 301 (3)

EDSE 503 (3)

EDSE 503B (1)

EDSE 504 (3)

#### Third Quarter

EDSE 505 (5)

EDSE 505B (1)

EDSE 506 (5)

EDBI 476 (3)



## Fourth Quarter

EDSE 507 (5)  
EDSE 508 (5)  
EDSE 508B (1)  
EDSE 593 (6)

## Other Requirements

EDSE (see advisor) (6)  
CTAP Region 8 Level: Proficiency in Technology  
Completion of Certificate for CPR infant, children & adults

## Application Process for the Credential

To apply for a Preliminary Credential, the California Commission on Teacher Credentialing (CCTC) requires the following:

- A BA/BS degree from an accredited University.
- Passage of the CSET (MS) Exam or waiver program.
- Passage of CBEST exam
- A course covering the US Constitution - or exam
- Completion of CTAP Region 8 Level I Proficiency in Technology
- Completion of an accredited teacher preparation program, including supervised student teaching
- Certification for CPR - Infant, Child & Adult
- LiveText TPE portfolio
- Teacher Performance Assessment (TPA)

## School of Education Programs Offered at Antelope Valley

(See Extended University Division for offerings at College of the Canyons)

The Teacher Education Department, within the School of Education at California State University, Bakersfield, offers the following credential programs in the Antelope Valley:

- Intern, Preliminary Multiple Subject Credential with ELL Authorization or BCLAD emphasis;
- Intern, Preliminary and Single Subject Credential with ELL Authorization; and
- Intern, Preliminary and Professional Clear Specialist Credential (Mild/Moderate and Moderate/Severe)
- Preliminary Multiple Subject only offered at College of the Canyons. Courses are offered through Extended University.

Students are expected to attend an orientation session at least one-quarter prior to applying to a credential program. These sessions are held on the CSUB Antelope Valley College and College of the Canyons. Orientation times and dates are listed in the Schedule of Classes in the Antelope Valley section of the quarterly class schedule. Criteria, fees and requirements for admission to the University and admission to School of Education credential programs are the same as for the main campus. Please refer to individual credential program areas (in this University

Catalog) for application information, admission requirements and specific program requirements.

The course sequence for Credential Programs offered at the Antelope Valley Campus is the same as the CSUB main campus for Phase I, Phase II and Phase III. Students must maintain a 3.00 or better GPA in all credential course work to remain in the program. Student teaching placements are arranged by the credential program coordinator for students to participate in school districts located in the Antelope Valley.

All application and registration materials, including the Quarterly Schedule of Classes, may be obtained at the CSUB Antelope Valley Campus, 43090 – 30<sup>th</sup> Street West, Lancaster, California, 93536 or phone 661-952-5000.



## EDUCATION COURSE DESCRIPTIONS

### COURSE DESCRIPTIONS—EDUCATIONAL ADMINISTRATION

#### **EDAD 515 Administration and Supervision of Special Education (3)**

This course includes intensive study of the organization, administration and supervision of education programs for exceptional children. Included are curriculum, legal relations, budgeting and financing, attendance reporting, facilities planning referral and the use of community agencies in addition to surveying of local, state, regional and national trends and issues.

#### **EDAD 572 Legal Aspects of Education (3)**

This course focuses on the laws of public education, examined from the point of view of implications for the profession and considers legal responsibilities and duties, powers and liabilities of teachers and administrators.

#### **EDAD 573 Financing Public School Districts (3)**

This course provides a systematic examination of such basic concerns as sources of public school revenues, patterns and problems of distribution, budgeting, PPBS programs, effects of technology, and management and accounting.

#### **EDAD 576 School Personnel Management (3)**

Policy formation for personnel practices, techniques of organizing for personnel selection and evaluation, and legal and theoretical aspects of the negotiation process are the focus of this course.

#### **EDAD 580 Administrative Internship I (2)**

Supervised internship for students serving in positions requiring an administrative credential. Includes reflective exercises, related readings, experiences in articulation between school levels, experience in target areas of school leadership. Prerequisites: Admission to the program, consent of coordinator and advisor, and commitment from district.

#### **EDAD 581 Administrative Internship II (2)**

#### **EDAD 582 Administrative Internship III (2)**

#### **EDAD 583 Administrative Internship IV (2)**

#### **EDAD 584 Administrative Internship V (2)**

#### **EDAD 585 Administrative Internship VI (2)**

#### **EDAD 600 Administrative Induction (3)**

This course is taken upon employment as an administrator. The candidate will learn approaches to professional self-assessment and develop a plan for meeting the Professional Clear Administrative Services Credential requirements. The plan will be based upon multiple assessments of the candidate's competence, interests and career goals and will be

developed in consultation with the employing school district and the candidate's university faculty advisor. The plan will include individualized induction components, identification of a local mentor and a description of district support services available to the candidate (new administrator). Also included will be a plan for completing academic course work and other professional growth activities which address the following themes: organizational and cultural environment, dynamics of strategic issues management, ethical and reflective leadership, analysis and development of public policy, management of information systems and human and fiscal resources.

#### **EDAD 610 Executive Seminar (3)**

This elective seminar examines the role of the school superintendent in American public education. It examines the historical evolution of the position, the dimensions of specific responsibilities of the superintendent including fiscal management, instructional leadership, school-community relations, planning, governance, legal and school board relations.

#### **EDAD 611 Executive Liberal Arts Seminar (3)**

This is an elective course that approaches educational administration from a broad liberal arts perspective. It examines the ideals of a liberal education and explores what insights administrators can gain from the arts and sciences, such as mathematics (e.g., modeling), the social sciences (e.g., survey research), the arts (e.g., aesthetic sensitivities) and technology (e.g., educational programming).

#### **EDAD 671 The Governance and Politics of American Education (3)**

This course studies the organization and administration of public school systems and the influence of governmental, political and social forces in the control and development of educational policy making.

#### **EDAD 673 Human Relations in Educational Management (3)**

This course stresses the understanding and development of human relations skills in management, with special emphasis on the facilitative skills of relating personally and within a group, conflict resolution and responsible confrontation.

#### **EDAD 674 Supervision of Instruction (3)**

Historical development and trends of supervision in an educational setting are addressed in addition to current practices and leadership behaviors necessary for the improvement of instruction, staff development and the evaluation of teaching-learning effectiveness.



### **EDAD 675 Supervision of Curriculum (3)**

This course focuses on the historical, philosophical and psychological bases for curriculum decisions, the influence of social forces and subject matter on curriculum design, leadership procedures and processes for curriculum development and the evaluation and improvement of the curriculum.

### **EDAD 677 The Role of the Principal (3)**

A study of the theoretical concepts of human organizational behavior in educational institutions and the communication and planning processes involved in the management system is the basis for this course.

### **EDAD 679 School-Community Relations (3)**

This course studies the influence of the formal and informal structures of communications systems in communities, the nature of communities and the contributions of cultures.

**Note:** The courses that follow are basic courses leading to the Professional Administrative Services Credential.

### **EDAD 680 Theory and Planning in Complex Organizations (3)**

A policy level analysis of theory and application related to all phases of theory on complex organizations is presented. Strategy related to long-term, short-term and strategic planning to relate theory to practice is also emphasized.

### **EDAD 681 Instructional Leadership (3)**

Elements of instructional leadership, particularly those at the district-wide level will be emphasized. Elements that will be included will be a means by which state priorities such as new curriculum standards or changing college and university entrance requirements are implemented and their implications for school/district policy decisions.

### **EDAD 682 Management and Development of Human Resources (3)**

Effective use of human resources and long-range planning relating to recruitment and development at the school/district level will be emphasized. Programs for developing district management personnel as well as school level personnel will be explored.

### **EDAD 683 Legal and Political Policy Analysis (3)**

Court decisions and legislative enactments at the state and national level will be analyzed as to their implications regarding school level policy decisions. Activities relating to school/district intervention at the state policy level will also be investigated.

### **EDAD 684 Fiscal Policy Planning and Management (3)**

Analysis of raising and allocating resources is the focus of this course. Resources forecasting and allocation planning for human resources as well as materials, equipment and building will be analyzed.

### **EDAD 685 Managing and Policy in Multicultural Settings (3)**

The unique understandings necessary to meet the educational and social needs of culturally different children and the implications these needs have for policy decisions as they relate to both fiscal and human resources will be thoroughly analyzed.

**Note:** The following are all fieldwork experiences for the Professional Administrative Services Credential only.

### **EDAD 686 Field Work in Educational Administration I (3)**

Field experiences are developed in consultation with the candidate, field supervisor and university advisor. The emphasis of the field work experience for the Professional Administrative Services Credential will be assuring that the candidate has a series of policy level administrative experiences in order to provide understanding of the decision-making processes relating to the important legislative issues at the local, county, state and national levels.

### **EDAD 687 Field Work in Educational Administration II (3)**

### **EDAD 688 Field Work in Educational Administration III (3)**

### **EDAD 689 Field Work in Educational Administration IV (3)**

### **EDAD 690 Master's Thesis in Education (2-5)**

A carefully designed review of the research literature and finding of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship in the purpose of the thesis. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

### **EDAD 691 Master's Project in Education (2-5)**

The project involves the design and implementation with a written report of a field research, internship or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalent. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).



## EDUCATION COURSE DESCRIPTIONS

### **EDAD 692 Master's Examination in Education (2-5)**

The examination involves an in-depth study of a specific area of concentration in education. The Culminating Activity Committee will determine development of the examination. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

### **EDAD 692 Administrative Assessment (3)**

This experience is taken at the end of the Professional Administrative Services Credential program to assess the completion of the induction plan. Successful completion will be determined as a collaborative effort involving the candidate, the employing school district and the university faculty advisor.

### **EDAD 693 Field Work in Educational Administration I (3)**

This experience involves directed fieldwork in administration of schools and includes supervised project, assigned readings and written reports. Prerequisite: permission of instructor.

### **EDAD 694 Field Work in Educational Administration II (3)**

### **EDAD 698 Culminating Examination in Educational Administration (3)**

This examination involves an in-depth study of educational administration. Prerequisites: successful completion of 39 quarter units in the concentration and core requirements, EDCA 693, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

### **EDAD 699 Individual Graduate Study in Educational Administration (1-5)**

## **COURSE DESCRIPTIONS—BILINGUAL/ MULTICULTURAL EDUCATION**

### **EDBI 475 Introduction to Multicultural Education (3)**

This course introduces pre-credential students to cultural and linguistic experiences vital to their educational and personal success in teaching. This includes a variety of factors that affect the education of children and youth, such as culture, socioeconomics, race, ethnicity, gender, and special needs. It examines diverse concepts, including cultural pluralism vs. assimilation and multicultural vs. monocultural education. Students analyze several methods of instruction designed to create successful

personal and academic performance of minority (linguistic or ethnic) and non-minority students within multicultural classroom settings. **GRE**

### **EDBI 476 Introduction to Language Acquisition and Development (3)**

This course provides an introduction to theories and principles of second language acquisition, factors that affect language acquisition, instructional approaches, bilingual education, language and content assessment, and cultural factors. It includes a comparison of traditional and contemporary approaches to teaching English as a Second Language (ESL). The two major ESL contemporary approaches of English language development (ELD) and specially designed academic instruction in English (SDAIE) are emphasized. The course focus is on creating the most successful ESL classroom instructional climate in order to fully meet the needs of linguistic minority learners from various linguistic backgrounds.

### **EDBI 478 Introduction to Teaching English as a Second Language (ESL/ELD) (3)**

This course reviews and applies theories of second language acquisition and development. It focuses on the practice of ESL methods and materials for the classroom. The course provides teacher candidates with the methodology elements to meet CCTC Domain II-ESL methodology. This course builds on EDBI 475 (Introduction to Cross-cultural Education) which meets CCTC Domain III-Cultural Diversity and EDBI 476 (Introduction to Language Acquisition and Development) which meets CCTC Domain I-Language Acquisition). EDBI 477 moves from a review of the pedagogy for second language acquisition to an analysis of California State EL demographics, to investigating and comprehending the ELD and ELA State Standards, to exposure of various ESL strategies (including ELD and SDAIE), to observing ESL lessons which address the State Standards, and finally to designing their own ESL lessons, appropriate for the grade level and content area candidates expect to teach in. Critiques and self-reflection will be critical components throughout this course.

### **EDBI 503 Teaching Reading in Bilingual/ Multicultural Settings (5)**

This course is designed to focus on theory, research and development, assessment techniques and classroom management skills integral to the teaching of reading in the first and second languages to linguistic minority children within bilingual settings. All instruction and learning are conducted bilingual (Spanish and English). Pre-requisite: 30% on Spanish pre-test.



## **EDBI 504 Bilingual/Multicultural Methods in the Language Arts (5)**

This course consists of language arts curriculum and methods for use with bilingual and monolingual students within multicultural classroom settings (K-12). Several approaches including whole language approaches that incorporate the students' linguistic and cultural experiences will be emphasized for the Spanish and English language arts.

## **EDBI 505 Multicultural Education (5)**

This experience is designed to provide a comprehensive understanding and application of the dynamics of language and culture and its importance to the educational, social and personal needs of students within multicultural classroom climates. Models and approaches that focus on the language cultural dynamics found within successful classrooms will be provided. Students will conduct group presentations on cultural experiences and develop multicultural teaching units.

## **EDBI 506 Bilingual/Multicultural Teaching Strategies (5)**

Instructional theories and strategies appropriate for multicultural classrooms are thoroughly examined. The course is designed to assist the actively involved teacher in enhancing her/his teaching repertoire within all classroom settings and climates, with a variety of subject matter content and with all students-bilingual and monolingual.

## **EDBI 524 Techniques and Methods of Teaching English as a Second Language (5)**

Advanced methods, techniques and skills necessary for teachers at the elementary, secondary and adult levels to promote culturally-sensitive second language instruction and development with a variety of subject matter is 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. Pre-requisite: EDBI 476.

## **EDBI 543 Practicum in an English as a Second Language Classroom (5)**

This course serves as the field work for EDBI 524 and includes written and oral articulation, lesson plans for ELD and SDAIE, supervised classroom teaching, and related experiences with seminars and conferences arranged by a University Supervisor. Credit, No Credit basis. Prerequisites: EDBI 476 and EDBI 524.

## **EDBI 564 Research and Evaluation in Bilingual/Multicultural Education (5)**

Intensive study, analysis and synthesis of classic and recent qualitative and quantitative research studies on language and culture as well as program evaluations within school settings compose the content of this course. Prerequisites: EDRS 680 and EDRS 681, EDBI 476 and EDBI 524.

## **EDBI 635 Curriculum Development for Bilingual/Bicultural and Multicultural Education (5)**

This course provides guided curriculum development for bilingual/multicultural education which includes curriculum development principles and curricular strategies, as well as adaptation strategies for curriculum materials to be used with language and cultural minority students in a variety of classroom climates. Prerequisites: EDBI 476 and EDBI 524.

## **EDBI 636 Seminar in Bilingual/Multicultural Education (5)**

This experience is an in-depth review of current research, trends, issues, programs and other areas related to bilingual/multicultural education. Topics of discussion will vary. Prerequisite: Permission of instructor.

## **EDBI 690 Master's Thesis in Education (1-5)**

## **EDBI 691 Master's Project in Education (1-5)**

## **EDBI 692 Master's Examination in Education (1-5)**

## **EDBI 699 Individual Graduate Study in Bilingual Education (1-5)**

## **COURSE DESCRIPTIONS—CURRICULUM AND INSTRUCTION**

## **EDCI 511 Advanced Educational Psychology and Learning Theory (5)**

This course emphasizes advanced educational psychology and recent significant contributions in research in educational psychology and learning theory. Prerequisite: teaching credential or permission of the instructor.

## **EDCI 516 Advanced Foundations of American Education (3)**

An advanced, 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 on an integration of foundational themes and concerns that relate directly to contemporary educational problems. Prerequisite: teaching credential or permission of the instructor.



## EDUCATION COURSE DESCRIPTIONS

### **EDCI 520 Instructional Strategies (3)**

An examination of various instructional strategies, with the research basis for each, will be included in this course. Selection, implementation and assessment of the strategies will be imbedded in coursework.

Prerequisite: teaching credential or permission of the instructor.

### **EDCI 525 The Gifted, Talented and Creative Child (5)**

This course introduces students to basic terminology, theories and general approaches to education related to gifted, talented and creative children. The focus will be on the nature and needs of these children.

Prerequisite: teaching credential or permission of the instructor.

### **EDCI 527 Art Education in the Elementary and Secondary School (5)**

Introduction to drawing, painting and sculpture for the public school teacher. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 528 Music Education in the Elementary School (5)**

The place and function of music in the elementary school curriculum is discussed. Selection, discussion and analysis of musical materials including state texts, planning activities that enable children to develop appreciation, skills and understanding of the music content is the focus. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 530 Advanced Curriculum Theory and Development (3)**

The focus is on current curriculum issues facing educators, methods of effective curriculum change and development, and the larger context for curriculum in today's schools. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 531 Curriculum Evaluation & Performance-based Assessment (3)\***

This course focuses on the process of educational evaluation seen through the model of Instructional Materials Selection for California public schools. The second focus is on student-centered assessment strategies that have systematic curricular and instructional implications for teachers and students within the context of prescribed standards and guidelines. A central theme in assessment is curriculum implementation in terms of structuring, planning, applying, constructing and explaining the process and product of measuring and evaluating learning/teaching outcomes in both traditional and field-based settings. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 532 Concepts of Science Education (3)**

Differentiation of the concepts of science education appropriate to learning and teaching science at the elementary and secondary levels. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 533 Special Problems in Science Education (3)**

Special research problems in science education including pilot studies, curriculum, methodologies and the nature of science are studied. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 534 Curriculum Concepts for Secondary Science Education (3)**

Special research studies and/or independent studies in science curriculum for the secondary school.

Prerequisite: teaching credential or permission of the instructor.

### **EDCI 535 Science Laboratory Experiences with Children (5)**

Graduate students are involved in the design and application of instructional strategies for teaching children science. Course experiences are focused on the processes of science in the development of laboratory experiences with children. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 536 Special Problems in Mathematics Education (3)**

Instruction in mathematical concepts related to specific problems in mathematics and education and the development of curricular units related to the problem under investigation is the focus of the course. Course includes research problems in mathematics education, including pilot studies, curriculum methodologies and the nature of mathematical learning. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 537 The Nature of Science and Implications for Science Teaching (3)**

This course is designed to illustrate the relationship between the nature of science and science teaching. A specific amount of time is devoted to developing understanding of the difference between scientific inquiry and inquiry as a strategy of teaching. An additional primary purpose of the course is to bring the science teacher to understand the peculiar, and perhaps unique, structures within which facts and ideas of science fit. Emphasis placed upon how this information affects methodology, curriculum and the structure of specific courses in science. Prerequisite: teaching credential or permission of the instructor.



### **EDCI 539 Physical Education in the Elementary School (3)**

This course includes the examination of the place and function of physical education in the elementary school curriculum, analysis of growth and development patterns, learning and motor development, instructional strategies, methodology, materials and evaluation procedures. Focus is on an understanding of the relationship of physical and motor development to the total learning experience of the child. Prerequisite: teaching credential or permission of the instructor. Note: independent study only.

### **EDCI 548 Instructional Leadership in Education as a Profession (3)\***

This course focuses on the educational leadership paradigms to define teacher roles as professionals and leaders in schools. It also helps participants develop knowledge and skills in education leadership as they supervise, coach, mentor, network and collaborate with other participants in the school community. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 549 Diagnosis and Remediation of Learning Problems in Mathematics (5)**

Diagnosis, analysis and remediation procedures are provided to assist children who have problems in learning mathematics. This experience involves work with children, relating applicable theories of learning and instruction to mathematics teaching and learning, diagnosing children's difficulties through the use of standardized and teacher-made tests and observations and analysis and remediation through the use of; manipulatives and other materials. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 550 Social Studies in Elementary School (5)**

The course surveys objectives and the foundation of the discipline of social studies, offers a variety of organizational and planning approaches for a program, a variety of learning experiences, instructional strategies and methods, areas of skill development, a means of providing for individual differences, addresses the affective domain, the role of current affairs, a variety of resources available and evaluation procedures. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 560 Computers and Instruction (3)**

A practical guide to the use of technology in education. Emphasis is placed upon a variety of effective uses for computer-assisted instruction and computer managed instruction to include planning for the integration of

application programs into elementary and secondary school curriculum. A laboratory experience is provided. Prerequisite: CTAP8 Level I certification.

### **EDCI 570 Technology and Assessment (5)**

In this course participants develop technology-based means to assess student assignments and performances. Objectives, rubrics, student portfolios, models and sources for data-driven assessment, and new and emerging assessment technologies will be explored.

### **EDCI 572 Teaching to Standards (5)**

This course is for teachers who are ready to integrate educational technologies into their instructional units. Using California Content Standards and a new set of technology standards, teachers explore how to create and modify lessons that use technology to help students meet learning standards.

### **EDCI 573 Issues in Technology K-12: Laws, Ethics, Practices (5)**

School administrators and teachers face many legal and technical issues as they support and monitor students' computer use. Learners will explore Internet and email access and use issues, copyright and intellectual property rights, social responsibility, ethics, and ways to create and maintain a productive and safe learning environment for teachers and students while using technologies. The course is taught online using a rich variety of resources.

### **EDCI 579 Technology Proficiency Certification (1)**

This course is to assist students in completing the certification prerequisites for CTAP8 Level 1. (See EDCI 560 above.)

### **EDCI 580 Research in Elementary Science Education (3)**

Includes the examination of research on processes in elementary science education, experimental learning, special problems and topics, methods and evaluation. Prerequisite: teaching credential or permission of the instructor. Note: independent study only.

### **EDCI 581 Research in Secondary Science Education (3)**

Includes the examination of research on processes in secondary science education, experimental learning, special problems and topics, methods and evaluation. Prerequisite: teaching credential or permission of the instructor.

### **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



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solving within the context of educational settings. Students will learn specific strategies necessary for promoting critical thinking and problem solving. Important issues related to these topic areas will be addressed through a review of current scholarly literature. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 588 Teaching Diverse Students (3)\***

This course is intended to give students an opportunity to examine a variety of issues confronting many American ethnic/racial minority groups in the school setting. It is also intended to give students an opportunity to examine a variety of theoretical and practical models and approaches relevant to the needs of culturally diverse students and special education populations. Emphasis will be given to the social, psychological and educational needs of culturally and linguistically different children including low SES, ELD, bilingual/ESL and multicultural exceptional learners. Prerequisite: teaching credential.

### **EDCI 591 Problems in Early Childhood Education and Elementary Education (1-5)**

This course is an in-depth study of various areas in early childhood and elementary education. This course is repeatable with different topics. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 594 Seminar in In-service Education (1-5)**

Special programs in in-service education are addressed. This course is repeatable with different topics. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 595 Recent Developments in Education (1-5)**

An examination of significant developments in education and presentation of recent research and ideas. This course is repeatable with different topics. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 596 Special Topics in English Education (1-5)**

Special investigation into specific problems in language arts education in elementary and secondary schools. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 599 Standards-based Learning and Teaching (3)\***

This course offers participants the opportunity to examine and review the national and state standards and their implications to learning, teaching and assessment. The course focuses on implementing standard-driven pedagogical practices in schools. In particular, INTASC, NCATE along with CSTP, will be

overarching frameworks for curriculum planning and delivery. This course focuses on the standard-driven pedagogical practices in both traditional and field-based teacher education programs and how to meet relevant standards in various settings. It also includes the construction and use of rubrics in teaching and assessment. Prerequisite: teaching credential.

### **EDCI 604 Special Topics: Teachers as Reflective Practitioners I & II (1-5)\***

Course participants have the opportunity to reflect on and examine their roles in schools as they observe, experience, evaluate and integrate instructional skills across the curriculum. The course also provides students and cohort groups the opportunity to gain insight into the dynamics of learning and teaching in classroom settings. Through their insinuation in the classroom culture and the "clinical ghetto," students are challenged to think reflect and take action as they substantiate meanings relevant to their academic and professional development as empowered educators. This course will provide participants an opportunity to use their fieldwork to examine and explore their experiences with cohorts and others in a professional forum. Prerequisite: teaching credential.

### **EDCI 610 Philosophical Foundations of Education (3)**

This course includes an examination of selected current philosophies of education, their histories and applications to contemporary educative processes. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 612 Historical Foundations of Education (3)**

This course includes a detailed study of the history of the major trends, forces and patterns in education. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 615 Comparative Education (3)**

This course studies the education patterns of various countries and the history, development and current status of systems of education in different cultural settings. Prerequisite: teaching credential or permission of the instructor.

### **EDCI 695 Action Research for Teachers (3)\***

This course is intended to give educators and teachers (pre-service, in-service, beginning teachers, mentoring teachers, etc.) an opportunity to explore their role as action researchers in various school settings. It also provides them with a base for decision-making processes regarding effective instructional strategies and treatments. The course offers participants an opportunity to identify research problems, investigate workable solutions and



implement an action plan for change as they reflect on current practices. This course will help participants to play their optimal roles as researchers in the classroom environment. Finally, this course focuses on the role of inquiry, reflection and action research as a major phase of induction field-based programs (BTSA/CFASST) to improve teaching and learning. Prerequisite: teaching credential.

### **EDCI 699 Individual Study – Graduate Education (1-5)**

#### **EDCI 690 Master's Thesis in Education (1-5)**

#### **EDCI 691 Master's Project in Education (1-5)**

#### **EDCI 692 Master's Examination in Education (1-5)**

\* [Field- Based Emphasis Area Courses-BTSA/CFASST and Induction Program] (See EDLT 501, 502, 503, and 504 for course offerings in reading/literacy that can also be taken in the Curriculum and Instruction program).

## **COURSE DESCRIPTIONS—EDUCATIONAL COUNSELING**

### **EDCS 502 Human Communications Skills (4)**

A communication skills course that examines interpersonal processes related to the development of counseling skills and strategies and their application to interviewing, assessment and intervention in school and community settings. Demonstration of skills using videotape and feedback is required.

### **EDCS 505 Cross Cultural Counseling (4)**

Focus on attitudes and issues arising from different values and cultural assumptions which affect educational counseling. Attention to cultural sub-groupings of ethnicity, socioeconomic status, gender, sexual orientation, religion, relationship status, age, disability, and other demographics as they relate to the counseling process. Emphasis on counselor roles in advocacy.

### **EDCS 510 Theories of Developmental Counseling with Children and Adolescents (4)**

Focuses on the major developmental approaches to counseling interventions with children and adolescents, integrating learning theories and language development. Attention to developmental issues and tasks necessary for competent counseling with children and adolescents, including cognitive, biological, psychological, social and cultural processes that influence or disrupt normal development.

### **EDCS 515 Theories of Developmental Counseling with Adults and Families (4)**

Exploration of the biological, psychological, social developmental tasks, and the life events of the adult years, including a family and vocational perspective.

The focus is on developmental issues salient to relationships, separation/divorce, blended families, bi-ethnic/biracial families and their effect on academic and personal success.

### **EDCS 525 Legal and Ethical Issues in Counseling (4)**

Focus on legal and ethical issues pertaining to educational and community counseling as found in State codes and in professional organizational ethical standards. Included are the laws governing minors and the reporting requirement imposed upon educational counselors by regulation, statute and case law. Professional orientation issues, such as goals of professional organizations, standards training and credentialing requirements are also presented.

### **EDCS 532 Assessment for Counselors (4)**

Survey of selected assessment instruments, including standardized tests and other programs and techniques commonly used by school counselors to evaluate individuals and groups. Addressed are factors that bear upon academic assessment and achievement and the selection, administration, and interpretation of instruments appropriate to academic, career and personal/social counseling.

### **EDCS 540 Introduction to Counseling (4)**

This introductory course focuses on the role and function of the counselor within the social structure of the educational and community system, including a discussion of the current trends in the organization and delivery of pupil personnel services, student services and community counseling services in multicultural educational settings.

### **EDCS 560 Research Methods in Educational Counseling (4)**

An analysis of methods utilized in educational counseling research. Emphasis on review of literature, hypothesis testing, proper sampling techniques and data collection, statistical methods for data analysis and interpretation of results as reported in counseling literature.

### **EDCS 570 Career Counseling (4)**

Focuses on the processes of career and academic development through the life span, including an emphasis on theories of career education and career counseling, culturally different populations, the interface between the individual and the organizational climate and the resources utilized in the career and academic counseling process.

### **EDCS 581 Practicum (4)**

Focuses on the observation of the practice of counselors across five distinct settings: elementary



## EDUCATION COURSE DESCRIPTIONS

schools, junior high/middle school, senior high schools, postsecondary student services and community agencies. The major thrust will be on providing supervised experiential experiences of school counseling procedures and practices that focus on the academic, career and social/personal issues.

### **EDCS 590 Special Problems in Counseling (1-5)**

Review and analysis of specific topics in counseling. May be used to extend field practice for those students requiring more than three quarters to complete the required hours of Internship (field practice). Prerequisite: Permission of Coordinator.

### **EDCS 601 Substance Abuse and Domestic Violence (4)**

Focus on understanding the issues of substance abuse and domestic violence as they affect educational success. Addressed will be prevention, assessment, intervention and legal reporting issues related to substance abuse and violence in families.

### **EDCS 605 Theories of Counseling (4)**

Focus upon basic concepts and theoretical models of counseling with an emphasis on their application for use with students in educational settings. Models may include Psychoanalytic, Cognitive, behavioral, Person Centered, Gestalt, reality, Solution-Focused, Existential and Brief approaches. Application of each theoretical perspective across the life span and with diverse populations is discussed.

### **EDCS 620 Group Counseling (4)**

Focus on the major approaches to group counseling for applications to college or university settings. Emphasis on small and large group processes and involvement in group experiential activities designed to relate the counseling process to theory. Not designed for School Counseling concentration.

### **EDCS 635 Consultation (4)**

This course focuses on discussion of the theory and practice of consultation and other primary skills required for effective functioning for student service professions in higher education settings. It is designed to enable counselors to promote primary prevention and facilitate change processes by functioning as consultants and managers within a variety of college and university settings. Not designed for School Counseling concentration.

### **EDCS 645 Techniques in School Counseling (4)**

Course focuses on the development of the counseling skills necessary for effective functioning within multicultural educational settings. Experiences in curriculum awareness, assessment of classroom interaction, interpretation of educational tests and

academic and career planning will be provided through observation, demonstration and practice. Not designed for Student Affairs concentration.

### **EDCS 650 Group and Consultation in School Settings (4)**

Focus on the theory and skills necessary for effective group and consultation interventions in multicultural K-12 educational settings. Enables school counselors to establish the conditions necessary for primary and secondary change in such settings. Not designed for Student Affairs concentration.

### **EDCS 690 Master's Thesis in Counseling (1-5)**

This is a supervised project appropriate to the professional field of counseling. The written abstract includes objectives, methodology and a conclusion. Prerequisite: Submission and Acceptance of Culminating Activity form to Graduate Studies Evaluator, Advanced to Candidacy Standing and permission to enroll by Program Coordinator.

### **EDCS 691 Counseling Internship (5)**

Supervised field practice that allows the demonstration of knowledge and skill in areas of educational assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics. Students must provide evidence of professional liability insurance to enroll. Offered on credit, no-credit basis only. Prerequisite: Advanced to Candidacy standing and permission to enroll by Internship Coordinator.

### **EDCS 692 Counseling Internship II (5)**

This course is a continuation of EDCS 691. Students must provide evidence of professional liability insurance to enroll. Offered on credit, no-credit basis only. Prerequisite: EDCS 691 and permission to enroll by Internship Coordinator.

### **EDCS 693 Counseling Internship III (5)**

This course is a continuation of EDCS 692. A minimum of six hundred (600) clock hours of field practice is required (across EDCS 691, 692 and 693). Students must provide evidence of professional liability insurance to enroll. Offered on credit, no-credit basis only. Prerequisite: EDCS 692 and permission to enroll by Internship Coordinator.

### **EDCS 697 Master's Exam in Counseling I (2)**

This is a comprehensive examination in the field of counseling. Prerequisite: Submission and Acceptance of Culminating Activity form to Graduate Studies Evaluator, Advanced to Candidacy Standing and permission to enroll by Program Coordinator.



## EDUCATION COURSE DESCRIPTIONS

### **EDCS 698 Master's Exam in Counseling II (2)**

This examination involves an in-depth study of a specific area of concentration in education.

### **COURSE DESCRIPTIONS—EARLY CHILDHOOD AND FAMILY**

#### **EDEC 443 Supervision and Administration of Early Childhood and Family Education Programs (5)**

Planning, supervision, and administration in early childhood programs, local school districts, and private institutions are the focus of this course. The laws and regulations governing early childhood education in California are considered and reviewed. Procedures for evaluating early childhood programs in terms of the objectives of sponsoring institutions and the guidelines from regulatory agencies are included.

#### **EDEC 444 Internship in Administration and Supervision of Children's Programs (5)**

This course will provide students administrative experience in a variety of public and private child development programs under the mentorship of experienced administrators. Selected mentors will have considerable experience in early childhood pedagogy and curriculum development, fiscal management, recruitment and training of staff. Students will learn sound managerial practices and procedures for operating centers effectively.

#### **EDEC 513 Seminar in Early Childhood and Family Education (5)**

An examination of the status of early childhood and family education; optional program patterns will be discussed and compared; basic theories are detailed and understood within historical context, research in the field is introduced and explored, and the practice of early childhood education is observed and analyzed.

#### **EDEC 514 Growth and Cognitive Development (5)**

Theories and research in socialization, development, cognition in children, and applications to instructional organization and performance of children in learning environments are examined in this course.

#### **EDEC 522 Curriculum and Instruction in Early Childhood and Family Education (5)**

Basic instructional modes and practices; curriculum content and development through application and working with others; materials and organization strategies for instruction will be explored, developed, and variations will be examined.

#### **EDEC 523 Family and Community Involvement in Education (5)**

Application of various kinds of family, school and

community interaction and involvement within the Family Systems Model will be discussed. Focus on different levels of family-school and child-school interaction will be compared. Collaboration and impact of family participation in students' academic performance and development will be addressed.

#### **EDEC 532 Creative Experiences for Early Childhood Educational Settings (5)**

Discussions of different creative experiences that are age appropriate will be covered.

#### **EDEC 545 Human Development: A Life-Span Perspective (5)**

Advanced study in growth and development from conception through adult years including mid-life and beyond. An examination of contemporary research and evidence from the literature is included along with field experiences with children and adults in a variety of environments, especially the family.

#### **EDEC 590 Special Topics in Early Childhood and Family Education (1-5)**

Course may explore different topics each time that it is offered. The course will include analysis and application of current topics in the field. This is the final course before the completion of the Culminating Activity; a high level of participation and production of work is expected.

#### **EDEC 644 Early Childhood Education Field Experience (1-6)**

This course includes laboratory and field experiences with children in various environments. This course may be modified to meet the special interests of the students and their professional goals.

#### **EDEC 699 Individual Graduate Study in Early Childhood Education (1-5)**

### **COURSE DESCRIPTIONS—ELEMENTARY EDUCATION (Multiple Subjects Credential courses)**

#### **EDEL 240 Introductory Fieldwork (2)**

This course is observation and participation in an elementary school classroom designed to provide the prospective elementary teacher with a frame of reference for further work and study in the profession. The course is two credit units and will be a graded class. It is a prerequisite to the Multiple Subject Program. (45 hours of field based components required)

#### **EDEL 421 Foundations of American Education (2)**

In this introductory course candidates will explore the teaching profession, specifically focusing on: the



## EDUCATION COURSE DESCRIPTIONS

interaction of school and society; the historical foundations of American education; the philosophical foundations of American education; and educational program development and teacher practices.

Prerequisites: Admission to the Multiple Subject Credential Program.

### **EDEL 437 Curriculum and Instruction of Elementary Mathematics (3)**

Provides knowledge and skills pertinent to the teaching and learning of math. It also focuses on promoting students' skills in integrating pedagogical practices, methods and materials of mathematics in curriculum planning and content instruction. The course content focuses on alternative approaches to mathematics based on recommendations by the national Council of Teachers of Mathematics (NCTM). Prerequisites: Admission to the Multiple Subject Credential Program.

### **EDEL 429 Classroom Learning Theories and Management (3)**

This course addresses the psychological foundations in the teaching, learning process, and it emphasizes classroom management. Other topics include learning theory, lesson design and presentation, child development and motivation, cooperative learning, assessment and evaluation, and parental involvement. Prerequisites: Admission to the Multiple Subject Credential Program. Note: course includes 10 hours of field based components.

### **EDEL 420 Literacy Acquisition - A (4)**

This course focuses on teaching literacy skills to students in kindergarten through second grades. Theory, research, and practice related to students' successfully acquiring literacy skills or functioning at an at-risk level will be emphasized. The course includes instruction in knowledge of literacy skills, methods, and materials for the primary grades; assessment procedures and materials for students at the emergent level of literacy acquisition; meeting the needs of literacy learners with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse classroom. Prerequisites: Admission to the Multiple Subject Credential Program. Note: course includes 20 hours of field based components.

### **EDEL 430 Literacy Acquisition - B (4)**

This course focuses on teaching literacy skills to students in third through sixth grades. Theory, research, and practice related to student's successfully acquiring literacy or functioning at an at-risk level will be emphasized. The course includes

instruction in content area reading; knowledge of literacy skills, methods, and materials for the intermediate grades; assessment procedures and materials for grade level students, at risk students, and students with culturally and linguistically diverse backgrounds; and instructional strategies and materials for use in a culturally and linguistically diverse. Prerequisites: EDEL 420 and Prerequisites: Admission to the Multiple Subject Credential Program. Note: course includes 20 hours of field based components.

### **EDEL 428 Teaching Reading in Bilingual Elementary School Settings (4)**

This course is designed to provide instruction in theoretical models, instructional methods, materials, and resources used for reading instruction in the primary language (L1) Spanish. Primary language materials, diagnosis and the prescription of reading strategies for facilitating transition from L1 reading (Spanish) to English reading are primarily emphasized. The diagnosis and prescription of linguistic minority and the bilingual student needs are addressed as well as the California State English Language Development Standards. The standards set forth by CCTC, NCTE, ELD and RICA regarding literacy are reviewed. Bilingual emphasis students (BCLAD) in the Multiple Subjects Credential Program will develop diagnostic and prescriptive teaching skills to prepare them for assuming the teaching responsibilities in a variety of English learning elementary classroom setting. Prerequisites: Admission to the Multiple Subject Credential Program.

### **EDEL 436 Curriculum and Instruction of Elementary Social Studies (3)**

This course is designed to familiarize students with the instructional strategies, skills, and materials for teaching social studies to diverse student populations at the elementary level. Demonstration, discussion, reading, and practical experiences will provide students with the basis of an effective social studies program that includes: the use of goals and objectives, approaches to curriculum development, basic content, and techniques for authentic assessment. Prerequisites: Admission to the Multiple Subject Credential Program. Note: course includes 10 hours of field based components.

### **EDEL 438 Curriculum and Instruction of Elementary Science (3)**

This course includes curriculum, instructional strategies, and laboratory activities for teaching science in the elementary school. Course experiences are focused on the nature of science as it relates to science teaching. This course is taken concurrently



with EDEL 449. Prerequisites: Successful completion of Stage I&II requirements. Co-requisite: EDEL 449. Note: course includes field based components while doing student teaching (EDEL 429).

### **EDEL 439 Preparation for Advanced Fieldwork (6)**

This course focuses on providing opportunities for candidates to demonstrate their competency on the Teaching performance Expectations through the completion of two benchmark assessments. The fieldwork component of the courses allows the candidates to teach a series of twelve whole class and/or small group lessons in four areas of instruction (science, social studies, math, and language arts) under the guidance of a master teacher. This field experience involves half day student teaching scheduled during the normal public school daily morning session (4 hours). It also involves a seminar that meets at least five times during the quarter. Prerequisites: EDEL 420, 421, 429, 437, EDBI 476.

### **EDEL 449 Advanced Fieldwork (9)**

This student teaching experience provides an opportunity to apply pedagogical theory and skills in a classroom setting with guidance and assistance from a cooperating teacher and university supervisor. The instruction includes all areas of the curriculum and is an extension of EDEL 439 plus EDSP 301 Teaching Exceptional Diverse Learners in Inclusive Settings and EDEL 438 Curriculum and Instruction in Science. The experience is scheduled during the regular public school daily schedule. Prerequisites: Successful completion of EDEL 439 and all Stage I and Stage II course requirements. Co-requisites: EDEL 438 and EDSP 301.

### **EDEL 445 Intern Teaching Multiple Subjects II**

### **EDEL 444 (A-F) Intern Seminar**

### **EDEL 446 Intern Teaching Multiple Subjects III**

### **EDEL 450 Field Experience in Elementary Class (5)**

This is a student teaching course taken by special education preliminary (Level I) credential program candidates who pursue the elementary track courses. This course provides an initial opportunity for the candidates to apply pedagogical theory and skills in an elementary classroom setting with guidance and assistance from a cooperating teachers and university supervisor. The focus is on curriculum areas of reading, language arts, and mathematics. Scheduled to teach half day daily for five weeks usually during the summer. (Candidates must request student teaching placement one quarter in advance.) Pre-requisites: EDEL 421, EDEL 437, EDEL 420.

### **EDEL 451 Seminar: Field Experience-Student Teaching in an Elementary Classroom (1)**

This is a seminar course taken by special education preliminary (Level I) credential program candidates who pursue the elementary track courses. This course provides opportunities for discussion of problems and practices of elementary school teaching. Various topics, including self-awareness, analysis of teaching problems, are examined as appropriate. Must be taken concurrently with EDEL 450. Prerequisites: EDEL 421, EDEL 437, EDEL 420

## **COURSE DESCRIPTIONS—INDIVIDUAL STUDY**

### **EDIS 496 Internship in Education (1-5)**

This course involves an assignment with an educational or community agency with placement and supervision by a department within the School of Education. The assignment and coordination of the work project, along with conferences and assigned readings, as well as determining course credits, evaluation and grading are the responsibility of the assigned School of Education faculty instructor in consultation with the field supervisor. This course is a credit, no-credit experience. This course may not be used as the equivalent to any part of the student teaching experience.

### **EDIS 497 Cooperative Education (1-5)**

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the Teacher Education Department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working in cooperation with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation and grading are the responsibility of the department faculty. This is a credit, on-credit experience. Note: each department will determine application for credit.

### **EDIS 499 Individual Study (1-5)**

This experience involves the exploration and study of a specific topic, primarily through directed readings and discussed with a School of Education faculty professor. Prerequisite: consent of assisting instructor and written approval of Department Chair and Dean, School of Education.

### **EDIS 699 Individual Graduate Study (1-5)**



## EDUCATION COURSE DESCRIPTIONS

### COURSE DESCRIPTIONS—READING/LITERACY

#### **Reading Certificate Program (RCP)**

Five courses are required in the Reading Certificate Program (RCP) totaling 21 quarter units. Courses are sequenced to scaffold candidates' increasing levels of competency from awareness to basic and comprehensive levels; therefore, prerequisites exist in all but the foundational courses. A brief description of the course content follows:

#### **EDLT 501 Foundations of Literacy Learning (4) ONLINE**

This introductory course examines classical and current theory and research related to components of the literacy acquisition process including oral language; reading comprehension, fluency, word recognition and vocabulary development; written language content form and use.

#### **EDLT 502 Written Language Development and Literacy Learning (4)**

This introductory course examines: (a) structure and linguistic elements of English language; (b) relationships between language, spelling, reading and writing; (c) role of assessment/evaluation in language instruction and learning; and (d) literacy acquisition of English Language and English Only Learners.

#### **EDLT 503 Literacy Processes & Practices (K-12) (4)**

Literacy materials, assessment and instructional/intervention models are examined. Candidates apply knowledge by designing and implementing a classroom literacy intervention in a small group format that addresses English Language and English Only Learners, cross-cultural practices and students at the early or intermediate reading level.

#### **EDLT 504 Comprehending Narrative and Expository Texts (4) ONLINE**

Current theory and research on the relationship between comprehension and literacy acquisition/proficiency are explored. Instructional/intervention strategies and materials to support comprehension at the early, intermediate and fluent levels are studied. Specific topics include background knowledge, concept formation, vocabulary development, narrative and expository text structure analysis, independent reading and cross-cultural practices.

#### **EDLT 505 Clinical Experiences in Literacy Learning (4)**

This course meets at a designated public school site where CSUB operates a field-based literacy clinic. An intervention based on formal and informal assessment and a research-based, balanced model of literacy instruction is designed and implemented for a student

experiencing difficulty with literacy acquisition. Results are reported to stakeholders in a case study format. Prerequisites: EDLT 501, 502, 503, & 504.

#### **Reading and Language Arts Specialist Credential Program (RSCP)**

The five RCP courses are prerequisites for the RSCP (21 quarter units). An additional five classes are required in the RSCP totaling 19 quarter units (with a grand total of 40 quarter units for the RSCP). Classes are sequenced to scaffold candidates' increasing levels of competency from awareness to basic and comprehensive levels; therefore, prerequisites exist in all classes. A brief description of the course content follows:

#### **EDLT 506 Theoretical Models and Processes of Reading (4) ONLINE**

An advanced analysis of classical and current literacy theory and research is conducted. The analysis includes examining the relationship between current literacy issues, emerging research findings in literacy and related disciplines, and theoretical models of literacy acquisition. Prerequisites: EDLT 501, 502, 503, 504, & 505 (Waived upon approval).

#### **EDLT 507 Advanced Topics in Literacy Learning (4)**

An in-depth analysis of current topics in the field of literacy is conducted (instructional models, intervention programs, materials and resources). A classroom literacy intervention is planned following an action research design (to be implemented in EDLT 509). Implementation criteria include the use of assessment to inform instruction, addressing the needs of all literacy learners, developing material and resource selection guidelines, and grounding the intervention in a research-based, balanced literacy model. Prerequisites: EDLT 501, 502, 503, 504, & 505. Recommend EDRS 680 and EDRS 681 prerequisite.

#### **EDLT 508 Reading / Language Arts Curriculum and Programs (4)**

Characteristics of effective literacy instruction, intervention, curriculum, and program planning are studied. Evaluation criteria for and procedures used with instructional programs and materials are examined. A comprehensive, staff development model for literacy learning will be developed and a segment of that model will be presented in a staff development format. Prerequisites: EDLT 501, 502, 503, 504, 505 (Waived upon approval).

#### **EDLT 509: Field Experience in Literacy Learning (4) ONLINE**

The action research project planned in EDLT 507 is implemented, analyzed, and reported. The project is supervised and evaluated by the instructor, a school



administrator, and a peer group. The reporting process includes a formal, written document (data analysis, findings, conclusions, and implications) and oral presentation to peers. Prerequisites: EDLT 501, 502, 503, 504, 505, 506, & 507.

### **EDLT 510 Advanced Clinical Experiences In Literacy Learning (4)**

This course meets at a designated public school site where CSUB operates a field-based literacy clinic. A comprehensive intervention based on formal and informal assessments and a research-based, balanced model of literacy instruction is designed for a student experiencing severe difficulty with literacy acquisition. The implementation includes ongoing interaction with the student's classroom teacher and parent/guardian. Results are reported to stakeholders and colleagues using a case study format. Prerequisites: EDLT 501, 502, 503, 504, 505, 506, 507, 508, & 509.

### **EDLT 699 Individual Graduate Study in Reading/ Literacy (1-5)**

## **COURSE DESCRIPTIONS—EDUCATIONAL RESEARCH**

### **EDRS 680 Educational Statistics (4)**

This course covers basic parametric and nonparametric methods that are useful in educational research. The quantitative training has a three-fold focus: (1) when to use each statistical method; (2) how to use the method through computer programming; and (3) how to interpret the results in research literature and computer printout. At the conclusion of the course students will have a set of useful programs. By replacing numeric parts of each program with their own data in the future, students will be able to conduct statistical analyses and produce empirical results for dissemination. The academic training is also helpful to students who need to understand statistical results produced by other investigators. In summary, the course design is geared toward preparing students as competent producers and consumers of educational research.

### **EDRS 681 Research Design and Analysis in Education (3)**

This course focuses on various qualitative approaches, including historical inquiry, descriptive research, quasi-experimental design, single-subject investigation, document analysis, interview planning, observation inventory and ethnographic studies. These research tools are incorporated with statistical methods from EDRS 680 to facilitate development of student research proposals. Topics of the proposal

often reflect characteristics of action research that are relevant to classroom teacher, educational administrators, school counselors and special educators. Prerequisite: EDRS 680.

## **COURSE DESCRIPTIONS—SECONDARY EDUCATION (Single Subjects Credential courses)**

### **EDSE 400 Introduction to Secondary Teaching/ CTAP Level I (6)**

This course is a general introduction to teaching and the teaching preparation program for Single Subject Credential candidates. It includes exposure to a single subject classroom, basic technology proficiency, and the requirements for the teaching preparation and induction programs. Designed to provide the prospective secondary teacher with a frame of reference for further work and study in the teaching profession. 45 hours of observation in a junior or senior high school classroom is required. C-TAP Level I Component is included.

### **EDSE 401/501 Foundation of Secondary Education (5)**

This course is a general introduction to American Education and the profession of teaching for students in the Single Subject/Secondary Credential Program. It includes the study of current issues, theories and conditions in education, the requirements of the profession, as well as credentialing in California.

### **EDSE 403/503 General Methods and TPE's (3)**

This course is required of all candidates for a Single Subject Secondary Teaching Credential during Phase II of the program. The content is designed to acquaint the candidate with pedagogical techniques, philosophies, and practices utilized by successful classroom teachers and required by the Teaching Performance Expectations # 1-13 as delineated in the Standards of Quality and effectiveness for Teacher preparation Programs. Ten hours of observation in a junior or senior high school classroom is required.

### **EDSE 503B TPA Designing Instruction Specific Pedagogy (1)**

This is an activity course for the completion of the Teacher Performance Assessment. This course must be taken with EDSE 503.

### **EDSE 404/504 Reading Methodology (3)**

This course is required of all candidates in the Single Subject Secondary Teaching Credential. The content is designed to acquaint prospective teachers with research-based information on adolescent literacy development across diverse student populations. Candidates will study the developmental reading,



## EDUCATION COURSE DESCRIPTIONS

writing, and thinking stages of all students, including students varied reading levels and language backgrounds, including English Language Learners.

### **EDSE 405/505 Special Methods/Content Area (5)**

A special methods course may not be offered at CSUB in some of the major subject areas. In such cases an appropriate related subject may be substituted (with prior approval) or a special methods course may be used/completed from another institution. Ten hours of observation in a junior or senior high school classroom is required. Prerequisites: EDSE 401, 403, & 404.

### **EDSE 505B TPA Designing Instruction (1)**

This is an activity course for the completion of the Teacher Performance Assessment. This course must be taken with EDSE 505.

### **EDSE 406/506 Reading Across the Curriculum (5)**

This course is required of all candidates in the Single Subject Secondary Teaching Credential. The content is designed to acquaint prospective teachers with research-based information on adolescent literacy across content areas. Candidates will study an array of strategies and methods for guiding and developing content-based reading and writing abilities of all students, including students of varied reading levels and language backgrounds. Ten hours of observation in a junior or senior high school classroom is required.

### **EDSE 407/507 Classroom Management (5)**

This course relates directly to the student's beginning teaching experience and addresses the psychological foundations in the teaching-learning process. Major topics include: adolescent development and psychology, classroom management, motivation, learning theory, assessment and evaluation. This course is taken in Phase II concurrently with EDSE 445. This course is a requirement for a Single Subject Credential. The course is designed to make candidates conversant with current pedagogical theory and best practices employed by secondary teachers to promote an optimal learning environment for all students. The course topics include principles of classroom management, understanding students' motivation and behavior, structuring the learning environment, class planning as a prevention measure for obstructive behavior, procedures for handling various types of classroom behavioral crisis, and steps to take in modifying disruptive student behavior. Prerequisites include: EDSE 401, 403, & 404.

### **EDSE 408/508 Educational Psychology and Assessment (5)**

This course relates directly to students' beginning teaching experience and addresses the Psychological

foundations in the teaching-learning process. Major topics include: adolescent development and psychology, classroom management, motivation, learning theories, assessment, and evaluation. This course is taken in Phase II concurrently with EDSE 499. Prerequisites include EDSE 400, 401, 403, 404, 405, 406, 407, & EDBI 475/476 and EDSP 301.

### **EDSE 450/550 Secondary Field Experience for Special Education Majors (5)**

This student teaching course provides an initial opportunity for special education majors to apply pedagogical theory and skills in a junior and/or senior high school setting with the guidance and assistance from a cooperating teacher and university supervisor. Candidates are required to student teach for five (5) weeks, half-day in a secondary (single subject) classroom. (Candidates must request student teaching placement one quarter in advance.)

### **EDSE 492/592 Secondary Intern Teaching I (6)**

### **EDSE 493/593 Secondary Intern Teaching II (6)**

**Note:** Except for an Internship, EDBI 475 & 476, EDSP 301, EDSE 401, 403, 404, 405, 406, 407 must be successfully completed before the student will be permitted to begin EDSE 499. EDSE 408 must be taken concurrently with student teaching. Ten hours of observation in a junior or senior high school classroom is required when enrolled in these courses: EDSE 403, 405, 406, and 407.

### **EDSE 499/599 Supervised Teaching Induction (12)**

This student teaching experience involves a full-day teaching responsibility in the classroom. This experience is based in junior and/or high school with the guidance and assistance of the cooperating teacher and university supervisor.

**Note:** All student teachers, including interns, must verify that they are CTAP Level I computer literate for the preliminary credential.

### **EDSE 508B TPA Assessing Learning (1)**

This is an activity course for the completion of the Teacher Performance Assessment. This course must be taken with EDSE 508.

### **EDSE 599B TPA Culminating Teaching Activity (2)**

This is an activity course for the completion of the Teacher Performance Assessment. This course must be taken with EDSE 599.

## **COURSE DESCRIPTIONS—SPECIAL EDUCATION**

### **Note: Cross Listings of EDSP Courses**

Special Education (EDSP) courses with two numbers indicate cross listings of undergraduate and graduate level courses. Undergraduate students must enroll in the lower number courses. For instance, the ISPED



program candidates for Liberal Studies major must enroll in EDSP 405 while graduate students enroll in EDSP 505.

### **EDSP 301 Teaching Exceptional Diverse Learners in Inclusive Settings (3)**

This course presents an overview of the role and responsibilities of elementary and secondary teachers in meeting the educational needs of exceptional and diverse learners in general education classrooms. Students will be given the opportunity to study the special education process, characteristics of exceptional, diverse, and at-risk learners, and the use of effective differentiated instructional guidelines, practices and accommodations. Emphasis will also be focused on management considerations, evaluative and collaborative activities, curriculum modifications, and laws, procedures and regulations pertaining to the education of exceptional learners. SB2042 Multiple Subjects and Single Subject Preliminary Credential candidates are required to take this course.

### **EDSP 302 Early Field Experiences in Special Education (2)**

This course provides initial opportunities for Educational Specialist credential candidates to observe various learning characteristics of students with diverse needs and to actively participate in two or more special education settings and grade levels spending a minimum of 45 hours evenly spaced during the quarter under the supervision of a district cooperating teacher and a university supervisor. In addition, candidates are expected to attend **5 on-campus seminars**. This course will provide the candidate with an excellent opportunity for assessing one's aptitude for a special education professional career. (This course is a pre-requisite course and may be taken concurrently with EDSP 301.)

### **EDSP 501 Advanced Study of Special Populations (5)**

This course provides an advanced study of professional, legal, ethical and historical practices along with current issues and trends related to providing meaningful learning opportunities for teaching special populations including students with disabilities and those who are gifted and talented. The course will include discussion and analysis of laws, practices, procedural safeguards, and regulations pertaining to the eligibility determination and education of exceptional individuals. It will also address the ethics and values of the professional educator as a reflective decision maker. Current and future special educational services, issues and trends will also be discussed such as the principle of the least restrictive environment (LRE), inclusion, and the historical sequence legislation, P L 94-142, IDEA, ADA and

*Section 504*. In addition, this course provides advanced study of the educational, psychological, and behavioral characteristics and needs of exceptional learners and their families. *This course is required to clear the fifth year mainstreaming component for multiple subjects and single subject Ryan credential candidates.* This is a 5 Quarter Unit course. (Prerequisite for all Special Education courses)

### **EDSP 502 Field Experience I: Observation/ Participation (2)**

Early field experiences in two or more special education settings and grade levels in public schools. Candidates are expected to spend a minimum of 45 hours evenly spaced during the quarter under the supervision of a district cooperating teacher and a university supervisor. Additionally, candidates are expected to attend five (5) on-campus seminars. Candidates are provided opportunities to observe various learning characteristics of students with diverse special needs and actively participate in a variety of instructional delivery systems learning how to manage learning environments with diverse student populations. This course will provide the candidate with an excellent opportunity for assessing one's aptitude for a special education professional career. Co-requisite: EDSP 501.

### **EDSP 403/503 Communication and Consultation: Collaborative Partnership (5)**

This course closely interweaves issues of exceptionality, diversity and life span transitions while the teacher candidate demonstrates growing knowledge and skills in effective communication and self-awareness. This course is designed to focus on managing learning environments for diverse learners that facilitate positive behavioral self-control, self-esteem and self-advocacy. Further, the abilities to facilitate the essential collaborative partnerships between individuals with disabilities and their families, school personnel and community related services will be modeled and taught. The teacher candidate's role in facilitating communication and in focusing on realistic shared responsibility in collaborative partnerships is the foundation themes of this course. Given the stressful challenges of this course, teacher self-care will be integrated into all skill training. The knowledge base skills taught integrate Jung's contemporary model of personality diversity, cognitive self-awareness models, the classic Gordon teacher effectiveness communication model and the applied behavior analysis model. Prerequisites: EDSP 301/ 501 & EDSP 302/502 or permission of instructor. This is a core requirement for Mild/Moderate & Moderate/ Severe program.



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### **EDSP 405/505 Classroom Management and Positive Behavior Support (5)**

This course will familiarize candidates with the components of a positive and proactive approach to behavior management in the classroom. Specific techniques (i.e., social skills, training, surface behavior management, and role-playing) for creating a positive learning environment will be demonstrated. Most commonly used behavior management approaches (including the ecological approach, educational approach, psycho-educational approach, humanistic approach, psychodynamic approach, behavioral approach, applied behavior analysis and cognitive behavior modification) will be reviewed.

Within a "case-study" format, specialist/degree candidates design behavioral intervention programs for student exhibiting a wide range of learning and behavioral needs. Candidates will be challenged to consider ethical, cultural and pedagogical implications inherent in the use of A.B.A. technology; and to design interventions that empower children toward self-regulation. Additionally, the Hughes Bill will be introduced and its implication to special education for student with challenging behaviors will be discussed. Prerequisites: EDSP 301/501 & EDSP 302/502 or instructor permission. This is a core requirement for Mild/Moderate & Moderate/Severe program.

### **EDSP 406/506 Characteristics of M/M Disabilities and Curriculum Adaptations (5)**

This course will examine a variety of unique learning needs of students with Mild/Moderate (M/M) Disabilities in terms of intellectual, emotional-social, behavioral, communication, and psychological characteristics. This course will also address the basic principles and strategies of assessment, curriculum adaptation and instructional strategies. Candidates will be able to develop appropriate IEP goals and objectives and implement such individualized curriculum adaptations to meet their students' unique educational needs. Additionally, candidates are required to spend a minimum of twenty (20) hours during the quarter for observation and participation in the education setting for students with Mild/Moderate Disabilities. Prerequisite: EDSP 301/501 & EDSP 302/502 or instructor permission.

### **EDSP 408/508 Assessment of Students with Mild to Moderate Disabilities (5)**

This course will provide candidates with knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild to moderate disabilities which include assessment of the developmental, academic, behavioral, social, communication, vocational and

other related skill needs.

Each candidate will be able to make appropriate instructional decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum references, performance-based and appropriate to the diverse needs of individual students. Prerequisites: EDSP 301/501, EDSP 302/502 and EDSP 406/506 or instructor permission.

### **EDSP 517 Characteristics of M/S Disabilities and Curriculum Adaptations (5)**

This course will examine a variety of unique learning needs of students with Moderate/Severe (M/S) Disabilities in terms of intellectual, emotional-social, behavioral, communication, and psychological characteristics. This course will also address the basic principles and strategies of assessment, curriculum adaptation and instructional strategies. Candidates will be able to develop appropriate IEP goals and objectives and implement such individualized curriculum adaptations to meet their students' unique educational needs. Additionally, candidates are required to spend a minimum of twenty (20) hours during the quarter for observation and participation in the education setting for students with Moderate/Severe Disabilities. Prerequisite: EDSP 301/501 & EDSP 302/502 or instructor permission.

### **EDSP 529 Transition and Career Education (3)**

This course will prepare candidates to implement successful planning of transitional life experiences for elementary and secondary students with mild to severe disabilities. This course will discuss the curriculum, program administration, services and legal aspects of vocational education and training for exceptional children, including occupational information and counseling, work evaluation and adjustment principles. Candidates will visit programs in the community and consult with field-based personnel. Prerequisite: EDSP 301/501 & EDSP 302/502 or instructor permission.

### **EDSP 445/545 Instructional Strategies for M/M Disabilities (5)**

This course will review the basic theories of curriculum and a variety of effective instructional strategies for teaching reading, language arts, mathematics, and science to students with Mild/Moderate disabilities. Candidates will have opportunities to develop and implement appropriate curriculum and instructional strategies for each area of instruction for different ability levels that can reflect the adaptation and modification of the core curriculum to meet the unique needs of students with Mild/Moderate disabilities. Prerequisites: EDSP 301/501, EDSP 302/502, EDSP 406/506, EDSP 408/508 or instructor permission.



### **EDSP 625 Field Experience II: Student Teaching Mild/Moderate Disabilities (5)**

A special education field experience course taken at the third and final phase of the Mild/Moderate Credential program. Candidates are provided with opportunities for meaningful collaborative instruction for students with Mild/Moderate disabilities and diverse needs in the public school setting (K-12). For one (1) quarter, each candidate is required to participate in and reflect on a variety of activities representing different roles of special educators including interactions with parents, and to assume other responsibilities of full-time teachers and service providers. Prerequisites: EDSP 301/501, 302/502, 403/503, 405/505, 406/506, 408/508, 545.

### **EDSP 631 Assessment of Individuals with Moderate/Severe Disabilities (5)**

This course will provide the candidates with a knowledge base and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches for students with Moderate/Severe disabilities. The candidate will be able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized assessment techniques, instruments and procedures that are functional, curriculum-based and appropriate to the diverse needs of individual students. Additionally, this course will explore the ethical foundation of assessment and a case study approach will be utilized. Prerequisites: EDSP 301/501, EDSP 302/502 & EDSP 417/517 or instructor permission.

### **EDSP 632 Curriculum & Instruction for Students with Moderate/Severe Disabilities (5)**

This course will review the basic theories of curriculum and instruction and examine the structure of curricula that are currently available. Candidates will also study a variety of effective instructional strategies that are used to meet the diverse learning needs of students with Moderate/Severe disabilities. Candidates will have an opportunity to develop appropriate curriculum for each area of instruction for different ability levels that can reflect the adaptation and modification of the core curriculum to meet the unique needs of students with Moderate/Severe disabilities. Prerequisites: EDSP 301/501, EDSP 302/502, EDSP 405/505, EDSP 431/531 or instructor permission.

### **EDSP 635 Field Experience II: Student Teaching in Moderate/Severe Disabilities (5)**

A special education field experience course taken during the third and final phase of the Moderate/Severe credential program. For one (1) quarter, candidates are provided with opportunities for meaningful collaborative instruction for students with

Moderate/Severe disabilities with diverse needs in public school settings (K-12). Each candidate is required to participate in interactions with parents and to assume other responsibilities of full-time teachers and service providers. Prerequisites: EDSP 301/501, 302/502, 403/503, 405/505, 417/517, 431/631, 432/632.

### **EDSP 636 (A-F) Intern Seminar/Supervision in Special Education (2)**

This practicum is developed to provide ongoing support and guidance to on-the-job intern credentialed teachers serving Mild/Moderate and Moderate/Severe populations. The seminar focuses on developing a community of learners in special education classrooms that include fundamental organization, classroom management, instructional skills, use of assessment batteries, lesson/unit planning and professional development. A major emphasis in this practicum will be sharing experiences and expertise so teachers can learn from each other. During this practicum, teachers will be provided guidance in their assigned classroom from support teachers and university faculty. Supervision will focus on basic classroom management and instructional competencies. The first quarter interns take EDSP 636A, the second quarter EDSP 636B, etc. Prerequisite: EDSP 501 & EDSP 502. (Sections must be completed in sequence of A, B, C, D, E, & F)

### **EDSP 650 Application of Theory into Practice Induction Seminar (2)**

This field-based seminar course will require the candidate, in collaboration with a university advisor and a district support provider, to develop a Level II Professional Induction Plan. The plan will include university and non-university components and will address the candidate's needs, goals and professional interests, apply conceptual knowledge into practice and build upon the foundation established in the Level I Preliminary Credential program. Prerequisite: Completion of Level I credential program.

### **EDSP 660 Professional Development in Specialization Areas (1-5)**

This field-based seminar course will require candidates, in collaboration with their university advisor and district support provider, to identify approved non-university activities, participate in those activities and evaluate the effectiveness of those activities in meeting the candidate's performance goals included in the Professional Level II Induction Plan. The course will build on the foundation established in the Preliminary Level I Credential Program and expand the student's scope and depth in specific content areas, as well as expertise in performing specialized functions. Candidates must



## EDUCATION COURSE DESCRIPTIONS

register for varying units (1-5) throughout the Level II program. Prerequisite: Completion of Level I credential program. EDSP 650 or instructor permission.

### **EDSP 680 Current Instructional Practices for Diverse Learners (3)**

This field-based seminar course will provide opportunities for candidate's to discuss and evaluate local, state, and national issues and trends in the areas of inclusive education, multicultural special education, early intervention, augmentative communication, outcomes assessment, technology and other areas that have implications for effective educational practices in special education for the 21st century. Prerequisites: Level I completion, EDSP 650 or instructor permission.

### **EDSP 688 Research in Special Education (3)**

This field-based seminar course will review, analyze, interpret and apply specific topical research in special education. Candidates will select a research topic, formulate a research question, develop a research proposal, analyze the literature and propose appropriate research methodology to fill a gap in research or contribute to the literature in the area of special education. Prerequisites: Level I completion, EDSP 650 or instructor permission

### **EDSP 690 Advanced Behavioral and Environmental Supports (3)**

This field-based seminar course will provide advanced knowledge, ability, and application opportunities to implement systems that assess, plan, and include academic and social skill instruction to support students with complex behavioral and emotional needs. Candidates will collaborate with educational, mental health and other community resources to insure a positive learning environment and appropriate behavioral supports. Prerequisites: Level I completion, EDSP 650 or instructor permission.

### **EDSP 691 Master's Project in Special Education (5)**

The project involves the design and implementation with a written report of a field research, internship or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalent. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

### **EDSP 692 Master's Examination in Special Education (5)**

The examination involves an in-depth study of a specific area of concentration in special education. The Culminating Activity Committee will determine

development of the examination. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

### **EDSP 693 Master's Thesis in Special Education (5)**

The thesis involves a carefully designed review of the research literature and finding of a selected field of interest in special education leading to a novel synthesis of original insights as contributions to graduate scholarship in the purpose of the thesis. Prerequisite: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy and appointment of a three-member Culminating Activity Committee (CAC).

### **EDSP 695 Professional Leadership Seminar (2)**

This seminar course will evaluate and finalize the candidate's Professional Level II Induction Plan and Professional Development Portfolio. The candidate will demonstrate and/or document his/her ability to implement, evaluate and modify curricula, instruction and instructional contexts to meet the unique needs of individual learners across the range of ages, abilities, learning characteristics, diversity needs and disabling conditions. Prerequisites: Level I completion, EDSP 529, 650, 660, 680, 688, 690.

### **EDSP 699 Individual Graduate Study in Special Education (1-5)**

This experience involves the investigation of an approved topic selected in consultation with a School of Education professor in an area of major interest. Prerequisites: consent of assisting professor and approval of Department Chair and Dean, School of Education.



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### Program 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 British and American literature; (3) more intensive training in reading, critical analysis, research, and writing than is possible in undergraduate work, and (4) breadth through an emphasis on the fields of literature, language, and composition.

To meet these objectives, the English graduate program has been designed primarily to provide: (1) a well-balanced program for those who wish to terminate their studies at the master's level and whose primary aim is to teach in a community college; (2) advanced training for teachers who wish to improve their professional skills and status; (3) a variety of courses for students who plan to continue towards the Ph.D. degree at another institution, and (4) continuing education for those who wish to extend their knowledge as an end in itself through an interesting and stimulating series of classes in literature, criticism, language, as well as the teaching of composition and English as a Second Language.

The MA qualifies students to teach in the California community college system or secondary schools as well as prepares them for careers in editing, advertising, and public information.

### APPLICATION AND ADMISSION

#### Application Procedure

Persons seeking graduate study in English must apply for admission to the University Office of Admissions. Applications are available online. Admission to graduate study by the university does not constitute acceptance into the English MA Program.

Students must also notify the English Department's Graduate Program Coordinator of their intention to pursue the MA degree. The Graduate Coordinator will familiarize the student with the requirements and timetable of the MA Program. Students wishing to pursue graduate studies culminating in a master's

degree in English must file an application with the Department of English. To obtain this application, students may write to the Graduate Program Coordinator of the Department of English, or they may go to the web site described above. Although the application asks for scores for the Graduate Record Examination, students need not fill out that section.

**Admissions Requirements.** Admission to the graduate program leading to the Master of Arts in English requires the following:

1. A baccalaureate degree in English from an accredited college or university, including two period courses and the equivalents of ENGL 300, ENGL/LING 319, ENGL/LING 414 (previously ENGL/LING 318);
2. A 3.0 GPA (A=4.0) for the last 90 quarter units (60 semester units) attempted and a 3.0 GPA in upper division English courses;
3. A combined score of 1000 on both the verbal measure of the Graduate Record Exam General Test and the Literature in English Subject Exam, with a minimum of 500 on the verbal measure for those students who do not fulfill the minimal GPA requirement described in point 2;
4. Submission of the graduate program's application form, which is available online.
5. For international students whose first language is not English, a **TOEFL score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL)**. Documentation must be provided in original form by the testing institution; copies submitted by the applicant are not acceptable.

Students who have a baccalaureate degree in a subject other than English must complete the eight-course (40 units) undergraduate core requirements for English with a GPA of 3.00 before being considered for admission to the master's degree program in English. The undergraduate core requirements are described below. All courses are to be selected in consultation with the Graduate Program Coordinator for English.

1. ENGL 300 Critical Approaches to Literature
2. One course in a major figure or group: ENGL 325, 335, 336, 337, or 375
3. One course in the structure of English: ENGL/LING 319
4. One course in the history of the language: ENGL/LING 414 (previously ENGL/LING 318)
5. One course from the period 450-1785: ENGL 320, 330, or 340
6. One course from the period 1785 to the present: ENGL 350, 351, 360, 361, 380, 381, or 382
7. One genre course: ENGL 475, 476, 478, or 404
8. Any other upper division literature course



## ENGLISH

### Classification of Graduate Students

There are three classifications for students in the English graduate program:

**Classified.** A student who meets all the requirements for admission to the master's degree program in English will be admitted as a Classified Graduate Student. A Classified Graduate Student may take any graduate-level course meeting the requirements of his or her plan of study as long as the appropriate prerequisites have been met.

**Conditionally Classified.** A student who meets most but not all of the requirements for admission as a Classified Graduate Student may be admitted as a Conditionally Classified Graduate Student. The Graduate Committee for English will determine the conditions which the student must meet in order to be advanced to Classified Graduate Student status. A Conditionally Classified Graduate Student may take no more than two five-unit courses that count towards the requirements for the MA in English while meeting the specified conditions.

**Candidacy.** Classified students who have maintained a 3.25 GPA will be advanced to candidacy in the term in which they intend to graduate.

### Academic Advising

It is essential that MA students stay in contact with the Graduate Program Coordinator and especially their advisors, so the department can provide current information to help the student move expeditiously through the program. It is the student's responsibility, in consultation with the Graduate Program Coordinator, to choose appropriate courses and to organize a thesis or examination committee. Meeting with the Graduate Program Coordinator is an important first step in the MA program. The Graduate Program Coordinator advises and guides students during the period of graduate study and responds to any misgivings students may have while in the program. Students have a responsibility to schedule regular meetings with the Graduate Program Coordinator.

**Committee Selection.** Each MA student in English must have a committee, either to provide examinations or to read and guide the thesis. The Graduate Program Coordinator can provide assistance in forming an MA committee.

### Program Requirements

**Note:** Students who wish to pursue the doctorate in English are strongly encouraged to begin or continue

the study of one or more foreign languages. Courses in French and Spanish are available at CSUB in the Department of Modern Languages and Literatures.

Each master's candidate must complete a minimum of nine English graduate courses of five units each plus two three-unit courses (ENGL 500 Methods of Scholarly Research and either ENGL 690 Comprehensive Examination or ENGL 691 Thesis). Students must earn a GPA of 3.0 (B) or better. (No course in which the student receives less than a "B-" (2.7) will count toward the degree.)

### Required courses:

1. ENGL 500 Methods of Scholarly Research. Must be taken as one of the student's first three graduate English courses.
2. ENGL 515 Theories of English Grammar **or** ENGL 518 History of the English Language
3. ENGL 570 Criticism

The remaining class requirements are divided into seven groups marked with Roman numerals below, which are in turn divided into twelve fields. Students take one class to fulfill each group, meaning that most students will not take classes in five of the twelve fields. The content of the missing fields constitutes the material for the comprehensive examination.

- I. 1. ENGL 525 Chaucer  
2. ENGL 533 Seventeenth-Century British Literature **or** ENGL 535 Shakespeare
- II. 3. ENGL 541 Eighteenth-Century British Literature **or** ENGL 576 Development of the English Novel
- III. 4. ENGL 552 Nineteenth-Century British Literature  
5. ENGL 564 Twentieth-Century Poetry **or** ENGL 565 Postcolonial Literature **or** ENGL 568 Modern British Novel
- IV. 6. ENGL 582 Early American Literature **or** ENGL 583 Later Nineteenth-Century American Literature  
7. ENGL 584 Modern American Literature **or** ENGL 585 Contemporary American Literature
- V. 8. ENGL 504 Approaches to the Analysis of Writing  
9. ENGL 505 Rhetorical Theory
- VI. 10. ENGL 506 Composition Theory and Practice **or** ENGL 578 Special Methods in the Instruction of Literature  
11. ENGL 507 Writing in a Second Language **or** ENGL 508 Teaching Basic Writers
- VII. 12. ENGL 565 Postcolonial Literature **or** ENGL 580 Ethnic Literature



**ENGL 690 Comprehensive Examination or ENGL 691 Thesis.** Upon completion of all course work, students enroll in ENGL 690 (3) or ENGL 691 (3). ENGL 690 is an independent reading which culminates in a written comprehensive examination based on the department's standardized reading list. Students study the fields in which they have not had a class. The examination must be passed with a grade of "B-" (2.7) or better, and it may be taken no more than two times.

#### **Undergraduate Courses for Graduate Credit.**

Graduate students normally will take courses from those numbered in the 500-600 level series, but they may substitute one or two 300- or 400-level classes (supplemented by additional graduate-level work) with the permission of the instructor and the Graduate Program Coordinator. Also with the approval of the instructor of the class and the Graduate Program Coordinator, graduate students may take up to two graduate courses in independent study mode; however, ENGL 500, 515, 518, and 570 are not available through independent study mode.

#### **Additional Requirements**

**Writing Competency Requirement.** All graduate students must satisfy the Graduation Writing Assessment Requirement (GWAR) 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, or 311; this requirement must be satisfied before the student may take the final comprehensive examination.

**Time Limitation on Course Requirements.** State law mandates a seven-year limitation on course credits. Students who fail to complete their degree programs within the seven-year limit may petition the Department's Graduate Committee to permit the revalidating of outdated courses. If granted, such revalidation will normally require an oral or written examination on the course content supervised by a specialist in the field.

#### **ADDITIONAL PROGRAMS**

**Teaching Assistant Program in Writing.** The Teaching Assistant Program in Writing 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) in

conjunction with their apprenticeship. Prerequisites for the Teaching Assistant Program in Writing are: (1) completion of ENGL 506 with a grade of "B+" (3.3) or better, and (2) completion of 20 hours of tutoring.

**Teaching Assistant Program in Literature.** The Teaching Assistant Program in Literature begins with a one-quarter apprenticeship in a literature course in the department. If the faculty mentor's evaluations are positive, the student may apply to work as a teaching assistant for an instructor in ENGL 101. Students are required to take ENGL 600 English Practicum (3) in conjunction with their apprenticeship. Prerequisite: ENGL 578 Special Methods in the Instruction of Literature with a grade of "B+" (3.3) or better.

**Post-Baccalaureate Certificate in Writing.** Certifies the completion of specialized training in writing by those who hold a BA or an MA degree, whether or not they are involved in a graduate degree program. Candidates for this certificate must complete with a "B-" or better three specific graduate writing courses, ENGL 504, 505, and 506, and one course chosen from either ENGL 507 Writing in a Second Language or ENGL 508 Teaching Basic Writers.

#### **COURSE DESCRIPTIONS**

##### **ENGL 500 Methods of Scholarly Research (3)**

The study of the nature and function of imaginative, expository, and argumentative writing. The resources for scholarship in composition and in literature and the problems of method in the major areas of research in English. Must be taken as one of the student's first three graduate English courses.

##### **ENGL 504 Approaches to the Analysis of Writing (5)**

A study of various linguistics approaches for analyzing the structure of written texts.

##### **ENGL 505 Rhetorical Theory (5)**

An introduction to recent research on written composition, the most current theories of rhetoric, and the implications of these theories for the teaching of writing.

##### **ENGL 506 Composition Theory and Practice (5)**

Emphasis on the understanding of grammar, syntax, structure, and form, in principle, as well as of the problems in communicating effective and acceptable language usage in a classroom situation.

##### **ENGL 507 Writing in a Second Language (5)**

The writing process and the written products of people composing in English as a foreign language. Topics of discussion include contrastive rhetoric, error analysis,



## ENGLISH

and evaluation. Special attention will be given to the writing problems of international students learning English and to appropriate instructional procedures helpful to such students.

### **ENGL 508 Teaching Basic Writers (5)**

This course includes both the traditional underpinnings and the practical applications for teaching developmental writers and addresses the diverse cultural, emotional, and academic needs of these students.

### **ENGL 515 Theories of English Grammar (5)**

Study of the assumptions, systems, and applications of one or more modern approaches to the English language. Prerequisite: ENGL/LING 319 and 414 or equivalents.

### **ENGL 518 History of the English Language (5)**

Studies in the development of English phonology, morphology, syntax, and vocabulary from the Old English period to the present. Prerequisite: ENGL/LING 319 and 414 or equivalents.

### **ENGL 525 Chaucer (5)**

Studies in *The Canterbury Tales* and/or *Troilus and Criseyde*, and a selection of Chaucer's shorter poems.

### **ENGL 533 Seventeenth-Century British Literature (5)**

Study of seventeenth-century poetry, prose, and/or drama. (Note: May be repeated with permission of advisor if different course content.)

### **ENGL 535 Shakespeare (5)**

Study of selected plays. Prerequisite: ENGL 335 or 336 or consent of the instructor.

### **ENGL 541 Eighteenth-Century British Literature (5)**

Study of eighteenth-century poetry, prose, and/or drama. (Note: May be repeated with permission of advisor if different course content.)

### **ENGL 552 Nineteenth-Century British Literature (5)**

Study of nineteenth-century poetry, nonfiction prose, fiction, and/or drama. (Note: May be repeated with permission of advisor if different course content.)

### **ENGL 564 Twentieth-Century Poetry (5)**

Survey of major British and American poets from about 1914 to the present. (Note: May be repeated with permission of advisor if different course content.)

### **ENGL 565 Postcolonial Literature (5)**

Literature produced in colonial and post-colonial contexts. Course content will vary, in some cases focused on the literature and culture of a single area

or era. Author selection will be diverse in terms of gender, race, and class, including authors belonging to both colonizing and colonized populations. A central course goal will be for students to develop a sense of the range and differences amongst colonial and postcolonial experiences and aesthetics. Authors might include Isabel Allende, Monica Ali, J.M. Coetzee, Kiran Desai, Brian Friel, Nadine Gordimer, Seamus Heaney, V.S. Naipaul, R. K. Narayan, Salman Rushdie, Jean Rhys, Wole Soyinka, among others.

### **ENGL 568 Modern British Novel (5)**

Survey of major British novelists from 1900. (Note: May be repeated with permission of advisor if different course content.)

### **ENGL 570 Criticism (5)**

Problems in the application of critical methods in both literature and language studies, with emphasis on the formation and development of major trends in critical theory. Prerequisite: ENGL 300 or equivalent.

### **ENGL 572 Poetry and Poetics (5)**

Study of selected poets, their works, and their poetics. (Note: May be repeated with permission of advisor if different course content.)

### **ENGL 576 Development of the English Novel (5)**

Study of continuity and change in the structure and style of the English novel and novella.

### **ENGL 578 Special Methods in the Instruction of Literature (5)**

An introduction for graduate students intending to teach high school or community college English, this course explores the implications of modern literary theory for classroom instruction of the literary text.

### **ENGL 580 Ethnic Literature (5)**

Study of American ethnic writers, their viewpoints, and their aesthetics. The social and cultural contexts of the literature will also be studied. May be repeated with permission of advisor when course content changes, as in African-American Literature, Chicano Literature, Asian-American Literature, etc.

### **ENGL 582 Early American Literature (5)**

Studies in American literature from the Colonial Period to the Civil War. (Note: May be repeated with permission of advisor if different course content.)

### **ENGL 583 Later Nineteenth-Century American Literature (5)**

Studies in American Literature from the Civil War to 1900. (Note: May be repeated with permission of advisor if different course content.)



**ENGL 584 Modern American Literature (5)**

Studies in Twentieth-Century American Literature to WWII. (**Note:** May be repeated with permission of advisor if different course content.)

**ENGL 585 Contemporary American Literature (5)**

American Literature since WWII. (**Note:** May be repeated with permission of advisor if different course content.)

**ENGL 591 Theories of Second Language Acquisition (5)**

This class examines and compares the most recent and influential theories of second language acquisition including the monitor model, interlanguage theory, linguistic universals, cognitive theory, and acculturation/pidginization theory. The class applies towards the TESL Certificate, not towards the MA in English. Prerequisite: ENGL/LING 319 or 415 or 420 or ENGL 515.

**ENGL 600 English Practicum (3)**

A requirement for participation in the Teaching Assistant Program in English, this course allows students to observe and participate in the design and daily work of a college-level writing class (at BC or at CSUB). Students will work with a master teacher in and outside of class (inasmuch as we can accommodate specific requests) and be responsible for some independent work outside of class that is directly relevant to the assigned course. Can be repeated for different course content.

**ENGL 690 Comprehensive Examination (3)**

A comprehensive written examination on a reading list covering major works of English and American Literature. Readings selected in consultation with the student's graduate committee. The examination must be passed with a grade of "B-" or better, and it may be taken no more than two times. Prerequisite: successful completion of the graduate course work.

**ENGL 691 Thesis (3)**

A carefully designed study of a selected topic or area in British or American literature, or in linguistics. Emphasis placed on original insights as contributions to graduate scholarship. Prerequisites: Classified Status and approval of the department's Graduate Committee.

**ENGL 698 Directed Study in the Instruction of English (variable units)**

A class in the theory and methods in undergraduate and graduate instruction in English. Weekly meetings with faculty sponsor and supervised experience which may include developing, administering, and scoring examinations; leading small group discussions;

tutoring; and directing students in researching term papers. Offered on a credit, no-credit basis only. Prerequisites: consent of instructor who will serve as the sponsor and approval by chair of the Department of English.

**ENGL 699 Individual Study (variable units)**

Admission with consent of department chair.



## GEOLOGY

**Department Chair:** Dirk Baron

**Program Coordinator:** Staci Loewy

**Program Office:** Science Building II, 338

**Telephone:** (661) 654-2550

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**Website:** www.csub.edu/Geology

**Faculty:** D. Baron, J. Gillespie, R. Horton, S. Loewy, R. Negrini

### Program Description

The Department of Geology offers a comprehensive graduate program leading to the Master of Science in Geology degree. A Petroleum Geology and a Hydrogeology option are available for the MS degree. The program is intended to prepare students for professional positions in the petroleum industry, the environmental and geotechnical consulting industries, government agencies, and for graduate studies at the doctoral level. A broad range of faculty research interests, the proximity of the campus to the petroleum industry, easy access to diverse geological environments, and a range of modern research facilities permit the student to select from a wide spectrum of research topics.

Research facilities include: (1) a Hitachi S-3400 variable pressure scanning electron microscope equipped with Oxford Inca energy dispersive x-ray spectrometer and Gatan ChromaCL live color catholuminescence imaging system; (2) a geochemistry lab with a Perkin Elmer Elan 6100 ICP-MS, a Cetac LSX-200 Laser Ablation system, a Microwave Digester, an Ion Chromatograph, and a GC/MS; (3) petrographic microscopes including luminescence and epifluorescence; (4) geophysics equipment including a paleomagnetism lab, 12-channel seismograph, magnetometer, gravimeter, and electrical resistivity meter; (5) a Rigaku X-Ray diffractometer; (6) a PC lab with software including GeoGraphix and ArcGIS for petroleum reservoir modeling and geographical information systems (GIS), and industry-provided seismic datasets; and (7) a wide range of field hydrology equipment. The California Well Core Sample Repository, containing cores and samples from more than 5,000 wells from both on- and offshore California and 1,500 catalogued micropaleontological samples, is located on campus.

### Post-Baccalaureate Certificate in Hydrogeology

In addition to the MS degree, the Department of Geology offers a post-baccalaureate Certificate in Hydrogeology. The certificate is designed primarily to give professionals additional training in Hydrogeology and Hydrogeochemistry.

## APPLICATION PROCESS AND PROGRAM REQUIREMENTS

### Application for the Master of Science in Geology

Persons seeking an MS in Geology must apply to the Office of Admissions and Records for admission to the University. Students must also apply to the Graduate Committee of the Department of Geology for formal admission to the graduate program in Geology as either classified or conditionally classified graduate students.

After admission by the Graduate Committee of the Department, the Graduate Program Coordinator serves as adviser. Once the student embarks on the MS Thesis research, the faculty member directing the research project will serve as advisor.

Once a student has started on a MS Thesis research project, the research adviser will assemble a thesis committee.

Academic advising is available through the Graduate Program Coordinator and the research adviser of the student.

### Admission Requirements for the Master of Science in Geology

1. An acceptable baccalaureate degree from an accredited institution.
2. An undergraduate GPA of at least 3.0 in the last 90 quarter (60 semester) units of course work; or Graduate School Examination scores of 1,000 or greater (verbal and quantitative); or a GPA of 3.0 or higher in all previous graduate course work (at least 20 quarter units); or an approved petition to the Graduate Committee of the Department waiving this requirement by proposing other evidence of adequate prior academic preparation.
3. Formal decision by the Department Graduate Committee to accept the student into the graduate program. The decision will be based on a formal application procedure, which includes evaluation of GPA, Graduate Record Examination scores, letters of recommendation, and other materials which may be required by the Committee and/or offered by the student.

### Graduate Student Classifications

**Classified Standing.** 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 60 units in Geology; the last 40 units must be courses above the introductory level. Required courses (or their equivalents) are GEOL 303 Mineralogy, 309 Sedimentation and Stratigraphy, 306 Petrology and Petrography, 307 Structural Geology and a summer field course in Geology.
2. 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, MATH 222 Laboratory Experience,
3. 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.
4. Formal acceptance of the student's Plan of Study by the Graduate Committee of the Department.

**Conditionally Classified Standing.** Applicants may be admitted as Conditionally Classified Graduate Student if, in the judgment of the Graduate Committee, the applicant has potential for successful completion of all the "conditions" specified by the faculty committee for admission as a Classified Graduate Student and potential for successful completion of all the requirements for the graduate program. Upon satisfactory completion of all "conditions" specified by the Committee, the student's status will be administratively changed to Classified Graduate Student.

**Note:** No more than three courses (15 units) may be taken for graduate credit until all prerequisites have been satisfied.

Time limits have been set for completion of requirements at each level of status. Advancement to Classified Status must be accomplished within two calendar years after acceptance as a Conditionally Classified Student.

All requirements, and graduation, must be completed within five calendar years after formal acceptance to the graduate program. The five-year time limit may be extended by petition to the Graduate Committee of the Department.

Completion of all requirements for the Master of Science in Geology requires satisfactory completion of all courses in an approved Plan of Study and satisfactory completion of a thesis, including oral

examination and any revisions required by the Thesis Committee or Departmental Graduate Committee, and maintaining a 3.0 GPA.

**Course Requirements for the Master of Science in Geology** (A minimum of 45 units of course work is required for the MS in Geology)

The following courses are required of all students:

GEOL 606 **or**

GEOL 610

GEOL 604 **or**

GEOL 609

GEOL 585

GEOL 690A

GEOL 690B

For students choosing the Petroleum Geology option the following courses are required:

GEOL 460

GEOL 570

For students choosing the Hydrogeology concentration (this concentration will appear on the diploma) the following courses are required:

GEOL 475

GEOL 555

All students need at least 15 additional units from the following (all courses are 5 units credit unless noted):

GEOL 420

GEOL 450

GEOL 460

GEOL 475

GEOL 477 (variable credit)

GEOL 515

GEOL 525

GEOL 555

GEOL 570

GEOL 577 (variable credit)

GEOL 580 (variable credit)

GEOL 604

GEOL 605

GEOL 606

GEOL 607

GEOL 609

GEOL 610

GEOL 625

GEOL 650

Appropriate graduate level classes in related fields.

### **Application for Professional Certificate in Hydrogeology**

Applicants must be accepted as post-baccalaureate students at CSUB. Admission Requirements for Certificate in Hydrogeology Applicants should have a BA or BS in Geology or a directly related field.

Applicants in related fields should have completed course work in Physical and Historical Geology, Stratigraphy and Sedimentation, Structural Geology,



## GEOLOGY

and one year each of college chemistry, physics and calculus. Some of the courses in the Certificate program may have additional prerequisites.

### **Course Requirements for Certificate in Hydrogeology**

The certificate will require 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:

GEOL 475

GEOL 525

GEOL 555

A minimum of two courses (10 units) are to be selected from the following:

GEOL 420

GEOL 477 - when pertinent (variable credit)

GEOL 580 (variable credit)

GEOL 625

GEOL 650

GEOL 577/677 - when pertinent (variable credit)

### **COURSE DESCRIPTIONS**

#### **GEOL 515 Paleoclimate of Western North America (5)**

Fundamentals of the earth's climate and a survey of the geologic record of climate change focusing temporally on the past 70 million years and spatially on western North America. Topics will include the processes behind the earth's climate system and its dynamic nature, the Monterey (Fm) Hypothesis, glacial/interglacial swings in the Quaternary Period, interactions between the climate, geological processes, humans, and the biosphere during the late Quaternary. Lectures will be supplemented by laboratory and field study. Two lectures, two labs, plus required field trip. Prerequisites: Geol 201 or equivalent, two quarters of college-level chemistry and physics, and at least 20 units of upper division coursework in Geology, Chemistry, Physics, Biology, or Physical Anthropology.

#### **GEOL 525 Applied Hydrogeochemistry (5)**

After a review of the pertinent principles of aquatic geochemistry, this course focuses on the practical application of these principles to groundwater issues. Topics include water sampling protocol, graphical and statistical methods for the interpretation of hydrogeochemical data, composition and evolution of natural waters, and environmental issues such as mobility of metals in the subsurface, acid mine drainage, and risk assessment and clean-up at hazardous waste sites. Throughout the course, the geochemical speciation model MINTEQA2 will be

used to model the composition of pristine and contaminated waters. Two lectures, two labs, plus required field trip. Prerequisite: GEOL 420, GEOL 475, or consent of instructor.

#### **GEOL 555 Contaminant Hydrogeology (5)**

Course will provide an understanding of the processes that govern the mobility and fate of contaminants in subsurface environments and of the methods that are used to remediate contaminated sites. Topics include a review of the equations describing the flow of groundwater and the transport of contaminants in groundwater, processes that control the transport and transformation of contaminants in the saturated zone and the vadose zone, multiphase flow, reactions of organic and inorganic contaminants, soil and groundwater sampling, and remediation technology for contaminated soils and groundwater. Two lectures, two labs, plus required field trip. Prerequisites: GEOL 420, GEOL 475, or consent of instructor.

#### **GEOL 570 Oil Field Development (5)**

Formation evaluation and testing, production methods, water drive, methods of enhanced oil recovery. Two lectures, two labs, plus required field trip. 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.

#### **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 585 Research Methods and Strategies (4)**

Preparation of proposal for thesis research project and peer-reviewed presentation of initial results. Research project will consist of laboratory and/or field investigation of sufficient scope as determined by the thesis committee. This course is to be taken by all first-year graduate students.

#### **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. Two lectures, two labs, plus required field trip. Prerequisite: GEOL 309.



**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. Two lectures, two labs, plus required field trip. Prerequisite: GEOL 309.

**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. Two lectures, two labs, plus required field trip. 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. Two lectures, two labs, plus required field trip. Prerequisites: GEOL 306, 307, and 325.

**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. Two lectures, two labs, plus required field trip. Prerequisites: GEOL 305 and 309.

**GEOL 610 Low Temperature Geochemistry (5)**

Introduction to low-temperature rock-water interactions and aqueous geochemistry including weathering and surface-water chemistry, mechanisms of authigenesis and diagenesis, pore-fluid chemistry, clay mineralogy, and environmental geochemistry. Laboratory work will focus on the examination of rock-water interactions in fresh- and saltwater aquifers in the San Joaquin Basin. Two lectures, two labs, plus required field trip. Prerequisites: CHEM 212, GEOL 306, 309, and 310.

**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. Two lectures, two labs, plus required field trip. Prerequisite: calculus and an introductory course in geophysics or permission of the instructor.

**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. Two lectures, two labs, plus required field trip. Prerequisites: GEOL 475 and familiarity with MSDOS operating system. Students are encouraged to have completed GEOL 555.

**GEOL 677 Advanced Topics in Geology (5)**

Topics and prerequisites to be announced. May be repeated for different topics. These will include such subjects as: advanced economic geology; advanced seismology; computer applications in geology/geostatistics; exploration geophysics; exploration techniques in groundwater geology; hydrogeology; neotectonics; photogeology and remote sensing; seismic stratigraphy; tectonic evolution of California; underground fluids; and West Coast stratigraphy. Specific areas designated when offered, and prerequisites listed depending on the specific topics. A field trip fee may be required.

**GEOL 690A Master's Thesis I (4)**

Peer-reviewed presentation of results of ongoing M.S. Thesis research. This course is to be taken by all second- year graduate students. Prerequisite: GEOL 585.

**GEOL 690B Master's Thesis II (2)**

Completion of research, writing and oral presentation of M.S. Thesis. Credit on acceptance of the thesis by thesis committee. Required for M.S. degree. Prerequisite: GEOL 690A.

**GEOL 700 Continuous Enrollment (1-5)**

Registration required for all students who have completed course work, but have not completed the thesis. The student will continue to register each quarter for GEOL 700 until the thesis is completed and successfully defended. Prerequisite: prior registration in GEOL 690B with a grade of SP.



# HISTORY

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## Program Description

Pursuing a graduate degree in history should be enriching both personally and professionally, equipping the individual with a deeper understanding of the past as well as providing an appreciation of the complexities of the present. From a professional perspective, it opens the door to a number of careers. A Master of Arts degree in History is usually a requirement for teaching the subject at community colleges, and it provides an excellent complement for teaching the history/social science framework at the high school level. Students completing the MA program will have developed critical, analytical, and writing skills that are of value in various fields. They will have received what is widely considered an excellent preparation for careers in public relations, journalism, law, politics, and the civil service. For those considering a Ph.D. in history, and eventually teaching at the university level, the MA program gives students a taste of what is involved and prepares them for doctoral work. Although the program does not require knowledge of a foreign language, students are strongly encouraged to develop a reading ability in a language other than English.

The MA program in History at CSUB offers two options or tracks: examination or thesis (see "Program Tracks" below).

## Application Process and Admission

Those persons seeking a Master of Arts degree in History must apply for graduate study to both the History Department (the application is available online or from the department) and the university Office of Admissions (the application is available online at www.csumentor.edu). Admission to the university does not constitute acceptance into the History MA Program as a graduate student.

## Admission Requirements

The following criteria must be met for admission as a Classified Graduate Student in History:

1. A baccalaureate degree in history from an accredited college or university; if it is not in history, students may be asked to take up to four upper-division undergraduate courses at CSUB

and thereafter be assessed by the History Graduate Committee before being formally admitted as a Classified Graduate Student;

2. Good academic standing at the last college or university attended;
3. Transcripts showing an overall 3.0 GPA in the last 90 quarter units (60 semester units) of the last two years of college or university coursework;
4. A letter of intent;
5. Evidence of historical writing (preferably an upper-division research paper, demonstrating your research and analytical skills);
6. Two letters of recommendation, from academic instructors when possible.

The History MA program at CSUB does NOT require the GRE exam.

## Classification

There are three classifications for students in the History graduate program:

**Classified Standing.** A student who meets all the requirements for admission to the MA program in History will be admitted as a Classified Graduate Student.

**Conditionally Classified Standing.** Students who have been accepted into the History MA program by the History Department will be conditionally classified when the department admissions committee requires them to take up to four (4) courses for preparatory work (most often in the case of non-history majors).

**Advanced to Candidacy.** Classified students who have maintained a 3.25 GPA and have completed the graduation writing requirement will be advanced to candidacy in the term in which they intend to graduate.

Upon admission to the university and graduate-level study in the History Department, students should discuss with the Graduate Program Coordinator their plans to fulfill the requirements of the MA Program. It is the student's responsibility, in consultation with the appropriate faculty members, to choose an MA track, fields of study, and to organize a thesis or examination committee.

**Committee Selection.** Each MA student in History must have a committee, either to provide examinations or to read and guide the thesis. The Graduate Program Coordinator can provide assistance in forming an MA committee.



**Academic Advising.** It is essential that the MA student stay in contact with the Graduate Program Coordinator and the committee chair, so that the department can provide current information to help the student move expeditiously through the program.

### Program Requirements

**Program Tracks.** There are two tracks leading to an MA degree in History: the examination track and the thesis track. **Both tracks require 45 units of course work and HIST 697 (1-5 units) or HIST 698 (1-5 units), for a total of 46 to 50 units.** HIST 697 and HIST 698 are credit, no-credit courses. Graduate students are encouraged to earn as many units as possible in 500- or 600-level courses. A maximum of 20 units, however, may be earned in 400-level courses. Graduate credit in a 400-level course requires submission of a "Petition for Graduate Credit," signed by the instructor and Graduate Program Coordinator, indicating what additional work is required for graduate credit to be awarded.

Once students decide on a track, they should secure the appropriate Plan of Study from the History Department office. This Plan of Study, which will be kept in individual students' files, will formally indicate committee members, coursework leading to the MA degree, date of classification, and satisfaction of the GVAR (see below).

### Graduation Writing Assessment Requirement (GVAR)

All MA candidates must demonstrate writing competency at the upper-division level. Non-CSU students who have not passed an upper-division writing course can satisfy the GVAR in one of two ways: take HIST 300 (Historical Writing); or take the university's waiver exam, offered once per quarter through the English Department.

### Examination Track

Students interested in teaching at the high school or community college level are advised to follow this track. It generally is completed in less time than the thesis track and provides students with a broad base of knowledge and bibliography that will be of significant value when they are preparing courses in their teaching career.

Students, who select the examination track at the time of application for classification, must designate *one* primary field and *one* secondary field. Any primary field may also serve as a secondary field.

### Examination Fields

#### Primary:

- American History: Colonial to Reconstruction
- American History: Since Reconstruction
- California and the American West
- Modern Europe Since 1789

#### Secondary:

- Ancient Mediterranean
- Medieval Europe
- Early Modern Europe
- Latin America
- Modern East Asia
- Public History

**Examination Committee.** The examination committee will consist of one History Department faculty member from the chosen primary field, one History Department faculty member from the chosen secondary field, and one additional member chosen in consultation with the Graduate Program Coordinator and the other committee members. The committee will help students determine the courses they need in order to prepare for MA exams. The committee also will conduct both written and oral examinations. The examination results will be forwarded to the Graduate Program Coordinator, using the following grading scale: Honors, Pass, or Fail.

**Written Examinations.** Students who have maintained at least a 3.25 GPA in their graduate coursework should obtain the signature of their committee chair prior to taking their exams, and must be enrolled in the university in HIST 698 in the quarter in which they take the exams. MA candidates are required to take a five-hour examination in the primary field and a three-hour examination in the secondary field. The exams are scheduled over a one-week period and are offered once a quarter. (*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 one time within the following 12-month period.

**Oral Examination.** After passing each of the written examinations, students will undergo a 90-minute oral examination. The faculty member responsible for the primary field will preside. The oral examination may be repeated one time, if necessary, within the following 12-month period.

### Thesis Track

Students are reminded that a good master's thesis is a significant piece of written work, usually requiring research in primary sources. Because primary sources are scarce at CSUB, the choice of thesis topics is severely limited, and students need to assure



## HISTORY

the Department Graduate Committee that source material necessary to the topic is available. The thesis topic should be selected at the time of achieving Classified Status in order to ensure the maximum amount of time for completion.

Research for the master's thesis or project that involves data from/about human subjects may be required to be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR).

**Course Work.** Because department graduate offerings are designed with the examination track student in mind, it is expected that thesis track students will earn many of the required units in individual study courses. Such courses shall be specifically designed in consultation with the thesis director to emphasize research techniques and to prepare the student for writing the thesis.

**Thesis Proposal.** Students should meet with their thesis director and discuss in detail their subject, the elements of a thesis, and the sources to be examined before submission of the thesis proposal. The proposal, accompanied by chapter descriptions and a bibliography, shall be submitted to the thesis director and approved by the thesis committee 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 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 thesis director and the Department Graduate Committee. The thesis committee will judge whether or not the thesis represents sound research and will ensure that it meets the standards of the profession in originality, scholarship, and written English.

### Course Requirements

Students seeking a History MA must complete 45 units of coursework, plus 1 to 5 units of HIST 697 or HIST 698 for a total of 46 to 50 units. Two of these courses must be HIST 501 (Historiography) and HIST 503 (Research Methods).

### Good Academic Standing

To remain in good standing in the program, a student must attain a 3.25 GPA in HIST 501, HIST 503, and the first additional 500-level he or she takes. A student who does not do so may not continue in the program.

### Transfer Credit

Credit for graduate courses from other institutions (maximum of 13.5 quarter units) will be considered by the Graduate Program Coordinator and the Department Graduate Committee.

### COURSE DESCRIPTIONS

**Note:** Enrollment in graduate seminars is at the discretion of the instructor.

#### HIST 501 Historiography (5)

The development of history as a distinct discipline, and the themes and approaches used by historians.

#### HIST 503 Historical Research Methods (5)

Introduction and practice in the use of primary sources, including review of various historical methodologies and techniques of research design. Students will gain experience in the development of research proposals and in the use and verification of different types of historical evidence.

#### HIST 525 Reading Seminar in European History (5)

Reading in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

#### HIST 535 Reading Seminar in Asian History (5)

Reading in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

#### HIST 554 Reading Seminar in Early American History: Colonial to Reconstruction (5)

Reading in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

#### HIST 555 Reading Seminar in American History: Reconstruction to the Present (5)

Reading in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

#### HIST 556 Reading Seminar in the American West (5)

Reading in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

#### HIST 565 Reading Seminar in Mexican and Mexican-American History (5)

Reading in selected topics to be announced each quarter. Special emphasis on materials suitable for prospective teachers. May be repeated if instructor or topic is different.



**HIST 602 Research Seminar in European History  
(5)**

Research in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

**HIST 608 Research Seminar in American History  
(5)**

Research in selected topics to be announced each quarter. May be repeated if instructor or subject matter is different.

**HIST 697 Master's Thesis (1-5)**

May be repeated to a maximum of 5 quarter units.

**HIST 698 Comprehensive Examination (1-5)**

May be repeated to a maximum of 5 quarter units.

**HIST 699 Individual Study (1-5)**

Admission with consent of department chair.



## INTERDISCIPLINARY STUDIES

**Program Administrator:** AVP Academic Programs

**Program Coordinator:** Dr. Mustafah Dhada

**Program Office:** Education Building, 242

**Telephone:** (661) 654-3420

**email:** mdhada@csu.edu

**Faculty:** All faculty members affiliated with any CSUB graduate program.

### Program Description

The Master of Arts in Interdisciplinary Studies provides an opportunity for students who wish to pursue special interests or career goals that are not met by existing graduate programs. For this student, the Master of Arts in Interdisciplinary Studies offers the opportunity to create a unique master's degree program that is not otherwise available among the current graduate programs at CSUB.

This individualized master's degree program requires a minimum of 45 quarter units, although some individual programs of study may require additional units. At least 35 quarter units must be earned by taking graduate courses (courses numbered 500 or 600). The individualized graduate Plan of Study is expected to be academically challenging involving two or more disciplines that relate to an identified coherent theme. The Plan of Study should lead the student beyond cursory knowledge of disciplines to a substantive inquiry that connects and synthesizes various perspectives, theories, and/or skills. This interdisciplinary degree program is suitable only for students who are self-motivated and independent, who are able to clearly delineate the objective(s) of their studies, and who have a professional and/or academic background which will allow advanced study in the disciplines combined in the proposed program.

This interdisciplinary studies degree program can be structured to suit specific professional/career needs and be tailored to meet idiosyncratic academic objectives. While it is not possible to predict the employment opportunities for graduates of such a program, the MA in Interdisciplinary Studies provides a vehicle for meeting the needs of students with unusual, creative, and interdisciplinary academic and/or professional goals. Use of the MA in Interdisciplinary Studies for purposes of professional accreditation/licensure should be validated with the appropriate agency to ensure that the program meets the needed professional requirements.

### Selection of the Program Committee Chair.

Selection of a Program Committee Chair is an important first step in the Master of Arts in Interdisciplinary Studies program. The Chair is critical to the development of the student's Plan of Study. He/she should ordinarily represent the primary field of

study in which the majority of the coursework will be taken. The Chair advises and guides students during the period of graduate study, and responds to any misgivings students may have while in the program. Students have a responsibility to schedule regular meetings with their Chair. Since this relationship is crucial in assisting students complete the graduate program, they need to choose a faculty member with whom they can have a close rapport and whose specialty is nearest to their own scholarly interests.

**Committee Selection.** Each MA student must have a Committee to read and guide the development of the graduate project or thesis. The student's Program Committee Chair and/or the AVP Academic Affairs/Dean of Academic Programs can provide assistance in forming the MA committee.

**Academic Advising.** It is essential that the graduate student stay in contact with the AVP Academic Affairs/Dean of Academic Programs and especially his/her Program Committee Chair, to help the student move expeditiously through the program and to ensure satisfactory completion of the Plan of Study.

## APPLICATION AND ADMISSION

### Application Procedure

Students seeking the Master of Arts degree in Interdisciplinary Studies must apply to the University and must contact the Office of the AVP for Academic Programs for additional information and application materials.

### Admission Requirements

To be considered for admission to the graduate program in Interdisciplinary Studies, the student must:

1. have a baccalaureate degree from an accredited four-year college or university. Previous course work or self-study must be deemed satisfactory and acceptable by the Program Committee.
2. have a minimum GPA of 3.00 (A=4.00) in the last 90 quarter units (60 semester units).
3. establishment a three-member Program Committee comprised of faculty representing programs included in the proposed interdisciplinary program. The Program Committee Chair, who serves as the primary advisor, must be from a department within the University that offers a graduate program.
4. develop a Plan of Study and have it approved by the graduate coordinator(s) of each participating graduate program, the Chair(s) of each participating undergraduate department, the Dean(s) of the school(s) in which the programs are located, and the AVP for Academic Programs.



5. satisfy the Graduation Writing Assessment Requirement (GWAR) as soon as possible in their graduate study, unless they have already done so. Graduate students who have not met this requirement may do so by passing the regularly scheduled GWAR examination (offered once a quarter) or by earning a "C" or better in one of the approved GWAR courses.

## Notes on the GWAR requirement:

1. You will be exempt from the GWAR if you meet any of the four criteria below.
  - a. You graduated from a CSU or UC since 1980.
  - b. You earned a high enough score on one of these tests:  
**GMAT** 4.5 or higher on the writing portion of the GMAT  
**CBEST** 41 or higher on the writing portion of the CBEST  
**GRE** 4.5 or higher on the analytic writing portion of the GRE General Test
  - c. An article that you have already published as first author in a refereed professional journal is judged by the Chair of the GWAR committee to satisfy the requirement.
  - d. The thesis or project you have already completed to earn an MA or MS in any discipline is judged the Chair of the GWAR committee to satisfy the requirement.
2. Students from campuses other than a CSU or UC may be considered to have met this requirement by taking a course at that university. Such students must submit a transcript with the course, the course description, and a syllabus for the course to the Composition Coordinator for evaluation.

## International Students

In addition to meeting the requirements for admission given above, international students must take TOEFL and have a score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL exam).

## Student Standings

1. **Classified Graduate States.** Students who fully meet the admission requirements listed above will be considered as Classified Graduate Students.
2. **Conditionally Classified Graduate Status.** Students meeting most, but not all of the admission requirements may be admitted as Conditionally Classified Graduate Students. Students who are conditionally classified are

limited to 13.5 quarter units that will count toward their Plan of Study. Upon completion of the admission requirements, the student will be administratively advanced to Classified Graduate Status.

3. **Advancement to Candidacy.** Students will be advanced to candidacy when they have met the following criteria:
  - a. Have achieved a Classified Graduate Student Status;
  - b. Completed at least 35 quarters of graduate work applied toward the Plan of Study with a GPA of 3.0 or better;
  - c. Completed the Graduation Writing Assessment Requirement (GWAR);
  - d. Are ready to begin work on the thesis or project.

## Program Requirements

The selection of courses as outlined in the approved Plan of Study will be guided by the nature of the interdisciplinary program in consultation with the three-member Program Committee. Students will be expected to meet all prerequisites for courses in their approved Plan of Study, prior to registering for the courses. No more than 13.5 quarter units of post-baccalaureate course work, taken prior to the approval of the Plan of Study, can be applied towards the requirements for the MA in Interdisciplinary Studies.

1. Completion of the Plan of Study, which must include a minimum of 45 quarter units of course work, of which at least 35 quarter units must be graduate courses (courses numbered 500 or 600). Courses numbered 400 may apply to the Plan of Study (10 quarter units maximum) with approval of the Program Committee. The granting of graduate credit for such 400-level coursework requires the submission of a "Petition for Graduate Credit" for each course.
2. Maintenance of a cumulative GPA of 3.0 or better in coursework applied to the Plan of Study. In general, courses with a grade less than a B (3.0) will not be accepted.
3. Completion of a thesis (INST 697) or a project (INST 698) that appropriately reflects the interdisciplinary nature of the Plan of Study. Students will elect either the thesis or the project track on the basis of appropriateness to the objectives for the interdisciplinary program and upon approval of the Program Committee.

Students who fail to complete their degree program within the seven-year limit may petition the Program Committee, with approval from the Program Chair and Associate Vice President for Academic Programs, to permit the revalidation of outdated courses.



## **INTERDISCIPLINARY STUDIES**

### **COURSE DESCRIPTIONS**

#### **INST 697 Master's Thesis in Interdisciplinary Studies (5)**

Research in an approved area of study appropriate to the interdisciplinary nature of the degree conducted under the supervision of the student's Program Committee. An oral explanation and defense of the thesis is required. Offered on a credit, non-credit basis only.

#### **INST 698 Master's Project in Interdisciplinary Studies (5)**

The project will be the application of both theory and methods appropriate to the interdisciplinary nature of the degree conducted under the supervision of the student's Program Committee. An oral explanation will be required. Offered on a credit, non-credit basis only.

#### **INST 699 Individual Study (1-5)**

Independent investigation by the student in consultation with a professor in an area of major interest and approved by the student's Program Committee. Offered on a credit, no-credit basis only. May be repeated with different topics.



**Department Chair:** Javier Trigos-Arrieta  
**Program Office:** Science Building III, Room-228  
**Telephone:** (661) 654-3151  
**Fax:** (661) 654-2039 (fax)  
**email:** mathdep@csu.edu  
**webpage:** www.csu.edu/math

**Faculty:** J. Dirkse, M. ElAnsary, J. Fiedler, D. Gove,  
 K. Haddad, Y. Ko, C. Lam, R. Larson, M. Lutz,  
 D. Murphy, R. Peck, S. Raczkowski, M. Rush,  
 L. Taylor, M. Thomas, J. Trigos  
**Emeriti:** J. Hardy, L. Webb

## Masters of Arts in Mathematics for Teachers

### General Description

This degree is designed for working mathematics teachers with a Single Subject Credential in Mathematics (from California or other state or nation), or mathematics teachers holding a Subject Matter Authorization in Introductory Mathematics attached to a Single or Multiple Subject Credential. The purpose of the Master of Arts in Mathematics for Teachers is to enable secondary and middle school mathematics teachers to increase their understanding of secondary school mathematics, its pedagogy, and related topics. The course of study is designed to deepen mathematical knowledge and integrate it with prior experiences and training.

### Requirements for Admission

Admission to the graduate program leading to the Master of Arts in Mathematics for Teachers requires the following:

- a baccalaureate degree with a relevant major (as determined by the Mathematics Graduate Program Committee) from an accredited college or university
- a 2.50 GPA (A=4.0) for the last (baccalaureate or post-baccalaureate) 90 quarter units (60 semester units) of college or university coursework attempted
- good academic standing at the last college or university attended
- submission of a letter of application to the Department of Mathematics.
- application to the university for graduate status.

### Requirements for the Master of Arts in Mathematics for Teachers

A minimum of 45 units and satisfaction of the CSU Graduation Writing Assessment Requirement (GWAR), are required for the MA in Mathematics for Teachers. The following courses are required of all students:

1. MATH 520
2. MATH 521
3. MATH 522
4. MATH 523
5. MATH 524

6. MATH 525
7. MATH 526
8. MATH 540
9. MATH 591 or MATH 577

After successfully completing 6 or more of the first 8 courses above and after having been advanced to candidacy, a candidate for the degree of Master of Arts in Mathematics for Teachers should contact their advisor and the Graduate Studies Coordinator to determine whether they will satisfy the culminating experience requirement by completing a project or by examination. If the candidate chooses the project option, the candidate will enroll in MATH 591. If the candidate chooses the examination option (see details below), the candidate must still satisfy the 45 unit requirement by satisfactorily completing an approved offering of MATH 577 or other equivalent course.

Each candidate who wishes to attempt the culminating examination must choose 3 out of the following 8 listed areas:

1. Discrete Mathematical Models
2. Statistics and Data Analysis
3. Numerical Approach to Calculus and Differential Equations
4. Geometric Linear Algebra
5. Number Theory and Cryptography
6. Dynamical Geometry
7. History of Mathematics
8. Mathematics Education

A committee consisting of at least 3 faculty members, based on the areas chosen by the candidate, will be set up to administer the test. The candidate is required to write all three subtests in the same examination period. A candidate will be given a grade of "Pass", or "Fail" in each of the three subtests. A "Pass" in all three subtests constitutes a clear pass of the culminating examination. Any candidate who receives a "Fail" in two or more subtests will be required to re-write all three subtests in a second attempt. A candidate who receives a "Fail" in only one subtest will be required to re-write only that particular subtest in a second attempt. Any candidate who does not pass the examination after the rewrite must complete MATH 591. Examinations can be scheduled twice a year, during the period July through August and during the CSU December break.

### COURSE DESCRIPTIONS

**NOTE:** All courses require graduate standing. Students who have not attained graduate standing and who are interested in enrolling in a graduate class are encouraged to consult with the instructor and/or members of the Mathematics Graduate Program Committee.



## MATHEMATICS

### **MATH 520 Discrete Mathematical Models (5)**

Construction and analysis of difference models from physical, biological, social, and financial sciences. Cobweb analysis, convergence, stability and chaos in discrete dynamical systems. Phase plane analysis of systems of difference equations. (5 units lecture)

### **MATH 521 Statistics and Data Analysis (5)**

Classical and non-parametric confidence intervals and hypothesis tests for means, proportions, linear and multiple regression, and analysis of variance. Techniques include graphical displays, transformations, outlier identification, smoothing, regression and robustness; use of statistical package. Prerequisite: prior experience with statistical analysis at the level of Math 140. (5 units lecture)

### **MATH 522 Numerical Approach to Calculus and Differential Equations (5)**

Use of numerical and algebraic techniques to study change. The use of forward, back, and symmetric differences in data analysis. Divided differences as average rates of change and as approximations to instantaneous rate of change. Difference equations and Euler's method as numerical approximations to differential equations. Riemann sums, midpoint, trapezoid and Simpson's method to approximate accumulated change. Error analysis for numerical approximations. Prerequisite: (1) MATH 520 or (2) MATH 300. (5 units lecture)

### **MATH 523 Geometric Linear Algebra (5)**

Algebra and geometry of vectors in two and three dimensions. Complex numbers. Matrices as linear transformations of  $\mathbb{R}^2$  and  $\mathbb{R}^3$ . Rigid motions in two and three dimensions, their classification and matrix representations: Theory and classification of conic sections. Theory of perspective. Prerequisite: MATH 300. (5 units lecture)

### **MATH 524 Number Theory and Codes (5)**

Elementary theory of natural numbers, including prime numbers, divisibility, modular arithmetic, and Diophantine equations. Applications in cryptography such as Caesar ciphers and RSA cryptosystem. Additional topics selected by instructor. This course makes use of a significant amount of calculator or computer programming. Prerequisite: MATH 300. (5 units lecture)

### **MATH 525 Dynamical Geometry (5)**

Investigations in the Euclidean geometry of two dimensions using dynamical software. Emphasis on exploration, conjecture and verification. Prerequisite: MATH 300 or equivalent experience with the role of proof in Mathematics. (5 units lecture)

### **MATH 526 Introduction to the History of Mathematics (5)**

Development of mathematics from its empirical origins to its present form. Euclid's Elements. Prerequisites: (1) MATH 300, and (2) at least two mathematics courses that require MATH 300 as a prerequisite. (4 units lecture & 1 units lab)

### **MATH 540 Introduction to Mathematics Education Research (5)**

Brief introduction to basic philosophies, key terms and generally accepted strategies of both quantitative and qualitative research, such as the criteria and procedures appropriate for establishing validity reliability, credibility, and trustworthiness. Understanding ethics, confidentiality, protection of human subjects, variables, sampling, and data collection. Major emphasis on being able to find, evaluate, and use research in math education. (5 units lecture)

### **MATH 577 Advanced Topics in Mathematics (15)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Mathematics. (1-5 units lecture)

### **MATH 580 Advanced Research Participation (15)**

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. (1-5 units lecture)

### **MATH 591 Culminating Project (5)**

Design and implementation of a written report of mathematical, or field research or similar activity. Prerequisites: Successful completion of 30 approved credits towards the Master of Arts in Mathematics for Teachers. Appointment of a Culminating Activity Committee consisting of three faculty members approved by the Mathematics Graduate Program Committee. (5 units lecture)



**Department Chair:** Norman L. Keltner, Ed.D. RN  
**Program Coordinator:** Kathleen Gilchrist, PhD  
**Program Office:** Romberg Nursing Education Center, 110  
**Telephone:** (661) 654-2029  
 email: kgilchrist@csu.edu  
**Website:** <http://www.csub.edu/nursing/grad.shtml>  
**Faculty:** G. Davidson, K. Gilchrist, H. He, M. Kinder, C. Meares, B. Meyer, M. Attin

### **Master of Science Degree with a Major in Nursing and Post-Masters Certificate Programs**

#### **Program Description**

The purpose of these programs is to prepare nurses with advanced nursing theory and experience in functional roles of clinical nurse leader, family nurse practitioner, or school nurse. Students are prepared to function within the changing patterns of health care; assume leadership roles in multidisciplinary health groups; and conduct independent nursing research or clinical projects. Graduates from this program will be qualified for mid- and upper-level management positions in acute care hospitals and community agencies or positions in nursing education, school nursing, or in acute and primary care. They will also be prepared for doctoral programs in nursing.

The curriculum offers the student a choice of role emphasis option in Family Nurse Practitioner (FNP, primary care clinical practice), or School Nurse. Through a selected program of study, the curriculum is individualized to be reflective of the student's learning needs and professional goals.

The content of this program includes advanced health assessment; analysis, utilization and evaluation of theories of nursing; research methodology; role development; care of vulnerable populations; health care policy and delivery systems; application of advanced knowledge in providing nursing care for clients representing a variety of cultural and ethnic backgrounds in both urban and rural community settings. Students complete a "culminating experience" (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.

Research for the master's thesis or project that involves data from/about human subjects is required to be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR).

Students in the Family Nurse Practitioner (FNP) option must complete the requirements for the Master's degree before they can obtain the FNP certificate from the California State Board of Registered Nursing. Students in the School Nurse option must complete the requirements for the Master's degree before they can obtain the School Nurse Credential.

A Post-Master's certificate is available in the FNP option and in the School Nurse option.

The School Nurse option-specific courses are offered every other year in academic years beginning with an odd number.

The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN). For further information about the accreditation status of the program, please contact the Department of Nursing office or the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, phone (202) 887-6791. The FNP option is approved by the California State Board of Registered Nursing (BRN). The School Nurse option is approved by the California Commission on Teacher Credentialing (CCTC).

#### **Master's Degree Program Objectives**

The program objectives are to prepare students for graduation who can:

1. Expand knowledge and evaluate nursing theories and theories from related disciplines as a basis for advanced roles and nursing practice.
2. Utilize nursing concepts, theories, and knowledge to support advanced roles and evidence-based nursing practice.
3. Demonstrate expertise in advanced roles in nursing.
4. Apply research findings to advanced roles and nursing practice.
5. Utilize the steps of scientific inquiry to develop, conduct, and evaluate research or clinical projects.
6. Develop and implement strategies for improving nursing care and initiating changes in the health care system.
7. Actively engage in collaborative relationships with other members of the health care team to improve health care and influence health policies.
8. Assume responsibility for contributing to the advancement of the nursing profession.
9. Acquire a foundation for doctoral study in nursing.

Program objectives for the individual options are available in the graduate handbook.



## NURSING

### Application Procedure

1. Applicants must comply with the admission policies and procedures of the University.
2. Obtain and complete a "Graduate/Post-baccalaureate Application for Admission" at the University Office of Admissions and Records or apply on-line.
3. Admission to the University for post-baccalaureate study does not constitute acceptance into the Graduate Nursing Program. University Admission does, however, permit the student to take courses at post-baccalaureate standing and to begin the process leading to classification. Selected Nursing 500-level courses are open to post-baccalaureate and senior nursing students (NURS 515, NURS 518, NURS 527, NURS 586, NURS 590, NURS 595). Levels of graduate classification are described later in this Catalog.
4. Admission to the MSN options may be limited based on available resources.
5. To be considered for admission into the Master of Science in Nursing program, the Post-Master's FNP certificate program, or the Post-Masters School Nurse Credential program, the student must also complete and submit the relevant application materials to the Department of Nursing, including one copy of all official transcripts. The application deadline is April 30.
6. Applicants with current Nurse Practitioner (OB/GYN, Adult, Pediatrics) or Nurse Midwifery certificate and evidence of current national certification can receive credit for up to 90 hours out of the 630 clinical hours of the FNP option and can be excused from theory content specific to current practice area. The student is responsible for providing evidence of current clinical practice and national certification in the NP specialty area. The decision regarding the awarding of the clinical hours will be made by the Director of the FNP program in consultation with the NP faculty.
7. 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 by contacting CGFNS, 3600 Market St., Suite 400, Philadelphia, PA 19104, or website: <http://www.cgfns.org>. Phone (215) 349-8767.
8. Questions regarding the programs or the admission process may be directed to the Graduate Program Coordinator, or the Department Office.

### Academic Advising

When the student's admission to the Nursing Program is complete, she/he will be assigned an academic advisor who will guide the student during the Plan of

Study. The student has the responsibility to discuss her/his Plan of Study with the advisor and to schedule meetings as needed.

Nursing Department Admission Requirements for the Master of Science in Nursing Program (all Master's options)

1. Graduation from a nationally recognized, regionally accredited baccalaureate program in nursing or equivalent foreign university.
2. Completed "Application for Admission to the Master of Science Degree Program in Nursing". Submission of official transcripts from all colleges and universities attended to the Department of Nursing. 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 by contacting CGFNS, 3600 Market St., Suite 400, Philadelphia, PA 19104, or website: <http://www.cgfns.org>. Phone (215) 349-8767.
3. Be in good standing at the last college attended.
  - GPA of at least 2.5 (A=4.0) in the last 90 quarter or 60 semester units of coursework. Grades on challenge examinations or portfolio submissions will be excluded from GPA calculations.
  - If the GPA in the last 90 quarter (60 semester) units is between 2.50 and 2.99, a Graduate Record Examination (GRE) in the last five years is required with a score of 450 or above on each the verbal and quantitative sections.
  - Students with GPA of 3.0 or above in the last 90 quarter (60 semester) units are not required to take the GRE.
4. Completion of the following undergraduate courses with a grade of "C" or higher, courses may be repeated only once for a passing grade, or evidence of knowledge equivalent to that of specified courses through challenge examination or evidence of integrated content:
  - a. Pathophysiology (NURS 345 or BIOL 355)
  - b. Statistics (MATH 140 or PSYC 200)
  - c. Basic Nursing Research (NURS 357 or 367)
5. Current, clear, and active license as a Registered Nurse in California and a current healthcare provider CPR card.
6. Three letters of recommendation from persons who know the applicant's academic and professional abilities (forms are available from the Department office).
7. A two-page essay describing interest in the Master's option of choice and goals or plans when the MSN is completed.
8. A resume that details nursing experience with special emphasis on the last five years.



9. The applicant must have one or more years of full-time experience as an RN within the past three years. Recent graduates can apply for a waiver but must submit evidence of current employment as an RN.
10. An approved Plan of Study developed with a Master's program faculty advisor.
11. In addition to the above requirements, all graduate program applicants, regardless of citizenship, who have not attended colleges for at least three years full-time where English is the principal language of instruction, must present a score of 550 or higher (or 213 on the computer-based version) of the TOEFL exam, and a TSE (Test of Spoken English) score of 50 or higher.
12. An applicant to the School Nurse option must possess a Preliminary School Nurse Credential before enrolling in School Nurse clinical courses.
13. An applicant with a baccalaureate degree from a foreign country must pass the Graduate Writing Assessment Requirement prior to advancement to classified status.
14. All students must complete a Background Check once admitted to the Master's program.
2. Completed 22 units of graduate courses in the Plan of Study and required elective courses with a GPA of 3.0 or better (on a scale of A=4.0).
3. Completed NURS 625 Nursing Research: Advanced Methodology and Proposal Development.
4. Filed a petition for Advancement to Candidacy with the Department of Nursing Graduate Program Coordinator.
5. Completed the Graduation Writing Assessment Requirement (GWAR).

The Department of Nursing Graduate Program Committee (GPC) makes decisions about the admission of graduate students into the MSN classification. The GPC makes decisions on exceptions for admission, progression, and graduation but must follow University requirements in these areas.

### **Progression and Graduation Requirements for the Master of Science Degree with a Major in Nursing**

The Master of Science degree in Nursing requires completion of 67 (FNP option), or 58 (SN option) quarter units of required and elective courses with a grade point average of at least 3.0 (B). This includes a minimum of 5 units (maximum of 9 units) in an approved thesis or project (culminating experience). Students who have completed all required course work for their master's degree but still need additional time to complete their thesis or project may maintain "continuous enrollment" by registering for a 0-unit 700 course through Extended University. This will allow the student continuation of access to the library, computer labs and other student services.

FNP option students must complete a minimum of 120 hours of the 630 clinical hours in state or federally designated medically under-served areas.

Students must obtain a grade of C (2.0) in all graduate courses in order to progress in the program, "C-" (1.7) is not considered passing. A grade of B- (2.7) or better must be obtained in courses that are identified as meeting outcome criteria for progression to graduation (NURS 624, NURS 653, NURS 665, NURS 690, NURS 691). A student may repeat a failed course only once, and no more than two courses may be repeated. NURS 690 and NURS 691 must be successfully completed with a B- (2.7) or better and cannot be repeated. Students referred to Student Conduct may not progress in the nursing graduate program until the findings from the Student Conduct proceedings are received and the Nursing Graduate Committee approves progression of the student in the nursing graduate program.

### **Additional Admission Criteria for the Family Nurse Practitioner Option**

Preference for admission will be given to students with 1) bilingual skills, specifically Spanish; and 2) evidence of commitment to be employed in care of minority or under-served health care populations.

### **Student Classification**

**Classified Standing in the Master's Degree Program in Nursing.** For classified status, the student must meet all the admission requirements previously listed.

### **Conditionally Classified Graduate Standing.**

Applicants may be admitted as a Conditionally Classified Graduate Student if, in the judgment of the graduate admissions committee, the applicant has potential for successful completion of all the "conditions" specified by the faculty for admission as a Classified Graduate Student and potential for successful completion of all the requirements for the graduate program. Upon satisfactory completion of all "conditions" specified by the faculty, the student's status will be administratively changed to Classified Graduate Student.

**Advancement to Candidacy.** The candidate must have all of the following:

1. Attained Classified Status.



## NURSING

### Course Requirements for the Master of Science in Nursing Degree Program

#### Core Courses - All Options (24 units)

NURS 515 (2)  
NURS 518 (2)  
NURS 527 (3)  
NURS 586 (5: 3 lecture/2 lab)  
NURS 590 (3)  
NURS 625 (4)  
NURS 690 (5) or  
NURS 691 (5)

#### Required Clinical Preparation Courses

##### Family Nurse Practitioner Option (67 total units/24 units of core courses and 43 units in clinical preparation courses)

NURS 584 (3)  
NURS 603 (3)  
NURS 606 (3)  
NURS 607 (Lab) (3)  
NURS 616 (4)  
NURS 617 (4)  
NURS 636 (4)  
NURS 637 (4)  
NURS 646 (4)  
NURS 647 (4)  
NURS 653 (5: 1 lecture/4 lab)  
NURS 684 (2)

##### School Nurse Option (58 total units/24 units of core courses/and 34 units in clinical preparation courses)

NURS 582 (4)  
NURS 595 (3)  
NURS 604 (5)  
NURS 608 (3)  
NURS 614 (3 lab)  
NURS 624 (3 lab)  
NURS 626 (4)  
EDSP 501 (1 course in exceptional children) (5) or  
EDSP 508 (1 course in exceptional children) (5)  
EDCS 540 (4) or  
PSYC 500 (4)

#### Post-Master's Certificate Programs

##### Admission Requirements

1. Criteria as specified for admission to the Master of Science in Nursing program are met including criteria for the specific options.
2. Graduation from a nationally recognized, regionally accredited Master's program in Nursing.
3. One year of full-time experience as a Registered Nurse in the past three years.

4. Preference for admission will be given to students with 1) bilingual skills, specifically Spanish, and 2) evidence of commitment to be employed in care of minority or under-served health care populations.
5. Applicants to the Post-Masters School Nurse Certificate/Credential program must possess a Preliminary School Nurse Credential.

#### Course Requirements

##### Family Nurse Practitioner Post-Master's Certificate Courses (50 units)

NURS 515 (2)  
NURS 586 (5: 3 lecture/2 lab)  
NURS 584 (3)  
NURS 603 (3)  
NURS 606 (3)  
NURS 607 (3)  
NURS 616 (4)  
NURS 617 (4)  
NURS 636 (4)  
NURS 637 (4)  
NURS 646 (4)  
NURS 647 (4)  
NURS 653 (5: 1 lecture/4 lab)  
NURS 684 (2)

**Note:** Students may have already taken equivalent courses in pharmacotherapeutics, roles, and advanced health assessment nursing courses. Undergraduate coursework (or evidence of equivalent knowledge) in Pathophysiology (5 units), Statistics (5 units), and Nursing Research (4 units) are required for admission to the post-master's FNP program. Students will be individually advised regarding deficiency in other master's level core courses such as nursing theory, research, health care policy, health care systems/finance and care of vulnerable populations.

##### Post-Master's School Nurse Certificate/Credential Program

##### Admission Requirements

1. Baccalaureate degree in nursing from an accredited university.
2. Current, clear and active California RN license (and maintained throughout the program).
3. Current California Public Health Nursing Certificate.
4. GPA in undergraduate courses of 2.5 (on a scale of A=4.0) or better in the last 90 quarter units.
5. Submission of completed "Graduate/Post-Baccalaureate Application For Admission" and official transcripts to CSUB.
6. Submission to the Department of Nursing of completed "Application for Admission to the Master of Science Degree Program in Nursing"



indicating preference for the post-master's School Nurse Certificate/Credential option, three letters of reference (provided with packet), and official transcripts.

7. Undergraduate coursework (or evidence of equivalent knowledge) in Pathophysiology (5 units), Statistics (5 units), and Nursing Research (4 units) are required for admission to the post-master's School Nurse Certificate/Credential program.
8. Applicants to the Post-Masters School Nurse Certificate/Credential program must possess a Preliminary School Nurse Credential.

### Application Procedure

1. Students should follow the application procedure described above. Additionally, students are encouraged to make an appointment with the Director of the School Nurse Program for advising and program planning. Please email or call: Michelle Kinder, MSN, RNC, PHN, CNL at [mkinder@csub.edu](mailto:mkinder@csub.edu) or (661) 654-3120.
2. Students must have either a Preliminary Health Services (School Nurse) Credential or a Certificate of Clearance, along with CSUB Student Health Services health clearance, proof of professional liability insurance, proof of health insurance, mask fit testing and valid CPR certification, before taking practicum courses.
3. All comparable courses from other universities must be evaluated and approved by the Department of Nursing.
4. Application Deadline is April 30.
5. Mail school nurse application, official transcripts, and copies of RN license, Preliminary Credential, and PHN and School Audiometrist certificates to:  
Director, School Nurse Program  
Department of Nursing  
California State University, Bakersfield  
29 RNC  
9001 Stockdale Highway  
Bakersfield, CA 93311-1022

### Course Requirements for the Post-Master's School Nurse Credential Program (34 total units)

NURS 582 (4)  
NURS 595 (3)  
NURS 608 (3)  
NURS 604 (5)  
NURS 614 (3 lab)  
NURS 624 (3 lab)  
NURS 626 (4)  
EDSP 501 (1 course in exceptional children) (5) **or**  
EDSP 508 (1 course in exceptional children) (5)  
EDCS 540 (4) **or**  
PSYC 500 (4)

### General Information for All Graduate and Post-baccalaureate Nursing Students

#### Essential Functions for Graduate Nursing Students

There are essential functions or abilities necessary for admission and progression in the graduate nursing program at CSUB. The candidate must be able to perform all of the essential functions (with or without accommodations). The Department of Nursing follows the CSUB nondiscrimination policy, and students requesting accommodations should contact the Disability Services office. These essential functions include, but are not limited to, the following:

**Observation.** Candidates must be able to accurately observe patients and demonstrations close up and at a distance to learn skills and to gather patient data (e.g., observe a patient's gait, appearance, posture, etc.). Candidates also must possess functional use of the sense of vision and somatic sensation. Observation is enhanced by the functional use of the sense of smell.

**Communication.** Candidates must have the ability to communicate orally and in writing with patients, families, groups and other members of the healthcare team, as well as faculty and peers. Candidates must also be able to effectively interpret communication of others. Candidates also must be able to read and comprehend written material.

**Psychomotor Skills.** Candidates must have sufficient motor function to perform nursing tasks and to obtain data from patients using tactile, auditory and visual maneuvers. Candidates must be able to execute motor movements to provide required general nursing care as well as emergency treatments.

**Intellectual and Cognitive Abilities.** Candidates must be able to measure, calculate, reason, analyze, synthesize, integrate and apply information in making clinical judgments. Problem solving, a clinical skill required of nurses, requires all of these intellectual abilities. In addition, candidates must be able to comprehend 3-D relationships and to understand the spatial relationships of structures.

**Behavioral and Social Attributes.** Candidates must possess the emotional health required to use their intellectual abilities fully. This may be demonstrated by exercising good judgment, promptly completing all responsibilities attendant to the care of patients and aggregates, and developing mature, sensitive and effective relationships with patients, families and other health-care workers as well as faculty and peers. Candidates must be able to tolerate physically taxing



## NURSING

workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties and ambiguities.

**Ethical Standards.** A candidate must demonstrate the ability to reason morally and practice nursing in a professional and ethical manner with patients, families, and other health care workers as well as with faculty and peers.

**Reasonable Accommodation for Disabilities.**

Students must be able to perform all the essential functions of the program with or without accommodation. A student who discloses a disability and requests accommodation will be referred to Disability Services. The student may be asked to provide documentation of the disability for the purposes of determining appropriate accommodations. The Department of Nursing will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the CSUB Disability Services office at (661) 654-3360.

**Professional Liability Insurance.** Student professional liability insurance must be obtained by all students through the University prior to registration for nursing courses each year. Insurance shall be obtained through the Cashier's Office on campus or on-line. Other malpractice insurance will not be accepted.

**Licensure/Certification Requirements.** Students must have a clear, current, and active license as a Registered Nurse in California on admission, and the license must remain current during enrollment in the graduate nursing program. Students must have a current Health Care Provider (infant, child, 1-person and 2-person adult) cardiopulmonary resuscitation certificate. The CPR certificate must remain current during enrollment in the graduate nursing program.

**Background Check.** Before beginning MSN courses, all graduate nursing students will complete a background check from a company that has been selected by the CSUB nursing department. The Chair of the nursing department only will have access to this information. This information will remain confidential. If any areas of concern from the background check are identified, the nursing department chair will notify the student. The student has the right to have a second background check completed by a company approved by the Department of Nursing. The student has the right to correct any misinformation from the

background check with the company that completed it. CSUB Human Resources, agency/Agency Human Resources Department, and/or the BRN may be notified of the results of the background check by the nursing department chair.

**Health Requirements - Health clearance** requirements must be completed and reported to the Student Health Center prior to beginning nursing courses each year. The physical examination may be done at the Student Health Center, CSUB, prior to Fall classes, or it may be done by a physician of the student's choice at the student's expense. The Student Health Center provides the health clearance.

**Initial Health Clearance for Newly-Admitted Students**

**Health History Form.** completed.

**Physical examination.** within the past year.

**Lab requirements.** CBC, UA.

**Tuberculin Skin Test.** One-step testing will be required of all students entering the Graduate Nursing Program. Testing must be done after June 1<sup>st</sup> each year. If done off campus, verification must include date, reading at 48-72 hours, and the name of the agency providing the service. Skin test should not be repeated if the previous test 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 of x-ray must include patient name, date, radiologist's reading, and name of the agency providing the service.

**Required Immunizations**

Written verification must be in English and include the patient name, date given, and provider signature.

**Hepatitis B Vaccine Series.** The series consists of three injections given over a period of 6 months. A blood test, Hepatitis B Surface Antibody test (HbsAB) 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.

**Rubeola/Mumps/Rubella (MMR).** vaccination must have been given after 1968 and after 15 months of age. Rubeola, rubella, and mumps titers, showing immunity to each disease, are accepted in place of vaccinations. The option of titers for measles, rubella,



and mumps is recommended for those over 35. Two doses of measles vaccine given before entry into college are recommended for those born after 1956.

**Varicella (Chickenpox).** vaccination given in two doses one month apart. The student may waive varicella vaccination by: 1) signed statement declaring previous chickenpox, or 2) varicella titer showing immunity to chickenpox.

### Highly Recommended Immunizations

**Tetanus and Diphtheria (dT).** given every 10 years. Vaccination should include diphtheria.

**Influenza Vaccine.** given yearly in October/November well ahead of the flu season.

**Hepatitis A Vaccine.** two injections given in two doses 6 months apart.

**Meningitis Vaccine.** one vaccination recommended. Check with the Health Center regarding availability.

**Latex Allergy.** Students must state whether they have a known allergy to latex.

**Non-NIDA Drug Testing.** Drug testing is not currently required for Graduate Students.

**Worker's Compensation Form.** All nursing students must complete a "Health Questionnaire" to be eligible for Worker's Compensation while in a clinical setting. Submit the original questionnaire to the SHS, a copy is maintained in the student's medical record and the original is sent to the Human Resources Department.

### Healthcare Clearance for Returning Graduate Students in the Nursing Program

A Health Clearance Form will be issued to returning Graduate Students after the following have been completed. Students will not be admitted into the clinical areas until these requirements are on file.

**Tuberculin Skin Test.** TB skin test (one-step testing) must be performed after June 1<sup>st</sup> of each year. Verification must include date, reading at 48-72 hours, and the name of the agency providing the service. Skin test should not be repeated if previous test was positive.

**Immunizations updated.** If needed: Diphtheria/Tetanus, Varicella, completion of the Hepatitis B Series and HBsAB (antibody test).

### Additional Policies

**Mandatory Drug Testing.** All students must be drug tested upon entry into the master's program. All students are subject to immediate mandatory drug testing if their behavior in a clinical setting leads to suspicion of being under the influence of alcohol or drugs.

**Illness Policy.** Students whose condition limits their ability to give nursing care or who have an illness of a chronic or contagious nature must submit a doctor's release stating that it is safe for them to give nursing care before returning to the clinical area. See the Department of Nursing Office for specific guidelines.

**Financial Aid.** Nursing student loans are sometimes available through the CSUB Financial Aid Office for students in the graduate program. Various organizations make scholarship money available to graduate nursing students through the Financial Aid Office. Federal traineeships are occasionally available. Contact the Department of Nursing Office for current information on traineeships.

### COURSE DESCRIPTIONS

#### NURS 515 Roles in Advanced Practice Nursing (2)

Role development in advanced practice nursing from historical, economical, political, legal, and ethical perspectives. Discussion of role definition, transition, ambiguity, and development. Concepts of collegial practice, inter-professional and intra-professional relationships in addition to legal issues will be emphasized. Lecture 2 units. Prerequisite: Post-Baccalaureate or senior nursing student.

#### NURS 518 Care of Vulnerable Populations (2)

Study of the health care for special populations in the community. Nursing considerations of human diversity, ecology, epidemiology, cultural competence, and cultural and social issues. Focus is on the health promotion and disease prevention needs of vulnerable populations. Lecture 2 units. Prerequisite: Post-Baccalaureate or senior nursing student.

#### NURS 527 Health Care Policy and Delivery Systems (3)

Exploration of health care policy, organization, and financing of health care systems in order to provide the basis for leadership in the planning and provision of quality cost effective care. Includes as an essential foundation for the delivery of health care services: examination of legislation, regulation, and distributive justice; comparison of various care delivery systems; exploration of various modes of health care financing. Lecture 3 units. Prerequisite: Post-Baccalaureate or senior nursing student.



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### **NURS 577 Advanced Topics in Nursing (1-5)**

Offered periodically as announced. Topics of interest to senior and graduate students. May be repeated for different course content. Specific prerequisites will be indicated with each announced course.

### **NURS 582 Audiometry and Hearing Conservation (4)**

The course includes an overview of the anatomy and physiology of the ear. A special focus is given to the study of the basic audiologic tests and equipment including equipment calibration, test procedures, and pure tone and identification audiometry. Causes of hearing impairment, impedance audiometry and hearing conservation programs are studied. Pre-school screening is presented as well as an introduction to newborn and infant auditory screening. Prerequisite: Post-Baccalaureate in Nursing.

### **NURS 584 Pharmacotherapeutics (3)**

Designed to meet the Board of Registered Nursing requirement for nurse practitioners to furnish drugs and/or devices pursuant to the Business and Professions Code. Contents include but are not limited to pharmacokinetics, pharmacodynamics, drug/device classification, and dosage for drugs commonly used for the provision of health care in a primary care setting. Drug side effects, interactions, contraindications, and special considerations are presented. Ethical and legal issues related to pharmacological-based therapeutics are discussed. Lecture 3 units. Prerequisite: Classified status in the MS degree program in Nursing, or Post-Masters certificate classification, or permission of the instructor.

### **NURS 586 Advanced Health Assessment (5)**

Compile a complete and comprehensive database to establish the health status of the client/patient. Emphasis is placed upon physiology, pathophysiology, psychopathology as well as physical and psychosocial needs of the adult (including the pregnant female), child, and adolescent clients. Upon this foundation, an individualized protocol for client care management will be established. Lecture 3 units; Laboratory Practice 2 units. Prerequisite: Senior nursing student and permission of instructor, Conditionally Classified, Classified, or Post-Masters status in the MS degree graduate program in Nursing.

### **NURS 590 Theoretical Foundations of Nursing (3)**

A seminar dealing with the relationships between philosophy, theory, research, and practice in nursing. An historical analysis of nursing's professional progress to its present theoretical state provides the background for analysis, discussion, and evaluation of

different nursing theories. Included will be analysis of relevant mid-range theories form a wide range of disciplines. Lecture 3 units. Prerequisite: Senior nursing student and permission of instructor, Conditionally Classified, or Classified status in the MS degree program in Nursing.

### **NURS 595 Educational Principles and Methodology Applied to Nursing (3)**

The focus of the course is on the use of a variety of teaching skills and strategies to help nursing staff, students, and other health care workers establish policies and standards. These skills enable the advanced practice nurse to influence attitudes and understanding about nursing health care. Students in this course develop and present programs or classes for nursing staff development, education of nursing students, or programs of health education for consumers and other health care providers. Lecture 3 units. Prerequisite: Conditionally Classified, or Classified status in the MS degree program in Nursing, senior nursing student, or permission of the instructor.

### **NURS 599 Clinical Continuation (1-5)**

Faculty supervised clinical experience with approved preceptor. Course will require maintenance of clinical log, and may require some directed readings on pertinent clinical topics. Offered on a credit, no-credit basis only. Prerequisite: consent of instructor and Department of Nursing Chair. [By petition, Independent Study]

### **NURS 603 Pathophysiologic Basis of Disease for Advanced Practice Nurses (3)**

Physiology-based course focusing on the pathogenesis of human disease as a consequence of abnormalities and alterations of normal physiologic function based on a cellular and system oriented framework. Regulatory and compensatory mechanisms that aim at maintaining and restoring homeostasis in response to changes in the internal and external environment are explored. Synthesis of current research regarding pathophysiological patterns and its application to primary care are emphasized. Prerequisite: Baccalaureate degree in Nursing, or permission of instructor.

### **NURS 604 Introduction to School Nursing (5)**

This course presents the role of the nurse in school health programs, school health practice and parameters, and community resources. Focus is on advanced concepts and clinical knowledge to practice as a school nurse. Prerequisite: Baccalaureate degree in nursing, classified status, or permission of instructor.



**NURS 606 Family Theory and Health Promotion (3)**

Advanced concepts in family assessment. Emphasis on disease prevention, and health and wellness care in rural, urban, and multi-ethnic and culturally diverse populations. Theoretical models of family, aggregate, and community systems as they relate to health promotion, risk reduction, and health restoration are explored. Lecture 3 units. Prerequisites: Classified or Post-Masters status in the MS degree program in Nursing and the nurse practitioner, or community health (CNS) options, or permission of the instructor. NURS 586 (within the previous two years) and NURS 603 are prerequisites, NURS 584 and NURS 515 are prerequisite or co-requisite.

**NURS 607 Assessment and Management of Family Health Care Laboratory/Clinical (3)**

Application of beginning nurse practitioner skills in individual and family assessment, intervention, and management in primary care and community-based settings. Clinical focus is on data gathering, conducting routine health histories and physicals, and health promotion/risk reduction activities in rural, urban, and multi-ethnic and culturally diverse populations. Models of individual, family aggregate, and community systems are used to analyze health promotion, risk reduction, and health restoration. Students will develop and use disease protocols for intervention and management. Laboratory Practice 3 units. Prerequisites: Classified or Post-Masters status in the MS degree program in Nursing and the nurse practitioner option. NURS 586 and NURS 603 are prerequisites. NURS 584 and NURS 606 are prerequisites or co-requisites. Applicants to the Post-Master's FNP option will need to demonstrate knowledge equivalent to a course in advanced health assessment (NURS 586) within two years of enrollment in this course.

**NURS 608 Outcomes Mandate (3)**

Continuous quality improvement principles will be introduced and related to clinical outcomes management and cost-effective care. Evidence-based practice will be emphasized within a framework that includes health promotion and disease reduction as well as illness and disease management. Prerequisite: Classified or Post-Masters status in the MS degree program in Nursing.

**NURS 614 School Nurse Practicum I (3)**

This course involves a supervised clinical practice in a school district offering nursing services to infants and children. The focus is on elementary education settings. Prerequisites: NURS 604.

**NURS 616 Assessment and Management of Chronic Family Health Care Theory (4)**

Family Nurse Practitioner concepts 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 lifespan. Development of process protocols and algorithms for intervention and management with emphasis on health maintenance. Lecture 4 units. Prerequisites: Classified or Post-Masters status in the MS degree program in Nursing and the nurse practitioner option. NURS 584, NURS 606, NURS 607.

**NURS 617 Assessment and Management of Chronic Family Health Care Laboratory/Clinical (4)**

Family Nurse Practitioner 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. Use of process 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 chronic care of clients/patients of all ages. Prerequisites: Classified status or Post-Masters status in the MS degree program in Nursing and the nurse practitioner option. NURS 584, NURS 606, NURS 607.

**NURS 619 Procedures and Practice for Family Nurse Practitioner Students (1-5)**

Emphasis is on the performance of simple office procedures and maintaining nurse practitioner assessment, diagnostic, advocacy, intervention and management skills of individual in primary care settings. Supervised clinical practice with a preceptor and individualized to help the student attain the minimum clinical requirements of the FNP option. Can take the course for the first time after completing N616 and N617. Can repeat course once a year after completing NURS 653. Prerequisites NURS 616, NURS 617.

**NURS 624 School Nurse Practicum II (3)**

This course involves a supervised clinical practicum in a school district offering nursing services to adolescents. The focus is on middle school, junior high or high school settings. Prerequisites: NURS 604.

**NURS 625 Nursing Research: Advanced Methodology and Proposal Development (4)**

In-depth study of selected research strategies commonly used in nursing, such as clinical case-



study, experimental, quasi-experimental, historical, ethnographic, ex-post-facto, and survey methods. Identification and clarification of nursing problem statements and related hypotheses. Roles and functions of the nursing thesis research committee. Development and analysis of individual thesis proposals. Lecture 4 units. Prerequisites: Successful completion of Graduate Writing Assessment Requirement. Classified status in the MS degree program in Nursing and NURS 590.

### **NURS 626 Introduction to Epidemiology and Health Care (4)**

This course is an introduction to the principles and methods of epidemiology and biostatistics as applied in the study of the distribution of health and illness in society. Examines risk factors associated with incidence and prevalence of acute and chronic disease in diverse populations and across the lifespan. Lecture 4 units. Prerequisite: Classified or Post-Masters status in the MS degree program in Nursing or permission of the instructor.

### **NURS 636 Assessment and Management of Acute Family Health Care Theory (4)**

Family Nurse Practitioner concepts 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 lifespan. Prerequisites: Candidacy or Post-Masters status in the MS degree program in Nursing and the nurse practitioner option. NURS 616, NURS 617, and NURS 684 (as pre-requisite or co-requisite).

### **NURS 637 Assessment and Management of Acute Family Health Care Laboratory/Clinical (4)**

Family Nurse Practitioner 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 lifespan. 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 of all ages with acute self-limiting conditions. Prerequisites: Candidacy or Post-Masters status in the MS degree program in Nursing and the nurse practitioner option. Prerequisites NURS 616, NURS 617, and NURS 684 (as pre-requisite or co-requisite). Co-requisite NURS 636.

### **NURS 646 Assessment and Management of Complex Family Health Care Theory (4)**

Family Nurse Practitioner concepts in family assessment, intervention and management in primary

care and community-based settings. Health promotion, disease prevention, and management of complex, chronic multisystem illness across the lifespan. An emphasis will be placed on the theoretical base for provision of care to older adults.

Prerequisites: Candidacy or Post-Masters status in the MS degree program in Nursing and the nurse practitioner options. NURS 636, NURS 637.

### **NURS 647 Assessment and Management of Complex Family Health Care Laboratory/Clinical (4)**

Family Nurse Practitioner skills and care in family assessment, intervention and management in primary care and community-based settings. Health promotion, disease prevention, and management of complex, chronic multisystem illness across the lifespan. An emphasis will be placed on the provision of care to older adults. Application to clinical practice of pathophysiological, pharmacological and other treatment interventions. Supervised clinical practice in a primary care setting in the care of clients/patients of all ages with chronic multisystem illness.

Prerequisites: Candidacy or Post-Masters status in the MS degree program in Nursing and the nurse practitioner option. NURS 636, NURS 637. Co-requisite NURS 646.

### **NURS 653 Advanced Practice Nursing Role Practicum in Family Health Care (5)**

Residency with a preceptor and faculty guidance in nurse practitioner role development in a primary care and community-based setting. Problem solving strategies as they apply to multi-ethnic and culturally diverse client/systems are implemented through the utilization of theoretical models and research across practice settings. Student will demonstrate selected advanced skills and procedures. Lecture 1 unit; Laboratory Practice 4 units. Prerequisites: Candidacy or Post-Masters status in the MS degree program in Nursing and the nurse practitioner option. NURS 643, NURS 646 and NURS 647.

### **NURS 684 Advanced Pharmacotherapeutics (2)**

A seminar designed to reinforce and augment facts, skills and knowledge attained in NURS 584 (Pharmacotherapeutics) and subsequent nurse practitioner clinical courses. Discussion and focused teaching utilizing problematic patients seen by the student since completion of NURS 584. Emphasis is on achieving optimal drug therapy outcomes as well as final preparation for application for furnishing license. Problematic patients will be selected from at least, but not limited to, the following disease state categories or therapeutic dilemmas: cardiovascular; endocrine; infectious disease; psychiatric; gastrointestinal; pregnancy and breastfeeding.



Contents of focused discussion will include, but not be limited to: pharmacokinetics; pharmacodynamics; medication dosing; recognizing and managing side effects; interactions with medications, foods and dietary supplements; ethical and legal issues related to the furnishing process. Prerequisite: Satisfactory completion of NURS 584 (or equivalent course), NURS 616 and NURS 617, classified status in the second clinical year of the MS degree program in Nursing, or Post-Masters certificate classification, or permission of the instructor.

**NURS 690 Nursing Research: Thesis (1-5)**

Independent study and research in nursing with faculty supervision. Students may enroll for a minimum of 1 unit per quarter up to a total of 5 units per quarter (9 units maximum during the program). Prerequisites: Candidacy status in the MS degree program in Nursing and NURS 625.

**NURS 691 Master's Project (Non-thesis Option) (1-5)**

The student will design, implement, and evaluate a nursing project aimed at solving a practical or clinical problem, or meeting an educational or administrative need in a service setting with faculty supervision. Students may enroll for a minimum of 1 unit per quarter up to a total of 5 units (to a maximum of 9 units throughout the program). Prerequisites: Candidacy status in the MS degree program in Nursing.



## PSYCHOLOGY

**Department Chair:** Steve Bacon

**Program Coordinator:** Tanya Boone

**Program Office:** Dorothy Donahoe Hall, D110

**Telephone:** (661) 654-2366

**email:** tboone@csub.edu

**Website:** www.csub.edu/Psychology/grcourse.htm

**Faculty:** M. Abramson, S. F. Bacon, T. L. Boone, J. F. Deegan II, A. Duran, K. L. Hartlep, T. K. Ishida, M. Leon, H. Mitchell, C. D. Raupp, B. M. Rienzi, E. H. Sasaki, I. C. Sumaya, S. E. Suter, C. Tate, L. A. Vega

**Emeritus:** M. J. Allen, D. C. Cohen, R. C. Noel

### Program Description

Psychology can be considered from a variety of perspectives such as a natural or biological science, a behavioral or social science, an applied or professional field, or a set of experiential or humanistic concerns. The MA in Psychology Program is designed to 1) prepare students seeking community college or high school social science teaching positions, and 2) provide appropriate research experience for students wishing to enter a doctoral program elsewhere.

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 to prepare students to pursue admission to a psychology doctoral program or to prepare students to seek a community college teaching position. The first year of the program emphasizes the breadth of psychological knowledge, and includes proseminar courses in the following major areas of psychology: *biopsychology, cognitive psychology, social psychology, developmental psychology, sensation and perception, and contemporary topics in psychology*. The first year's work culminates in a comprehensive exam focused on proseminar content, research methods, and statistics. The comprehensive exam must be passed to continue in the program.

The second year is devoted to developing skills necessary for both teaching and research. Coursework in the second year includes an *Ethics and Practice in Teaching and Research* course. The rest of the year's curriculum entails practice in research and teaching, and the preparation and defense of an empirical thesis.

Research for the master's thesis or project that involves data from/about human subjects may be required to be reviewed and approved by the

Institutional Review Board for Human Subjects Research (IRB/HSR). Likewise, research projects that involve data from/about non-human animals must be reviewed and approved by the CSUB Institutional Animal Care and Use Committee (IACUC). For additional details, see page 350.

### Application and Admission Requirements

Students seeking admission to the Master of Arts in Psychology Program should first secure application materials from the Department of Psychology. Applications will be reviewed by the Graduate Committee of the Department of Psychology. Students must also apply to the Office of Admissions and Records for admission to the University; this application for general admission at the post-baccalaureate level will be processed by the University. Offers of admission by the Department are made on an annual basis. The deadline for applications is April 1. Information about the program and the application process is available from the Department, the Psychology Graduate Program Coordinator, and the departmental Home Page at [www.csub.edu/psychology](http://www.csub.edu/psychology).

To be considered for admission to the MA program, the student must fulfill the following minimum requirements:

1. Complete the following undergraduate prerequisite courses with a combined GPA of at least 3.0 and no grade lower than a "C" (2.0):
    - a. Introduction to Statistical Methods in Psychological Research (PSYC 200 or MATH 140)
    - b. Understanding Psychological Research (PSYC 300A and PSYC 300B)
    - 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 the MA in Psychology Program.
- Note:** CSUB course numbers are provided for reference. The Department will determine whether courses taken elsewhere meet these requirements. Students may complete these prerequisite courses within the Department while enrolled in graduate courses for which they are eligible, although progress toward the degree will be slower. A maximum of 13.5 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 success in the areas of research and teaching.

Admission to the M.A. in Psychology Program is limited to the number of students for whom the Department can provide appropriate research and teaching experience. Department faculty 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 that provide evidence of potential.

### **Student Classification Levels**

The Department of Psychology determines the student's initial classification level prior to admission as well as all subsequent changes in that level. Students enrolled in the MA in Psychology Program may enroll in any course on the approved Plan of Study for which they have met the prerequisites. Anyone else must obtain the instructor's permission prior to enrollment.

**Classified.** Students who meet all of the requirements for admission will be admitted at the classified level. Classified graduate students may take any graduate level course meeting the requirements of their Plan of Study as long as the appropriate prerequisites have been met.

**Conditionally Classified.** Students who have completed most but not all of the requirements for admission at the classified level and show promise of success may be admitted at the conditionally classified level. Students admitted at 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.

**Candidate.** Classified level students will be advanced to candidate level in the term in which they intend to graduate and must have a minimum 3.0 GPA in the Plan of Study and have completed the Graduation Writing Assessment Requirement (GWAR). Students must also receive positive faculty evaluations concerning their effectiveness and responsibility in interpersonal relationships and in meeting academic and professional responsibilities.

### **Degree Requirements**

#### **Year 1 Courses**

- BEHS 500 (5)
- PSYC 501 (5)
- PSYC 502 (4)
- PSYC 503 (4)
- PSYC 504 (4)
- PSYC 575 (5)

#### **Year 2 Courses**

- PSYC 601 (5)
- PSYC 681\* (variable)
- PSYC 688\* (variable)
- PSYC 695 (5)
- Electives (variable)

\* At least 3 units must be taken for PSYC 681 and 688, with a total of 8 units for both courses combined.

### **Comprehensive Examination**

Students must satisfactorily pass a Comprehensive Exam during the summer after their first year in the program. The exam will test students' knowledge of material covered in the courses taken during Year 1 of the program. This exam must be passed in order for students to continue into the second year of the program.

### **Additional Requirements for the MA Program in Psychology**

The California State University requires demonstration of writing ability either by passing the university-wide Graduation Writing Assessment Requirement (GWAR) examination or by achieving a grade of "C" or better in COMM 304, 306 or 311, ENGL 305, 310 or 311, HIST 300, ADM 510 or other courses approved by the English Department. Brochures with more information the GWAR are available in the Testing Center, the Department of English, and in all deans' offices.

Selected courses in Counseling Psychology may be appropriate for graduate degree credit. Selection must be done with permission of the Graduate Program Coordinator in accord with the individual's Plan of Study.

### **Advising**

A student's Thesis Chair will serve as the academic advisor. An advisor will be assigned to each student upon admission to the program. Unless that assignment is changed by the student, and the change is approved by the Graduate Program Coordinator, the advisor will continue as the student's academic advisor throughout the program. The student and academic advisor will prepare a Plan of Study and submit it for approval by the Graduate Program Coordinator.



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## 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. Students may take no more than **10** units on a non-optional credit, no-credit basis.
2. Be in Good Standing in the MA in Psychology Program. To be in Good Standing, a student must maintain at the end of each term of enrollment a cumulative GPA of 3.0 or higher in courses taken for the Plan of Study. Students must also receive a favorable first-year review from the Graduate Committee. First-year reviews will be completed at the end of the first Spring quarter. 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. Successful completion of the Comprehensive Examination at the end of the first year, with passing scores on all sections.
4. Be advanced to Candidate level by the Department.
5. Receive an overall GPA of 3.0 or higher for the entire 45-unit program.
6. No course with a grade of B- (2.7) may be counted toward the Plan of Study.

## COURSE DESCRIPTIONS

**Note:** Most 500-level and all 600-level courses are not available for undergraduate credit. Students enrolled in the MA in Psychology Program 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.

### 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. This is a required course in the MA in Psychology Program. Prerequisites: PSYC 300A and PSYC 300B and BEHS 500.

### PSYC 502 Pro-seminar in Cognitive and Biological Psychology (4)

The first half of the course focuses on the biological basis of behavior with an emphasis on the interaction between neurochemistry, pharmacology and the environment as it relates to psychological phenomena. Current findings in the area of neuroscience that have major relevance to the general field of biological psychology will be discussed. The second half of the course focuses on theory, research, and applications within the study of mental processes. Emphasis is on comparison between models and an understanding of the major themes underlying cognitive research. Lecture/Discussion and Student Projects. This is a required course in the MA in Psychology Program. Prerequisites: Enrollment as a graduate student in the MA in Psychology Program, or approval of both instructors.

### PSYC 503 Pro-seminar in Sensation and Perception and Contemporary Topics in Psychology (4)

The first half of the course will cover an introduction to vision and assigned readings dealing with three topics in visual neuroscience: (a) the relationship between visual perception and visual imagination; (b) the mechanisms of visual awareness; and (c) visual anomalies of the brain. Students will be responsible for organizing and conducting one of the class meetings on each topic. The second half of the course will cover popular contemporary topics in psychology. These topics will vary from quarter to quarter. Lecture/Discussion and Student Projects. This is a required course in the MA in Psychology Program. Prerequisites: Enrollment as a graduate student in the MA in Psychology Program, or approval of both instructors.

### PSYC 504 Pro-seminar in Social and Developmental Psychology (4)

The first half of the course familiarizes students with research within Social Psychology, examining past, present, and future directions. Topics will include different research techniques used to study social psychological principles and the interaction of social psychology with other fields of study (e.g., biology and cognitive psychology). The second half of the course focuses on the study of human development across



the life span, with special attention paid to current knowledge of developmental psychology theories, research methods, and research trends. In this course, the interrelationships among biological, cognitive, social, and cultural factors that influence human development will be examined. Lecture/Discussion and Student Projects. This is a required course in the MA in Psychology Program. Prerequisites: Enrollment as a graduate student in the MA in Psychology Program, or approval of both instructors.

**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. Lecture/discussion, and special Student Projects. Prerequisite: This is a required course in the MA in Psychology Program. Prerequisite: Enrollment as a graduate student in the MA in Psychology Program, or with instructor approval.

**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. Prerequisite: Enrollment as a graduate student in the MA in Psychology Program or approval of instructor.

**PSYC 601 Ethics and Practice in Teaching and Research (4)**

This course is designed to support students in their research and teaching practice. In regard to teaching, students will have the opportunity to create syllabi, goals and evaluation tools for classes, all with hands-on experience. In doing so, students will consider ethics as they relate to boundaries with students, plagiarism, and students' learning abilities. In regard to research, students will examine ethical principles in both human and non-human research including handling data, confidentiality of and responsibility to research participants and subjects, and reporting of research results. Lecture/Discussion and Student Projects. This is a required course in the MA in Psychology Program. Prerequisites: Three upper division courses in Psychology, enrollment as a graduate student in the MA in Psychology Program, and successful passing of the Comprehensive Examination.

**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: Enrollment as a graduate student in the MA in Psychology Program.

**PSYC 681 Directed Graduate Research in Psychology (1-5)**

Student designs and conducts a research project and writes a final report under faculty supervision. Prerequisite: consent of instructor who will serve as a sponsor, approval by chair of Department of Psychology. Offered on a credit, no-credit basis only. [By Petition]

**PSYC 688 Practicum in Teaching Psychology (3-5)**

Theory and practice in teaching psychology for students in the MA in Psychology Program. 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. This is a required course in the MA in Psychology Program. Prerequisite: Enrollment as a graduate student in the MA in Psychology Program, and passing of the Comprehensive Examination.

**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. This is a required course in the MA in Psychology Program. Prerequisite: Enrolled as a classified graduate student in the MA in Psychology Program who has passed the Comprehensive Examination and has a thesis proposal approved by the thesis committee chair and Chair of the Department of Psychology. [By Petition]

**PSYC 698 Directed Graduate Study in the Instruction of Psychology (1-5)**

Theory and method in undergraduate and graduate instruction in psychology. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, proctoring self-paced instructional units, course development, discussion group leadership, treatment



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simulation supervision, observing psychological test administrations, and in-depth directed readings of relevant topics. Offered on a credit, no-credit basis only. Prerequisite: Enrollment in the MA in Psychology Program and consent of instructor who will serve as sponsor; and approval by Chair of the Department of Psychology whose responsibility it is to monitor the appropriateness of the student's responsibilities. [By Petition]

### **PSYC 699 Individual Graduate Study (1-5)**

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor. Offered on a credit, no-credit basis only. [By Petition]



# PUBLIC ADMINISTRATION (MPA) AND HEALTH CARE MANAGEMENT (MSA-HCM)

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## Program Description

**CSUB Vision:** "Our vision is that by 2014-15 CSU Bakersfield will be the leading campus in the CSU system in terms of:

- Faculty and academic excellence and diversity;
- Quality of the student experience; and,
- Community engagement

Realization of our vision will be advanced by recruitment, development and promotion of excellent and diverse staff within an organizational culture committed to excellence in all areas.

In pursuit of CSUB's vision and our commitment to serve the Southern San Joaquin Valley, individuals enrolled in our Department of Public Policy and Administration (PPA) programs engage in learning experiences to develop new skills and expertise that prepare them for positions with government agencies at all levels; nonprofit organizations; hospitals, health, and health care agencies; and private organizations with significant government interactions. The Department has a strong commitment to professional development among public and non-profit professionals. The faculty is also committed to scholarship. 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.

National Accreditation by NASPAA - The department enjoys accreditation by the National Association of Schools of Public Affairs and Administration (NASPAA) for its Master of Public Administration program. This means that the educational experience and course content you receive from us will be comparable to that offered at other NASPAA-accredited programs. Such national acknowledgment provides "an edge" for our students in both the local and national job markets.

## Professional and Academic Standards

The purpose of the PPA programs is to prepare competent, ethical and effective public, nonprofit, and health care managers and leaders to advance the public service. Consistent with, and in addition to, established university academic performance and student conduct standards for graduate students, the

professional public service nature of the programs demands that those admitted, retained and awarded degrees conform to the program admissions criteria and possess, develop and demonstrate academic and professional integrity in all activities to inspire public confidence and trust in public service. Students and applicants, found by formal review of the department, to be lacking in academic integrity or in professional ethical standards of behavior may be denied admission, placed on probation, suspension or dismissed from the programs. Such departmental actions are, of course, subject to university review and appeal.

## Admission Criteria

1. Possession of a baccalaureate degree from an accredited college or university;
2. A grade point average of not less than 3.00 in all undergraduate course work;
3. For students with grade point averages less than 3.00, two letters of recommendation (at least one academic) and other relevant material about professional qualifications, experience.
4. For applicants whose preparatory education is principally in a language other than English, a TOEFL score of 550 or higher (or 213 on the new conversation scale for the computer-based TOEFL exam).

## Application and Admission

Admission to either of the programs is a two-step process. Interested students must first apply to the University. To receive application materials, prospective students should contact:

Office of Admission and Records  
California State University, Bakersfield  
9001 Stockdale Highway  
Bakersfield, CA 93311-1099

Students may also apply online at the following website: [www.csumentor.edu](http://www.csumentor.edu).

Students must indicate on their CSU Application for Graduate Admission that they are interested in the MPA program (Code 21021) or the MSA in Health Care Management (Code 12021). Admission to the University does not constitute admission to the MPA or MSA-HCM programs. The Program Coordinator will contact the student after being notified that the student has applied to the program. The Programs accept applications continuously for each quarter.

## Student Classification

The admission standards recognize the need for different measures to establish the standard of quality between pre-service and in-service students. Final judgment on admission will be made by the department based on a combination of several of the



## **PUBLIC ADMINISTRATION (MPA) AND HEALTH CARE MANAGEMENT (MSA-HCM)**

above eligibility factors. Students who meet all criteria can be admitted as Classified graduate students. Students who do not meet the GPA requirements can be admitted as Conditionally Classified graduate students, but will be required to successfully complete the MPA or MSA-HCM Foundation requirements or a contract of specified courses with a grade of "B" (3.0) in each course.

### **Graduation Requirements**

The MPA and MSA-HCM degree programs require 40 units of approved coursework and five (5) units of a master's paper. However, all students must complete an additional 20 credit hours of foundation courses in public administration. Students may take these courses as an undergraduate fast-track minor or as an incoming graduate student. Students may also substitute prior coursework at CSUB or other universities as approved by the MPA and MSA-HCM advisors or the PPA faculty. In addition, graduate students must satisfy an internship requirement. All graduate and post-baccalaureate credential students must meet the Graduation Writing Assessment Requirement (GWAR). If the student earned his/her baccalaureate from CSUB or any CSU campus in the last two decades, then the student will have already met the GWAR requirement. PPA 403, The Public Policy Making Process, is certified as a GWAR course and will meet the requirement for non-CSU graduates. The Learning Goals and Objectives for the MPA and MSA-HCM programs can be found at the department's website.

### **Master of Public Administration (MPA)**

In pursuit of academic excellence and diversity, high quality student experiences, and community engagement, the mission of this graduate program is career preparation and development for policy/decision-making, managerial and administrative positions in the public and nonprofit sectors. The program is especially responsive to regional government and nonprofit sector needs, preparing graduates for state and local managerial and public service leadership.

### **MPA Foundation (may be taken as an undergraduate)**

1. PPA 400
2. PPA 401
3. PPA 402
4. PPA 403

### **MPA Core Requirements (25 units)**

1. PPA 610
2. PPA 611
3. PPA 671
4. PPA 680
5. PPA 691

### **MPA Electives (15 units)**

Students in the MPA program must complete three additional approved courses at the 400- or 600-level, offered by the Department of Public Policy and Administration. Electives presented by other departments may be taken upon approval of a petition to the MPA Graduate Coordinator. Graduate students may take 300- or 400-level courses if augmented to reflect graduate credit.

### **Internship (1-5 units)**

Graduate students who do not have two years of supervisory experience in the public or nonprofit sector will be required to take a public or nonprofit sector internship. See the Internship Coordinator for more information.

### **Master's Paper (5 units)**

PPA 698 Master's Paper - Candidates for the MPA degree must complete a culminating activity in accordance with Title V of the California Administrative Code. The purpose of this activity is to demonstrate competency acquired in the graduate program. This includes mastery of knowledge in the discipline and in the ability to use theory and method in the preparation of an applied research project.

Research for the master's paper that involves data from/about human subjects may be required to be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR). For additional details, see their website <http://www.csub.edu/grasp/irbhsr/>.

### **Specialization in Nonprofit Management**

Students interested in pursuing a career in nonprofit management may complete a specialization of at least three elective courses and an internship at the graduate level.

PPA 519

PPA 696

And at least two of the following courses:

PPA 520

PPA 545

PPA 550

PPA 685

Other electives as approved by the Program Coordinator.

### **Specialization in Health Care Management**

Students interested in pursuing a career in health care management may take the MSA-HCM degree described below or may elect to complete an MPA specialization of at least three courses and an internship at the graduate level.

PPA 404

PPA 689

PPA 696



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And at least one of the following courses:

ANTH 465\*  
PPA 419\*  
PPA 405\*  
PPA 515  
PPA 536  
PPA 573  
PPA 685

Or other courses as approved by the graduate program coordinator.

\*Must be augmented for graduate credit.

### Master of Science in Administration - Health Care Management (MSA - HCM)

In pursuit of academic excellence and diversity, high quality student experiences, and community engagement, the mission of this graduate program is career preparation and development for policy/decision-making, managerial and administrative positions in the public, nonprofit, and health care sectors. The program is especially responsive to regional health, health care, and human service needs, preparing graduates for state and local health care management.

### MSA-HCM Foundation (may be taken as an undergraduate)

1. PPA 401
2. PPA 403
3. PPA 404
4. PPA 405

### MSA-HCM Core Requirements (30 units)

1. PPA 402
2. PPA 610
3. PPA 611
4. PPA 685
5. PPA 689
6. PPA 691

### MSA Electives (10 units)

Students in the MSA program must complete two additional approved courses at the 400- or 600-level, offered by the Department of Public Policy and Administration. Electives presented by other departments may be taken upon approval of a petition to the Graduate Coordinator. Graduate students may take 300- and 400- level courses if augmented to reflect graduate credit.

### Internship (1-5 units)

Graduate students who do not have two years of supervisory experience in the health care sector will be required to take a health care sector internship. See the Internship Coordinator for more information.

### Master's Paper (5 units)

PPA 698 Masters Paper - Candidates for the MSA degree must complete a culminating activity in

accordance with Title V of the California Administrative Code. The purpose of this activity is to demonstrate competency acquired in the graduate program. This includes mastery of knowledge in the discipline and in the ability to use theory and method in the preparation of an applied research project.

Research for the master's paper that involves data from/about human subjects may be required to be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR). For additional details, see their website <http://www.csub.edu/grasp/irbhsr/>.

### Certificate in Nonprofit Management (Graduate Level)

An individual who desires to begin post-baccalaureate study in nonprofit management may apply for a certificate. Five courses are required for the graduate Certificate in Nonprofit Management:

PPA 519  
PPA 520  
PPA 550

And at least two of the following:

PPA 402  
PPA 403  
PPA 545  
PPA 685  
PPA 611  
PPA 696

## COURSE DESCRIPTIONS

### PPA 400 Survey of Public Administration (5)

This graduate seminar introduces and examines a variety of environmental forces, including social/sociological, micro/macro economics, political, constitutional/ legal, that shape public administration. It discusses and analyzes the essential theories, principles, structures and trends in those areas that affect American public policy and administration, and provides a foundation for further graduate study of public administration, and provides a foundation for further graduate study of public administration. May be taken as a senior elective with department approval.

### PPA 401 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 will prepare students for options in the graduate



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culminating experience. May be taken as senior with the department approval. Students should have familiarity with interval level statistics.

### **PPA 402 Program Evaluation (5)**

(Application of skills acquired in PPA 401) This course deals with the application of research methods to the evaluation of social service programs, particularly in health and human service agencies. This form of research provides knowledge of and about services, identifies the intended and unintended consequences of service interventions, and contributes information for policy decisions. Furthermore, program evaluation is an action based form of research and, therefore, this course is designed as an action based learning experience. Prerequisite: PPA 401.

### **PPA 403 The Public Policy-Making Process (5)**

This course examines the public policy-making process at the federal, state, and local levels. Students will explore problem definition, agenda setting, policy formulation, policy legitimation, policy implementation, and policy evaluation. Students will explore the development of public policy by tracing individual social, economic, and health care policies through the stages of the process. **GWAR**

### **PPA 404 Contemporary Issues in Health Care Management (5)**

Using case studies and class presentations, this graduate seminar introduces and examines the internal and external political, social, economic and legal forces that affect the organization of health service. It explores health care policy innovations, the application of management theory to current health services problems, and the future of health services. May be taken as a senior elective with department approval.

### **PPA 405 Managed Health Care (5)**

As a result of political and social forces, the American health care delivery system is undergoing fundamental change; the caregivers, care, institutions and relationships between and among system components have all been altered recently. Central to understanding this change process is the concept of "managed care." This course explores the history, current impact and implications for the future of managed care from case management issues, through operational concerns, to the policy challenges of managed competition and Medicare and Medicaid managed care. Course participants will also have the opportunity to explore and discuss the ethical dilemmas specific to a managed care environment.

### **PPA 510 Economic Issues in Health and Health Care (5)**

Study of health issues using the economic perspective. Topics include lifestyle choices and health outcomes, technology and demand, health insurance, labor markets in the health professions, role of government in health care markets, role of nonprofits, international comparisons of health care systems, and reform proposals. Cross-listed with ECON 510. **GWAR**

### **PPA 519 Management in Non-Profit Organizations (5)**

This elective seminar will provide students with the managerial and supervisory techniques need to administer, develop and market volunteer, nonprofit, and community-based organizations that provide health and human services at the local level.

### **PPA 520 Fundamentals of Grant Writing (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 fund-raising strategies.

### **PPA 524 State, Local and Intergovernmental Management (2.5-5)**

This seminar emphasizes state, local, and intergovernmental administration in the context of: (a) the Federal intergovernmental system; (b) the Constitutional/legal system; (c) the political and social environments; and, (d) the nonprofit sector. The course may be offered for either 2.5 credits in five weeks or 5 credits in 10 weeks. The 10-week course will provide a more in-depth coverage of the topic. Matched with PPA 479 Urban Planning if taught for 2.5 credits in five weeks.

### **PPA 525 Administrative Law (5)**

This elective seminar surveys administrative law and government regulation, the legal functions of administrative agencies, and the legal aspects of the process by which such agencies carry out their policies. It reviews the evolution of administrative authority and Title 5 of the U.S. Code, examining delegation doctrine, rule making, enforcement, adjudication, and judicial review. While this course focuses primarily on the federal system, it also includes an orientation on the California State Administrative law system.



### **PPA 530 Administration in Multicultural Settings (5)**

This elective seminar surveys the theory and practice of effective management in multicultural contexts. The increased presence of ethnic minorities and women within the structures of service organizations combined with increased services to multicultural communities and clients have provided challenges and opportunities to management and supervisors to reassess traditional supervisory practices. Students will explore those facets of organizational culture, which are in this process of change.

### **PPA 536 Quality Initiatives in Health and Human Services (5)**

Quality improvement activities are now essential to the financing and management of health and human service organizations. Third party payers, accrediting agencies, reviewers and regulators at all levels require health and human service organizations to institutionalize activities that set goals and measure outcomes and processes of care. Additionally organizations now compete rather than cooperate and collaborate and may use quality standards to market services to service recipients that are increasingly aware of the risks and benefits involved in human service activities-most recently the IOM study on unnecessary deaths in hospitals. This course introduces the student to major quality initiatives and the specific processes of work flow management, statistical process control, patient management, clinical practice guidelines, analytic techniques and research strategies applicable to the quality improvement process.

### **PPA 540 Leadership (5)**

This course focuses on the concept of leadership. Leadership is a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task. This course looks at leadership both theoretically and practically. Topics include trait and behavior theory, contingency theory, and transactional leadership, transformational leadership, catalytic or shared leadership, leadership and change, and decision-making.

### **PPA 545 Financial Development in Non-Profit Organizations (2.5-5)**

This course helps students understand the key aspects of financial development in nonprofit organizations, and to look at the process as mission-driven rather than money-driven. Students will look beyond grantsmanship to explore and develop financial management plans for nonprofit organizations. The course also helps students assess the organizational and leadership factors that affect

effective financial development. The course places special emphasis on understanding ethical dilemmas in the financial development process. The course may be offered for either 2.5 credits in five weeks or 5 credits in 10 weeks. The 10-week course will provide a more in-depth coverage of the topic. Matched with PPA 555 Strategic Planning in Governmental and Nonprofit Organizations if taught for 2.5 credits in five weeks.

### **PPA 550 Contract Management (5)**

This course examines principles, practices, and issues of contract management activities within government, nonprofit, and commercial/business organizations. A comprehensive evaluation of the process addresses the fundamentals of managing the entire contract life cycle of small to large transactions in a management systems approach. Participants develop practical competencies in using different planning, development, implementation, monitoring, and close-out templates and guidelines, as well as techniques relating to critical thinking, problem solving, and decision making. Federal Acquisition Regulations' principles are integrated into the transaction process to address an extended range of contracting complexities associated with expanded expectations, such as delivery of advanced technology systems or logistical issues involving intricate delivery schedules.

### **PPA 555 Strategic Planning in Governmental and Nonprofit Organizations (2.5-5)**

Strategic planning is a comprehensive, rational process for helping an organization define its philosophy, mission, roles, goals, and strategies. It is designed to help managers to proactively position the organization in its political, economic, social and technological environment. By the end of this class, students should be able to develop a strategic plan for a public or nonprofit organization including formulating a mission statement, scanning the organization's environment, analyzing internal strengths and weaknesses, and developing strategies, goals, and action plans. Students will also learn when to apply various strategies, depending upon organization circumstances. The emphasis is on application of theories to specific cases. Recommended prerequisite: PPA 401. The course may be offered for either 2.5 credits in five weeks or 5 credits in 10 weeks. The 10-week course will provide a more in-depth coverage of the topic. Matched with PPA 545 Financial Development in Nonprofit Organizations if taught for 2.5 credits in five weeks.



## **PUBLIC ADMINISTRATION (MPA) AND HEALTH CARE MANAGEMENT (MSA-HCM)**

### **PPA 571 Seminar in the Administration of Justice (5)**

This elective seminar emphasizes research and field investigations of current justice administrative and policy problems, which cut across the total system. Topics may vary each quarter.

### **PPA 573 Emergency Management and Homeland Security (5)**

The focus of this elective seminar is on the broad field of emergency management and its interface with homeland security. The course surveys public and private sector responses to emergencies, disasters, and terrorism. The intergovernmental nature of both emergency management and homeland security is discussed. Particular attention will be paid to the four phases of emergency management and homeland security (mitigation, preparedness, response, and recovery), the organizational and politics of emergency management and homeland security, and the provision of homeland security in an uncertain world.

### **PPA 577 Selected Topics in Public Policy and Administration (1-5)**

In-depth study of selected topic or topics not covered in regular courses. Topics vary each quarter; prerequisites announced for each topic. Conducted on a seminar basis.

### **PPA 599 Individual Graduate Study (1-5)**

Supervised investigation of an approved project leading to a written report. Project selected in conference with instructor in area of major interest; regular meetings to be arranged with instructor. Department determines application and number of units. May only be used for elective credit. Graduate: the following courses require Classified standing.

### **PPA 610 Public Human Resources Administration (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 671 Graduate Seminar of Public Policy and Administration (5)**

This MPA graduate core seminar examines the major concepts and issues in public administration. The history and the development of the modern public service and the bureaucracy. The students will do an investigation of the role of the public sector in American society, law, economy, and current trends in the public sector. Key course areas are the national political institutions and processes, and professional standards and ethics are studied.

### **PPA 677 Selected Topics in Public Policy and Administration (1-5)**

In-depth study of selected topic or topics not covered in regular courses. Topics vary each quarter; prerequisites announced for each topic.

### **PPA 680 Public Management and Organizational Change (5)**

In this graduate core seminar, the student will critically examine organization and management concepts and behavior. Emphasis will be on exploring the dynamics of planned organizational change as well as models of organizational development in the public management context. Prerequisite: PPA 400 for MPA & PPA 404 for MSA.

### **PPA 685 Strategic Management in Health and Human Service (5)**

The management of health care organizations has changed dramatically in the past decade. The regional informal collaborative and cooperative agreements of charitable, religious and governmental organizations have dissolved. Health care organizations now compete in all economic sectors. Management of these organizations requires strategic thinking. This course provides a foundation of traditional organization theories in management, organizational behavior, leadership, and organizational change. However, using a case study format, the focus of the course is on the importance of strategic processes and practices.

### **PPA 689 Legal and Ethical Issues in Health Care (5)**

This graduate seminar explores legal and ethical issues in health care policy and administration. The legal aspects consist of constitutional issues, laws, administrative regulations, and court interpretation.



## **PUBLIC ADMINISTRATION (MPA) AND HEALTH CARE MANAGEMENT (MSA-HCM)**

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 Policy Analysis (5)**

This integrating MPA and MSA-HCM capstone graduate seminar focuses on the policies in the public and health care sectors. Explores qualitative and quantitative policy models and policy analysis methodology. Selected contemporary policy areas such as energy, the environment, criminal justice, welfare, health care, and education are explored.

### **PPA 696 Internship (1-5)**

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) or nonprofit organization.

### **PPA 698 Masters Paper (5)**

This course is a practicum, which demonstrates competency acquired in the masters programs. Each student will complete a thesis like project that requires the application of both theory and methods. This is the capstone course in both the MPA and MSA programs. It is strongly recommended that students do not enroll in other courses while taking this course. Prerequisite: PPA 691.

### **PPA 699 Individual Graduate Study (1-5)**

Supervised investigation of an approved project leading to a written report. Project selected in conference with instructor in the area of major interest; regular meetings to be arranged with instructor. Department determines application and number of units.



## SOCIAL WORK (MSW)

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### Program Description

The profession of social work is grounded in a commitment to serving vulnerable and oppressed populations and to advocating for public policies that promote social justice. The Department of Social Work offers the Master of Social Work (MSW) degree, which prepares students for advanced generalist social work practice. Graduates are prepared to work with individuals, families, groups, organizations, and communities in fields such as mental health, physical health, family and child welfare, gerontology, corrections, juvenile justice, youth services, substance abuse treatment, and industrial social work. The program involves over 90 quarter units of academic work, a 960-hour internship, and a culminating experience.

The program includes foundation courses, in which students develop basic knowledge, skills, and values of social work, and concentration courses, in which students develop knowledge, skills, and values consistent with advanced practice.

Students may participate in the program on a full-time or part-time basis. An advanced-standing option is available for students who have received a BSW from an accredited program within the last five years.

The mission of the California State University, Bakersfield, Department of Social Work is to prepare competent and ethical social work practitioners who possess the knowledge, skills, and values required to prevent social problems, intervene in problem areas, and improve social conditions of the region through culturally sensitive practice.

The goals of the MSW program are as follows:

1. Prepare competent and ethical graduates for advanced social work practice through the provision of content that reflects the knowledge, values, and skills of the social work profession.
2. Prepare competent and ethical graduates who can practice effectively within public and private agencies where they will work with diverse populations and client systems of various sizes and types.

3. Prepare graduates for practice within the social contexts of the organizations in which they work and for the changing social and economic environments in the region.
4. Provide an educational foundation that prepares graduates to become aware of their lifelong responsibility to continue their professional growth and development.
5. Provide leadership in the development of service delivery systems.
6. Develop social work knowledge.
7. Conduct systematic evaluation of program activities and explore ways for continuous renewal, revision, and improvement.

### Admission to the Program

Students who desire admission to the MSW program must complete an application for admission to the university and to the department and must pay applicable fees. Regular students are admitted as a cohort once each year. Advanced-standing students are admitted in a manner to complete their course of study in a logical sequence.

Admission to the MSW program is based upon an overall evaluation of the applicant on several criteria, including: 1) intellectual and academic potential, 2) relevant human services experience, 3) leadership potential, and 4) quality of reference letters.

**Essential Requirements.** Applicants must meet the following requirements before the Admissions Committee will review their applications. It is the responsibility of the applicant to ensure that the application file is complete.

1. Possession of a Bachelors degree from a recognized college or university. For degrees earned in the United States, this means the degree must be from an institution that is accredited by one of the six regional accrediting associations.
2. A cumulative undergraduate GPA of at least 2.5 (on a four point scale)
3. A completed University application form, which is obtainable from any CSU campus.
4. A completed departmental application.
5. Official sealed copies of transcripts from all colleges attended.
6. A personal statement completed according to guidelines in the application packet.
7. Three letters of reference.
8. Submission of GRE or MAT scores (not mandatory, but preferred).
9. Application fee of \$55.9. Application fee of \$55.



**Additional Requirements.** Students who meet the following requirements are admitted as "classified" graduate students. Students with one or more deficiencies in the following may be admitted as "conditional" graduate students. Deficiencies must be rectified before enrollment in the program.

1. A liberal arts foundation significantly equivalent to the general education requirements listed in the CSUB catalog
2. Computer literacy is expected<sup>3</sup>. Computer literacy is expected

**Graduation Writing Assessment Requirement.**

CSU system policy requires all degree candidates to demonstrate upper division writing competency. Students at CSUB can fulfill the writing proficiency requirement by passing one of the approved GVAR courses with a high enough grade. Other courses may be substituted for these courses but are considered on an individual basis.

**Classification Levels**

**Conditionally Classified Level.** Students who are selected by the department's admissions committee but who have not met one or more of the additional requirements may be admitted as conditionally classified. Deficiencies must be rectified before enrollment in the program.

**Classified Level.** Students who have met all of the admission requirements and are selected by the department's admissions committee will be admitted at the classified level. These students may take any graduate course meeting the requirements of their Plan of Study as long as the appropriate prerequisites are met.

**Advanced Standing.** Applicants who have graduated with a baccalaureate degree in social work from a program accredited by the Council on Social Work Education (CSWE) may request advanced standing. These students follow an abbreviated Plan of Study involving waiver of Foundation courses except SW 530. Advanced-standing candidates may test out of SW 530 with an 80% or better score. The following additional conditions must be met for advanced standing:

1. The student must have completed the Bachelor's degree in Social Work (BSW) within five years prior to admission to the graduate program.
2. The applicant must have an overall GPA of 3.0 for the baccalaureate degree.
3. All social work courses must have a grade of 3.0 or better. Courses with a grade of less than 3.0 will not be waived.

**International Students**

In addition to meeting the requirements for admission given above, international students must take TOEFL and have a score of 550 or higher (or 213 on the new conversion scale for the computer-based TOEFL exam).

**Immigration Requirements for Licensure**

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

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

**Accreditation**

The MSW program at CSUB is fully accredited by the Council on Social Work Education (CSWE), the national accrediting body in Social Work.

**Life or Work Experience**

In accordance with the standards of the Council on Social Work Education, it is the policy of the department not to grant academic credit for previous life or work experience at either the undergraduate or graduate level.

**MSW Curriculum**

MSW courses provide two levels of competencies, namely foundation and concentration. The following are foundation courses:

- SW 510 (5)
- SW 520 (5)
- SW 530 (5)
- SW 540 (5)
- SW 541 (5)
- SW 593 (5)
- SW 55x (480 hour of field experience plus associated seminars)

**Concentration**

Students in the MSW program must take a series of concentration courses, which explore selected topics



## SOCIAL WORK (MSW)

in greater depth or breadth than the foundation courses. The following are concentration courses:

- SW 610 (5)
- SW 620 (5)
- SW 630 (5)
- SW 646 (5)
- SW 647 (5)
- SW 648 (5)
- SW 65x (480 hour of field experience plus associated seminars)

The courses are selected in consultation with the advisor and according to a plan approved by the department.

### Elective Course Work

Students in the MSW program must take at least ten hours of electives approved by the department. Students who received special funding may be required to take specific electives. Students may take additional electives. Electives that are not approved by the department will not count toward the graduation requirements.

### Field Practicum

Field practicum is an integral part of social work education and provides an opportunity to integrate knowledge, skills, and values. Over the course of the program, students receive 960 clock hours in the field. Field Practicum may extend beyond the typical academic quarter schedule. The field experience is guided by an individualized learning contract that students develop with their field instructors. As part of the Field Practicum, students also participate in a weekly seminar where they practice the integration of knowledge, skills, and values. The Coordinator of Field Education is responsible for this component of the curriculum.

Since suitable placements may not be available to all students in their home communities, students may be required to travel to other communities.

### Thesis or Project

The CSU system requires a culminating experience for graduate education in the form of a thesis or project. The MSW program requires the students to participate in this culminating experience as a prerequisite to graduation and awarding of the MSW Degree. (9 units).

### Time for Completion

The MSW curriculum is structured so full-time students can complete the program in two years and part-time students can complete the program in three years.

### Degree Requirements

The University confers the MSW degree upon fulfillment of the following requirements:

1. Completion of 97 hours of course work (68 hours for advanced-standing students) according to an approved degree plan.
2. Completion of 960 hours of field experience (480 hours for advanced-standing students) and associated seminars,
3. Completion of a Thesis or Project.
4. Grade point average of 3.0, and a grade of "C" (2.0 equivalent) or better in all courses taken to satisfy the requirements for the degree as specified in each student's Plan of Study.
5. Completion of 64 credits in residence for regular students and 32 for the advanced-standing students.
6. All coursework leading to the MSW degree must be completed within 7 years from first enrollment.

### Advancement to Graduate Candidacy

Regular MSW students may be advanced to candidacy upon completion of the Foundation curriculum, and advanced-standing students may be advanced to candidacy during the second quarter of their studies. Advancement to candidacy is based upon a formal review and recommendation by the faculty and approval by the Dean for Graduate Studies and Research. Advancement to candidacy is required prior to initiation of the Thesis or Project.

## COURSE DESCRIPTIONS

### SW 200 Social Welfare, Social Work, and Social Services (5)

This course is designed to provide beginning knowledge of social services, current and dominant issues of social welfare, the welfare state, the nature of social work, and the interaction between individuals and their environments. The course examines the knowledge base, the value base, and the historical landmarks in the development of the social welfare system and professional social work. Classroom sessions, student assignments, readings, and guest speakers will be used to examine how social workers work with a diverse client population and how social workers contribute to solving major social problems within our society. Prerequisite: Sophomore standing or permission of the instructor. **GE D4**

### SW 510 Social Policy and Services (5)

This course provides an overall introduction to social welfare policies in relation to social work practice. Students gain an understanding of the historical and philosophical background of social welfare policies and the social work profession. Important issues in social policy formulation and models of policy analysis



are presented. The impact of social policies on diverse populations such as ethnic minorities, children, women, the poor, and other oppressed groups is examined. The course also focuses on the concept of social justice as it relates to welfare policy formulation and implementation. Prerequisite: admission to the program.

## **SW 520 Foundations of Human Behavior (5)**

This course uses a comparative theory approach that encourages critical thinking skills when analyzing theories. A broad range of theories are covered including traditional lifespan as well as contemporary knowledge theories. Biopsychosocial/spiritual issues of individuals, families, groups, organizations, institutions, and communities are considered within the context of social systems, a life course perspective, and the theories covered. Special attention is given to the unique situations involving oppression in vulnerable populations and, through analysis, which theories adequately address these issues. Prerequisite: admission to the program.

## **SW 530 Research Methods for Social Work (5)**

Introduces social work research methods, including research designs for both quantitative and qualitative studies. Focuses on learning research strategies that are appropriate to clinical practice and administrative demands; accepting responsibility for contributing to the professional body of social work knowledge; developing the ability to critically examine, interpret, and utilize research findings in relation to everyday social work practice; acquiring skills in using and understanding statistical procedures most commonly used in social work settings. Prerequisite: admission to the program.

## **SW 540 Generalist Social Work Practice I (5)**

This course introduces students to the professional roles, values, ethical standards, knowledge, skills, and technological tools for effective cross-cultural generalist social work practice with individuals, families, and small groups. Using a strengths-based perspective, students explore effective practice approaches in relation to a variety of social problems, including those exacerbated by factors related to deprivation and social injustice. By examining what motivates people of diverse backgrounds and experiences to seek or reject change within the context of a helping relationship, students learn empirically-based approaches to enhance their interpersonal and written communication, interviewing, data gathering, assessment, intervention, and evaluation skills. Prerequisite: admission to the program.

## **SW 541 Generalist Social Work Practice II (5)**

Provides the contextual framework of generalist social work practice with particular emphasis on communities and organizations as social systems. The course focuses on analysis of the community as a social system and resource for community members with emphasis on the dynamic aspects of community system interfaces; the nature of formal organizations and community groups as environments through which social services are provided in the community; the development, use, evaluation, and improvement of community organizations and groups; and the knowledge and skills necessary to affect change within organizations and communities to improve access to culturally appropriate resources. Prerequisite: admission to the program.

## **SW 550 Field Practicum I (3)**

This course includes 16 hours each week of supervised practice experience in a community social agency and a three-hour integrative seminar. The course focuses on the application of Foundation knowledge, skills, values, and ethics to practice with diverse individuals, families, groups, organizations and communities across the life span. Students develop skills in self-evaluation and effective use of self across multiple roles and in accord with professional values and ethics and with applicable laws and regulations; in assessment, intervention, and evaluation; in written and oral professional communication; in effective use of supervision; and in critical assessment of agency policy and practice. The course may extend beyond the limits of a typical quarter. Prerequisites: admission to the program; completion of or concurrent enrollment with SW 540. May be taken up to three times for credit.

## **SW 554 Field Practicum II (4)**

This course includes 24 hours each week of supervised practice experience in a community social agency and a three-hour integrative seminar. The course focuses on the application of Foundation knowledge, skills, values, and ethics to practice with diverse individuals, families, groups, organizations and communities across the life span. Students develop skills in self-evaluation and effective use of self across multiple roles and in accord with professional values and ethics and with applicable laws and regulations; in assessment, intervention, and evaluation; in written and oral professional communication; in effective use of supervision; and in critical assessment of agency policy and practice. The course may extend beyond the limits of a typical quarter. Prerequisites: admission to the program; completion of or concurrent enrollment with SW 540. May be taken up to two times for credit.



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### **SW 555 Field Practicum III (2)**

This course includes 12 hours each week of supervised practice experience in a community social agency and a three-hour integrative seminar. The course focuses on the application of Foundation knowledge, skills, values, and ethics to practice with diverse individuals, families, groups, organizations and communities across the life span. Students develop skills in self-evaluation and effective use of self across multiple roles and in accord with professional values and ethics and with applicable laws and regulations; in assessment, intervention, and evaluation; in written and oral professional communication; in effective use of supervision; and in critical assessment of agency policy and practice. The course may extend beyond the limits of a typical quarter. Prerequisites: admission to the program; completion of or concurrent enrollment with SW 540. May be taken up to four times for credit.

### **SW 556 Field Practicum IV (8)**

This course includes 40 hours each week of supervised practice experience in a community social agency and a three-hour integrative seminar. The course focuses on the application of Foundation knowledge, skills, values, and ethics to practice with diverse individuals, families, groups, organizations and communities across the life span. Students develop skills in self-evaluation and effective use of self across multiple roles and in accord with professional values and ethics and with applicable laws and regulations; in assessment, intervention, and evaluation; in written and oral professional communication; in effective use of supervision; and in critical assessment of agency policy and practice. The course may extend beyond the limits of a typical quarter. Prerequisites: admission to the program; completion of or concurrent enrollment with SW 540.

### **SW 560 Social Work Interventions with Asian-American Families (5)**

In this course, students develop an understanding of the bio-psycho-socio-spiritual issues involved when working with Asian-American clients. The course examines the history and diversity of ethnic groups and the impact of local, state, and national demographics, policies, economics, and service systems. Prerequisite: admission to the program or instructor permission.

### **SW 561 Social Work Practice with Gay, Lesbian, and Transgender Populations (5)**

This course presents the brief modern history of gay, lesbian, bisexual, and transgendered persons. Special emphasis is given to the bio-psycho-socio-spiritual issues associated with this population and

current social work trends in working with this population. Prerequisites: admission to the program or instructor permission.

### **SW 564 Social Work Interventions with African-American Families (5)**

This course is designed to provide the student an understanding of communication, family dynamics, extended and fictive kinship impact on psychosocial service delivery within the African American family within the context of the African-American experience in the United States. Prerequisite: admission to the program or instructor permission.

### **SW 565 Social Work Practice with the Aged and their Families (5)**

This course provides an overview of social work practice with elders and their families. It builds on knowledge of human development theories from SW520 as they relate to an ethnically and culturally diverse aging society at local, national and global levels. The course focuses on social work practice with elders with an emphasis on ethics, poverty, gender, ethnicity, caregiving, elderly abuse, long-term care, religion, spirituality, legal issues, health care, mental health care, and advocacy. Prerequisite: SW 520 or instructor permission.

### **SW 566 Social Welfare Policy and Services with Aged Populations (5)**

This course examines policies, problems, and trends related to aging adults. Students will analyze policies with regard to access, cost, and availability of services. The course will examine policies in the US and in other countries and will cover health care, mental health care, long-term care, housing, and cultural issues. Prerequisites: SW 520, SW 565, or instructor permission.

### **SW 567 Multicultural Social Work Practice with Aged Populations (5)**

This course uses national and global perspectives to focus on multicultural issues of older adults and their families. It provides a framework for social work interventions that are complicated by interactions of ethnic, gender, and sexual backgrounds of aging populations. Areas of study include individual, family, group, and community treatment of diverse elderly. Prerequisites: SW 520, SW 565, or instructor permission.

### **SW 568 International Social Work (5)**

This course examines political, economic, and social forces that have historically affected the practice of social work in the global community. Emphasis is placed on human rights, social justice, and social development perspectives in the provision of social



welfare services. Students examine social work philosophy, theory, and practice in countries other than the United States. Prerequisite: admission to the program or instructor permission.

**SW 569 Cross-Cultural Approaches to Health and Healing and Social Work Practice (5)**

This course examines approaches to health and healing in the East and West. From a holistic perspective, students examine the relevance of these approaches to micro, mezzo, and macro practice. Prerequisite: admission to the program or instructor permission.

**SW 570 Domestic Violence and Family Dynamics (5)**

This course examines the dynamics of domestic violence within the family with an emphasis on understanding the cycle of violence and the impact of domestic violence on women and children. This course also focuses on the bio-psycho-socio-spiritual models and theoretical approaches to interventions with this population and society. Prerequisites: admission to the program or instructor permission.

**SW 571 Clinical Practice and Inquiry with Death and Dying (5)**

This course examines the impact of grief and loss throughout the life cycle with an emphasis on loss through terminal illness and the trauma of death. The course emphasizes clinical interventions, research, and the current theoretical perspective from a bio-psycho-socio-spiritual paradigm. Prerequisites: admission to the program or instructor permission.

**SW 572 Issues and Interventions in Child Maltreatment (5)**

This course prepares students for interdisciplinary, multicultural practice with maltreated children and their families. Students develop a conceptual background in etiology, intervention, and treatment of child abuse and neglect. Students develop skills in identification, intervention, treatment, and prevention in working with families who have abused or are at high risk for abusing their children. Prerequisite: admission to the program or instructor permission.

**SW 573 Substance Abuse: Assessment and Treatment (5)**

This course examines the incidence and etiology of chemical dependency and its impact on individuals, families, and society. The course examines physiological and psychological aspects of psychoactive substances and examines ethical and spiritual issues relative to treatment. Special attention

is given to distinctions among diverse populations. Prerequisite: admission to the program or instructor permission.

**SW 574 Advanced Substance Abuse, Dual Diagnosis, Assessment, & Treatment (5)**

This advanced course in substance abuse and dual diagnosis treatment addresses assessment, placement criteria, treatment approaches, relapse prevention, standards of care, professional ethics, case management, and multidisciplinary strategies. The course also covers the 10 core competencies required to become a Certified Alcohol and Drug Abuse Counselor, and consideration is given to public policy, legislation, and service delivery in a managed care environment. Prerequisite: SW 573 or instructor permission.

**SW 577 Special Topics in Social Work (1-5)**

Offered periodically as announced. May be repeated with different course content. Prerequisite: admission to the program or instructor permission.

**SW 580 Family Treatment (5)**

This course is designed to provide the student with an understanding of advanced specialized skills needed to work with families. The focus is on clinical work with families, emphasizing the ecosystems, strength-based, and multicultural perspectives. Techniques of various family theorists as employed in the stages of family treatment are taught in a lecture and experiential format. Prerequisite: admission to the program or instructor permission.

**SW 581 Social Work with Groups (5)**

This course examines the theory and skills of group social work. Students examine stages of group development and the role of social workers in each stage. Prerequisite: admission to the program or instructor permission.

**SW 583 Object Relations and Self-Psychology in Social Work (5)**

This course explores object relations and self-psychology with a focus on the utility of these theories and related methodology for professional social work. The emerging theory of intersubjectivity also receives cursory coverage. Prerequisite: admission to the program or instructor permission.

**SW 585 Social Work in the Schools (5)**

This is an elective course designed to help student's gain a greater understanding of the role of school social work and its implications for social work practice. The focus of this course is on the application of theories, concepts, and principles in the direct and indirect practice with children and their families in



## SOCIAL WORK (MSW)

school settings. This course will utilize an ecological perspective with emphasis placed on the ethical dimensions faced in a public school setting. Prerequisites: Admission to the program or department permission.

### **SW 586 Leadership in Human Service Organizations (3)**

This course focuses on the various theories of leadership and their application to service delivery, professional ethics, and community needs in human service organizations. Prerequisite: admission to the program or instructor permission.

### **SW 588 Applied Program Evaluation with Social Work Agencies (5)**

This course provides an overview of applied program evaluation in social welfare and mental health agencies. Topics include qualitative and quantitative evaluation designs, formative and summative evaluations, program monitoring, and quality assurance procedures. Prerequisite: SW 530 or instructor permission.

### **SW 590 Social Work and the Law (5)**

Provides an overview and analysis of the interaction of the social work and legal professions. Legal procedures and issues of special relevance to social work practice are presented. Legislation and court decisions as well as pending litigation affecting the delivery of social services are reviewed and discussed. Emphasis is on child welfare and juvenile court issues, but topics related to homelessness, education, mental health, domestic violence and the elderly are also examined. Prerequisite: admission to the program or instructor permission.

### **SW 591 Special Education, the Law, and Social Work Practice (5)**

This course examines federal and state law associated with special education. Students learn to advocate for the child, family, and teachers and to facilitate effective Individual Education Plans and Transition Plans. Prerequisites: SW 520 and SW 540 or instructor permission.

### **SW 592 Ethical Issues in Social Work Practice (5)**

This course examines the many ethical issues that arise in social work practice. Students examine ethical standards and how they evolved, models for ethical decision making, and ethical dilemmas. Prerequisite: admission to the program or instructor permission.

### **SW 593 Assessment and Diagnosis in Social Work (5)**

This course is designed to examine the incidence and etiology of mental illness and other conditions that

may bring individuals to seek assistance and the impact of those conditions on individuals, families, and society. Includes examination of biopsychosocial, environmental, and cultural variables that may influence the occurrence, perception, and experience of conditions as they are manifest across the life span. Various Classification systems (DSM, PIE, and ICD) may be utilized to meet the demands of practice. Prerequisites: A course in human biology and SW 520.

### **SW 595 Spirituality, Religion, and Social Work (5)**

This course examines the role of religion and spirituality in social work practice, nationally and globally. Students gain an understanding of religiously/spiritually-based groups in the development of social work. Students examine models for integrating spirituality and religious beliefs into practice. Prerequisite: admission to the program or instructor permission.

### **SW 596 Human Sexuality in Social Work Practice (5)**

Examination of the major variables affecting human sexuality including the physiological, psychological, and socio-cultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders across the lifespan. The interaction of biological, social, psychological and cultural factors as they promote health and well-being, or contribute to difficulties in the expression of sexuality, is emphasized. Prerequisites: Admission to the program or department permission.

### **SW 599 Individual Study (1-5)**

This course allows a student to work independently with a professor on a collaboratively designed plan of study. Prerequisite: instructor permission.

### **SW 610 Advanced Social Policy and Services (5)**

This course prepares students to understand and apply social work values, ethics, and standards to the social policy process across multiple fields of practice (e.g. aging, child welfare, and mental health). Students will identify barriers to social and economic justice at the local, state, federal and international levels, and develop advocacy skills necessary to improve the quality of life for individuals, groups, communities, and organizations. Students will understand and utilize the legislative process to enhance service delivery, and demonstrate knowledge about the various funding sources associated with public and not-for-profit service providers. Prerequisite: SW 510



**SW 620 Advanced Human Behavior (5)**

This course builds on knowledge gained in SW 520 Foundations of Human Behavior, and focuses on theories that promote an understanding of social networks and communities. Course outcomes include an understanding of the biopsychosocial/spiritual factors which influence and shape individual and family development within the context of society, communities, organizations, and institutions. Ecosystems, social justice, and life course frameworks are used as a base to critically analyze these theories as they apply to the needs of communities at risk. The effects of the interaction of social, political, economic, and cultural contexts of communities on social work practice is a focus. Prerequisite: SW 520.

**SW 630 Advanced Research Methods for Social Work Practice (5)**

This concentration course in research methodology builds on SW 530 Research Methods in Social Work. The focus of this course is on social work practice research paradigms, models, and methods. Particular attention is given to epistemological issues in clinical research, clinical assessments, and quantitative methods used in social work practice evaluation. Needs assessment and program evaluation and their role in social work practice will be covered. This course is designed to give the student a more in-depth exploration of gender and ethnic minority research issues and computer-assisted, descriptive, and inferential data analysis. Prerequisites: SW 530.

**SW 646 Advanced Practice I (5)**

This course focuses on the evaluation and application of theories, concepts, and principles in practice with individuals across the life span and from diverse populations. Students are expected to develop competencies in assessment, intervention, monitoring, and evaluation in accord with principles of evidence-based practice. Social work roles, functions, and processes across settings are emphasized. Prerequisites: SW 540 and SW 541.

**SW 647 Advanced Practice II (5)**

This course continues from SW 646 the evaluation and application of theories, concepts, and principles in direct service with a focus on social work practice with groups. The course addresses formation, use, and evaluation of different types of groups across the life span and with diverse populations. Prerequisite: SW 646.

**SW 648 Advanced Practice III (5)**

This course continues from SW 647 the application of theories, concepts, and principles in direct service and

incorporates them into a focus on administrative practice and program evaluation. Social work is often described as an 'organizational profession' because it does most of its work within formal agency settings. The focus of this course is management and organizational behavior within child welfare and mental health agencies. The major areas include leadership, decision making, conflict resolution, program development, program evaluation, human resources, fiscal management, and work with boards and volunteers. Prerequisite: SW 647.

**SW 650 Advanced Field Practicum (3)**

Supervised practicum for 16 hours each week that engages students in supervised application of the knowledge and skills acquired in other courses. The goal is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker who can flexibly apply a variety of knowledge and skills with diverse populations across the life span in accord with professional values and ethics and applicable laws and regulations. The course includes a weekly seminar and may extend beyond the limits of a typical quarter. Prerequisites: Completion of an approved foundation practicum sequence and completion of or concurrent enrollment in SW 646. May be taken up to three times for credit.

**SW 656 Advanced Field Practicum IV (4)**

Supervised practicum for 24 hours each week that engages students in supervised application of the knowledge and skills acquired in other courses. The goal is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker who can flexibly apply a variety of knowledge and skills with diverse populations across the life span in accord with professional values and ethics and applicable laws and regulations. The course includes a weekly seminar and may extend beyond the limits of a typical quarter. Prerequisites: Completion of an approved foundation practicum sequence and completion of or concurrent enrollment with SW 646. May be taken up to two times for credit.

**SW 657 Advanced Field Practicum V (2)**

Supervised practicum for 12 hours each week that engages students in supervised application of the knowledge and skills acquired in other courses. The goal is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker who can flexibly apply a variety of knowledge and skills with diverse populations across the life span in accord with professional values and ethics and applicable laws and regulations. The course includes a weekly seminar and may extend beyond the limits of a typical quarter. Prerequisites: Completion of an



## **SOCIAL WORK (MSW)**

approved foundation practicum sequence and completion of or concurrent enrollment with SW 646. May be taken up to two times for credit.

### **SW 658 Advanced Field Practicum VI (8)**

Supervised practicum for 40 hours each week that engages students in supervised application of the knowledge and skills acquired in other courses. The goal is to produce a professionally reflective, self-evaluating, knowledgeable, and developing social worker who can flexibly apply a variety of knowledge and skills with diverse populations across the life span in accord with professional values and ethics and applicable laws and regulations. The course includes a weekly seminar and may extend beyond the limits of a typical quarter. Prerequisites: Completion of an approved foundation practicum sequence and completion of or concurrent enrollment with SW 648.

### **SW 686 Supervision in the Helping Professions (3)**

This course introduces students to the techniques of administrative, educational, and supportive supervision with an emphasis on clinical supervision. Topics include California requirements for supervisors and supervisees, stages of supervision, models of supervision, diversity issues in supervision, ethical issues in supervision, and evaluation of supervision. Prerequisites: SW 620 or consent of instructor.

### **SW 691 Thesis (3)**

Under the supervision of a thesis committee, completion of an individual research project with a focus on research. Must meet University thesis requirements. Three units are awarded for each quarter in which satisfactory work is documented and approved by the thesis committee. May be taken three times for credit. Prerequisite: Completion of foundation requirements and thesis committee approval.

### **SW 692 Project (3)**

Under the supervision of a project committee, completion of an individual service project with a research component. Must meet University project requirements. Three units are awarded for each quarter in which satisfactory work is documented and approved by the project committee. May be taken three times for credit. Prerequisite: Completion of foundation requirements and project committee approval.



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### **Program Description**

The Master of Arts in Sociology program is an advanced study of human social relations. It requires in depth study of institutional, structural, and historical patterns that govern human social behavior. The scope of study at the graduate level includes micro, macro, and global perspectives. The program is designed for students seeking career advancement, pursuing a career in community college teaching, or preparation for doctoral program. For that reason, the program offers three options or "tracks": a Thesis Option, a Teaching Option, and a Special Project Option. The program of study is enhanced by opportunities for qualified students to work on campus as a Research Assistant, as Teaching Assistants in the Department or in area community colleges, or work in the community via Internship programs.

### **REQUIREMENTS FOR MASTER OF ARTS IN SOCIOLOGY**

The MA in Sociology program has common admission and continuation requirements for all graduate students in the program, but different requirements for course work, advancement to candidacy, and graduation, depending on the graduating option chosen by each student.

### **Requirements for Admission**

Admission to the Master of Arts in Sociology program requires that the following minimum criteria be met:

1. Baccalaureate degree from an accredited college or university.
2. GPA of 2.5 overall and 3.0 in the major and 1400 combined score in the three areas on the GRE test, with no less than 450 in any one test area.
3. A satisfactory TOEFL score (a minimum of 550) or 213 on the new conversion scale for International students.
4. In lieu of the minimum score requirements listed in item 2. above, a student may petition the Sociology Graduate Program Coordinator for an exception.

Persons seeking admission to the Master of Arts in Sociology program must complete two separate applications:

1. Apply through the Office of Admissions and Records for admission to the University: this application for general admission at the post-baccalaureate level will be processed by the university. Applications are available online (www.csb.edu). Admission to post-baccalaureate study by the University does not constitute acceptance into the Sociology MA Program.
2. Apply to the department for admission as a graduate student for the Master of Arts in Sociology. Applications are available online (www.csb.edu/Sociology/). The following materials must accompany the departmental application:
  - a. Formal letter of intent.
  - b. Three Student Recommendations (Form B).
  - c. Example of writing ability (published paper, conference paper, term paper, etc.).
  - d. Graduate Record Examination (GRE) test scores. (A student may petition the Sociology Graduate Program Coordinator for an exception.)
  - e. Completed Graduation Writing Assessment Requirement (GWAR) or ENGL 310 or equivalent from another university.

Admission is for enrollment beginning in the Fall Quarter. Completed applications to the MA in Sociology program are due by May 1. Completed applications to the University must be on file by that date, as well. The Sociology Graduate Program Coordinator, with the advice of the faculty, will consider all completed applications received by May 1, and notify the candidate of her/his admission status before May 31. For any exception to the application deadline or enrollment quarter, you may petition the Sociology Graduate Program Coordinator.

### **Student Classifications**

**Classified Standing.** Students who meet the admissions requirements (above) will be admitted as Classified Graduate Students.

**Conditionally Classified Standing.** Students may seek to be Conditionally Classified (a requirement for financial aid) by consulting with the Sociology Graduate Coordinator and demonstrating a commitment to work toward an MA in Sociology. Generally, students in this classification will have applied for the Sociology MA Program and will have been admitted to the Program with conditions, such as taking certain courses or examinations. Upon completion of such conditions, students will be administratively advanced by the Graduate Program Coordinator to Classified status.



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**Advancement to Candidacy.** Advancement to Candidacy requires the following:

1. Classified status.
2. Completion of 25-quarter units of graduate work at CSUB applied toward the MA in Sociology, all of which are at the 500-level or above and with a GPA of 3.0 or better.
3. A Thesis Proposal approved by the Thesis Committee and filed with the Department; or a Project Proposal approved by the student's committee and filed with the Department; or an approved proposal for the Teaching Track Option.

**Graduate Advisor.** It is the student's responsibility, in consultation with the appropriate faculty members, to choose a graduate advisor, choose an MA track or fields of study, and organize a thesis or examination committee leading to Advancement to Candidacy.

**Academic Advising.** Until an advisor is selected, the Graduate Program Coordinator will serve as interim advisor. Upon admission, however, the student should select an advisor as soon as possible. Failure to select an advisor may result in the Graduate Program Coordinator assigning the student an advisor.

**Transfer of Credit.** Students may transfer up to 13.5-quarter units (9 semester units) of credit from another school.

**Continuation.** Continuation in the program is dependent upon the following:

1. The maintenance of a GPA of 3.0 or higher for all graduate work at CSUB.
2. Achieving no grade less than a "C" (2.0) in any course applied to the MA in Sociology, and no more than one course with a grade of "C" (2.0) will be accepted toward the MA in Sociology.
3. Continuous enrollment (being registered for credit-bearing study for three out of four consecutive academic quarters). Students who have not completed all requirements for the thesis must register every quarter.
4. Students failing to meet these stipulations may be dropped from the program. To re-enter, a student will be required to apply for re-admission 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 ([www.csub.edu/Sociology/](http://www.csub.edu/Sociology/)) with the Department.
  - b. File an approved "Requirements and Plan of Study" ([www.csub.edu/Sociology/](http://www.csub.edu/Sociology/)) with the Department.

6. Graduate students who have completed all required coursework for their master's degree, but still need additional time to complete their thesis may maintain "continuous enrollment" by registering for SOC 700 through Extended University.

**Graduation.** Only classified students who have met the following requirements are eligible for graduation.

1. Completion of the requirements listed in the Plan of Study.
2. GPA of 3.0 or better in graduate work at CSUB applied toward the MA in Sociology. No more than one course with a grade of "C" (2.0) will be accepted toward the MA in Sociology.
3. Completion of all culminating experience requirements as stipulated under the Thesis or Non-Thesis options, below.
4. All requirements for the MA in Sociology must be completed before the student may participate in graduation ceremonies.

### MA PROGRAMS IN SOCIOLOGY

The Department of Sociology and Anthropology offers three tracks for the MA in Sociology: the Thesis Option, the Teaching Option, and the Special Project Option. Three courses are required of all Masters students (BEHS 500 Quantitative Methods in the Behavioral Sciences; BEHS 501 Advanced Research Design and Analysis; and SOC 502 Advanced Sociological Theory) with the remaining units being comprised of course work established in the Plan of Study developed by the student and his/her committee. Only five independent study units can be applied to the student's Plan of Study.

Research for the master's thesis or project that involves data from/about human subjects may be required to be reviewed and approved by the Institutional Review Board for Human Subjects Research (IRB/HSR). For additional details, see page 360.

#### Requirements for the MA in Sociology-Thesis Option (45 Total Units)

##### Required Course Work (15 Units)

BEHS 500  
BEHS 501  
SOC 502

##### Elective Course Work (21 Units)

These units, 10 of which must be at the 500-level and the remaining at the 400-level or above, will be selected based on the advice and recommendation of the student's advisor and faculty committee.

##### Thesis Experience (SOC 695) (9 Units)



May be taken over several quarters and must be devoted to the following sequential activities:

1. Write and submit a thesis prospectus for Thesis Committee approval. This prospectus must include thesis objectives, proposed literature review, proposed methodology, and predicted findings.
2. Once the prospectus is approved, thesis work up to and including the successful defense of the thesis.

### **Requirements for the MA in Sociology-Teaching Option (50 Total Units)**

#### **Required Course Work (25 Units)**

BEHS 500  
BEHS 501  
SOC 502  
SOC 597  
SOC 598  
SOC 693

In addition, all students will be required to serve as a teaching assistant for a lower division sociology class at CSUB for which they will not earn any academic credit.

#### **Elective Coursework (25 Units)**

These units, 10 of which must be at the 500-level or above, will be selected based on the advice and recommendation of the student's advisor and faculty committee.

#### **Culminating Experience in Teaching Sociology (SOC 693) (4 Units)**

Students must prepare and satisfactorily complete the following:

1. Detailed syllabi for two sociology classes, one of which must be an introductory sociology class and the other a course agreed upon with the student's advisor.
2. A detailed list of books and reading materials that could be used in the two classes above.
3. A detailed outline of tests, paper topics and guidelines, homework exercises and other items by which students that are enrolled in the above mentioned classes might be evaluated.
4. A research paper on a topic of relevance to the elective class.
5. A sample class lecture on the same topic open to faculty and students-at-large.

### **Requirements for the MA in Sociology-Special Project Option (50 Total Units)**

#### **Required Course Work (20 units)**

BEHS 500  
BEHS 501  
SOC 502  
SOC 694

#### **Elective Course Work (30 units)**

These units, 15 of which must be at the 500-level or above, must be approved by the student's advisor and faculty committee.

#### **Culminating Experience**

There are two ways to meet the culminating experience requirement for the MA in Sociology - Special Project Option, both of which occur by taking for credit, no-credit SOC 694 Culminating Experience in Special Projects, under the supervision of the student's advisor and faculty committee.

#### **Agency-Based Project**

- a. Submit for approval to the student's faculty committee a prospectus for the Proposed Project, which shall include a description of the intended project, its objectives, methods that will be used, the scholarly literature that will be consulted, and the timetable proposed for all stages of the project.
- b. Present and defend a Final Report on the project to the student's faculty committee in a meeting open to faculty and students-at-large.

#### **Mastery of Two Areas of Sociology**

- a. Submit for approval to the student's faculty committee a prospectus for two area papers, which shall include the identification of the two areas of sociology for which the student intends to demonstrate mastery. Two lists of proposed readings and a timetable for the preparation, writing, and submission of each area paper are required.
- b. The student takes an examination on each area by his/her faculty committee in a meeting open to the faculty and students-at-large.

### **COURSE DESCRIPTIONS**

#### **BEHS 500 Quantitative Methods in the Behavioral Sciences (5)**

(For course description, see listing under "Interdisciplinary Courses.")

#### **BEHS 501 Advanced Research Design and Analysis (5)**

(For course description, see listing under "Interdisciplinary Courses.")

#### **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 and SOC 302 or equivalents.



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### **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.

### **SOC 512 Advanced Social Psychology (5)**

An exploration of theory and research concerning factors that influence individual social behavior. Focuses on the construction of meaning and how meanings inform action, the reciprocal nature of relationships between individuals and larger social structures.

### **SOC 524 Seminar on Deviance (5)**

Provides an in-depth examination of the theories advanced to explain social deviance. Discussion will center on the structure and logic of these theories as explanations of deviance, on an analysis and critique of the empirical research designed to test each theory, on the gaps in the research literature, and on the types of research that will further test the adequacy of each theory. The linkages and interconnections between each of the theories considered in the seminar will also be discussed.

### **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.

### **SOC 564 Seminar on Family (5)**

An in-depth exploration of the social institution of the family through the lenses of race, class, gender, and sexuality primarily in the United States. We begin by taking a sociohistorical examination of the development of "the family" and its subsequent social evolution to the present day. The course also addresses theoretical, methodological, and empirical analyses the family through substantive areas such as variations of the nuclear/traditional family model, remarriage and divorce, balancing work and family, poverty, masculinity and femininity, parenthood (including same-sex parenting), family identity, immigrant families, family violence, and public policy.

### **SOC 565 Seminar on Sex and Gender (5)**

In this seminar we treat gender as a social relationship of privilege and oppression. We begin by analyzing the construction of gender as a social/political category. We pay attention to the ways in which gender inequality is created, sustained, and changed through cultural and institutional practices. We analyze the links between gender, class, and race, and we explore how social locations in these multiple systems of privilege and oppression shape women's and men's experiences of gender. The seminar carries a heavy reading load and students are expected to participate in seminar discussions.

### **SOC 571 Seminar on Gender, Race, and Labor (5)**

In this seminar we analyze the role of women and men in productive (paid) and reproductive (unpaid) labor. The seminar begins with a historical overview of the relationship between labor markets, wages, and gender ideology. We then analyze work in a contemporary context. Topics include but are not limited to an exploration of: (a) the double day of paid and unpaid work; (b) the wage gap; (c) protective legislation; (d) economic restructuring and the feminization of the labor market; and, (3) women's resistance to labor exploitation. Through this seminar, we examine how race, ethnicity, and social class influences women's experiences of productive and reproductive labor. This seminar carries a heavy reading load, and students are expected to participate in seminar discussions.

### **SOC 577 Advanced Topics in Sociology (1-5)**

Exploration at an advanced level of selected topics in sociology. May be repeated for different course content. [By Petition]

### **SOC 597 Special Issues in Teaching Sociology (1)**

This is a practicum course designed to prepare students to teach sociology. Topics covered include managing large classes, facilitating small group discussions, encouraging in-class presentations, incorporating technology in the classroom, selecting films, teaching about non-western societies, and teaching sensitive topics. [By Petition]

### **SOC 598 Directed Study in Teaching Sociology (5)**

This is a practicum course to be conducted under the supervision of a faculty mentor from a college or university in CSUB's service region. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, course development, discussion-group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: SOC 597



and consent of instructor, who will serve as sponsor, and approval by Chair of Department of Sociology and Anthropology. [By Petition]

**SOC 693 Culminating Experience in Teaching Sociology (4)**

Students who have completed all other prerequisites for the MA in Sociology - Teaching Option must culminate their graduate program by taking and passing this course. Upon satisfactorily preparing, completing, and presenting the following tasks to the student's faculty committee, the student will be granted the MA in Sociology: a detailed syllabus for two sociology classes, one of which must be an introductory sociology and the other should be in a substantive area of the student's choosing; a detailed list of books and reading materials that should be used in these two classes; a detailed outline of tests, paper topics and guidelines, homework exercises and other items by which students who are enrolled in the these classes might be evaluated; a critical literature review on a topic of relevance to the elective class; and, finally, deliver a sample class lecture to the faculty committee on the same topic in a session open to faculty and students-at-large. Offered on a credit, no-credit basis only. [By Petition]

**SOC 694 Culminating Experience in Special Projects (5)**

Students who have completed all other prerequisites for the MA in Sociology - Special Projects Option must culminate their graduate program by taking and passing this course. There are two ways of passing this course: (a) by performing an agency-based project or (b) by demonstrating mastery of two areas of sociology. Upon satisfactorily preparing, completing, and presenting the tasks associated with either type of special project to the student's faculty committee, the student will be granted the MA in Sociology. Offered on a credit, no-credit basis only. [By Petition]

**SOC 695 Master's Thesis in Sociology (1-9)**

Offered on a credit, no-credit basis only. [By Petition]

**SOC 699 Individual Graduate Study (1-5)**

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest. Regular meetings to be arranged with professor. [By Petition]



## SPANISH

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**Faculty:** T. Blommers, H.M. Corral,  
T. Fernández-Ulloa, A. Nuño, J. Reyna, J. Yviricu

### Program Description

The Master of Arts in Spanish program is designed to enable students to perfect all their communications skills: listening, reading, speaking and writing. The curriculum is carefully planned and integrated to ensure a foundation of professional skills, and a uniform degree of coverage in the areas of Spanish and Spanish-American literature and culture, linguistics and second-language pedagogy, and the business-related fields of interpretation and translation. Students gain an excellent preparation to become far more effective teachers of Spanish or professionals who are able to interact expertly throughout their careers with Spanish-speaking persons.

To meet these objectives, the program provides: (1) balance 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 toward the Ph.D. degree at another institution; and (4) continuing education for those who wish to extend their knowledge as an end in itself through an interesting and stimulating series of classes in literature, criticism, language and culture.

### APPLICATION AND ADMISSION

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 Modern Languages and Literatures for admission to the master's degree program in Spanish. Admission to the graduate program leading to the Master of Arts Degree in Spanish requires the following:

- Acceptance to the University as a post-baccalaureate student,
- Submission of the Department's application form (available from the departmental office),
- A baccalaureate degree in Spanish from an accredited college or university with an overall grade point average of 2.5 on a 4.0 scale (or 3.0 in Spanish major) during the last 90 quarter units (60 semester units), **or**
- A baccalaureate degree in an appropriately related field (to be determined by the departmental

admissions committee) with a grade point average of 2.5 on a 4.0 scale (or 3.0 in major) during the last 90 quarter units (60 semester units).

Applicants who have a baccalaureate degree in a subject other than Spanish must complete the six-course (30-unit) undergraduate core requirements of Spanish with a GPA of 3.0 before being considered for admission to the master's degree program in Spanish. At the discretion of the departmental admissions committee, additional courses may be required. The undergraduate core requirements are:

1. SPAN 300 or SPAN 409
2. SPAN 301
3. SPAN 302
4. SPAN 303
5. One of the following:  
SPAN 424, Span 426 or SPAN 428
6. One of the following:  
SPAN 412 or SPAN 420

### CLASSIFICATION OF GRADUATE STUDENTS

There are three classifications for students in the Spanish graduate program:

**Classified.** A student who meets all the requirements for admission to the master's degree program in Spanish will be admitted as a Classified Graduate Student. A Classified Graduate Student may take any graduate-level course meeting the requirements of his or her plan of study as long as the appropriate prerequisites have been met.

**Conditionally Classified.** A student may be admitted as Conditionally Classified if, in the judgment of the Graduate Committee for the Modern Languages and Literatures Department, he or she has the potential to successfully fulfill all the conditions specified by the Committee for admission as a Classified Graduate Student and potential for successful completion of all the requirements for the graduate program. Upon satisfactory fulfillment of all conditions specified by the Committee, the student's status will be administratively changed to Classified Graduate Student.

**Candidacy.** Classified students who have maintained a 3.0 GPA will be advanced to candidacy in the quarter in which they intend to graduate.

### Academic Advising

Meeting with the Graduate Program Coordinator is an important first step in the MA program. It is the student's responsibility, in consultation with the Graduate Program Coordinator and departmental advisors, to choose appropriate courses. The Graduate Program Coordinator guides students during the period of graduate study and responds to any



concerns students may have while in the program. It is essential that MA students stay in contact with the Graduate Program Coordinator, so the department can provide current information to help the student move expeditiously through the program. Students have a responsibility to schedule regular meetings with the Graduate Program Coordinator and their advisors.

### Examination Committee

Each MA student in Spanish must have an Examination Committee to conduct both the written and oral examinations specified in number 4 of the Program Requirements (See also SPAN 690 Comprehensive Examination). The committee will be comprised of faculty members representing each of the three fields specified in number 1 of the Program Requirements. The Graduate Program Coordinator can provide assistance in forming this committee.

### PROGRAM REQUIREMENTS

1. Completion of a minimum of 48 units of approved upper-division and graduate courses (400 through 600 level) in Spanish to include Spanish 500 and at least two 5-unit courses, one of which must be at the 600 level, from each of the following fields:

- Linguistics, Second-Language Acquisition Pedagogy and Interpretation/Translation (SPAN 412, 413, 415, 420, 477, 540, 541, 542, 543, 544, 577, 639, 677, 698, and 699)
- Spanish Literature and Culture (SPAN 477, 532, 533, 537, 538, 552, 577, 630, 631, 677, and 699)
- Spanish-American Literature and Culture (SPAN 416, 419, 424, 426, 428, 477, 495, 534, 535, 550, 551, 577, 636, 677, and 699)

The remaining 10 units may be taken from any of the courses listed above. However, a maximum of only four 400-level courses (20 units maximum) may be counted toward the Master of Arts degree in Spanish. Courses taken as an undergraduate do not count and may not be repeated toward fulfillment of the master's degree requirements. No more than 13.5 quarter units (9 semester units) of transfer graduate credit are allowed, subject to approval by the departmental admissions committee.

2. Maintain of a 3.0 GPA in all work undertaken as a graduate student.
3. All graduate students must meet the Graduation Writing Assessment Requirement (GWAR). If the student earned his/her baccalaureate from CSUB or any CSU campus in the last two decades, then the student will have already met the GWAR requirement. All other students must fulfill the GWAR through an approved course of by passing the writing exam.

4. Successful completion of a "culminating experience" consisting of written examinations on the Graduate Reading List in each of the three fields listed in number 1 above. In addition all students must pass an oral comprehensive examination.

### COURSE DESCRIPTIONS

#### SPAN 500 Literary Theory (5)

Theories and concepts of narrative and poetic analysis: semiotics; structuralism, post-structuralism; formalist, feminist, Marxist conceptions of art's place in society; postmodern era; historiography in Hispanic literatures; practice in Spanish, Spanish-American literatures.

#### SPAN 532 19th Century Spanish Poetry and Drama (5)

The focus of this course will be upon the *Romanticismo* movement of poetry and drama of the 19<sup>th</sup> Century in Spain, including the works of such authors as Duque de Rivas, Antonio García Gutiérrez, Gustavo Adolfo Bécquer, José de Espronceda, and Rosalía de Castro

#### SPAN 533 19th Century Spanish Novel and Essay (5)

The focus of this course will be upon the significant novels and essays of the literary schools and movements of the 19<sup>th</sup> Century in Spain, including realist and naturalist authors such as Ramón de Mesonero Romanos, Mariano José de Larra, Juan Valera, Vicente Blasco Ibáñez, Benito Pérez Galdós and Emilia Pardo Bazán.

#### SPAN 534 19th Century Spanish-American Poetry and Drama (5)

An overview of the development of ideas, aesthetic pronouncements and movements of the 19<sup>th</sup> Century, through the study of salient essayists and poets of the period.

#### SPAN 535 19th Century Spanish-American Novel and Essay (5)

Study of the 19<sup>th</sup> Century novel and essay in Spanish America, including works of major representative writers of the principal movements (Romanticism, Realism, Modernism) of the period.

#### SPAN 537 20th Century Spanish Poetry and Drama (5)

Principal playwrights, trends to present day; works by Benavente, García Lorca, Casona, Buero Vallejo and Sastre. Principal poets and their works, 1900 to present: Juan Ramón Jiménez, García Lorca, Alberti, Salinas, Jorge Guillén, and Gil de Biedma.



## SPANISH

### **SPAN 538 20th Century Spanish Novel and Essay (5)**

The 20<sup>th</sup> Century essay: Ortega y Gasset, Marañón, Dámaso Alonso, Julián Marías. The post-civil war novel: Camilo José Cela and the *Tremendismo*. The post-Franco novel; literary "postmodernism" and relationships between the essay and novel, politics and society since 1975; representative significant works.

### **SPAN 540 Second-Language Acquisition (5)**

This course studies first-language acquisition, comparing and contrasting first- and second-language acquisition, and human learning in general. Other topics will include cognitive variations, personality, socio-cultural variables in language learning and multilingual societies and the goals of language teaching.

### **SPAN 541 Applied Linguistics to Second-Language Acquisition: From Theory to Practice (5)**

This course will compare and contrast two languages and teach how to carry out error analysis. Emphasis will be placed on inter-language discourse analysis, the pragmatic functions of language, and the basics of second-language research and measurement.

### **SPAN 542 Spanish in the United States (5)**

This course will include lexical, phonological, syntactic and semantic analyses of Spanish as it is actually spoken in the U.S. This course is especially useful for those who will be teaching, translating or working in any capacity with U.S. Spanish speakers.

### **SPAN 543 Seminar on Interpreting (5)**

Introduction to the theory and practice of interpreting with special emphasis on the consecutive, simultaneous and "chuchotage" modes. This course will concentrate on legal and community interpreting.

### **SPAN 544 Technical Translation (5)**

Theory and practice of the translation of legal, medical and other scientific documents. Special training in actual projects from the community and group translation will be carried out.

### **SPAN 545 Techniques and Methods of Teaching Spanish as a Second Language (5)**

Advanced methods, techniques and skills necessary for teachers at the secondary and adult levels to promote culturally sensitive second-language instruction and development. Presentation of second-language development philosophy and theory will be covered.

### **SPAN 550 Mexican Society, 20<sup>th</sup> Century to Present (5)**

In-depth study of the social, political, economic, religious, and artistic components of modern-day Mexico. Will include discussion of relations with the United States.

### **SPAN 551 Contemporary Caribbean and Central-American Society (5)**

In-depth study of the social, political, economic, religious, and artistic components of the modern-day countries of the region. Will include discussion of relations with the United States.

### **SPAN 552 Contemporary Spanish Society (5)**

In-depth study of the social, political, economic, religious, and artistic components of Modern-day Spain. Will include discussion of the balancing of relations with Hispanic America, the United States and the European Union.

### **SPAN 577 Special Topics in Spanish (1-5)**

Studies in Spanish language, literature or culture. Course may be repeated with different topics.

### **SPAN 630 Medieval Spanish Literature (5)**

An overview of Spanish Literature from the Mozarabic poetry, the "jarchas"; *Mester de Juglaría*, the epic poetry, the *Cantar del mío Cid*; the debates, *Razón de amor*; the *Mester de Clerecía*, Gonzalo de Berceo; the jocular prose of the *Libro de buen amor*; to the cultured poetry of the "Danza de la muerte," and the beginnings of the Spanish theatre of Juan del Encina and Lope de Rueda.

### **SPAN 631 Literature of the Golden Age (5)**

An overview of outstanding Spanish works of the 16<sup>th</sup> and 17<sup>th</sup> Centuries: prose, poetry and theatre. To include, but not limited to the poetry of Góngora and Quevedo, the prose of Cervantes and the theatre of Lope, Tirso and Calderón.

### **SPAN 636 Modernismo (5)**

Modernistic poetic motifs in verse and prose; early modernists: Rubén Darío and modernismo's plenitude; late modernists. Representative significant works.

### **SPAN 639 History of the Language (5)**

Study of the evolution of the Spanish language from its Latin roots through the Romance dialectology of the Middle Ages up to the codification of modern Castilian and Latin American Spanish. The course will emphasize the socio-linguistic aspects of language change.



**SPAN 677 Special Topics in Spanish (1-5)**

Studies in Spanish language, literature or culture.

Examples of topics dealt with are:

- Special features of grammar or linguistics
- Cervantes: *Don Quijote*
- Regional subcultures of Mexico

Course may be repeated with different topics.

**SPAN 690 Comprehensive Examination (3)**

A comprehensive three-part written examination on the graduate reading list covering linguistics, Spanish literature and culture, and Spanish-American literature and culture. May be repeated once. Prerequisite: Successful completion of the graduate course work.

**SPAN 698 Directed Study in the Instruction of Spanish (1-5)**

A class in the theory and methods of Spanish instruction. Supervised experience that may include practice teaching; developing, administering, and scoring examinations; leading small group discussions; tutoring; and directing students in researching term papers.

**SPAN 699 Individual Graduate Study (1-5)**

Investigation of an approved project leading to a written report. Project topic is selected in conference with a professor in the area of interest, regular meetings to be held. Offered on a credit, non-credit basis only.



## FACULTY DIRECTORY

### **Abreu, Fabiana (2007)**

Coach Assistant of Women's Volleyball  
BA, The University of Iowa

### **Abu-Lughod, Reem (2006)**

Assistant Professor of Criminal Justice  
BS, MA, PhD, University of Texas at Arlington

### **Adjaye, Sophia (1993)**

Chair and Professor of English  
BA, University of Ghana; 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)**

Librarian  
BA, California State University, Fresno; MLS, University of California, Los Angeles; MBA, California State University, Bakersfield

### **Allahyar, Maryann (2003)**

Assistant Professor of Psychology  
BA, MA, California State University, Northridge; PhD, University of Washington

### **Anderson-Facile, Doreen (2005)**

Assistant Professor of Sociology and Anthropology  
BA, Hamline University; MA, PhD, University of California, Riverside

### **Armentor-Cota, Janet (2006)**

Assistant Professor of Sociology and Anthropology  
BA, University of Louisiana at Lafayette; MA, PhD, Syracuse University

### **Asher, Curtis (1998)**

Associate Librarian  
BA, Western Washington University; MLS, University of Texas

### **Attaran, Mohsen (1984)**

Professor of Operations Management  
BA, College of Mass Communication; MS, Northrop University; PhD, Portland State University

### **Ault, Michael (1999)**

Associate Professor of Political Science  
BA, California State University, San Bernardino; MA, University of Dallas; PhD, University of North Texas

### **Ayuso, Monica (1995)**

Professor of English  
BA, Instituto Superior del Profesorado; MEd, University of North Florida; MA, PhD, University of Florida

### **Bacon, Steven (1994)**

Chair and Professor of Psychology  
BA, University of California, Los Angeles; PhD, University of Minnesota

### **Bae, Benjamin B. (2007)**

Associate Professor of Finance and Accounting  
BA, Hankuk University of Foreign Studies, Korea; MS, California State University, Sacramento; PhD, Temple University

### **Bailey, Morgan (2006)**

Coach Specialist of Men's Swimming  
MA, Auburn University

### **Baker, Mark (2005)**

Associate Professor of History  
BA, MA, University of Alberta; PhD, Harvard University

### **Barber, David (2006)**

Coach Specialist of Men and Women's Golf  
BA, University of California, Santa Barbara

### **Barefield, LaShawn (2000)**

Student Services Professional, Academic Related I  
BA, University of California, Los Angeles; MA, Loyola-Marymount University

### **Baron, Dirk (1997)**

Chair of Physics and Geology; Professor of Geology  
BS, Freie Universität Berlin; MS, Portland State University; PhD, Oregon Graduate Institute of Science and Technology

### **Bartholomew, Barbara (2005)**

Assistant Professor of Teacher Education  
BA, San Diego State University; MS, Polytechnic Institute of New York; PhD, New York University

### **Becerra, Maria-Tania (2006)**

Assistant Professor of Theatre  
BA, San Jose State University; MA, University of Las Vegas; PhD, Wayne State University

### **Bedell, Michael (1998)**

Professor of Management  
BS, MBA, University of Kansas; PhD, Indiana University

### **Betty, L. Stafford (1972)**

Professor of Religious Studies  
BS, Spring Hill College; MA, University of Detroit; MA, PhD, Fordham University

### **Bigoli, Hossein (1983)**

Professor of Management Information Systems  
BA, Tehran Business College; MS, Colorado State University; PhD, Portland State University

### **Black, Janice A. (2008)**

Associate Professor of Management and Marketing  
BS, California State University, Sacramento; MBA, Sonoma State University; PhD, Texas Tech University

### **Blanco, Julio (2006)**

Dean of School of Natural Science and Mathematics  
BS, MS, California State University, Northridge; PhD, The Pennsylvania State University

### **Blommers, Thomas J. (1997)**

Associate Professor of Modern Languages and Literatures  
BA, MA, PhD, University of Iowa

### **Boone, Tanya (2003)**

Associate Professor of Psychology  
BA, University of Washington; MA, University of Arizona; PhD, Pennsylvania State University

### **Borrego, Irene (1999)**

Associate Professor of Multicultural Education  
BA, MA, California State University, Fresno; EdD, University of California, Davis and California State University, Fresno

### **Boschini, Debbie (2005)**

Assistant Professor of Nursing  
BSN, MSN, California State University, Bakersfield

### **Bringman, Nancy (2004)**

Assistant Professor of Advanced Education  
BS, EdS/MEd, PhD, University of Florida

### **Brown, Keith Alan (1997)**

Head Coach of Men's Basketball; Lecturer in Physical Education  
BA, University of the Pacific; MEd, Chapman University

### **Byrd, Gary W. (1980)**

Professor of Communications (FERP)  
BA, MA, PhD, University of Oklahoma

### **Bzostek, Rachel (2006)**

Assistant Professor of Political Science  
BA, Tulane University; MA, Hebrew University of Jerusalem, Israel; PhD, Louisiana State University

### **Campagna-Pinto, Stephen (2005)**

Assistant Professor of Philosophy and Religious Studies  
AB, AM, PhD, Harvard University; MTS, Harvard Divinity School

### **Carlisle, Robert (1987)**

Professor of English  
BA, University of Washington; MA, InterAmerican University; MA, PhD, University of Illinois

### **Carlson, Nils (1987)**

Associate Professor of Education (FERP)  
BA, Hartwick College; MS, State University, Oneonta; PhD, University of New Mexico



## **Carter, E. Vincent (2005)**

Assistant Professor of Management and Marketing  
BIA, Kettering University; MBA, Columbia University; PhD, George Washington University

## **Carvajal, Rudy (1972)**

Director of Athletics  
BA, MA, University of California, Berkeley

## **Case, Emerson (2002)**

Associate Professor of English  
BS, MA, University of North Dakota; PhD, Ball State University

## **Casey, John (2001)**

Professor of Advanced Education  
BA, Michigan State University; MEd, Oregon State University; PhD, Northern Arizona University

## **Choi, Jong (2003)**

Associate Professor of Social Work  
BSW, Busan National University, Korea; MSW, West Virginia University; PhD, University of South Carolina

## **Choi, Yong (2002)**

Associate Professor of Management and Marketing  
BE, MA, Myongji University; MBA, Ohio State University; PhD, University of Nebraska

## **Clark, Stanley E. (1972)**

Associate Dean of School of Humanities and Social Sciences; Professor of Political Science  
BA, Colgate University; MA, Pennsylvania State University; PhD, University of Pennsylvania

## **Coley, Soraya M. (2005)**

Provost and Vice President of Academic Affairs  
BA, Lincoln University; MSW, PhD, Bryn Mawr College

## **Collatz, Alan (1987)**

Coach of Men and Women's Track and Field; Lecturer in Physical Education  
BS, California State University, Bakersfield

## **Commuri, Chandrasekhar (2001)**

Associate Professor of Public Administration  
BA, Osmania University; MA, University of Hyderabad; PhD, University of Southern California, Los Angeles

## **Commuri, Gitika (2006)**

Assistant Professor of Political Science  
BA, Osmania University, India; MA, University of Hyderabad, India; MPhil, University of Hyderabad, India; PhD, University of Southern California, Los Angeles

## **Cook-Hirai, Debra (2002)**

Associate Professor of Advanced Education  
BS, State University College of New York; ME, University of Nevada; PhD, University of Southern California

## **Corral, Helia M. (1974)**

Professor of Spanish Language and Literature (FERP)  
BA, MA, San Diego State University; PhD, University of Southern California

## **Danforth, Melissa (2006)**

Assistant Professor of Computer Science  
BS, California State University, Bakersfield; MS, PhD, University of California, Davis

## **Daniels, R. Steven (2000)**

Professor of Public Administration  
BS, Southern Oregon College; MS, PhD, University of Oregon

## **Davidson, Gail (2006)**

Associate Professor of Nursing  
BSN, California State University, Dominguez Hills; MSN, California State University, Bakersfield

## **Davis, John Douglas (1982)**

Chair and Professor of Music  
BM, University of Tennessee; MA, PhD, Harvard University

## **Decker, Diane L. (2007)**

Assistant Professor of Management and Marketing  
BA, BS, California State University, Fresno; MHRIR, University of Oregon

## **Deegan, Jess (1993)**

Chair of Academic Senate; Professor of Psychology  
BA, California State University, Bakersfield; PhD, University of California, Santa Barbara

## **Dignan, Brian (2005)**

Coach Assistant of Men's Basketball  
BS, Brigham Young University

## **Dirkse, John P. III (1980)**

Associate Dean of Academic Programs; Professor of Mathematics  
BS, University of Wisconsin; MS, PhD, Purdue University

## **Dodd, Douglas (2002)**

Associate Professor of History  
BA, Lewis and Clark College; MA, PhD, University of California, Santa Barbara

## **Doucet, Mary (1998)**

Chair of Finance and Accounting; Professor of Accounting  
BS, MA, PhD, University of Arizona

## **Doucet, Thomas (1998)**

Professor of Finance  
BA, Massachusetts College of Pharmacy; MBA, University of New Hampshire; PhD, University of Georgia

## **Dugan, Rhonda E. (2005)**

Assistant Professor of Sociology and Anthropology  
BA, MA, Illinois State University; PhD, University of Illinois at Chicago

## **Duran, Anne (2001)**

Associate Professor of Psychology  
BA, Metropolitan State College of Denver; MA, PhD, New Mexico State University

## **Dutton, Melvyn L. (1971)**

Professor of Chemistry (FERP)  
BA, University of California, Riverside; MS, California State University, San Diego; PhD, University of California, Irvine

## **Dzyubenko, Alexander (2002)**

Professor of Physics and Geology  
MS, PhD, Moscow State University

## **Eicher, Chris (2003)**

Associate Professor of Theatre  
BFA, Western Carolina University; MFA, Western Illinois University

## **El-Ansary, Mohamed G. (1983)**

Professor of Mathematics  
BS, Cairo University, Egypt; MS, PhD, Michigan State University

## **Elhusseiny, Mahdy F. (2007)**

Assistant Professor of Finance and Accounting  
BA, Zagazig University; MA, PhD, Old Dominion University

## **Emery, John (2008)**

Dean of School of Business and Public Administration; Professor of Finance and Accounting  
BA, MBA, University of Denver; PhD, University of Washington

## **Evans, Mark O. (1978)**

Associate Dean of School of Business and Public Administration; Professor of Applied Economics  
BA, New Mexico State University; PhD, University of New Mexico

## **Fernandez-Ulloa, Teresa (2003)**

Associate Professor of Modern Language  
PhD, University of Deusto, Bilbao

## **Ferrell, René (1999)**

Associate Professor of Music  
BFA, MA, University of Texas; PhD, University of North Texas

## **Fiedler, Joseph (1989)**

Professor of Mathematics  
BA, Harvard College; MS, PhD, Ohio State University

## **Flachmann, Kim (1978)**

Professor of English  
BA, Washington University; MA, MFA, PhD, University of Oregon

## **Flachmann, Michael (1972)**

Professor of English  
BA, University of the South; MA, University of Virginia; PhD, University of Chicago



## FACULTY DIRECTORY

**Flanagan, Michael** (1986)  
Professor of Management  
BS, Saint Norbert College; MS, PhD, Purdue University

**Fletcher, Robert G.** (1971)  
Professor of Finance (FERP)  
BA, Willamette University; MA, PhD, University of California, Los Angeles

**Fong, Robert** (1991)  
Chair and Professor of Criminal Justice  
BA, Augustana College; MPA, University of South Dakota; PhD, Sam Houston State University

**Friedman, Bruce** (2007)  
Chair and Professor of Social Work  
BA, Case Western Reserve University; MSW, Washington University; PhD, Case Western Reserve University

**Friedman, Gloria** (1978)  
Senior Associate Athletic Director; Lecturer in Physical Education  
BA, University of California, Santa Barbara; MA, California State University, Bakersfield; PhD, The American International University

**Frye, Steven** (2001)  
Professor of English  
BS, MA, California State University, Northridge; PhD, Purdue University

**Gamboa, Steven** (2007)  
Assistant Professor of Philosophy and Religious Studies  
BA, Claremont McKenna College; MA, Universidad de Navarra (Spain); MN, University College Cork (Ireland); PhD, Claremont Graduate University

**Garcia, Augustine** (1986)  
Professor of Elementary and Bilingual Education  
BA, California State University, Fresno; MA, PhD, University of New Mexico

**Gasparyan, Vladimir** (2001)  
Professor of Physics and Geology  
PhD, Institute of Radio-physics and Electronics of Armenian's National Academy of Science

**Gavin, Christy** (1977)  
Librarian  
BA, California State University, Sacramento; MLS, University of Southern California; MA, California State University, Bakersfield

**Gebauer, Andreas** (2003)  
Chair and Associate Professor of Chemistry  
MS, University of Cologne, Germany; PhD, University of Texas

**George, James H.** (1970)  
Professor of American History (FERP)  
BA, Westminster College; PhD, University of Wisconsin

**Georgi, David** (1989)  
Professor of Teacher Education (FERP)  
BA, MA, University of California, Irvine; PhD, University of California, Santa Barbara

**Germano, David** (2000)  
Director of the Environmental Studies Area and Facility for Animal Care and Treatment; Professor of Biology  
BA, California State University, Northridge; MS, University of Arizona; PhD, University of New Mexico

**Gilchrist, Kathleen** (2001)  
Professor of Nursing  
BS, San Jose State University; MS, University of Texas; PhD, University of Colorado

**Gillespie, Janice** (1990)  
Professor of Physics and Geology  
BS, Bemidji State University; MS, SD School of Mines and Technology; PhD, University of Wyoming

**Gobalet, Kenneth** (1986)  
Professor of Biology  
BS, MA, PhD, University of California, Davis

**Gove, David** (1989)  
Professor of Mathematics  
BA, Dartmouth College; MA, PhD, University of California, San Diego

**Grammy, Abbas P.** (1989)  
Professor of Applied Economics  
BA, Teheran College of Insurance; MA, PhD, University of Colorado

**Granskog, Jane E.** (1974)  
Professor of Anthropology (FERP)  
BS, Michigan State University; PhD, University of Texas

**Guaglianone, Curtis** (2004)  
Professor of Advanced Education  
BA, Biola University; MA, California State University, Fresno; EdD, University of the Pacific

**Gubkin-Mallicdem, Liora** (2005)  
Associate Professor of Philosophy/Religious Studies  
BA, University of Missouri; MA, Temple University; PhD, University of Southern California, Los Angeles

**Haddad, Kamel** (1992)  
Professor of Mathematics  
BS, Georgia Institute of Technology; MA, PhD, University of Maryland

**Haney, Joel** (2006)  
Assistant Professor of Music  
BM, Saint Olaf College; MA, University of Minnesota; PhD, Yale University

**Harrie, Jeanne** (1976)  
Chair of History; Professor of European History  
BA, Seattle University; MA, PhD, University of California, Riverside

**Hartlep, Karen L.** (1976)  
Professor of Psychology  
BA, Dickinson College; MA, PhD, University of New Hampshire

**Harville, Michael L.** (2005)  
Student Services Professional, Academic Related II  
BA, MA, California State University, Bakersfield; MA, PhD, California School of Professional Psychology, Fresno

**Hecht, Laura** (1996)  
Assistant Vice President of Institutional, Research Planning and Assessment; Professor of Sociology  
BS, MA, University of Wisconsin; PhD, Indiana University

**Hedden, Amy** (2005)  
Associate Professor of Nursing  
BS, Alfred University; MS University of Florida

**Hegde, S. Aaron** (2005)  
Assistant Professor of Economics  
BA, University of W. Ontario, Canada; MA, University of Missouri; PhD, North Carolina State University

**Heivly, Michael** (1975)  
Professor of Studio Art (FERP)  
BA, Lycoming College; MFA, University of Colorado

**Hemphill, Brian** (2001)  
Professor of Anthropology  
BS, Portland State University; MS, PhD, University of Oregon

**Henry, Patricia** (1999)  
Associate Professor of Social Work  
BSW, Washburn University; MSW, University of Kansas

**Hersberger, Rodney M.** (1984)  
Dean of University Library  
BS, MLS, Indiana University; MBA, Northern Illinois University

**Hibbard, George B.** (1970)  
Professor of Education (FERP)  
BA, MA, EdD, Michigan State University

**Hill, Jacelyn M.** (2004)  
Assistant Athletic Trainer; Lecturer in Physical Education  
BS, MS, California State University, Bakersfield

**Holloway, Kristine L.** (2005)  
Senior Assistant Librarian  
BA, University of California, Riverside; MLIS, San Jose State University

**Horton, Robert A.** (1986)  
Professor of Geology  
BS, State University of New York, Binghamton; MS, University of Tennessee; PhD, Colorado School of Mines



## FACULTY DIRECTORY

### **Howell, Christina (2000)**

Associate Professor of Child Development  
BA, Hendrix College; MS, PhD, University of Alabama

### **Hudson, Glenda (1988)**

Professor of English  
BA, Leeds University, England; MA, PhD, Vanderbilt University

### **Hudson, Samuel (2002)**

Associate Professor of Chemistry  
BS, MS, California State University, Fresno; PhD, University of California, Santa Cruz

### **Hughes, Jacqueline (2001)**

Chair and Associate Professor of Teacher Education  
BA, Allegheny College; MS, Northern Illinois University; PhD, Arizona State University

### **Hughes, Ron (1989)**

Associate Professor of Teacher Education  
BS, MA, California State University, Bakersfield; PhD, Kansas State University

### **Hultsman, John (2004)**

Associate Vice President at California State University, Bakersfield – Antelope Valley College; Professor of Public Administration BGS, University of Kansas; MS, University of Missouri; ReD, Indiana University

### **Hutcherson, Norman (2000)**

Senior Assistant Librarian  
BA, California State Polytechnic University; MLS, University of Hawaii

### **Ishida, Theodore Ken (1988)**

Assistant Professor of Psychology  
BA, Pitzer College, Claremont; MA, PhD, Case Western Reserve University

### **Iyasere, Maria M. (1974)**

Professor of Communications (FERP)  
BA, Wells College; MA, PhD, State University of New York

### **Iyasere, Solomon O. (1972)**

Professor of English  
BA, MS, PhD, State University of New York

### **Jackson, Debra (2005)**

Assistant Professor of Philosophy  
BA, Middle Tennessee State University; MA, PhD, Purdue University

### **Jackson, Elizabeth (1989)**

Professor of Communications  
BA, University of California, Los Angeles; MA, Fisk University; MA, PhD, Northwestern University

### **Jaymes, Jeana (2005)**

Assistant Professor of Management and Marketing  
BA, MS, PhD, University of Wisconsin

### **Kebede, Alemseghed (2000)**

Professor of Sociology  
BA, Addis Ababa University; MA, MS, PhD, Oklahoma State University

### **Kegley, Jacquelyn A. (1973)**

Chair of Philosophy and Religious Studies; Professor of Philosophy  
BA, Allegheny College; MA, Rice University; PhD, Columbia University

### **Kelsey, Craig (2006)**

Dean of Extended University  
BS, MS, University of Utah; PhD, University of Maryland; PhD, University of New Mexico

### **Keltner, Norman L. (2008)**

Chair and Professor of Nursing  
BSN, MSN, California State University, Fresno; EdD, University of San Francisco

### **Kemnitz, Carl (1998)**

Associate Dean of School Natural Sciences and Mathematics; Professor of Chemistry  
BA, Occidental College; PhD, University of Wisconsin

### **Kerr, Terrence J. (1984)**

Head Coach of Wrestling; Lecturer in Physical Education  
BS, San Jose State University

### **Ketterl, George W. (1970)**

Professor of Studio Art  
BS, Moorhead State College; MFA, Claremont Graduate School

### **Kleinsasser, Jerome (1972)**

Professor of Musicology (FERP)  
BS, MA, PhD, University of Minnesota

### **Kloock, Carl (2002)**

Associate Professor of Biology  
BS, MS, University of California, Davis; PhD, Michigan State University

### **Ko, Yangsuk (2003)**

Associate Professor of Mathematics  
BS, Seoul National University, Korea; MS, PhD, Purdue University, Indiana

### **Kohl, Joyce (1988)**

Professor of Studio Art  
BS, Empire State College; MA, California State University, Fullerton

### **Kohli, Vandana (1991)**

Chair of Sociology and Anthropology; Professor of Sociology  
BA, Lucknow University; MA, Punjab University; PhD, Michigan State University

### **Kosakowski, David C. (1977)**

Senior Assistant Librarian  
BA, Siena College; MA, MLS, State University of New York; MPA, California State University, Bakersfield

### **La Kose, Tim (2002)**

Coach of Women's Basketball; Lecturer in Physical Education  
BS, California State University, Northridge; ME, California Lutheran University

### **LaFever, Roy (1996)**

Associate Professor of Chemistry  
BS, Humboldt State University; PhD, Washington State University

### **LaGue, Kristine (2005)**

Assistant Professor of Teacher Education  
BA, MA, California State University, Bakersfield; PhD, University of California, Santa Barbara

### **Lam, Cheuk Ying (2003)**

Associate Professor of Mathematics  
BS, MS, PhD, University of Waterloo, Canada

### **Larson, Rebecca (1988)**

Professor of Mathematics  
BA, Westmont College; MS, PhD, University of California, Riverside

### **Larson-McKay, Cary (1997)**

Associate Professor of Child Development  
BA, Westmont College; MS, University of California, Riverside; PhD, Claremont Graduate School

### **Lauer, Antje (2007)**

Assistant Professor of Biology  
MS, Carl-von-Ossietzky University, Germany; PhD, Institute for Marine Sciences, Germany

### **Lee, Yeunjoo (2001)**

Associate Professor of Special Education  
BA, Hankuk University of Foreign Studies; MA, MEd, PhD, University of Georgia

### **Leon, Matthew (2006)**

Assistant Professor of Psychology  
BA, MA, PhD, University of California, Los Angeles

### **Li, Wei (2001)**

Professor of Computer Science  
BS, MS, Northern Jiaotong University; PhD, University of Saarland

### **Lowey, Staci (2006)**

Assistant Professor of Physics and Geology  
BA, State University of New York at Buffalo; MS, Pennsylvania State University; PhD, University of Texas at Austin

### **Lutz, Michael (2000)**

Associate Professor of Mathematics  
BS, Kentucky Wesleyan College; MS, University of Dayton; PhD, Indiana University

### **MacArthur, Marit J. (2005)**

Assistant Professor of English  
BA, Northwestern University; PhD, University of California, Davis



# FACULTY DIRECTORY

## MacQuarrie, Charles (2000)

Associate Professor of English  
BA, University of California, Santa Cruz; MA, Humboldt State University; ML, University of Edinburgh; PhD, University of Washington

## Malixi, Margaret (1988)

Professor of Economics  
BS, MA, University of Philippines; MA, PhD, University of Wisconsin

## Marks, Virginia (2005)

Student Services Professional, Academic Related II  
BA, MS, California State University, Bakersfield

## Martinez, Mark (1994)

Chair and Professor of Political Science  
BA, California State University, Chico; MA, PhD, University of California, Santa Barbara

## Martinez, Thomas (1984)

Chair and Professor of Public Policy and Administration  
BA, MA, San Jose State University; PhD, University of Southern California

## Maynard, John (1999)

Associate Professor of History  
BA, University of California, Santa Cruz; MA, California State University, Bakersfield; PhD, University of Southern California

## McBride, Todd (1996)

Chair and Professor of Biology  
BS, Washington State University; MS, PhD, University of California, Davis

## McCleary, Roseanne (2001)

Associate Professor of Social Work  
BA, Loyola University; MSW, PhD, Tulane University

## McMillin, J. Daniel (1972)

Professor of Sociology (FERP)  
BA, MA, Washington State University; PhD, Southern Illinois University

## McNamara, Brian (1986)

Professor of Management Information Systems  
BA, University of Stirling; MS, PhD, University of Massachusetts; JD, Newport University

## Meares, Candace (1995)

Professor of Nursing (FERP)  
BS, University of San Francisco; MS, California State University, Bakersfield; PhD, Boston College

## Meyer, Thomas (1988)

Professor of Computer Science and Physics  
BS, MS, PhD, University of California, Los Angeles

## Meyers, Christopher (1986)

Professor of Philosophy  
BA, University of California, Santa Cruz; MA, PhD, University of Tennessee

## Millar, Janet (1999)

Student Services Professional, Academic Related III  
BA, MA, California State University, Bakersfield

## Mitchell, Horace (2004)

President of the University; Professor of Psychology  
AB, MAEd, PhD, Washington University, St. Louis

## Miranda, Kathleen (2003)

Assistant Professor of Biology  
BS, California State University, Dominguez Hills; PhD, University of California, Riverside

## Moe, L. Maynard (1976)

Professor of Biology  
BA, MA, California State University, Fresno; PhD, University of California, Berkeley

## Moffit, Jeffrey (2001)

Chair of Physical Education and Kinesiology; Associate Professor of Physical Education  
BA, MA, California State University, Fresno; PhD, University of Northern Colorado

## Mohler, Geri (2002)

Associate Professor of Teacher Education  
BS, MA, EdD, University of Nebraska

## Molina, Edna (2003)

Associate Professor of Sociology and Anthropology  
BA, Pitzer College; PhD, University of California, Los Angeles

## Moore, B.J. (1994)

Assistant Professor of Public Administration  
BA, Simmons College; MPA, University of Colorado; MS, Arizona State University; PhD, Arizona State University

## Morrison-Orton, Debra (2000)

Associate Professor of Social Work (FERP)  
BS, Kansas State University; MSW, Washington University; PhD, University of Texas

## Mosley, John (2006)

Coach Assistant of Men's Basketball  
BA, The Master's College; MS, National University

## Murphy, Cliona (1990)

Professor of History  
BA, MA, National University of Ireland; PhD, State University of New York

## Murphy, David (2001)

Associate Professor of Mathematics  
MA, California Lutheran University; EdD, Arizona State University

## Negrini, Robert M. (1985)

Professor of Physics and Geology  
BA, Amherst College; PhD, University of California, Davis

## Newberry, Paul (1985)

Associate Professor of Philosophy  
BA, MA, San Jose State University; PhD, Claremont Graduate School

## Nishimori, Glenn (1983)

Coach and Head Athletic Trainer  
BA, Fresno State University; MA, California State University, Bakersfield

## Nuño, Anthony (2002)

Associate Professor of Modern Language  
BA, MA, University of Arizona; MA, San Francisco State University; PhD, University of Arizona

## Nyberg, Kenneth L. (1980)

Professor of Sociology (FERP)  
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## Oetker, Joel (2006)

Assistant Athletic Trainer  
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## Olson, David (1997)

Professor of Management  
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## Orliski, Constance (2000)

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## Oswald, Donald J. (1981)

Professor of Economics  
BA, MA, PhD, Washington State University

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## Park, Eun-Ja Kim (1990)

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## Peck, Roger (1991)

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- Philips, Sarah F.** (2008)  
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- Pimentel, Ronald** (2001)  
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- Pratt, Judith** (2003)  
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- Pratt, R. Brandon** (2006)  
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- Price, John** (1997)  
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Professor of Music  
BM, University of Arizona; MM, Southwest Texas State University; DMA, University of Colorado
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- Rees, Mandy** (2000)  
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- Rink, Oliver A.** (1975)  
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- Rodriguez, Alicia** (1998)  
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- Rush, Maureen** (1993)  
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- Saiki, David** (2007)  
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- Santos, Gonzalo** (1992)  
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BS, Instituto Tecnológico y de Estudios Superiores de Monterrey; MS, University of Colorado; PhD, State University of New York
- Sasaki, Edwin H.** (1972)  
Professor of Psychology  
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- Schmidt, Josephine A.** (1984)  
Professor of French  
BA, Chestnut Hill College; MA, PhD, University of Virginia
- Schmidt, Stacy** (2001)  
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BS, MA, MBA, EdD, Pepperdine University
- Schultz, Randolph** (2006)  
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- Shakoori, Khosrow "Ken"** (1984)  
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- Skehan, Patricia** (1989)  
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- Slaughter, Mary** (2002)  
Chair and Associate Professor of Communication  
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- Smith, Paul** (2001)  
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- Stocker, Karen** (2003)  
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- Stone, Shelley C. III** (1983)  
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- Suleiman, Mahmoud F.** (1999)  
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- Sumaya, Isabel** (2002)  
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- Suter, Steven E.** (1970)  
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## **Thomas, Marc P. (1981)**

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## EMERITI FACULTY

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- Cook, Nancy** (1972)  
Professor Emeritus of Nursing  
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- Detwiler, Daniel P.** (1970)  
Professor Emeritus of Physics  
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- Dorer, Fred H.** (1984)  
Emeritus Provost and Vice President for Academic Affairs  
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Professor Emeritus of Theatre  
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Professor Emeritus of Economics  
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Professor Emeritus of Chemistry  
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- Fleming, Barbara H.** (1978)  
Professor Emeritus of Nursing  
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- Folkerth, Patricia Marlow** (1989)  
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- Kessler, Gary E.** (1970)  
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- Laskowski, Edward A.** (1971)  
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- Litzinger, Charles** (1984)  
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- McBride, Landy J.** (1983)  
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- McCall, Charles H.** (1970)  
Professor Emeritus of Political Science  
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Professor Emeritus of Music  
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- Murphy, Ted** (1972)  
Professor Emeritus of Biology  
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- Nevin, Mary Lou** (1992)  
Professor Emeritus of Teacher Education  
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- Noel, Richard C.** (1971)  
Professor Emeritus of Psychology  
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- Ost, David H.** (1988)  
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**Secor, Kenneth E.** (1970)  
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**Sethi, Renuka** (1973)  
Professor Emeritus of Child Development  
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Professor Emeritus of Sociology and Anthropology  
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Professor Emeritus of English  
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**Stockton, Richard** (1973)  
Professor Emeritus of English  
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Emeritus Division Director  
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**Vigen, James W.** (1971)  
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## ADJUNCT FACULTY

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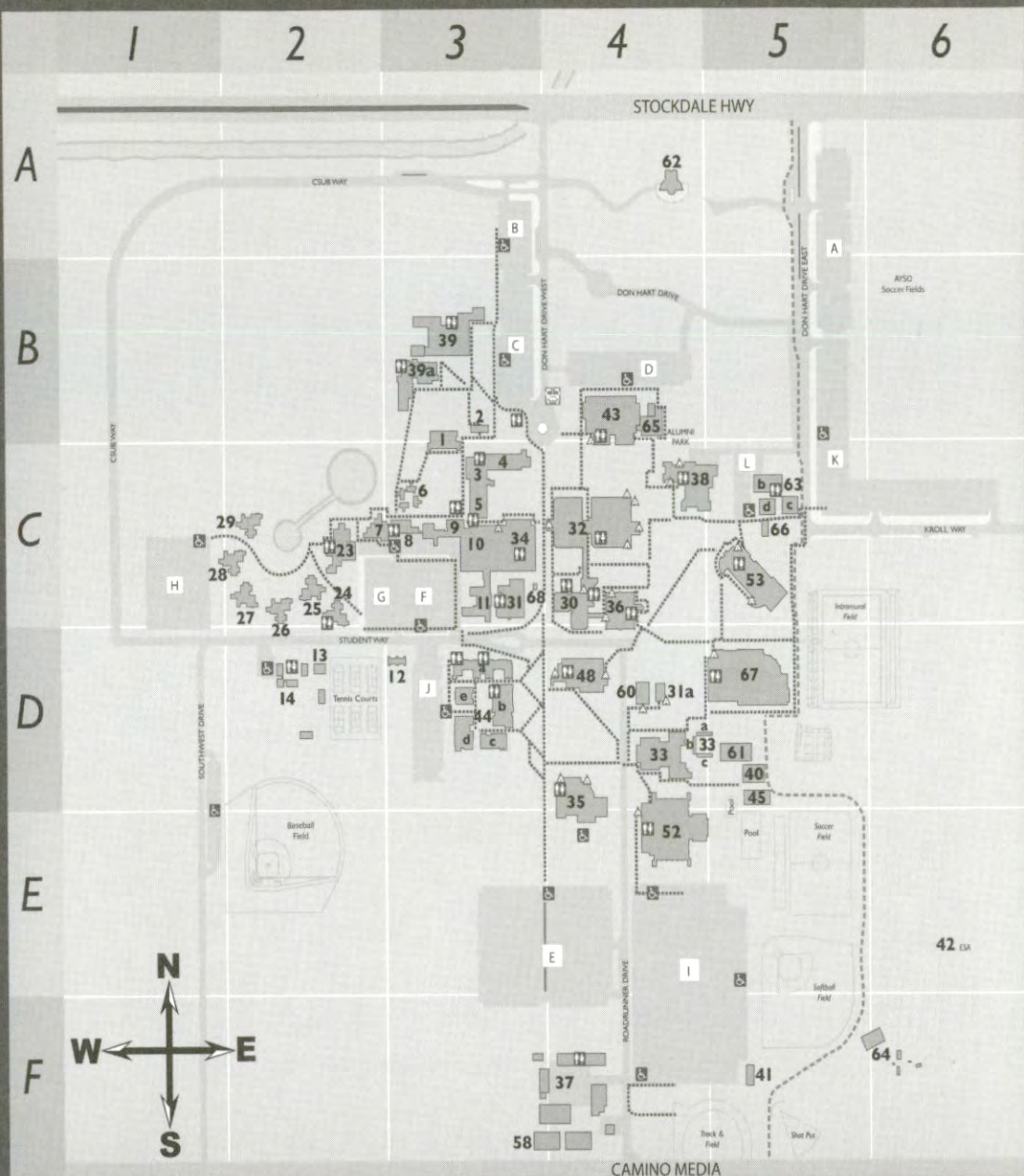






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Offices (#44a)	D3
Classrooms (#44b)	D3
Extended University (#44c)	D3
Rayburn S. DeZemmer Leadership Development Center (#44d)	D3
Office of the President (#44e)	D3
Child Care (#14)	D2
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Coffee House (#68)	C3
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Dorothy Donohue Hall (#32)	C4
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Nursing Clinical Simulation Center (#31a)	D4
Outdoor P.E. Storage (#41)	F5
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P.E. Modular B (#33b)	D5
P.E. Modular C (#33c)	D5
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Lorien (#24)	C2
Entwood (#25)	C2

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Rohan (#29)	C2
Romberg Nursing Center (#31)	C3
Runner Bookstore (#53)	C5
Science I (#30)	C4
Science II (#36)	C4
Science III (#48)	D4
Shower-Locker (#12)	D3
Student Health Services (#35)	E4
Student Recreation Center (#67)	D5
Student Services (#10)	C3
Student Union/Bookstore (#53)	C5
University Advancement (#7)	C2

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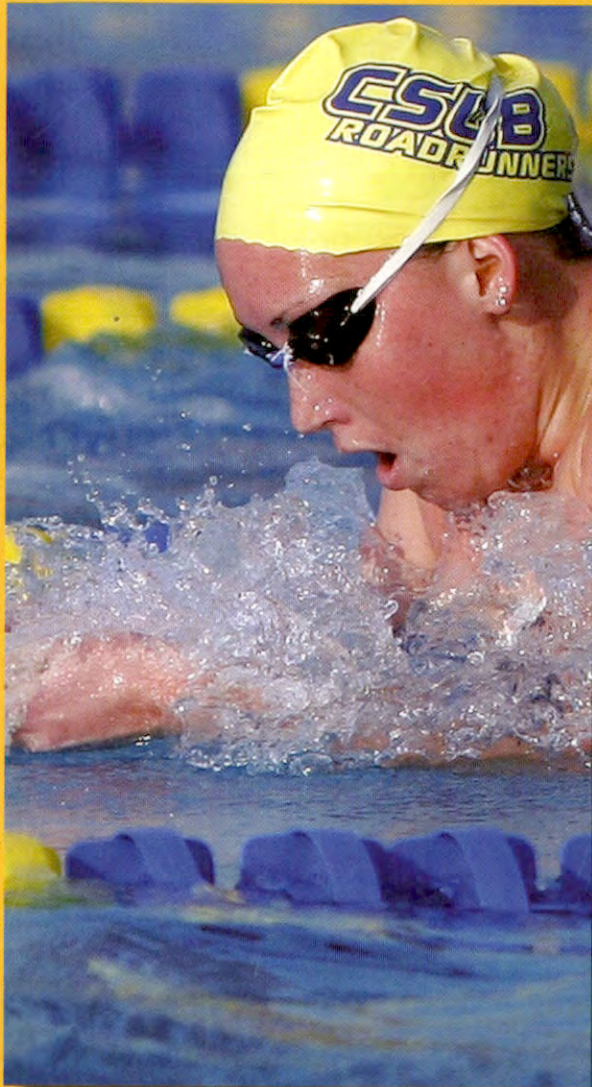
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