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**California State College
Bakersfield**
1975-76 CATALOG



to BAKERSFIELD

Stockdale Highway

to INTERSTATE 5

1 Dorothy Donahoe Hall	16 Faculty Towers
2 Science I	17 Cafeteria
3 Science II	18 The Commons
4 Physical Education	19 Dorm House A
5 Student Health Center	20 House B
6 Shower and Locker Rooms	21 House C
7 Temporary Classrooms	22 House D
8 Nursing	23 House E
9 Campus Police	24 House F
10 Plant Operations	25 Lecture Building
11 Book Store	26 Classroom Building
12 Library	27 Performing Arts
13 Student Services	28 Fine Arts
14 Administration	29 Proposed Fine Arts
15 Academic Administration	30 Proposed Cafeteria

GENERAL CATALOG

of

CALIFORNIA STATE COLLEGE, BAKERSFIELD



Fall, Winter, and Spring Quarters

1975-76

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

NOTICE

The Board of Trustees of The California State University and Colleges, in Section 43800 of Title 5 of the *California Administrative Code*, has reserved the right to add, amend, or repeal any of its regulations, rules, resolutions, standing orders, and rules of procedure, in whole or in part, at such time as it may choose. None shall be construed, operate as, or have the effect of an abridgement or limitation of any rights, powers, or privileges of the Trustees. The Chancellor reserves the right to add, amend or repeal any of his Executive Orders, at such time as he may choose, and the President of California State College, Bakersfield, reserves the right to add, amend, or repeal provisions of this catalog and rules of the College, including handbooks, at such time as he may choose. No Executive Order shall be construed, operate as, or have the effect of an abridgement or limitation of any rights, powers, or privileges of the Chancellor nor shall any catalog provision or rule of the College be construed, operate as, or have the effect of an abridgement or limitation of any rights, powers, or privileges of the President.

Every effort has been made to assure the accuracy of the information in this catalog. Students are advised, however, that such information is subject to change without notice. Therefore, they should consult the appropriate instructional departments, schools, or administrative offices for current information.

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CALENDAR 1975

JANUARY					FEBRUARY					MARCH				
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APRIL

MAY

JUNE

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JULY

AUGUST

SEPTEMBER

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OCTOBER

NOVEMBER

DECEMBER

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CALENDAR 1976

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APRIL

MAY

JUNE

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JULY

AUGUST

SEPTEMBER

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OCTOBER

NOVEMBER

DECEMBER

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CALENDAR 1977

JANUARY					FEBRUARY					MARCH				
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APRIL

MAY

JUNE

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29	30	31					26	27	28	29	30			
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JULY

AUGUST

SEPTEMBER

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22	23	24	25	26	27	28	19	20	21	22	23	24	25	26
29	30	31					26	27	28	29	30			
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OCTOBER

NOVEMBER

DECEMBER

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15	16	17	18	19	20	21	15	16	17	18	19	20	21	22
22	23	24	25	26	27	28	1							

ACADEMIC CALENDAR 1975-76

SUMMER 1975

First Session	June 16-July 25
Second Session	July 28-August 15

FALL QUARTER 1975

September 15	Orientation
September 16-17	Registration
September 18	Classes begin
September 25	Last day to withdraw from classes without a "W" being recorded; last day of late registration; last day to add classes
October 9	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 27-.....	Academic advising and preregistration period for continuing students
November 7	Holiday, Veterans' Day
November 14	Last day to withdraw from classes for a serious and compelling reason
November 27-28	Holiday, Thanksgiving
December 1.....	Last day of classes (Tuesday class schedule)
December 2-6.....	Examination period
December 8-.....	
January 2.....	Christmas vacation

WINTER QUARTER 1976

January 5	Orientaton of new students and registration
January 6.....	Classes begin
January 13	Last day to withdraw from classes without a "W" being recorded; last day of late registration; last day to add classes
January 27	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 11-25	Academic advising and preregistration for continuing students
February 16	Holiday, Washington's Birthday
February 17	Last day to withdraw from classes for a serious and compelling reason
March 16	Last day of classes (Monday class schedule)
March 17-20	Examination period
March 22-26	Spring vacation

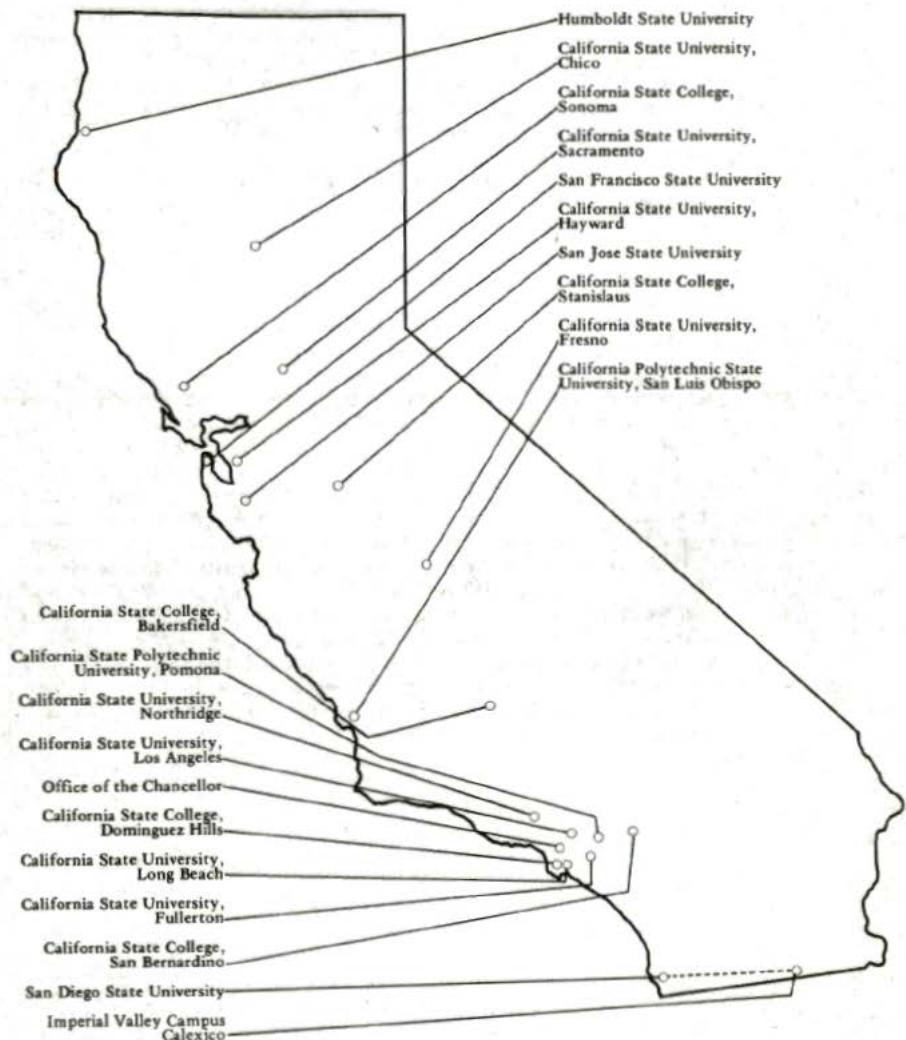
SPRING QUARTER 1976

March 29	Orientation of new students and registration
March 30	Classes begin
April 6	Last day to withdraw from classes without a "W" being recorded; last day of late registration; last day to add classes
April 20	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 5	Academic advising and preregistration period for continuing students
May 21	Last day to withdraw from classes for a serious and compelling reason
May 31	Holiday, Memorial Day
June 8	Last day of classes (Monday class schedule)
June 9-12	Examination period
June 13	Commencement

SUMMER 1976

First session	June 14-July 23
Second Session	July 26-August 13

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES



THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

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 14 of the 19 campuses received the title *University*.

The oldest campus—San Jose State University—was founded in 1857 and became the first institution of public higher education in California. The newest campus—California State College, Bakersfield—began instruction in 1970.

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

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

Academic excellence has been achieved by The California State University and Colleges 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 of the campuses require for graduation a basic program of "General Education-Breadth Requirements" regardless of the type of bachelor's degree or major field selected by the student. A limited number of doctoral degrees are offered jointly with the University of California.

Presently, under the system's "New Approaches to Higher Education," the campuses are implementing a wide variety of innovative programs to meet the changing needs of students and society. Among pilot programs under way are instructional television projects, self-paced learning plans, minicourses, and credit-by-examination alternatives. *The Consortium of The California State University and Colleges* fosters and sponsors local, regional, and statewide external degree and certificate programs to meet the needs of individuals who find it difficult or impossible to attend classes on a campus.

Enrollments in fall 1974 totaled approximately 292,000 students, who were taught by a faculty of 16,000. Last year the system awarded over 57 percent of the bachelor's degrees and 36 percent of the master's degrees granted in California. Over 465,000 persons have been graduated from the nineteen campuses since 1960.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

EX OFFICIO TRUSTEES

The Honorable Edmund G. Brown Jr.	State Capitol
Governor of California	Sacramento 95814
The Honorable Mervyn Dymally	State Capitol
Lieutenant Governor of California	Sacramento 95814
The Honorable Leo McCarthy	State Capitol
Speaker of the Assembly	Sacramento 95814
The Honorable Wilson C. Riles	721 Capitol Mall
State Superintendent of Public Instruction	Sacramento 95814
Dr. Glenn S. Dumke	5670 Wilshire Blvd.
Chancellor of The California State University and Colleges	Los Angeles 90036

APPOINTED TRUSTEES

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

Charles Luckman (1982) 9200 Sunset Blvd., Los Angeles 90069	Roy T. Brophy (1980) 2160 Royale Rd., Suite 20, Sacramento 95815
Daniel H. Ridder (1975) 604 Pine Ave., Long Beach 90801	Mrs. C. Stewart Ritchie (1980) 1064 Creek Dr., Menlo Park 94025
Karl L. Wente (1976) 5565 Tesla Rd., Livermore 94550	Frank P. Adams (1981) 235 Montgomery St., San Francisco 94104
William O. Weissich (1977) 1299 4th St., San Rafael 94901	Richard A. Garcia (1979) P.O. Box 2073, Glendale 91209
Robert A. Hornby (1978) 810 South Flower St., Los Angeles 90017	Dean S. Lesher (1981) P.O. Box 5166, Walnut Creek 94596
Wendell W. Witter (1979) 45 Montgomery St., San Francisco 94106	Dr. Claudia H. Hampton (1982) 450 N. Grand, Room G353, Los Angeles 90012
Mrs. Winifred H. Lancaster (1977) P.O. Drawer JJ, Santa Barbara 93102	Mrs. Yvonne W. Larsen (1975) 1405 Savoy Circle, San Diego 92107
Gene M. Benedetti (1978) 8990 Poplar Ave., Cotati 94952	Dr. Mary Jean Pew (1983)* 2021 North Western Ave., Los Angeles, Calif. 90027
Robert F. Beaver (1976) 254 East 27th St., Los Angeles 90011 (1980)	Willie J. Stennis (1983)* 4828 Crenshaw Blvd., Los Angeles, Calif. 90034

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President

Robert A. Hornby
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William O. Weissich
Vice Chairman

Chancellor Glenn S. Dumke
Secretary-Treasurer

OFFICE OF THE CHANCELLOR
The California State University and Colleges
5670 Wilshire Boulevard
Los Angeles, California 90036
(213) 938-2981

Glenn S. Dumke	Chancellor
Harry Harmon	Executive Vice Chancellor
Mayer Chapman	Acting General Counsel
D. Dale Hanner	Vice Chancellor, Business Affairs
C. Mansel Keene	Vice Chancellor, Faculty and Staff Affairs
Alex C. Sherriffs	Vice Chancellor, Academic Affairs

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

California State College, <i>Bakersfield</i> 9001 Stockdale Highway Bakersfield, California 93309 Jacob P. Frankel, President (805) 833-2011	(707) 826-3011
California State University, <i>Chico</i> 1st & Normal Streets Chico, California 95926 Stanford Cazier, President (916) 895-5011	California State University, <i>Long Beach</i> 6101 East Seventh Street Long Beach, California 90840 Stephen Horn, President (213) 498-4111
California State College, <i>Dominguez Hills</i> 1000 E. Victoria Street Dominguez Hills, California 90747 Leo F. Cain, President (213) 532-4300	California State University, <i>Los Angeles</i> 5151 State University Drive Los Angeles, California 90032 John A. Greenlee, President (213) 224-0111
California State University, <i>Fresno</i> Shaw and Cedar Avenues Fresno, California 93740 Norman A. Baxter, President (209) 487-9011	California State University, <i>Northridge</i> 18111 Nordhoff Street Northridge, California 91324 James W. Cleary, President (213) 885-1200
California State University, <i>Fullerton</i> Fullerton, California 92634 L. Donald Shields, President (714) 870-2011	California State Polytechnic University, <i>Pomona</i> 3801 West Temple Avenue Pomona, California 91768 Robert C. Kramer, President (714) 598-4592
California State University, <i>Hayward</i> 25800 Hillary Street Hayward, California 94542 Ellis E. McCune, President (415) 881-3000	California State University, <i>Sacramento</i> 6000 J Street Sacramento, California 95819 James Bond, President (916) 454-6011
<i>Humboldt</i> State University Arcata, California 95521 Alistair W. McCrone, President	California State College, <i>San Bernardino</i> 5500 State College Parkway San Bernardino, California 92407 John M. Pfau, President (714) 887-6311

San Diego State University
 San Diego, California 92182
 Brage Golding, President
 (714) 286-5000

Imperial Valley Campus
 720 Heber Avenue
 Calexico, California 92231
 (714) 357-3721

San Francisco State University
 1600 Holloway Avenue
 San Francisco, California 94132
 Paul F. Romberg, President
 (415) 469-2141

San Jose State University
 125 South Seventh Street
 San Jose, California 95192
 John H. Bunzel, President
 (408) 277-2000

California Polytechnic State University,
San Luis Obispo
 San Luis Obispo, California 93407
 Robert E. Kennedy, President
 (805) 546-0111

California State College, *Sonoma*
 1801 East Cotati Avenue
 Rohnert Park, California 94928
 Marjorie Downing Wagner, President
 (707) 795-2880

California State College, *Stanislaus*
 800 Monte Vista Avenue
 Turlock, California 95380
 A. Walter Olson, President
 (209) 633-2122

CALIFORNIA STATE COLLEGE, BAKERSFIELD

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Fred Andrew	Bakersfield
Frank Armstrong	Tehachapi
Mrs. Donald Camp	Shafter
Mrs. Rayburn Dezember	Bakersfield
Edwards Hopple	Bakersfield
Dr. John R. Montgomery	Delano
Mrs. R. B. Montgomery	Bakersfield
Eugene Reid	Bakersfield
William R. Rodgers	Porterville
M. L. Smith	Mojave
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Robert W. Bennett	Porterville
John Brock	Bakersfield
James L. Burke	Bakersfield
Curtis Darling	Bakersfield
Dr. John L. Forney	Bakersfield
Dr. Jacob P. Frankel	Bakersfield
Mrs. Richard E. Frasch	Bakersfield
Albert H. Holloway	Wasco
Jimmie Icardo	Bakersfield
Dr. Clifford Loader	Delano
Jack Maguire	Bakersfield
Hugh C. Mays	Taft
M. B. McFarland	McFarland
Mrs. William E. Moore, Jr.	Bakersfield
Martin Zaninovich	Delano

ADMINISTRATIVE OFFICERS

President	Jacob P. Frankel,
	Ph.D., University of California, Los Angeles
Assistant to the President and Director of Public Affairs	Sidney L. Sheffield,
	B.A., California State College, Long Beach
Secretary to the President.....	Esther Craig

INSTRUCTION

Academic Vice President	Philip S. Wilder, Jr.,
	Ph.D., Harvard University
Assistant to the Academic Vice President	Robert A. Toscano,
	M.B.A., California State University, Fresno
Administrative Aid to the Academic Vice President	Marjorie Sauer
Dean, Academic Village	James C. Horton,
	Ph.D., University of Wisconsin, Madison
Dean, School of Behavioral Sciences	Thomas M. Watts,
	Ph.D., Indiana University
Dean, School of Business and Public Administration	Robert K. Coe,
	Ph.D., Syracuse University
Dean, School of Education	Jim D. Whitley,
	Ed.D., University of California, Berkeley
Dean, School of Humanities.....	Vincent H. Ponko, Jr.,
	Ph.D., Loyola University
Dean, School of Natural Sciences and Mathematics.....	John R. Coash,
	Ph.D., Yale University
Director of Libraries	Benton F. Scheide,
	Ph.D., Case Western Reserve University
Head of Technical Services—Library	James Segesta,
	M.S., University of Southern California
Coordinator of Audio-Visual Services	Richard D. Graves,
	Ed.D., University of California, Los Angeles
Dean of Continuing Education	Roy R. Dull,
	Ph.D., Claremont Graduate School

ADMINISTRATIVE SERVICES

Dean for Administration	Kenneth E. Secor,
	Eng.D., University of California, Berkeley
Campus Planning Officer	Laurens A. Denison, Registered Architect
Chief of Security Services.....	Albert P. Zuniga
Campus Health and Safety Officer.....	George R. MacDonald,
	B.S., California State University, Fresno
Director of Institutional Studies and Automatic Data Processing.....	John C. Biddle,
	Ed.D., Indiana University
Manager, ADP Services.....	Robert L. Otto,
	M.A., Central Michigan University
Director of Personnel Services	Paul J. Castro,
	B.A., Stanislaus State College
Affirmative Action Coordinator	Cododac Colchado,
	M.A., Sacramento State University
Director of Physical Plant	James C. Schasteen

BUSINESS MANAGEMENT

College Business Manager.....	Gordon M. Callison,
	M.B.A., George Washington University
Administrative Assistant	Stan T. Frazier
Director of Accounting Services	Gary D. Gleed,
	B.S., University of California, Los Angeles
Director of Procurement and Support Services.....	Peter S. Sharland,
	B.A., San Jose State University

Foundation

Foundation Manager	Gorden M. Callison, M.B.A., George Washington University
Bookstore Manager	Donald R. Norwood, M.S., California State College, Bakersfield
Food Services Manager	Rolland Toebs, B.A., Idaho State University

STUDENT SERVICES

Dean of Students.....	George B. Hibbard, Ed.D., Michigan State University
Associate Dean of Students	Peter E. Steiner, Ph.D., University of Calif., Berkeley
Director of Financial Aids	Richard T. Huntley, M.A., Claremont Graduate School
Assistant Director of Financial Aids	Pamela Smith, M.A., California Polytechnic State University, San Luis Obispo
Financial Aids Counselor	Kevin F. Smith, B.A., California State College, Bakersfield
Director of Housing.....	John Beckman, M.Ed., University of San Diego
Coordinator of Health Services	Carolyn Krone, R.N., B.S., California State College, Bakersfield
Health Center Physician	William L. McEwen, M.D., Rush Medical College, University of Chicago
Assistant Dean of Students/Activities Advisor	Virginia Waters, M.Ed., University of Georgia
Graduate Intern/Activities	Sandy Varner, B.A., California State College, Bakersfield
Associate Dean, Admissions and Records	Homer Montalvo, Ed.D., University of Southern California
Registrar	Nolan Shaffer, M.A., Fresno State University
Director of School Relations	Jerry L. Humpert, M.A., New Mexico Highlands University
Graduate Intern/School Relations	Sally Wilson, B.A., California State College, Bakersfield
Evaluation Coordinator	Margaret Whitaker, A.A., Pasadena City College
Director of Veterans' Affairs	Steve Herndon, B.A., University of California, Riverside
Associate Dean of Students and Director of Counseling.....	Richard Swank, Ph.D., Purdue University
Director of Testing and Counselor.....	Willis Hill, M.A., Calif. State Polytechnic University, San Luis Obispo
Counselor	Roberta Linnenbrink, M.A., California State College, Bakersfield
Director of Placement	William Perry, M.A., California State College, Bakersfield
Assistant Dean of Students for Special Services	Lee Adams, M.A., California State College, Bakersfield
Coordinator of Tutorial Counseling	Daniel Murillo, M.S., University of Southern California

AVERAGE ANNUAL COSTS AND SOURCES OF FUNDS PER FULL-TIME EQUIVALENT * STUDENT IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

The 19 campuses of The California State University and Colleges are financed primarily through funding provided by the taxpayers of California. For the 1974-75 year, the total cost of operation is \$603 million, which provides continuing support for 231,295 full-time equivalent (FTE*) students. This results in an average cost per FTE student of \$2,608 per year. Of this amount, the average student pays \$254. Included in this average student payment is the amount paid by nonresident students. The remaining \$2,354 in costs are funded by state and federal taxes.

Averages do not fit all students alike or even any specific student. To arrive at an average figure that is meaningful, the costs outlined above exclude "user fees" for living expenses, housing, and parking, as well as costs for extension and summer session work. Computations are based on full-time equivalent students, not individuals, and costs are prorated by system totals, not by campus. The average costs for a full-time equivalent student in the system are depicted in the following chart:

1974-75 PROJECTION OF TOTAL COSTS OF CAMPUS OPERATION (Including Building Amortization)

Enrollment: 231,295 FTE

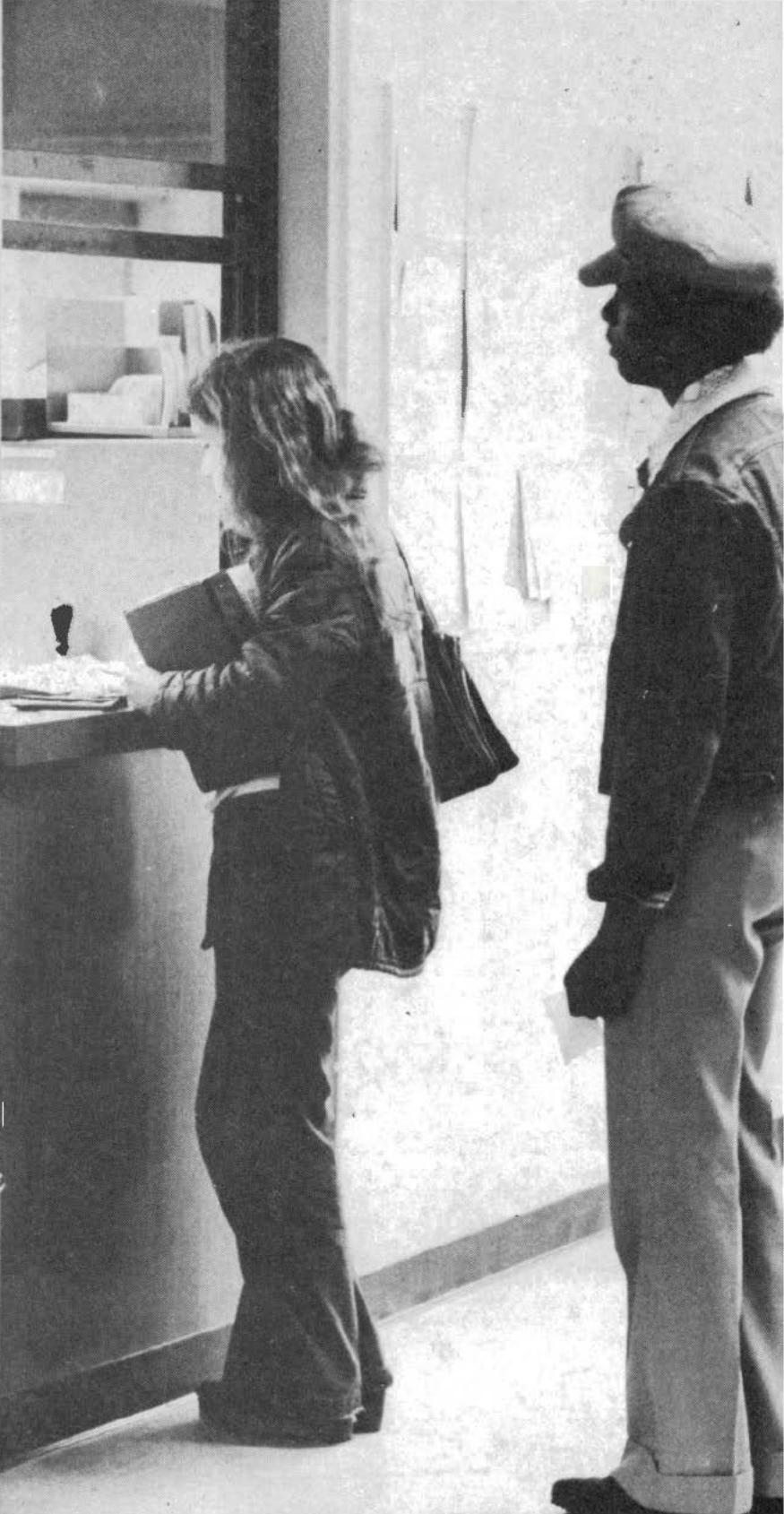
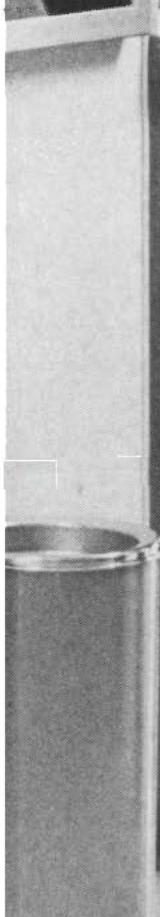
Amount	Amount	Average Cost Per Student (FTE)*	Percentage
State Appropriation (Support)	\$488,163,528	\$2,111	81.0
State Funding (Capital Outlay)**	28,615,000	124	4.8
Student Charges	58,806,800	254 ***	9.7
Federal (Financial Aids)	27,456,316	119	4.5
Total	\$603,041,644	\$2,608	100.0

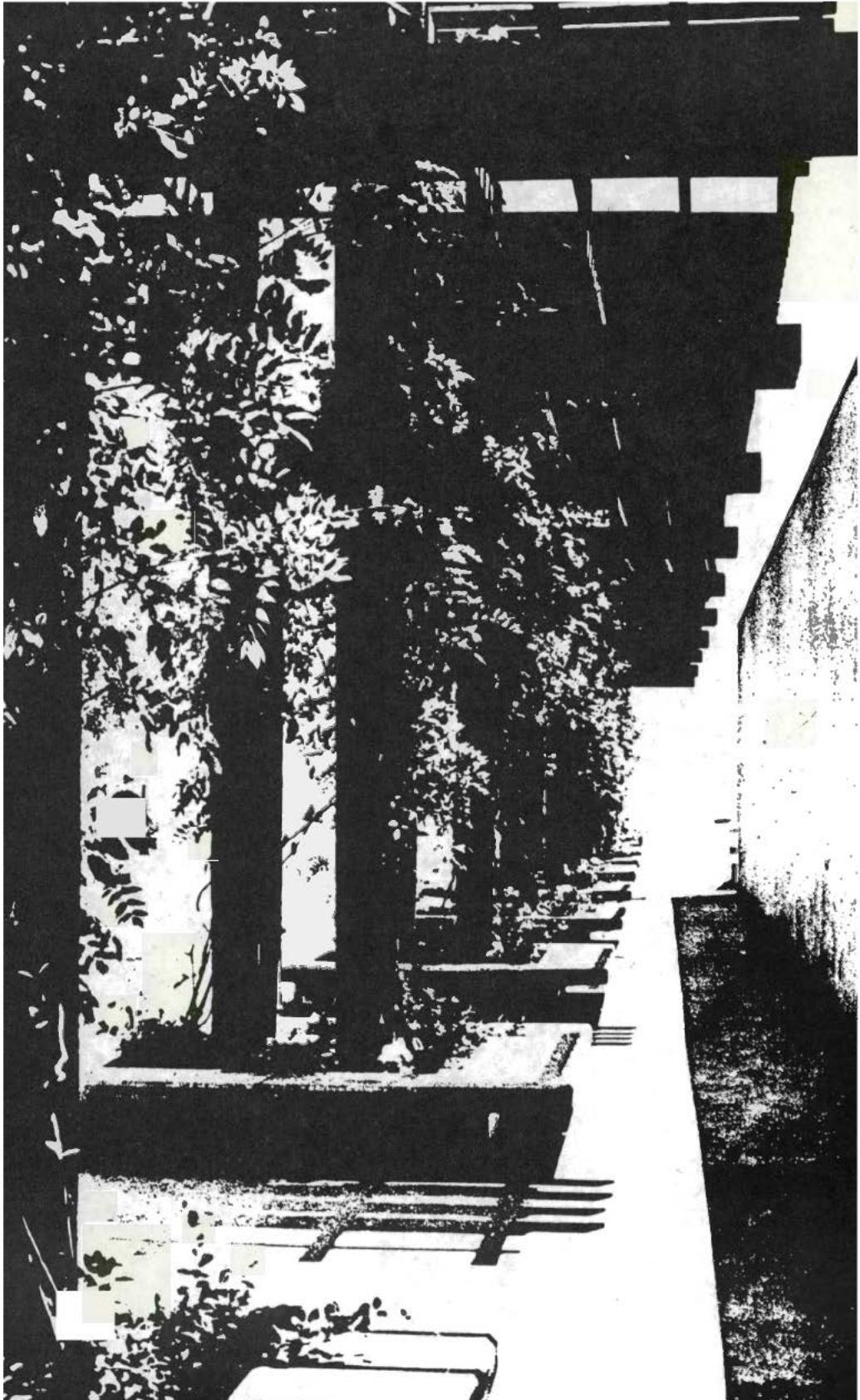
* For budgetary purposes, full-time equivalent (FTE) translates total head count into total academic student load. The term assumes that a full-time student in The California State University and Colleges is enrolled for 15 units of academic credit. Some students enroll for more than 15 units; some students enroll for fewer than 15 units.

** The system's more than 14,000 acres of land and the wide range of facilities and equipment on the 19 campuses are currently valued at approximately \$1.2 billion. Amortized over a 40-year period, they are valued at \$125 per FTE student.

*** The average cost paid by a student include the student services fee (formerly called the materials and service fee), health facilities fee, college union fee, student body fee, and the nonresident tuition. This amount is derived by taking the total of all student fees and dividing by the total full-time equivalent student enrollment. Individual students may pay more or less than \$254 depending on whether they are part-time, full-time, resident or nonresident students.

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INTRODUCTION TO THE COLLEGE

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

The College opened, as the nineteenth institution in the California State University and College system, in eleven carefully designed and newly constructed buildings on a 375-acre campus at the western edge of Bakersfield. During its first year, 1970-71, the College had approximately 800 full-time students and 70 faculty members. By now it has grown to 2,300 students and 160 faculty members.

The college plan rests on assumptions including the following:

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

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

The academic program is designed to provide the College's students with a unified educational experience. The introductory course in each department is aimed at demonstrating the broad significance of the discipline. Part of the sophomore year is devoted to a program that presents an overview of ideas considered in regular General Education courses. Work offered in each department takes account of the extent to which traditional academic disciplines overlap in their concerns. Each senior takes a seminar in which the work in his area of concentration is analyzed in broad perspective. The academic villages provide important supplements to the various features of the formal academic program.

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

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

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

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

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

THE COLLEGE PHYSICAL PLANT

As classes started in 1974, the instructional operations of California State College, Bakersfield were housed in facilities including an initial building complex of some 92,000 square feet, Science Building I (40,000 sq. ft.), the Nursing Building (12,000 sq. ft.), and Classroom-Office Building I (53,000 sq. ft.), which was completed just in time to receive students. The various buildings comprising this plant must embrace a multiplicity of functions in order to provide the basic support required by the academic programs of a new and developing institution. None is more than four years old, since the campus first opened in 1970. Included in these structures are: a complement of lecture classrooms ranging from 20 to 65 students in capacity; laboratories to implement the College's offerings in the behavioral, physical and life sciences and in nursing; specialized spaces for art and music instruction; a library housing a growing collection of over 130,000 volumes (see expanded description below); a computer center; student service areas, such as a snack bar and a bookstore; and faculty offices and administrative and operational quarters.

The College's first student residence facilities were available for the 1972-73 academic year and now provide an extremely pleasant environment for up to 350 live-in students, with additional lounge and study spaces for a like number of commuters. When complemented by the addition of a similar residence component to be constructed later in the decade, these buildings will form the living element of the first campus living-learning village; portions of the initial academic buildings, located nearby, will provide instructional support for the learning processes at work in the village.

Several other building projects were under way or in some design stage as instruction began in 1974. Construction was well along on a major addition to the initial library and on the first CSB indoor physical education facility, while work on Science Building II and the Student Health Center was scheduled to begin almost immediately. Design of a major food services center and a corporation yard will be completed during the 1974-75 academic year, and these projects will then also add to the bustle of campus development. Architectural planning for a fine arts building has recently been initiated, a most important step which will soon yield a 500-seat theatre, an art gallery and other key spaces for creative and performing arts instruction. Outdoors, a baseball diamond and a synthetic-surfaced track are soon to be added to other physical education installations. These, and other important works, will be coordinated by the guidelines set forth in the architectural master plan for the campus, and regulated by the requirements of the College's developing academic programs. Growth of the campus physical plant in ensuing years will of course occur along lines established by the same influencing factors and at a rate consistent with the increases in institutional enrollment.

THE COLLEGE LIBRARY

The library is an instructional instrument provided to advance the educational objectives of the College. The book collection comprised upwards of 130,000 volumes at the beginning of the academic year 1974-75. Over 2,100 periodical subscriptions augment the book collection. Many backruns of periodicals are available either in bound form or on microfilm. The library holdings also include elementary and high school textbooks, children's books, a pamphlet file, college catalogs, and several thousand state and federal documents. As a depository for California State documents, the library regularly receives state publications. The library is also a selective depository for U.S. Government publications.

All materials are easily accessible to students. The open shelf arrangement of the collection gives library users convenient access to the books. Special facilities include a group study room, a public typing room, and a microform room equipped with machines for reading microtexts. The building includes an outdoor court for reading. An addition to the present library building will approximately double its shelving and seating capacity. Now under construction, this addition is scheduled for occupancy shortly before the opening of fall quarter, 1975.

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

THE COLLEGE FOUNDATION

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

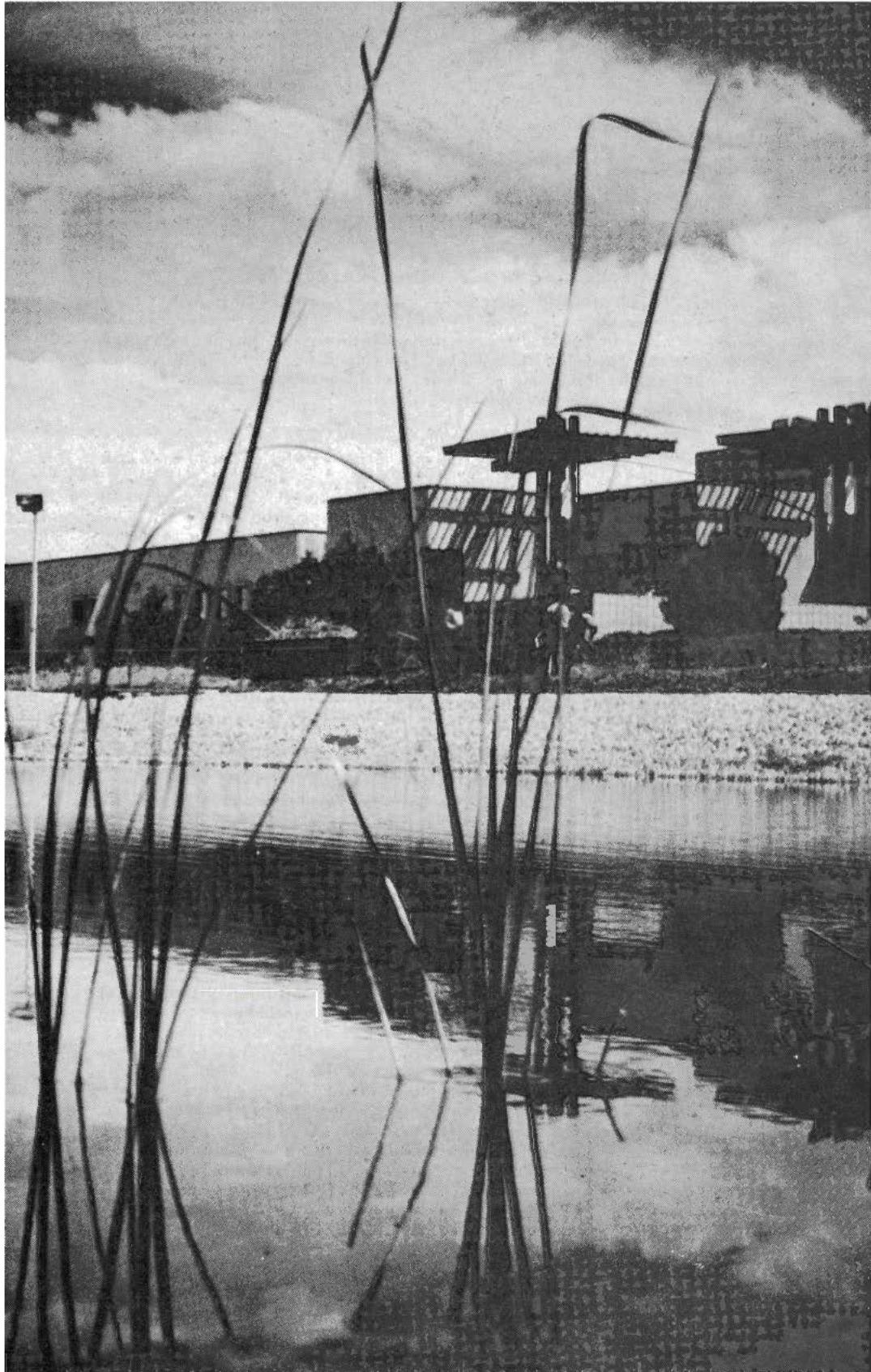
BOOKSTORE

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

FOOD SERVICE

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





ADMISSION, REGISTRATION AND FEES

ADMISSIONS PROCEDURES AND POLICIES

Requirements for admission to Cal-State Bakersfield are in accordance with Title 5, Chapter 1, Subchapter 3, of the *California Administrative Code*. A prospective applicant who is unsure of his status under these requirements is encouraged to consult a high school or college counselor or the Admissions Office. Applications may be obtained from the Admissions Office at any of the campuses of The California State University and Colleges or at any California high school or community college.

KINDS OF ENTRY—UNDERGRADUATE

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

NOTE* It is possible for non-matriculated students to register in a number of the upper division and graduate courses scheduled in the regular CSB daytime and evening program. Admission is based on space available, and instructor and school approval. For further information, contact the Division of Continuing Education, Suite 101, Faculty Building.

WHO MUST APPLY

An Application for Admission must be filed by any person who wishes to enroll for fall, winter, or spring quarter, either full-time or part-time. Former students who were enrolled for resident credit and have been absent from the campus for more than two full quarters preceding the quarter for which he wishes to return must also submit an application. In addition, students receiving the baccalaureate degree from CSB must apply for re-entry to continue enrollment with graduate standing. A student previously enrolled only in summer session or extension courses must make formal application if he wishes to continue his attendance in a regular term.

UNDERGRADUATE APPLICATION PROCEDURES

Prospective undergraduates, whether applying for part-time or full-time programs of study, in day or evening classes, must file a complete application including all the required forms and fees as described in the application booklet. The \$20.00 non-refundable application fee should be in the form of a check or money order payable to The California State University and Colleges. Undergraduate applicants may file only at their first choice campus. Alternate choice campuses and majors may be indicated on the application, but *an applicant should list as alternate campuses only those campuses of The California State University and Colleges that he will attend if his first choice campus cannot accommodate him*. Generally, alternate degree majors will be considered at the first choice campus before an application is redirected to an alternate choice campus. Applicants will be considered automatically at the alternate choice campus if the first choice campus cannot accommodate them. *Transcripts and other supporting documents should not be submitted until requested by the campus.*

POST-BACCALAUREATE APPLICATION PROCEDURES

All applicants for any type of post-baccalaureate status (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for professional growth, etc.) must file a complete application within the appropriate filing period. *Second baccalaureate degree aspirants should apply as undergraduate degree applicants.* A complete application for post-baccalaureate status includes all of the materials required for undergraduate applicants plus the supplementary graduate admissions application. Post-baccalaureate applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$20.00 non-refundable application fee. Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternative campuses or later changes of campus choice will be minimal. In the event that a post-baccalaureate applicant wishes to be assured of initial consideration by more than one campus, it will be necessary to submit a separate application (including fee) to each. Applications may be obtained from the Graduate Studies Office of any California State University or College campus in addition to the sources noted for undergraduate applicants.

CATEGORY QUOTAS AND SYSTEMWIDE IMPACTED PROGRAMS

Application category quotas have been established by some campuses, in some majors, where the number of applicants is expected to exceed campus resources. All applications received in the initial filing period will receive equal consideration for such categories. Certain undergraduate programs (architecture, natural resources, nursing, and physical therapy) are impacted through the 19-campus system, and applicants to such programs are expected to meet supplementary admission criteria for admission to these programs. Applicants to these major programs will be sent further information by the campuses about the supplementary criteria to be used, and how and when applicants must meet them.

APPLICATION FILING PERIODS

Term	Initial Filing Period	Extended Filing Period
Summer	the previous February	March until filled
Fall	the previous November	December until filled
Winter	the previous June	July until filled
Spring	the previous August	September until filled

All applications postmarked or received during the initial filing period will be given equal consideration within established enrollment categories and quotas. There is no advantage in filing before the initial filing period. Applications received before the initial filing period may be returned, causing a delay in processing. With the exception of the impacted undergraduate program areas (architecture, natural resources, nursing, and physical therapy), most campuses will be accepting applications well into the extended filing periods until quotas are filled.

SPACE RESERVATIONS

Applicants who apply during the initial filing period and who can be accommodated will receive a space reservation. A space reservation is not a statement of admission but is a commitment by Cal State Bakersfield to admit the student once eligibility has been determined. The space reservation directs the applicant to arrange to have appropriate records forwarded promptly to the Office of Admissions. Applicants should not request that any records be forwarded until they have received a space reservation notice.

HARDSHIP PETITIONS

There are established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Prospective hardship petitioners should contact the Admissions Office regarding specific policies governing hardship admission.

UNDERGRADUATE ADMISSION REQUIREMENTS

First-time freshman eligibility is governed by an eligibility index. The index is computed using the high school grade point average on all course work completed in the last three years of high school, exclusive of physical education and military science; and the ACT composite, or the SAT total score. The full table of grade point averages, with corresponding test scores and the equation by which the index is computed, is reproduced on p. 28. Test results of either the CEEB Scholastic Aptitude Test (SAT) or the American College Testing Program examination (ACT) are acceptable in establishing eligibility.

Registration forms and test dates for either test may be obtained from school or college counselors, from the addresses below, or from the campus testing offices. For either test, submit the registration form and fee at least one month prior to the test date.

ACT Address

American College Testing Program, Inc.
Registration Unit, P.O. Box 168
Iowa City, Iowa 52240

SAT Address

College Entrance Examination Board
P.O. Box 1025
Berkeley, California 94770

First-Time Freshmen (California high school graduates and residents)

An applicant who is a graduate of a California high school or a legal resident for tuition purposes must have an eligibility index which places him among the upper *one-third* of California high school graduates. The minimum acceptable index for applicants using the SAT score is 3072; using the ACT score, 741.

First-Time Freshmen (high school graduates from other states and U.S. possessions)

The admissions requirements for non-resident applicants are more restrictive than those for California residents. An applicant who is a non-resident for tuition purposes and is a graduate of a high school outside California must have an eligibility index which places him among the upper *one-sixth* of California high school graduates. The minimum acceptable index for non-resident applicants using the SAT score is 3402; using the ACT score, 826.

First-Time Freshmen (graduates of secondary schools, etc., in foreign countries)

An applicant who is a graduate of a secondary school in a foreign country or who has equivalent preparation in a foreign country, may be admitted as a first-time freshman if his preparation and ability are such that in the judgment of the appropriate campus authority, the probability of his academic success at the campus is equivalent to that of eligible California high school graduates.

First-Time Freshmen (high school non-graduates)

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

Undergraduate Transfers (resident and non-resident)

Beginning fall term 1974, transfer eligibility is based on *transferable* college units attempted, rather than on *all* college units attempted. The California Community College transfer should consult his college counselor for information on transferability of courses. An applicant in good standing at the last college attended may be admitted as an undergraduate transfer if he meets either of the following requirements:

1. He was eligible for admission in freshmen standing (see First-Time Freshman requirements) and has earned an average grade of "C" (2.0 on a scale where A = 4.0) or better in all transferable college units attempted.
2. He has completed at least 56 transferable semester units or 84 transferable quarter units with an average grade of "C" (2.0 on a scale where A = 4.0) or better if a California resident. Non-residents must have a G.P.A. of 2.4 or better.

Eligibility Index

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

Grade Point Average	SAT Total	ACT Composite
4.00	1300	32
3.90	1280	31
3.80	1260	30
3.70	1240	29
3.60	1220	28
3.50	1200	27
3.40	1180	26
3.30	1160	25
3.20	1140	24
3.10	1120	23
3.00	1100	22
2.90	1080	21
2.80	1060	20
2.70	1040	19
2.60	1020	18
2.50	1000	17
2.40	980	16
2.30	960	15
2.20	940	14
2.10	920	13
2.00	900	12
1.90	880	11
1.80	860	10
1.70	840	9
1.60	820	8
1.50	800	7
1.40	780	6
1.30	760	5
1.20	740	4
1.10	720	3
1.00	700	2
0.90	680	1
0.80	660	0

G.P.A.	A.C.T. S.A.T.													
	Score	Score	G.P.A.	Score	G.P.A.	Score	G.P.A.	Score	G.P.A.	Score				
(-) ¹	--	---	2.96	15	704	2.71	20	904	2.47	25	1096	2.22	30	1296
3.20	11	512	2.95	16	712	2.70	21	912	2.46	25	1104	2.21	30	1304
3.19	11	520	2.94	16	720	2.69	21	920	2.45	26	1112	2.20	31	1312
3.18	11	528	2.93	16	728	2.68	21	928	2.44	26	1120	2.19	31	1320
3.17	11	536	2.92	16	736	2.67	21	936	2.43	26	1128	2.18	31	1328
3.16	11	544	2.91	16	744	2.66	21	944	2.42	26	1136	2.17	31	1336
3.15	12	552	2.90	17	752	2.65	22	952	2.41	26	1144	2.16	31	1344
3.14	12	560	2.89	17	760	2.64	22	960	2.40	27	1152	2.15	32	1352
3.13	12	568	2.88	17	768	2.63	22	968	2.39	27	1160	2.14	32	1360
3.12	12	576	2.87	17	776	2.62	22	976	2.38	27	1168	2.13	32	1368
3.11	12	584	2.86	17	784	2.61	22	984	2.37	27	1176	2.12	32	1376
3.10	13	592	2.85	18	792	2.60	23	992	2.36	27	1184	2.11	32	1384
3.09	13	600	2.84	18	800	2.59	23	1000	2.35	28	1192	2.10	33	1392
3.08	13	608	2.83	18	808	2.58	23	1008	2.34	28	1200	2.09	33	1400
3.07	13	616	2.82	18	816	2.57	23	1016	2.33	28	1208	2.08	33	1408
3.06	13	624	2.81	18	824	2.56	23	1024	2.32	28	1216	2.07	33	1416
3.05	14	632	2.80	19	832	2.55	24	1032	2.31	28	1224	2.06	33	1424
3.04	14	640	2.79	19	840	2.54	24	1040	2.30	29	1232	2.05	34	1432
3.03	14	648	2.78	19	848	2.53	24	1048	2.29	29	1240	2.04	34	1440
3.02	14	656	2.77	19	856	2.52	24	1056	2.28	29	1248	2.03	34	1448
3.01	14	664	2.76	19	864	2.51	24	1064	2.27	29	1256	2.02	34	1456
3.00	15	672	2.75	20	872	2.50	25	1072	2.26	29	1264	2.01	34	1464
2.99	15	680	2.74	20	880	2.49	25	1080	2.25	30	1272	2.00	35	1472
2.98	15	688	2.73	20	888	2.48	25	1088	2.24	30	1280	(-) ²		
2.97	15	696	2.72	20	896	---	---	---	2.23	30	1288			

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

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

Recommended High School Preparation

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

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

High School Students

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

POST-BACCALAUREATE (GRADUATE) ADMISSION REQUIREMENTS**Unclassified Post-Baccalaureate Standing**

For admission to unclassified post-baccalaureate standing, a student must: hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed equivalent academic preparation as determined by an appropriate campus authority; have attained a grade point of at least 2.5 (on a five-point scale) in the last 60 semester (90 quarter) units attempted; and, have been in good standing at the last college attended. Admission to a State University or College with post-baccalaureate unclassified standing does not constitute admission to graduate degree curricula.

Classified Graduate Standing

A student who has been admitted to a State University or College under the Unclassified Graduate requirement above may, upon application, be admitted to an authorized graduate degree curriculum if he satisfactorily meets the professional, personal, scholastic, and other standards for admission to the graduate degree curriculum, including qualifying examinations, as the appropriate campus authorities may prescribe. Only those applicants who show promise of success and fitness will be admitted to graduate degree curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness, as determined by the appropriate campus authorities, shall be eligible to continue in such curricula. Students whose performance in a graduate degree curriculum is judged to be unsatisfactory by the authorities of the campus may be required to withdraw from all graduate degree curricula offered by the campus.

OTHER APPLICANTS

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

ADMISSION OF FORMER STUDENTS

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

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

DECLARATION OF A MAJOR

Beginning freshmen and lower division transfer students do not need to commit themselves to a specific major area. Freshmen and sophomores at the College are assisted by academic advisors who encourage investigation of various academic areas while the general education program of lower division requirements is being satisfied.

Lower division students who do indicate an intended concentration are advised and counseled accordingly, with formal commitment to a major coming at the end of the sophomore or start of the junior year through completion of an appropriate form in the Office of Admissions and Records. Prospective majors in Medical Technology and Nursing are not considered formally admitted to those majors until having successfully passed the secondary criteria established by those Departments.

At the time the student becomes a declared major, he is assigned an academic advisor from the faculty of the area in which he is concentrating.

ADMISSION TO TEACHING CREDENTIAL PROGRAMS

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

ADMISSION OF APPLICANTS FROM OTHER COUNTRIES

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

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

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

ADMISSION OF PART-TIME STUDENTS

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

ADMISSION OF VETERANS

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

ADMISSION OF NON-RESIDENT STUDENTS

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

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

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

ADMISSION OF SUMMER SESSION AND EXTENSION STUDENTS

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

Graduate Students

An applicant who holds a baccalaureate degree from an accredited institution, who is not seeking a degree from the College, needs to verify his baccalaureate degree to the Office of Admissions and Records by filing two official transcripts from all colleges attended and have a 2.5 GPA.

LIMITATION OF ENROLLMENT

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

CANCELLATION OF ADMISSION

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

ESTIMATED COSTS PER QUARTER

It is estimated that commuter students will pay from \$40 to \$50 for books and from \$44 to \$59 for fees, plus parking costs, each quarter. On-campus housing costs which include room and board in the new residence facilities will be approximately \$435 per quarter. Students who live in off-campus private housing should allow \$350 to \$450 each quarter for room and board. Tuition for non-residents of California is paid in addition to the above costs.

HEALTH HISTORIES

A Medical Self-Evaluation and Health History form is required of all newly admitted students and all former students of the College who have not enrolled in the regular program at the College during the prior two quarters. Departments involved in Nursing, Student Teaching, and Intercollegiate Athletics require students to also have a complete physical examination, with TB clearance required for Nursing students and Student teachers. Appropriate forms are available for all admitted students by contacting the Student Health Service.

TRANSCRIPTS REQUIRED

All beginning freshmen and those transfer students with less than 84 quarter units (56 semester units) of completed college work at time of enrollment must request that complete official transcripts (two copies of each) from the high school of graduation be sent directly to the Office of Admissions and Records. All students who have attempted college work at another institution must request transcripts (two copies of each) from each college or university attended. Transcripts presented by students cannot be accepted.

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

Applicants with Courses in Progress

An applicant who is in attendance at a school or college at the time of application must file a transcript which includes a listing of the subjects in which he is currently enrolled. After the applicant has completed these subjects, he must notify his school or college to forward two supplementary records showing the final grades for that term. Final admission is subject to the receipt and approval of any outstanding credentials.

Veterans

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

DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

New and returning students of The California State University and Colleges are classified for the purpose of determining the residence of each student for nonresident tuition purposes. The Residence Questionnaire and, if necessary, other evidence furnished by the student is used in making these determinations. A student may not register and enroll in classes until his Residence Questionnaire has been received by the Admissions Office.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by the California State University and Colleges are found in *Education Code* Sections 22800-22865, 23753.1, 23754-23754.4, 23758.2 and 23752, and in Title 5 of the *California Administrative Code*, Article 4 (commencing with Section 41901) of Subchapter 5 of Chapter 1, Part V. A copy of the statutes and regulations is available for inspection at the campus Admissions Office.

Legal residence may be established by an adult who is physically present in the state while, at the same time, intending to make California his permanent home. Steps must be taken at least one year prior to residence determination date to evidence the intent to make California the permanent home with concurrent relinquishment of the prior legal residence. Some of the relevant indicia of an intention to establish and maintain California residence may be established by registering to vote and voting in elections in California; satisfying resident California state income tax obligations on total income; ownership of residential property or continuous occupancy or letting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organization; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service, etc.

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

In general, the unmarried minor (a person under 18 years of age) derives legal residence from his father (or from his mother if the father is deceased), or, in the case of permanent separation of the parents, from the parent with whom the minor maintains his place of abode. The residence of a minor cannot be changed by act of the minor or that of the minor's guardian, so long as the minor's parents are living.

A man or a woman may establish his or her residence; marriage is not a governing factor.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term. The residence determination dates for the 75-76 academic year are: Fall—September 20, 1975; Winter—January 5, 1976; Spring—April 1, 1976. If you have any questions respecting the applicable date, the campus Admissions Office can give you the residence determination date for the term for which you are registering.

There are several exceptions for nonresident tuition. Some of the exceptions provide for:

1. Persons below the age of 19 whose parents were residents of California but who left the state while the student was still a minor. When the minor reaches age 18, the exception continues for one year to enable the student to qualify as a resident student.
2. Persons below the age of 19 who have been present in California for more than a year before the residence determination date, and entirely self-supporting for that period of time.

3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year.
4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year. The exception is not affected by transfer of the military person directly to a post outside the 50 states and District of Columbia.
5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.
6. A student who is an adult alien is entitled to residence classification if the student has been lawfully admitted to the United States for permanent residence in accordance with all applicable provisions of the laws of the United States; provided, however, that the student has had residence in California for more than one year after such admission prior to the residence determination date. A student who is a minor alien shall be entitled to residence classification if both the student and the parent from whom residence is derived have been lawfully admitted to the United States for permanent residence in accordance with all applicable laws of the United States, provided that the parent has had residence in California for more than one year after acquiring such permanent residence prior to the residence determination date of the term for which the student proposes to attend the University.
7. Certain credentialed, full-time employees of school districts.
8. Full-time State University and Colleges employees and their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.
9. Certain exchange students.
10. Children of deceased public law enforcement or fire suppression employees, who were California residents, and who were killed in the course of law enforcement or fire suppression duties.
11. A person in continuous full-time attendance at an institution who had resident classification on May 1, 1973, shall not lose such classification as a result of adoption of the uniform student residency law on which this statement is based, until the attainment of the degree for which currently enrolled.

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

Office of General Counsel
5670 Wilshire Boulevard
Suite 1260
Los Angeles, California 90036

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

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

REGISTRATION

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

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

CHANGE OF REGISTRATION

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

REGISTRATION DATES

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

CHANGE OF ADDRESS

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

THE STUDENT SERVICES FEE

The Student Services Fee for 1975-76 was recently established by the Trustees of The California State University and Colleges *in lieu* of the Material and Services Fee; however, the fee level was maintained at \$144 (for 12 or more units for the Academic Year). It is intended that this new fee will provide financing for the following student services programs not covered by state funding:

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

Prior to 1975-76 the Student Services fee was known as the Materials and Service fee and not only covered the above expenditures but covered the cost of Instructional and Audio Visual supplies and contractual services. A Task Force recommended that responsibility for financing these expenditures be transferred to the State and that the basis for this fee be more adequately communicated to students and campus staff. It should be noted that the 1975-76 Student Services fee is subject to change by future Board of Trustees action made necessary by budget actions of the Executive and Legislative branches of government.

SCHEDULE OF FEES, 1975-76

Tuition is not charged to legal residents of California. The following reflects the fees and expense for the quarter systems.

Application fee (non-refundable) payable by check or money order

at time of applying

		Quarter
Student Services Fee	(1-3.9 units)	\$34
	(4-7.9 units)	\$38
	(8-11.9 units)	\$42
	(12 and more units)	\$48
Facilities fee		\$2

Nonresident (U.S. and Foreign)

Nonresident tuition (in addition to those fees charged all students)

for all campuses except

California State College, Stanislaus:

	Quarter
Less than 15 units, per unit or fraction thereof	\$29
15 units or more, per term	\$433

Note: The total nonresident tuition charged shall not exceed \$1,300 per academic year.

Summer Session

Standard course fee per summer quarter unit

\$20

Note: Fees are subject to change without advance notice.

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

Student Activity Fees

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

Insurance Fee

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

Other Fees and Charges (In Addition to Registration)

Identification Card (per quarter)	\$0.50
Application Fee (non-transferable and non-refundable)	20.00
Late Registration Fee (non-refundable)	5.00
Graduation Fee	6.00
Evaluation Fee for Credential Candidates	10.00
Check Returned from Bank for any Cause	5.00
Facilities Fee (per quarter)	2.00
Transcript of Record	1.00
Failure to meet administratively required appointment or time limit	2.00
Replacement of equipment or materials lost or damaged	Cost + 1.00
Challenge of Course by Examination	2.00
Extension Courses (per quarter unit)	
Lecture and Discussion Courses	19.00
Parking Fees:	

Non-reserved spaces, autos		
Regular students, per quarter	.....	10.00
Six-week session or period	.....	6.00
Four-week session or period	.....	4.00
Reserved spaces, per month or major fraction thereof	.....	8.00
Two-wheeled, self-propelled vehicles licensed by State Department of Motor Vehicles, per quarter	.....	25% of above
Alternate two-wheeled vehicle, per quarter	.....	2.00
Alternate vehicle (auto) in addition to fee for first vehicle, per quarter	.....	2.00
Locker usage fee (optional for lower division students)	.....	2.00
Village commuter fee	.....	5.00

DEBTS OWED TO THE INSTITUTION

From time to time the student may become indebted to the institution. This could occur, for example, when the student fails to repay money borrowed from the institution. Similarly, debts occur when the student fails to pay institution, dormitory, or library fees, or when the student fails to pay for other services provided by the institution at the request of the student. Should this occur, Sections 42380 and 42381 of Title 5 of the *California Administrative Code* authorize the institution to 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. For example, under these provisions the institution may withhold permission to register, and may withhold other services, such as grades and transcripts. If a student believes that he or she does not owe all or part of a particular fee or charge, the student should contact the campus business office. The business office, or another office on campus to which the student will be referred by the business office, will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

REFUNDS

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

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

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

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

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

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

STUDENT SERVICES

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

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

ACTIVITIES

The Activities and Housing Office has worked to assist students and faculty members to expand extracurricular activities on campus. The activities have included clubs and organizations, special interest programs, and the development of student government. The Activities Advisors have also worked in conjunction with the Housing Office to coordinate campus-wide activities with the residential programs.

All students are encouraged to become involved in developmental plans of various student activities, cultural and recreational programs and ongoing service programs. At present there are approximately 25 student clubs and organizations on campus. Additionally, students are actively serving on numerous campus committees, including the chief policy recommending body on campus, the College Council. The Activities and Housing Office makes every attempt to facilitate and channel special interests and to serve student needs as they arise.

FOREIGN STUDENT ADVISING

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

HOUSING

The campus "Living-Learning" center, Village One, opened in September, 1972 and contains six three-story "houses." Each house accommodates a total of fifty-five students in both double and triple rooms. A large living room area is located on the ground floors with color television, study carrel room, and recreational space. All living space is fully carpeted; and each room has individualized heating and air conditioning. Freshmen who do not live at home or with legal guardians are required to live on campus.

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

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

STUDENT HEALTH SERVICE

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

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

Students planning to enroll at the college should note that the Medical-Self Evaluation and Health History must be submitted before final registration.

COUNSELING

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

PERSONAL COUNSELING

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

VOCATIONAL COUNSELING

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

EDUCATIONAL COUNSELING

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

ACADEMIC ADVISING

Although the student's faculty advisor will provide assistance in course program determinations, as well as answer questions pertaining to academic policies and procedures, assistance is also available with these concerns through the Counseling Center.

STANDARDIZED TESTS

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

PLACEMENT SERVICES

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

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

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

The Career Planning and Placement Center also provides part-time and summer placement services for currently enrolled students.

CAREER AND OCCUPATIONAL CENTER

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

SPECIAL PROGRAMS**EDUCATIONAL OPPORTUNITY PROGRAM**

EOP is a special program designed to admit applicants from low income and minority groups who may not meet the regular eligibility requirements. These students must demonstrate the potential and motivation to succeed in college, given the proper support. Admission to the program is based on letters of recommendation, personal interviews, and high school progress.

LEARNING CENTER

Under the aegis of the Educational Opportunity Program and with the cooperation of the entire campus, an academic support program is available for any student experiencing scholastic difficulties. Included in the offerings are: 1) tutorials; 2) study skills improvement, and 3) reading development.

INTERNATIONAL PROGRAMS

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

NATIONAL STUDENT EXCHANGE

Cal State students are provided the opportunity to become better acquainted with different social and educational patterns in other areas of the United States through the National Student Exchange program. It is the responsibility of the Office of Activities to coordinate exchange procedures with the 31 member institutions and provide students with information on each of these.

OFFICE OF SCHOOL RELATIONS

The Office of School Relations has been established to serve as a liaison between the various high schools, community colleges and CSB. The office also provides admissions information for prospective students and arranges visits for students and their parents who wish to talk with faculty and staff concerning their educational objectives. Although interviews are not required prior to admission, a visit to the campus will aid in gaining a sense of the educational atmosphere and the collegiate environment. Campus tours are encouraged and may be arranged by contacting the Office of School Relations.

FINANCIAL AIDS

The Office of Financial Aids administers a number of financial aid programs to enable students without adequate financial resources to attend California State College, Bakersfield. Students should file the application for financial aid found in the Common Admissions Application for the California State University and Colleges. In order to have an application for financial aid considered, students must have been admitted to California State College, Bakersfield. For further information pertaining to financial aid programs and applications procedures, please contact the Office of Financial Aids.

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

BASIC EDUCATIONAL OPPORTUNITY GRANT

Students who attended college for the first time after April 1, 1973 are eligible. Pre-freshmen may receive applications from their high school counselors after January 1. Currently enrolled students may receive applications from the Financial Aids Office.

Completed Basic Educational Opportunity Grant applications are mailed directly to the Federal Government. Within four weeks, a report will be returned to the student. This report should be submitted to the Financial Aids Office for calculation. All students who want financial aid must apply for the Basic Educational Opportunity Grant.

COLLEGE WORK STUDY PROGRAM

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

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

Grants range from \$200 to \$1500 per academic year and are matched with funds from another assistance program administered by the College.

NATIONAL DIRECT STUDENT LOAN

This is a long-term government loan, interest free while students are enrolled in college. A limit of \$5,000 is placed on the total that may accrue during the student's undergraduate program. An additional \$5,000 may be borrowed for graduate study.

NURSING STUDENT LOAN AND SCHOLARSHIP PROGRAM

The loan program provides up to \$2,500 annually to full-time undergraduate students enrolled in nursing curricula. The scholarship program provides funds to cover fees, books, equipment, and living expenses based upon student need.

CALIFORNIA STATE EDUCATIONAL OPPORTUNITY PROGRAM GRANTS

This program provides up to a maximum of \$700 to a limited number of full-time students who come from disadvantaged backgrounds. Recipients of this grant must be admitted to the College's Educational Opportunity Program.

FEDERALLY INSURED STUDENT LOANS

Students enrolled at California State College, Bakersfield may take advantage of a bank loan of up to \$2,500 per academic year. These loans are made to students by local lending institutions, and are guaranteed by the Federal Government. Payment on this loan does not begin until nine months after the student graduates.

LAW ENFORCEMENT EDUCATION PROGRAM GRANTS

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

SCHOLARSHIPS

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

Elmer F. Houchin Memorial Honor Scholarships

Scholarships of \$500.00 each are awarded to first-time freshmen students who have demonstrated outstanding academic ability, citizenship, and leadership potential.

Pelletier Scholarships

Robert F. Pelletier Foundation has provided support for a significant number of scholar-

ships to be awarded to California State College, Bakersfield students who have demonstrated outstanding competence and financial need. These scholarships will generally cover the cost of fees and books for the academic year.

California Republic Bank

The California Republic Bank provides support for a \$500.00 scholarship each year to be awarded to an outstanding first-time freshman student. This scholarship was initiated in memory of the late Victor Machado.

Alan Pattee Scholarships

Children of deceased public law enforcement or fire suppression employees, who were California residents and who were killed in the course of law enforcement or fire suppression duties, are not charged fees or tuition of any kind at any California State University or College, according to the Alan Pattee Scholarship Act, *Education Code* Section 23762. Students qualifying for these benefits are known as Alan Pattee scholars.

Golden State Honor Scholarships

Scholarships varying from \$200.00 to \$550.00 each, dependent upon financial need, are awarded to first-time freshmen students who have demonstrated outstanding academic ability and exemplary citizenship. Support for these scholarships is generated by donations from various individuals and organizations such as California State College, Bakersfield Advisory Board, F. Dore Scholarship Fund, Mrs. R. E. Frasch, Sr., and the Kern District Federation of Women's Clubs, Bakersfield Chapter.

Other scholarships have been made available for California State College, Bakersfield students by various off-campus organizations and students should contact the Office of Financial Aids for further information.

SHORT-TERM EMERGENCY LOANS

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

ORIENTATION

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

OFFICE OF VETERANS' AFFAIRS

California State College, Bakersfield is approved by the Veterans Administration as a training facility for veterans under Chapter 31, Title 38, U.S. Code (Vocational Rehabilitation), Chapter 34, Title 38, U.S. Code (General Educational Assistance), and Chapter 35, Title 38, U.S. Code (War Orphans and Widows). The Office of Veterans' Affairs provides services to approximately 500 veterans currently attending the College under the G.I. Bill. These services include certification of enrollment for educational benefits, direct liaison between the College and the Veterans Administration Regional Office regarding underpayment, overpayment, or nonpayment of benefits, tutorial assistance, counseling on financial, vocational, and academic problems, part-time placement, veterans work-study, information on changes in legislative regulations and procedures, and information concerning College and community services.

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

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

Full Time	12 or more units
½ Time	9-11½ units
¼ Time	6-8½ units

Less than $\frac{1}{2}$ time (1-5½ units) will receive payment for tuition and fees only. Graduate students enrolled in graduate level courses (courses numbered 500-699), or courses acceptable by the particular curriculum department as work towards a masters degree will have their course units weighted at a scale of 1.5.

STUDENT CONDUCT

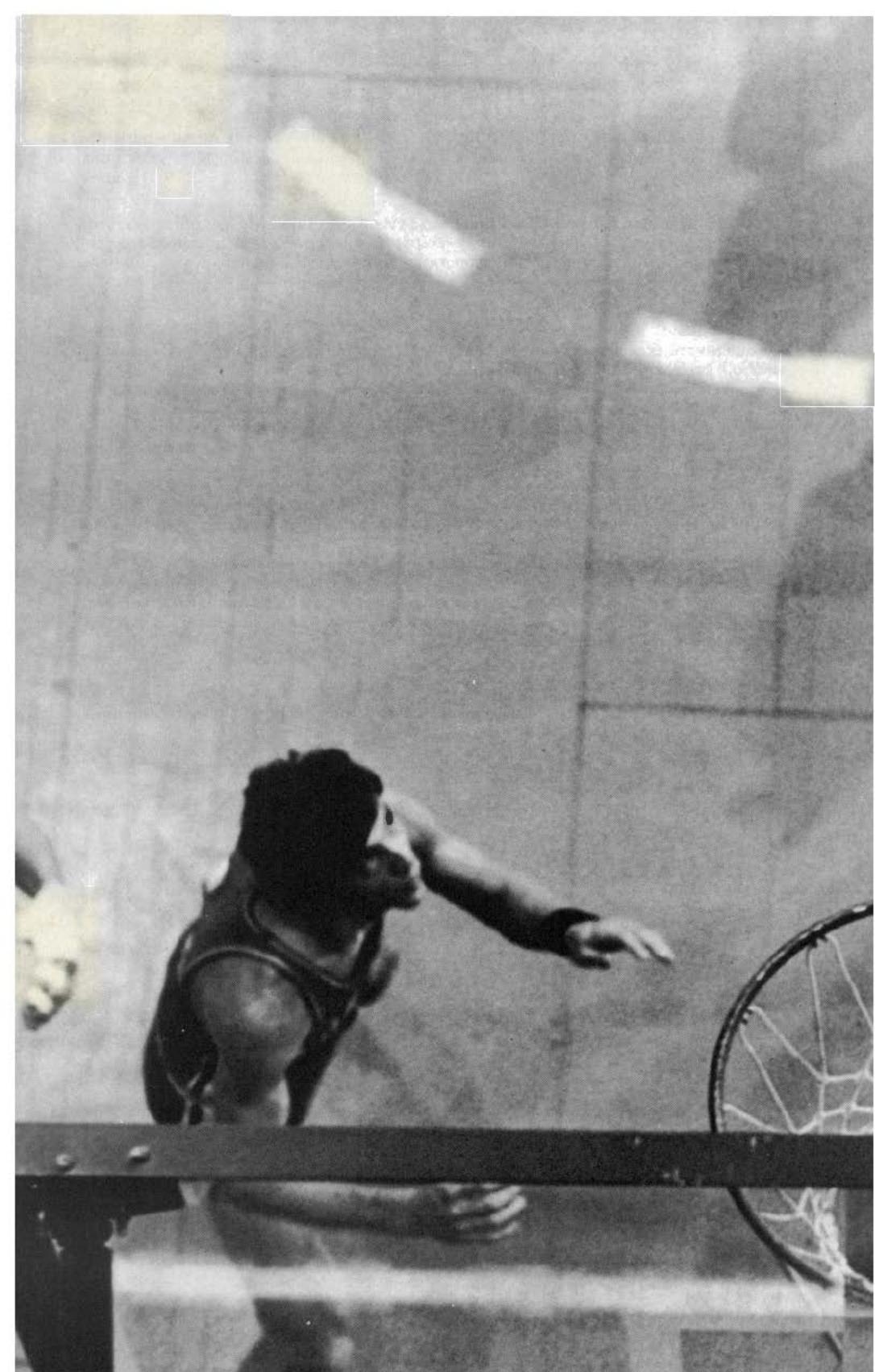
Students are expected to conduct themselves so as to reflect credit to themselves and to the College. One of the fundamental objectives of the College is to foster the development of students as active and responsible citizens in a democratic society. Students are, therefore, expected to make steady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

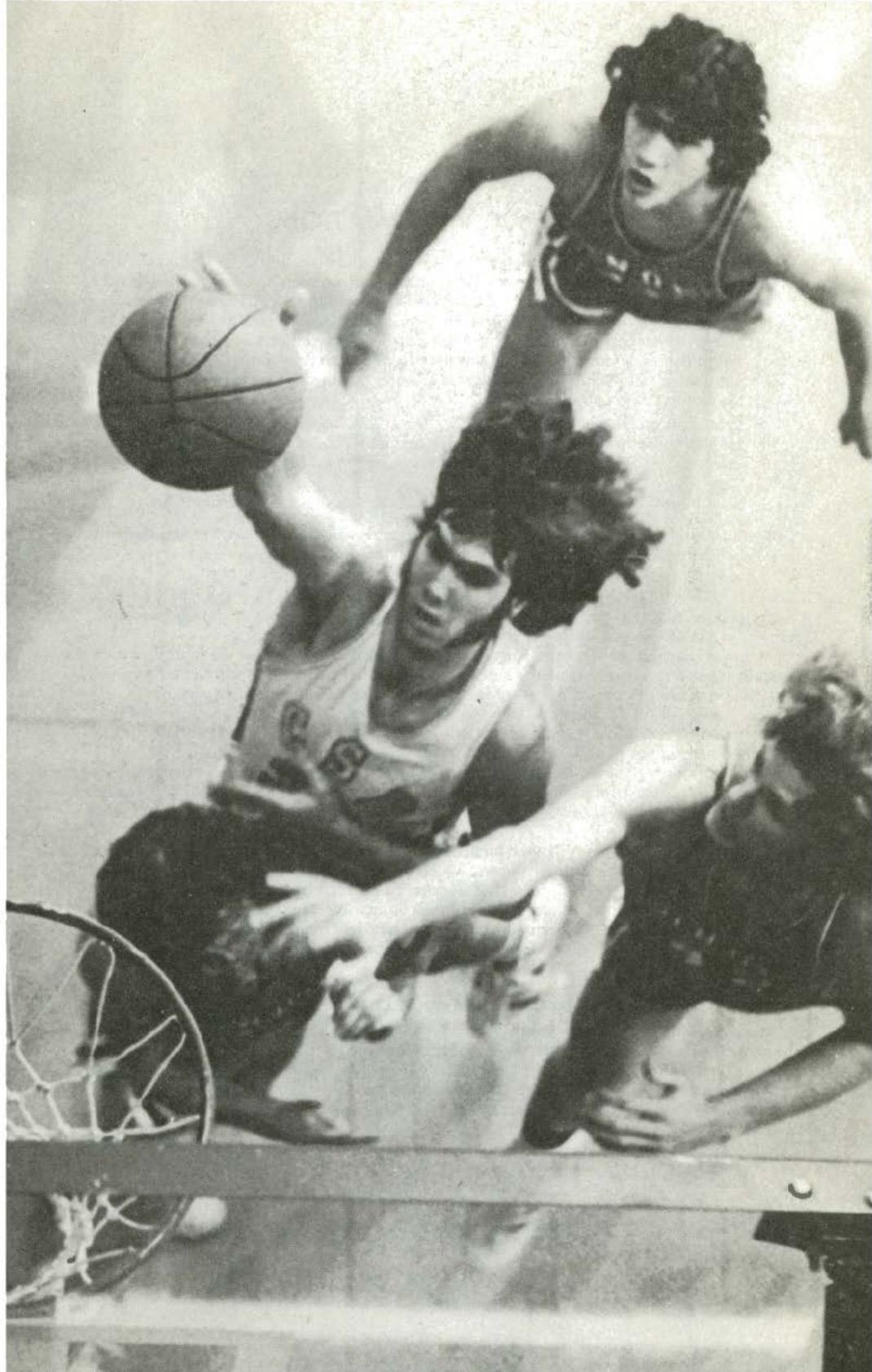
In the few instances where disciplinary action is necessary because students have failed to respond to the positive approach which is emphasized in dealing with questions of conduct and responsibility, the College is guided by the California Administrative Code.

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

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

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





ACADEMIC INFORMATION

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

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

General Education	65 quarter hours
Minimum concentration, including Senior Seminar	51 quarter hours
Electives	70 quarter hours
 Total hours required for graduation	186 quarter hours

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

INTEGRATION OF LIVING AND LEARNING

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

For lower division students the Academic Village provides a framework within which commuting and residential students receive an integrated program of curricular and co-curricular activities designed to insure the most valuable possible total experience.

Each "house" of the Academic Village includes facilities for commuting members of that house, including recreational and study areas and such facilities as a terminal of the college's dial-access learning system.

Although most offices for faculty members of the college are grouped by departments in order to facilitate professional interchange, the plan establishes a group of "House Fellows" who have special relationships with students in particular living units, and who have offices in a house.

The plan also establishes Village courses which are taught by House Fellows and are innovative in format. The Village courses, which give preference in enrollment to Village members, provide a uniquely informal atmosphere in which beginning students can develop their academic skills. Often a single house is involved in a specific course which emphasizes peer learning and discussion among course participants. Commonly the courses are of an interdisciplinary nature and are selected so as to meet General Education requirements.

PACE PROGRAM OF INDIVIDUALLY PACED STUDIES

Educational innovation at this College calls for a series of educational experiments within the context of its Academic Master Plan and provides the framework for departures from a general pattern of curricula in the California State Colleges. The PACE Program ("Personally Adjusted College Education") is designed to permit the individual undergraduate student maximum flexibility in measured time through which he progresses toward the attainment of the baccalaureate degree.

Currently, the College is concentrating on five kinds of experimentation: 1) component (modular) courses; 2) challenge of regular courses by examination; 3) evaluation and credit for experience gained outside of the classroom; 4) use of diagnostic tests and pre-college qualification; and 5) comprehensive examinations for disciplines or segments of disciplines.

Students are urged to explore, through their academic advisors, various options available through this program. For further details, see pages 56-57.

ACADEMIC ADVISING

The Academic Village dean assigns each freshman and sophomore to a faculty advisor who is associated with the academic village house of which the student is a member. When a student has completed 60 quarter units or more of credit he may indicate a major area of study; upon completion of 90 units of credit he must declare a major and be assigned a faculty advisor in his area of concentration. Assignment of this advisor is made by the dean of the school following an interview with the student.

ACCREDITATION

The College is fully approved as a four-year, degree-granting institution by the Western Association of Schools and Colleges. The Teacher Preparation program is accredited by the California State Board of Education. The Nursing program is accredited by the California Board of Nursing Education and Nursing Registration and the National League for Nursing. The Medical Technology program has provisional accreditation from the American Medical Association. The Chemistry program is approved by the Committee of Professional Training of the American Chemical Society.

ACADEMIC OFFERINGS

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

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

Students graduating in June 1976 will be able to receive bachelor's degrees with majors in the following:

Anthropology	Liberal Studies
Biology	Mathematics
Business Administration	Nursing
Chemistry	Philosophy
Criminal Justice	Physical Education
Earth Sciences	Physical Science (Physics)
Economics	Political Science
English	Psychology
Fine Arts	Public Administration
French	Sociology
Health Sciences (Medical Technology)	Spanish
History	

Master's degrees have already been approved in the fields of Administration (Business), Behavioral Sciences, Education, English, History, and Psychology. Graduate level course work is available in additional areas.

Special Major

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

DEGREE REQUIREMENTS**GENERAL EDUCATION**

In conformity with the General Education requirements established by the State Board of Trustees, the College requires 65 quarter hours of courses distributed among natural sciences and mathematics, humanities, behavioral sciences, the Academic Village, and Basic Subjects.

GENERAL EDUCATION REQUIREMENTS

1. Ten quarter hours (two courses) in Basic Subjects. This is to be satisfied by English 110 and one quarter of either Mathematical Inference or Logic. Either or both parts of this requirement will be waived for students who receive a satisfactory score on a proficiency examination administered by the College. A course taken to satisfy part of this requirement may not be counted toward satisfaction of another General Education requirement.
2. Fifteen quarter hours (three courses) from at least two departments in the School of Natural Sciences and Mathematics. This work must include at least one, but not more than two, courses (numbered 100) dealing with a discipline in perspective.
3. Twenty quarter hours (four courses) from at least three departments in the School of Humanities. This work must include one course dealing with the nature of a discipline: English 101, Fine Arts 101, History 101, Philosophy 101, Religious Studies 101, and may include English 100.
4. Fifteen quarter hours (three courses) in the School of Behavioral Sciences. This can be satisfied by courses taken in at least two of the following departments: Economics, Political Science, Psychology, Sociology/Anthropology.
5. Five quarter hours of general education courses from the Academic Village.

TOTAL—65 quarter hours.

AMERICAN INSTITUTIONS REQUIREMENT

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

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

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

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

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

1. *Courses satisfying both American history and United States Constitution requirements:*

History 231. Survey of American History to 1865
History 352. Revolutionary America, 1750-1789

2. *Courses satisfying American history requirement only:*

History 232. Survey of American History Since 1865
History 255. Growing Up in America
History 365. The Chicano Experience to 1846
History 366. The Chicano Experience Since 1846
History 440. United States Diplomatic History to 1901
History 441. United States Diplomatic History, 1901 to Present
History 445. The Frontier in American History to 1848
History 446. The Frontier in American History Since 1848
History 450. Economic History of the United States
History 456. American Social and Cultural History 1800-1900
History 461. Intellectual History of the United States, 1800-1900
History 462. Intellectual History of the United States Since 1900
History 465. History of Black America to 1865
History 466. History of Black America Since 1865

3. *Courses satisfying both American history and California state and local government requirements:*

History 370. Early California
History 371. Modern California

4. *Courses satisfying both U.S. Constitution and California state and local government requirements:*

Political Science 101. American Government and Politics
Political Science 240. Honors Seminar: The Nature of Politics
Political Science 312. Political Parties and Elections
Political Science 314. Judicial Politics
Political Science 315. Civil Liberties
Political Science 316. Legislative Politics
Behavioral Science 321. Community Politics
Interdisciplinary 375. The Administrative Processes in Government

Information regarding arrangements under which proficiency examinations will be given on the campus can be secured from the History or Political Science Departments.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

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

UNITS

A minimum of 186 quarter units is required, including at least 60 upper division.

RESIDENCE

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

SCHOLARSHIP

Each student must complete, with a grade point average (G.P.A.) of 2.0 (C) or better: (1) all acceptable college units attempted, (2) all units counted toward satisfaction of the major and the minor requirements, and (3) all units attempted at this college, except that only courses in which a letter grade (A, B, C, D, F) is assigned are used in computing the grade point average.

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

Dean's List

A full-time, undergraduate student who earns a G.P.A. of 3.25 or above in an academic quarter will be placed on the Dean's List.

Graduation Requirements Applicable

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

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

Graduation with Honors

Graduation with honors is awarded to those students who have completed at least 60 resident units of letter grade work as part of their baccalaureate program and whose cumulative grade point average for all work taken toward the degree and for all work taken at CSB is as follows:

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

BACHELOR OF ARTS

Each candidate for a Bachelor of Arts degree in one of the liberal arts will be required to have a major of at least seven upper division courses of five quarter (or three semester) units, plus any required supporting courses. This disciplinary major must be complemented by satisfactory completion of one of the three options listed below:

- a. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
- b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
- c. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, Crime, Law and Society and Environmental Studies.

BACHELOR OF SCIENCE

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

REQUIREMENTS FOR THE MASTER'S DEGREE

Information on requirements for each master's degree offered by the college is available from the dean of the appropriate school.

PRE-PROFESSIONAL PROGRAMS

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

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

Pre-Engineering

The College does not offer engineering degrees or courses. However, engineering programs in general include numerous courses in chemistry, mathematics and physics as well as such general education courses as English, psychology, economics, etc. Students planning to pursue a degree in engineering may therefore complete a substantial part of their course requirements at the College.

The number and sequential nature of engineering courses required for an engineering major are such that a student must plan his pre-engineering work carefully if he is to be able to complete an engineering baccalaureate in four years. Students contemplating transfer to an institution offering an engineering degree are urged to study the catalog of that institution and plan their preliminary work accordingly.

Those interested in pre-engineering programs are advised to consult with the chair of the Physics Department for information and assistance in planning their programs.

Pre-Law

Law schools are concerned about the general quality of an applicant's undergraduate education rather than about his having taken specific courses. Advice on preparation for law school is available to CSB students from the Associate Dean of Students, who serves as pre-law advisor.

Pre-Medical

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

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

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

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

CENTERS

Some special programs of the college are administered through centers which conduct studies, carry out research, and provide service in particular subject matter fields.

The Center for Environmental Studies is administered by a board of whom the current director is F. Duane Blume. The center encourages and coordinates studies of environmental problems in the college's service area, promotes the utilization of local environmental resources in education and research, and facilitates external funding of research and other scholarly activity by faculty and students.

The Center for Allied Health Sciences Studies is administered by a board of whom the current director is Robert A. Cornesky. The center encourages and coordinates studies concerning the health needs and problems of the college's service area. It promotes the utilization of local health resources in education and research, facilitates external funding of research related to the health sciences by faculty and students of the college, and provides a vehicle for cooperation between California State College, Bakersfield and other public and private agencies concerned with the health sciences.

The Center for Business and Economic Research is administered by a board of whom the current director is Robert G. Fletcher. The center encourages research and dissemination of information that will benefit the public and private sectors of the community; fosters developmental programs in business, economics, and public administration which may from time to time require the establishment of institutes or workshops; facilitates the establishment of externally funded research programs; and serves as a focal point for contact with and assessment of business and economic research needs of the community. The center publishes a regular newsletter, *Administrative Commentary*, and periodical *Supplements* of a topical nature, as well as monographs on selected research topics.

The Center for Economic Education, one of ten in the State, is an affiliate of both the California Council on Economic Education and the Joint Council, based in New York. Administered by a board of whom the current director is Frank Falero, Jr., the center at California State College, Bakersfield is charged with the responsibility of assisting school systems in further advancing the level of education in economic issues and concepts by providing resource materials and persons. To this end, the center maintains a library of materials for use at each grade level, kindergarten through college.

INTERNATIONAL PROGRAMS

An overseas study program is offered by The California State University and Colleges International Programs in which students enroll for a full academic year simultaneously at their home campuses, where they earn academic credit and maintain campus residency, and at a distinguished foreign university or a special program center.

Cooperating universities abroad include the University of Provence, France; the Universities of Heidelberg and Tübingen, Germany; the University of Florence, Italy; the Universidad Ibero-Americana, Mexico; the Universities of Granada and Madrid, Spain; the University of Uppsala, Sweden; Lincoln College and Massey University, New Zealand; and Waseda University, Japan. In the United Kingdom, cooperating universities, which may vary from year to year, include Aberdeen, Dundee, Bangor, Heriot-Watt, Leicester, London, Oxford, Liverpool, Lampeter, and Sheffield. In addition, California State University and Colleges students may attend a special program in Taiwan, Republic of China, or an architectural program in Copenhagen, Denmark.

Eligibility is limited to students who will have upper division or graduate standing during their year of participation, who have a 2.5 overall grade point average (3.0 for the United Kingdom program), who show ability to adapt to a new environment, and who, in the cases of France, Germany, Mexico, and Spain, have completed two years of college level study (or the equivalent) in the language of instruction at the foreign university. Selection is made by a faculty committee on the student's home campus and by a statewide faculty committee.

The International Programs is supported by state funds to the extent that such funds would have been expended had the student concerned continued to study in California. Students assume costs for pre-departure orientation, insurance, transportation, housing, and meals. Home campus registration fees, tuition on the home campus for out-of-state students (if the student is not a California resident), and personal incidental expenses or vacation travel costs while abroad are also paid by the student. The Office of International Programs collects and administers funds for those items which the program must arrange or can negotiate more effectively, such as home campus fees, orientation costs, insurance, outbound transportation, and, in some centers, housing. Students accepted in the International Programs may apply for any financial aid available at their home campuses, except work-study and college opportunity grants.

Application for the 1976-77 academic year must be submitted before February 13, 1976 (except for New Zealand and United Kingdom applicants who must submit applications by May 16, 1975 and January 9, 1976, respectively). Applicants are notified of acceptance by April 1, 1976 (New Zealand by June 1, 1975). Detailed information may be obtained from the Coordinator of International Programs, Office of Student Services, or by writing to The California State University and Colleges International Programs, 5670 Wilshire Boulevard, Los Angeles, California 90036.

NATIONAL STUDENT EXCHANGE

Cal State Bakersfield is one of thirty-two state colleges and universities within the U.S. that participate in the NSE program. Students may spend a year or part of a year at one of these institutions and return to CSB to complete their undergraduate education. Full academic credit is granted for the term of exchange. Expenses include in-state tuition and room and board at the host school, books, transportation, and personal expenses.

Catalogs, detailed information, and applications are available in the Office of Student Activities. Sophomores and juniors with a cumulative 2.5 grade point average are eligible for the program. Applications for the 1976-77 year should be submitted before March 1, 1976.

CHANGE OF DEGREE OBJECTIVE

Whenever a student wishes to change his degree objective from "Undeclared" or any specified major to another major area of study, he is required to submit the "change of degree objective" form to the Office of Admissions and Records.

SECOND BACHELOR'S DEGREE

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

1. A student may not be granted two bachelor's degrees at the time of meeting the requirements for graduation from the College.
2. A student desiring a second bachelor's degree should have, prior to his admission, the approval of the department chairman of the major in which he seeks the second degree.
3. To earn a second bachelor's degree:
 - a. the student should meet the General Education requirements of CSB;
 - b. the student should meet the concentration requirements for the second degree;
 - c. units taken for the first bachelor's degree may be counted, but the student must take an additional 36 units of work and meet residency requirements. A minimum of 18 quarter units of the last 30 quarter units must be taken at CSB.

GRADING SYSTEM

<i>Grade Symbol</i>	<i>Explanation</i>	<i>Grade Points Per Quarter Hour Unit</i>
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
F	Failing	0
W	Withdraw	0
I	Incomplete	0
CR	Credit	0
NC	No Credit	0
RD	Report Delayed	0
AU	Audit	0
SP	Satisfactory Progress	0

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

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

W (Withdraw). This symbol indicates that the student was permitted to drop the course after the first full week of classes. A course with a "W" grade is not counted as work attempted. It carries no connotation of quality of student's performance and is not used in calculating grade point average or progress points. Withdrawals after the third week of classes and prior to the last three weeks of classes are permissible only for serious and compelling reasons. Permission to withdraw during this period is granted only with the approval of the instructor and the department chairman or school dean. All requests for permission to withdraw during this period and all approvals must be made in writing on prescribed forms which state the reasons for the withdrawal. Withdrawals are not permitted during the final three weeks of instruction except in cases such as accident or serious illness, where the cause of withdrawal is clearly beyond the student's control and the assignment of an "Incomplete" is not practicable. Withdrawals in this time period automatically involve total withdrawal from the campus. They must be endorsed by the Dean of Students.

I (Incomplete) is recorded when a student has been doing satisfactory work in a course, but for reasons judged appropriate by the instructor should be permitted additional time to complete the requirements. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. The instructor will submit an "Incomplete" notice and the symbol "I" will be entered on the student's permanent record. A final grade is

assigned upon completion and evaluation of the work agreed upon. Each incomplete grade must be removed by the end of the subsequent academic quarter unless the instructor has set a later date for stated reasons, this date to be no more than a year from the end of the quarter in which the incomplete was incurred. This limitation prevails whether or not the student maintains continuous enrollment.

Students may not remove an "Incomplete" by re-enrolling in the course. An "Incomplete" remaining on the student's permanent college record or on transcripts from other institutions after the expiration of the time limit for removal will automatically become an "F" or an "NC" and be counted as such in determining grade point averages and progress points. If a student subsequently completes a course which is recorded as "Incomplete" on a transcript from another institution, it is his responsibility to submit a corrected official transcript and to advise the Office of Admissions that he wishes credit. "Incompletes" earned in summer session must be completed in the next quarter of resident study.

The "SP" symbol is used in connection with a course, such as a master's thesis or a modularized course, which may be designed to extend beyond one academic term. The symbol indicates that work in progress has been evaluated as satisfactory to date but that the assignment of a precise grade must await the completion of additional course work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student's educational objective. All work is to be completed within one calendar year of the date of first enrollment and a final grade will be assigned to all segments of the course on the basis of overall quality. Any extension of this time period must receive prior authorization by the Academic Vice President.

CREDIT, NO-CREDIT COURSES

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

An eligible student desiring to enroll in a course on an optional credit, no-credit basis must obtain from the Records Office the appropriate form, which requires the instructor's signature for approval. Students may change their enrollment for credit, no-credit grading only during the period in which they are allowed to make changes in their regular academic programs. A grade of CR is awarded for work of C or better.

Courses taken on an optional credit, no-credit basis may not be counted toward major or minor concentration requirements for graduation.

Credit, no-credit registration is also used for all students enrolled in courses numbered 0-100, not counting toward graduation, and in some special courses such as Music 423, Individual Instruction, where letter grades are not deemed appropriate.

No more than 45 units of credit, no-credit course work may be counted toward a baccalaureate.

AUDITORS

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

GRADE CHANGE POLICY

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

STUDENT CLASSIFICATIONS

Class Level

Freshman	to 44½ quarter units
Sophomore	45 to 89½ quarter units
Junior.....	90 to 134½ quarter units
Senior.....	135 or more quarter units
Graduate	

(Unclassified) Possesses acceptable baccalaureate or advanced degree

(Classified) Approved candidate for master's degree

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

Admission Status

Final.....	Met all admission requirements
Probation	Admitted with scholastic deficiency
Conditional	Permitted to register pending official verification of final admission status
Extension	Permitted to register for extension course work only (See Note, p. 24)
Summer	Permitted to register for summer session course work only

Registration Status

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

Full-Time:

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

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

COURSE NUMBERING SYSTEM

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

CLASS SCHEDULE

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

CLASS MEETINGS

Classes will meet at the time and place indicated in the published Class Schedule except when a change is made to increase educational effectiveness or in response to the unavailability of the normal room or the regular instructor of the class. Except in cases of emergency, any changes will be announced in prior class meetings. Information on any rescheduled class session can be secured from the office of the appropriate dean.

ACADEMIC COURSE LOAD

A student is normally permitted to enroll in a maximum of three full-term courses each quarter, the equivalent of 15 quarter hours, plus one or two single-credit courses. A student with a CSB grade point average above 2.5 may request permission to carry more than 17 units per quarter by petition to his School Dean. Loads in excess of 17 hours are not permitted for first-quarter CSB students.

CONCURRENT ENROLLMENT

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

CLASS ATTENDANCE

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

REPEAT COURSES

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

ACADEMIC RENEWAL

In exceptional circumstances a student may be granted permission to have an unsatisfactory grade, earned in a subsequently repeated course, excluded in computing his grade point average required for graduation, or may be granted permission to have up to one year of undergraduate course work, taken at least five years earlier, disregarded from all considerations associated with requirements for the baccalaureate degree.

Any student interested in the possibility of utilizing this "academic renewal" policy should consult with the Office of the Registrar.

REMEDIAL COURSES

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

EVALUATION AND ACCEPTANCE OF CREDIT

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

Transfer of Credit from a Four-Year College or University

The College will accept for full transfer credit any baccalaureate-oriented courses taken at a four-year accredited college or university in this country.

Transfer of Credit from a Community College

The College will accept for full transfer credit all nonremedial 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 up to a maximum of 105 quarter (70 semester) units. Courses taken at a community college by a student who has already completed 105 units of community college work may apply on course requirements but do not carry unit credit towards total units required for the degree. No upper division credit may be allowed for courses from a community college. Community colleges may certify through established procedures that a student has completed in total the 60 quarter (40 semester) unit State College General Education requirement in Basic Subjects, science, humanities, and social sciences, or that individual completed courses meet all or a portion of one of the indicated areas of General Education requirements.

Credit from Non-Accredited Colleges

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

Credit for Extension and Correspondence Work

The College will accept for credit towards a baccalaureate degree, on the basis of evaluation of courses submitted on official transcripts, no more than 36 quarter units of credit earned through extension and/or correspondence courses.

Credit for Military and Peace Corps Service

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

Summer Enrollment at Other Institutions

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

WITHDRAWAL FROM COLLEGE**MEDICAL WITHDRAWAL**

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

MILITARY SERVICE WITHDRAWAL

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

OTHER WITHDRAWALS

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

SCHOLARSHIP STANDARDS

A student's academic standing is determined by the quality of his performance and his progress toward his objective. Academic status is determined by a progress point scale based on the grade point computation for letter grades, set forth above at page 55, augmented by the assignment of two points per unit for the CR grade.

GOOD STANDING

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

PROBATION

A student is subject to academic probation if in any quarter he fails to earn twice as many progress points as units attempted during that quarter or his cumulative grade point average is less than 2.0, except that freshmen are exempt from this requirement in their first quarter of attendance.

A student may be placed on administrative-academic probation by the appropriate dean upon the recommendation of the student's advisor, for the following reasons:

1. Withdrawal from all or a substantial number of courses in two successive or any three quarters
2. Repeated failure to progress toward the stated degree objective or other program objective
3. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or defined group of students

A student on probation is eligible to continue his attendance at the College. A student may be removed from administrative-academic probation by the appropriate dean upon the recommendation of his advisor.

ACADEMIC DISMISSAL

A student is subject to academic dismissal if:

1. He fails, following a quarter in which he is on probation, to earn twice as many progress points as all units attempted during that quarter or if his cumulative grade point average is less than 2.0.
2. His grade points in any quarter, whether on probation or not, are less than 1.0, except that freshmen are exempt from this requirement in their first quarter of attendance.
3. His cumulative grade point deficiency and overall educational record make it seem unlikely that the deficiency will be removed within a reasonable period.

A student is subject to administrative-academic dismissal by the appropriate dean if:

1. The conditions for removal of administrative-academic probation are not met within the period specified.
2. The student becomes subject to academic probation while on administrative-academic probation.
3. The student becomes subject to administrative-academic probation for the same or similar reasons more than once.

A student who is subject to academic or administrative dismissal may request through the appropriate dean waiver of his dismissal if there are extraordinary extenuating circumstances.

READMISSION OF DISQUALIFIED STUDENTS

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

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

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

Students dismissed for academic-administrative reasons who apply for readmission will have their applications considered by the dean of the school to which they are applying for readmission.

INTEGRITY OF SCHOLARSHIP AND GRADES

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

Plagiarism, the practice of taking ideas and writings from another and offering them as one's own, is a form of cheating and is unacceptable. It may consist of handing in someone else's work, copying a composition, using ideas, paragraphs, sentences, or phrases written

by another or using ideas, data, and statistics compiled by another. This includes rearrangement of phrases from the original into a new pattern. When using ideas, interpretations, or material written or compiled by another, acknowledgement of indebtedness to the original author or source must be made by the use of quotation marks, footnotes or similar references.

A student may not submit a paper (or two papers which are substantially the same) for credit in two different courses unless a prior agreement to accept such work has been made between the instructors involved.

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

A student may appeal any sanction employed by the instructor and the College based upon an allegation of academic dishonesty by initiating grievance procedures within no more than fifteen (15) school days (academic year) after notification of the grade is mailed or personally given to the student. Procedures are available in the office of the Dean of Students.

EXTENSION AND SUMMER SESSION PROGRAMS

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

Extension offerings on the campus include transfer courses numbered X100 to X600 which carry credit usable toward a degree, subject only to the statutory limitations of 36 quarter units of extension work that may be included in a bachelor's degree program, or 13 units toward a master's degree program. Summer session credits are considered resident credit. The acceptability of these courses toward major or minor concentration is subject to approval of the school dean within whose academic area the course falls.

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

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

EXTERNAL AND CONSORTIUM DEGREE PROGRAMS

Through the Division of Continuing Education, CSB is authorized to provide a B.S. in Business Administration in China Lake-Ridgecrest and a B.S. in Nursing throughout the CSB service region. Also scheduled for implementation in 1975-76 is the M.A. degree in Education for Porterville and the Owens Valley, and proposed for implementation is the master's degree in Public Administration for China Lake-Ridgecrest.

OPPORTUNITIES FOR CREDIT AND ADVANCED PLACEMENT

PROFICIENCY EXAMINATIONS

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

ADVANCED PLACEMENT

California State College, Bakersfield grants credit toward its undergraduate degrees for successful completion of examination of the Advanced Placement Program of the College Entrance Examination Board. Students who present scores of three or better will be

granted nine quarter units (six semester units) of college credit. Credit will be allowed in courses most nearly equivalent to the material covered in the Advanced Placement Program. A student who has taken Advanced Placement Program examinations should request that his scores be sent to the Office of Admissions and Records.

COLLEGE-LEVEL EXAMINATION PROGRAM

The College Entrance Examination Board has established the College-Level Examination Program (CLEP) to enable those who have reached the college level of education outside the classroom through correspondence study, television courses, on-the-job training, and other means—traditional or non-traditional—to demonstrate their achievement and to use the test results for college credit or placement. Information on the credit that will be awarded by this college for satisfactory scores on CLEP examinations is available from the Office of Counseling and Testing.

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

A student who has taken examinations through the College-Level Examination Program should request that his scores be sent to the Academic Village dean.

CREDIT BY EXAMINATION

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

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

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

INDIVIDUAL STUDY

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

Individual study courses for one to five units of credit at the 200 or 400 level may be made available to students receiving the approval of the dean of the school in which the depart-

mental courses are offered. Students must present a 3.0 cumulative grade point average after at least 15 quarter units of study at CSB, and may apply a maximum of 20 quarter units of individual study toward graduation requirements. A petition for individual study, which is available in the office of the school dean, must be filed with the dean of the school prior to registration for individual study courses, which is then completed at the same time and through the same procedures as registration for any other course.

MODULARIZED COURSES

As a segment of the College's program of Personally Adjusted College Education (PACE), a number of courses are offered each term on a modularized basis which utilizes self-paced components in these courses to permit variation in the number of credit units earned. Students desiring to take advantage of this opportunity to pursue one or more classes at their own pace should consult class schedules for details of modularized courses available in each quarter.

EXPERIENTIAL LEARNING CREDIT

A student who has had or contemplates having off-campus experience relevant to academic subjects included in the curriculum of this college may petition for academic credit to be awarded on the basis of his experiential learning. Students interested in this possibility should consult with their school dean or department chair. Evaluation of experiential learning will take varied forms. It will frequently require complementary academic study. In usual circumstances no student will be awarded more than five units of experiential learning credit undertaken with an individual instructor per quarter. Petitions for larger amounts require the approval of the Academic Vice President. Experiential learning credit, which is counted as resident credit, is awarded on a credit, no-credit basis only.

HONORS PROGRAM

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

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

TRANSCRIPTS

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

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

APPLICATION FOR GRADUATION

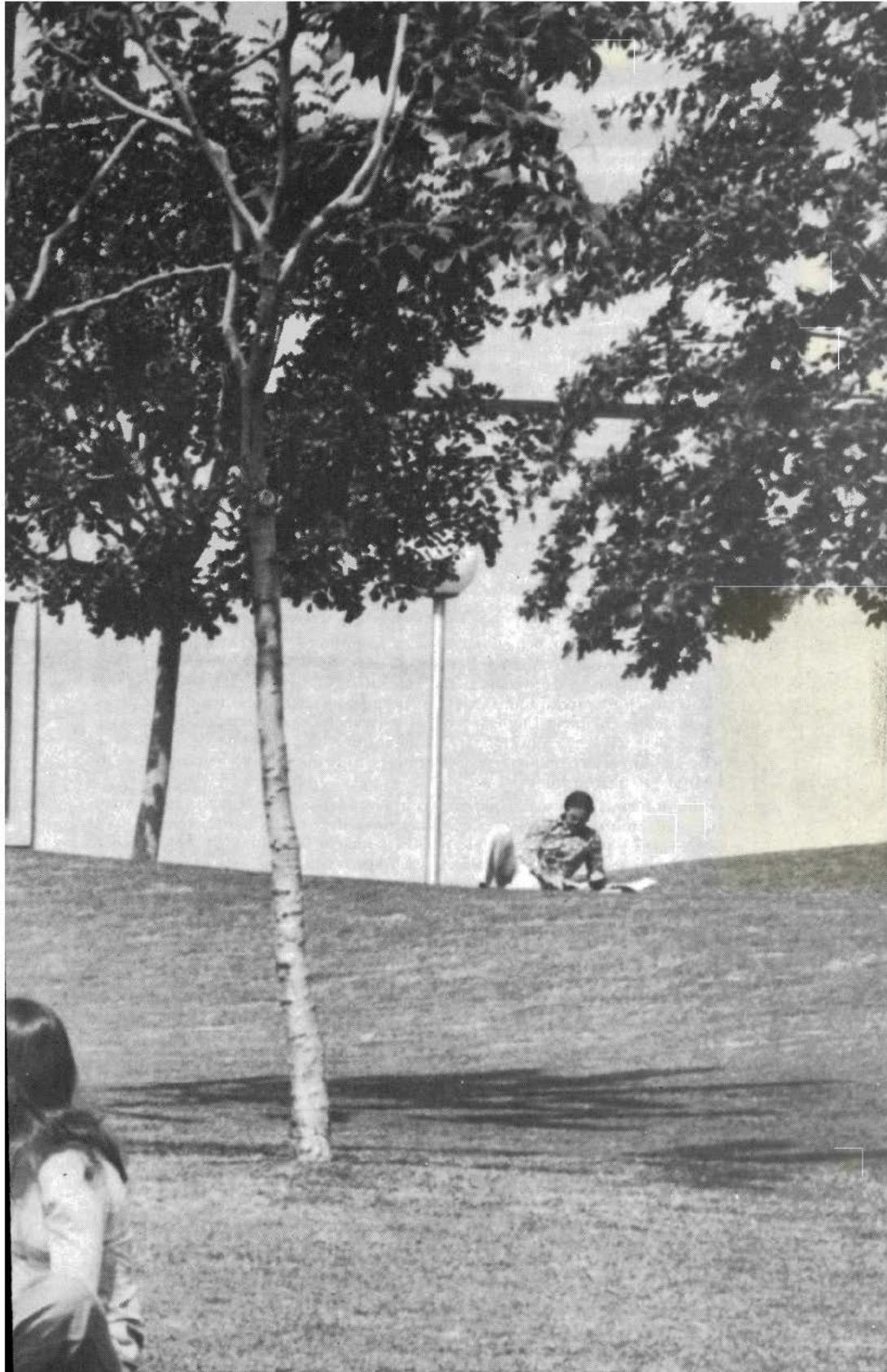
Candidates for degrees to be awarded at the end of a regular term must file applications with the Office of Admissions and Records no later than the end of the second week of instruction of the quarter in which they expect to complete graduation requirements. Applications for degrees to be awarded at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

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

POST-BACCALAUREATE CREDIT

Courses taken by a student during the quarter in which he earns his degree, that are not needed to fulfill degree requirements, can be recorded as post-baccalaureate credit (provisional graduate status). The student's request for this credit is part of his Application for Baccalaureate Degree and must be submitted to the Office of Admissions and Records before his degree is awarded. The student's request for post-baccalaureate credit may not be made retroactively. Units for any one course must be applied either wholly to the baccalaureate degree or wholly to post-baccalaureate credit and may not be divided.





COLLEGE-WIDE ACADEMIC PROGRAMS

LIBERAL STUDIES MAJOR

In addition to degrees in individual disciplines, the College offers a Bachelor of Arts in Liberal Studies. This degree is designed to provide students with an opportunity for inter-area or interdisciplinary concentration of their undergraduate programs. The degree requires work in four areas: natural sciences and mathematics, humanities, behavioral sciences, and English. The range in requirements for each area permits the student to obtain an education specifically designed to his needs. The Liberal Studies degree also provides waiver of the subject matter examination required for licensing for multiple subjects instruction in the public schools.

This program is administered through the office of the Academic Village dean.

REQUIREMENTS FOR THE MAJOR

A. Breadth requirements: *

1. 27 to 36 quarter hours in natural sciences and mathematics. This is to be satisfied by at least one college-level course in mathematics and courses from at least two areas in science, plus Physical Science 101 or Life Science 102 or Environmental Science 103 (this requirement may be waived for transfer students). An additional course in mathematics, Math 320, is required of students pursuing a teaching credential.
2. 27 to 36 quarter hours in behavioral sciences, including at least three introductory courses, chosen from Economics, Political Science, Sociology/Anthropology, Psychology, or History, plus two additional upper division behavioral science courses.
3. 27 to 36 quarter hours in humanities, including courses from at least three areas
4. 27 to 36 quarter hours in English. Student must include course work which develops competency in composition, speech, literature, and grammar.
5. Additional upper division courses as necessary to bring breadth requirements to a total of 126 quarter hours

B. Upper division concentration requirements: two upper division courses in an area, plus a senior seminar in that same area, for a total of 15 or 16 quarter hours

C. Elective: 44 or 45 quarter hours in electives of which at least 39 must be in teacher preparation courses for those pursuing a teaching credential

D. Additional courses will be required to bring the overall total to the 186 quarter hours required for graduation.

ACADEMIC VILLAGE

The Academic Village at California State College, Bakersfield is unique in the California State College and University System. The Village includes all lower division students and offers special opportunities for resident and commuting students to interact in the living area. The residence area was increased in size to provide space for this interaction. Specific examples are the study carrel rooms, the swimming pool, and the locker rooms. All full-time lower division students are assessed a five dollar commuter fee. These fees are returned to the dormitory revenue fund as partial payment of these structures. Resident and part-time students are excepted from this fee.

VILLAGE COURSES

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

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

* Students must at the same time meet the General Education requirements of the College.

Honors 101. Freshman Honors Seminar (1)

An interdisciplinary seminar offered on various topics. For the well qualified and highly motivated student seeking the maximum challenge in his college education. Prerequisite: invitation by the Academic Village dean. Offered only on a credit, no-credit basis.

Village 110. Explorations in the American Experience with Policy Change (10-15)

A modularized, self-paced, composite (interdisciplinary) course which examines the United States political experience. The course is organized into ten modules which include frequent seminars and discussions, occasional lectures, and extensive use of media. A student must complete seven modules in one quarter to obtain ten units of credit. More modules are available for additional credit up to a maximum of fifteen units. The course partially fulfills General Education requirements in Behavioral Science and Humanities and, for reason of content equivalency, precludes students from obtaining credit for either Political Science 101 or History 232. The course also satisfies the American Institutions requirement. Students in the Village are given enrollment preference.

Village 111. Communications, Language, and Mind (10)

A modularized composite (interdisciplinary) course which examines types and means of communication: verbal, mental and physical. The course is two quarters long and includes frequent seminars and discussions, occasional lectures, self-pacing techniques, and extensive use of media. Students must register for five units in two successive quarters to obtain ten units of credit. The course fulfills a portion of the General Education requirements in Behavioral Science and satisfies the written composition and speech portion of the Basic Subjects requirement. For reasons of content equivalencies, completion of this course precludes students from obtaining credit for either English 100 or Psychology 100. Students in the Village are given enrollment preference. Offered on a credit, no-credit basis only.

Village 116. Perspectives in Mathematics

This is a Mathematics 100 course offered in a Village setting to take advantage of the non-traditional format characteristic of Village courses. This is an introduction to the mathematical mode of reasoning and approaching problems; specific content will vary according to the interests of the teacher and students. This course satisfies the science "100" General Education requirement in Natural Science and Mathematics. A level 2 placement test score is a prerequisite. Members of the Village are given enrollment preference.

Village 117. Perspectives: Literature and Science (10)

A course which focuses on the relationship of science and culture by comparing historical perspectives of natural phenomena with current interpretations of those phenomena. Topics such as the nature of time will be studied from various points of view as they appear in or affect the literature of a particular period and as they appear in past and present physical models of pertinent phenomena. The basic forms used in literature and laboratory methodology in physics will provide the framework for analysis. The course fulfills a portion of the General Education Humanities (101 course) and a Natural Science and Mathematics (100 course) requirement. For reasons of equivalencies, completion of this course precludes students from enrolling in English 101 or Physics 100.

Village 150. Lecture Series (1)

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

Village 205. Perspectives on Women in Society

An interdisciplinary analysis of women which is intended to promote an increased self-awareness of sexual identity through a fuller understanding of the multi-dimensional nature of women and the socialization of men and women in various cultures.

Village 206. On Everyday Life: A Participant-Observation Approach

An interdisciplinary, integrative course which examines facets of everyday life of the student, groups of students, and others from a participant-observer point of view. Group cohesion, interactions, individual antagonisms and group hostilities will be examined from a cultural and sociological point of view. Satisfies the Village requirement in General Education.

Village 277. Special Topics: "Bulletin Board" Courses (1)

Several courses on various topics are generally offered each quarter. These courses are intended to provide students with an opportunity to examine special areas of interest, and/or to allow investigation of topics not ordinarily covered in other courses. Topics may be proposed by students as well as the faculty. These courses may be repeated if the course content differs from previous offerings. Special Topics does not satisfy any General Education requirements. Offered on a credit, no-credit basis only.

INTER-SCHOOL COURSES

For a variety of reasons, some courses in the College are offered on an inter-school basis. For 1975-76 the following indicated courses are so designated. Each may carry credit in more than one academic area, as described below.

IN ST 150. Modern Dance

May carry credit in Fine Arts or Physical Education. See departmental listings for course description.

IN ST 313. Sociology of Religion

May carry credit in Religious Studies or Sociology. See departmental listings for course description.

IN ST 319. Primitive Religions

May carry credit in Anthropology or Religious Studies. See departmental listings for course description.

IN ST 333. Political Philosophy and Thought

May carry credit in Philosophy or Political Science. See departmental listings for course description.

IN ST 353. Philosophy of Science

May carry credit in Natural Science or Philosophy. See Philosophy listing for course description.

IN ST 354. Concepts of Political Geography

May carry credit in Earth Sciences or Political Science. See departmental listings for course description.

IN ST 371. Theoretical Perspectives in Criminal Justice

May carry credit in Sociology or Business and Public Administration. See departmental listings for course description.

IN ST 373. Business in American Life

May carry credit in Business and Public Administration or History. See departmental listings for course description.

IN ST 375. Administrative Processes in Government

May carry credit in Business and Public Administration or Political Science. See departmental listings for course description.

IN ST 420. Demography

May carry credit in Health Data Analysis or Sociology. See departmental listings for course description.

IN ST 471. Aspects of the Relationship Between History and Behavioral Sciences.

May carry credit in Behavioral Sciences or History. See departmental listings for course description.

IN ST 472. Seminar in Selected Areas of the History of Scientific Thought

May carry credit in History or Natural Sciences. See departmental listings for course description.

IN ST 475. Problems in Public Administration

May carry credit in Business and Public Administration or Political Science. See departmental listings for course description.

IN ST 661. Managerial Economics

Carries credit either in Business and Public Administration or Economics. See departmental listings for course descriptions.

IS 292. International Study, Lower Division (5-15)**IS 492. International Study, Upper Division (5-15)****IS 692. International Study, Graduate Level (5-15)****INTERDISCIPLINARY PROGRAMS**

In addition to programs in individual disciplines which culminate in departmental majors and minors, the College plan provides for programs in interdisciplinary fields. These take the form of interdisciplinary minors, concentrations, and certificate programs as well as the major in Criminal Justice, which is administered within the Department of Sociology.

INTERDISCIPLINARY MINORS

Interdisciplinary minors, like minors in individual departments, consist of a minimum of four appropriate courses. A student should plan his program in the awareness that a substantial number of courses in addition to those officially listed as counting toward the minor will contribute significantly to the comprehensiveness of his academic concentration. A student minoring in Black Studies or Latin-American Studies must distribute his courses across at least three departments.

The work in each interdisciplinary minor is supervised by a faculty committee headed by a chair. A student planning an interdisciplinary minor should select the courses to constitute that minor in consultation with the chair of the appropriate committee as well as with the major department.

Courses from the offerings of the College that may be used toward each interdisciplinary minor are set forth below. Other courses, including Special Topics offerings, may also be approved by special arrangement.

BLACK STUDIES MINOR**Anthropology 351. Peoples of Africa****Anthropology 355. Afro-American Anthropology****Behavioral Science 327. Race and Ethnic Relations****Behavioral Science 351. Social Psychology of the Ghetto/Barrio****Economics 344. Economics of Poverty****English 383. Survey of Black Literature****History 465. History of Black America to 1865****History 466. History of Black America Since 1865****Music 381. Afro-American Music****Sociology 328. Organization of Ethnic Groups****Sociology 340. Social Stratification and Class**

Required courses**CHICANO STUDIES MINOR**

History 365. The Chicano Experience to 1846, or **History 366.** The Chicano Experience Since 1846

Sociology 477.018. The Mexican American in Contemporary Society

Spanish 425. Chicano Literature, or **Spanish 399.** The Mexican American and Education Today (in consultation with advisor)

Optional Courses (select one additional course from Group I or Group II)**Group I:**

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

History 345. History of Colonial Mexico

History 346. History of Modern Mexico

History 367. Oral History and the Chicano in the San Joaquin Valley

Sociology 328. Organization of Ethnic Groups

Spanish 310. Spanish for the Spanish Speaking

Spanish 420. Barrio Spanish

Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican Americans

Spanish 495. Workshop in Chicano Literature

Group II:

Anthropology 316. Prehistory of Meso-America

Anthropology 353. Ethnography of Mexico

Art 388. The Art of Central and South America and Its Influence in the United States

Behavioral Science 327. Race and Ethnic Relations

Earth Science 351. Concepts of Human Geography

Earth Science 353. Concepts of Urban Geography

Economics 344. Economics of Poverty

Spanish 416. Contemporary Hispanic-American Poetry

Spanish 418. The Contemporary Mexican Novel

ASIAN STUDIES MINOR

Art 389. Oriental Art

Behavioral Science 307. Developing Political Systems

Earth Sciences 352. Spatial Geography

History 221. East Asia I

History 222. East Asia II

History 325. Traditional China

History 326. Modern China

History 330. Traditional Japan

History 331. Modern Japan

History 336. Southwest Asia from the Expansion of Islam to Modern Times

Religious Studies 221. Eastern Religions

Religious Studies 343. Oriental Philosophy

Religious Studies 344. The Philosophies and Religions of China

Religious Studies 346. The Hindu Tradition

Religious Studies 347. The Buddhist Tradition

LATIN-AMERICAN STUDIES MINOR

Anthropology 316. Prehistory of Meso-America

Anthropology 353. Ethnography of Mexico

Anthropology 357. South American Indians

Behavioral Science 307. Developing Political Systems

Earth Sciences 352. Spatial Geography

Economics 314. Theory of Economic Development

History 211. Reform and Revolution in Latin America

History 341. Colonial Latin American History to 1830

History 342. Modern Latin America Since 1830

History 345. History of Colonial Mexico
History 346. History of Modern Mexico
History 348. Inter-American Relations
Spanish 303. Introduction to Hispanic-American Literature
Spanish 416. Contemporary Hispanic-American Poetry
Spanish 418. The Contemporary Mexican Novel
Spanish 419. Hispanic-American Novel

WOMEN'S STUDIES MINOR

Required course

Village 205. Perspectives on Women in Society

Optional courses (select three additional courses)

English 373. Women in Literature
History 463. The Family in History
Philosophy 395. Human Liberation
Psychology 421. Psychology of Women
Sociology 364. Family and Society
Sociology 365. Sex Roles and Society
Sociology 464. Family and Stress

INTERDEPARTMENTAL CONCENTRATIONS

CONCENTRATION IN CHICANO STUDIES

The interdisciplinary concentration in Chicano Studies is a more inclusive alternative to the Chicano Studies Minor and provides an opportunity for students to develop an awareness of concepts and theories pertaining specifically to the contemporary Chicano, as well as the educational, historical, and sociological foundations of Chicano life today. It is designed to benefit students working toward careers or activities in business, education, corrections, social work, or other areas where service to the Chicano community may be an integral part of the job. When the baccalaureate degree is conferred, the diploma includes the information that the Concentration in Chicano Studies has been successfully completed.

Individuals who already have a baccalaureate or higher degree may obtain a *Certificate in Chicano Studies* by successful completion of the concentration requirements alone. At least 25 of the required 45 quarter units must be earned while in residence at California State College, Bakersfield. Students may petition the Chicano Studies Committee to have credits previously earned accepted in replacement of equivalent courses approved for the concentration.

The concentration is administered through the School of Humanities.

Requirements:

The satisfactory completion of nine courses approved for the concentration and selected in consultation with the student's advisor and/or the Chicano Studies Committee chairperson. No more than four courses may be selected from the same department.

A. Three of the nine courses will be those listed on page 72 as required courses for the Chicano Studies Minor.
 B. Six optional courses chosen from those listed on page 72 for the Chicano Studies Minor: four to be chosen from Group I and two from Group II.

CONCENTRATION IN CRIME, LAW AND SOCIETY

The interdisciplinary concentration in Crime, Law and Society is designed as an alternative to the major in Criminal Justice to provide conceptual, theoretical, and empirical preparation for professions and pre-professionals intending to pursue careers in corrections, criminology, probation and parole, police work, and other careers in the criminal justice system. When the baccalaureate degree is conferred the diploma includes the information that the Concentration in Crime, Law and Society has been successfully completed.

The concentration is administered through the School of Behavioral Sciences in conjunc-

tion with the School of Business and Public Administration and the School of Humanities.

Requirements:

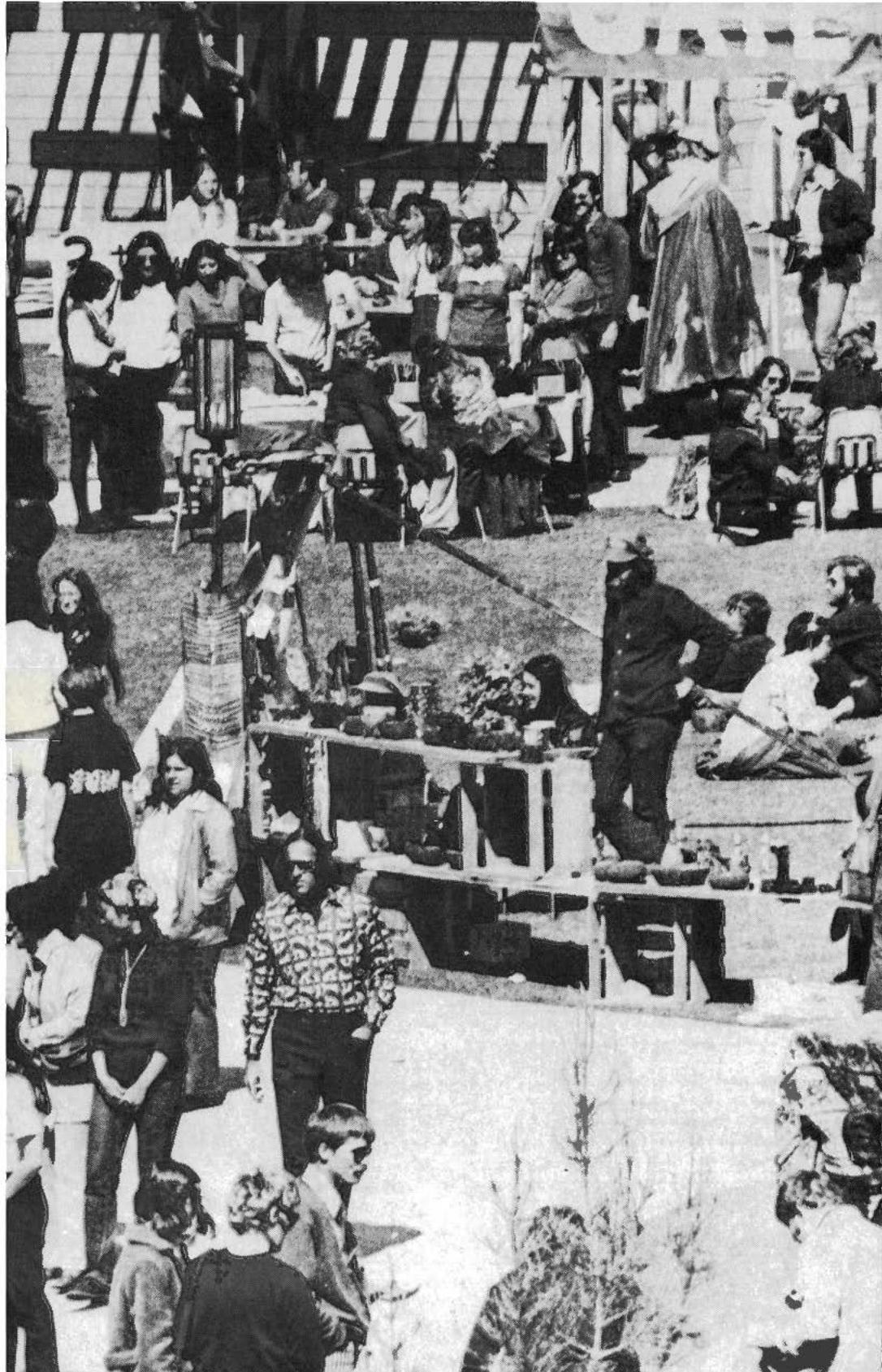
- A. The satisfactory completion of nine courses approved for the concentration and selected in consultation with the student's advisor. No more than three courses approved for the concentration may be selected from the same department.
- B. Completion of an acceptable major. Courses approved for the concentration may, when appropriate and after consultation with the student's advisor, be counted toward requirements for the major.
- C. The satisfactory completion of the requirements for the concentration fulfills the augmentation, minor, or special concentration requirement for the Bachelor of Arts degree. When a conventional minor is pursued, courses approved for the concentration may, when appropriate, be counted toward completion of requirements for this minor.

CONCENTRATION IN ENVIRONMENTAL STUDIES

The Departments of Biology, Economics, and Physics/Earth Sciences offer a degree concentration in Environmental Studies which integrates classroom studies and practical problem-solving, with major emphasis on responsible decision-making on environmental matters. A major concern throughout the program is the development of an awareness of the importance of a deliberate, systematic approach to the study of environmental problems as they relate to the balance between nature and man. This coordinated program of study provides a broad-based understanding of the demands of dynamic society and the finite limits of the environment to sustain life.

The student has the option to major in any one of three disciplines: Biology (B.S.), Economics (B.A.), or Earth Sciences (B.S.).





SCHOOL OF BEHAVIORAL SCIENCES

The five disciplines of Anthropology, Economics, Political Science, Psychology, and Sociology are contained within the School of Behavioral Sciences. The School also administers an interdisciplinary major in Criminal Justice, a Master of Arts in Behavioral Sciences and a Master of Science in Psychology. In all areas, the central focus tends to be on man in the context of his various social environments rather than upon his institutions alone.

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

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

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

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

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

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

GENERAL EDUCATION

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

GENERAL REQUIREMENTS FOR A MAJOR

General requirements for a Bachelor of Arts degree within the School of Behavioral Sciences include:

1. A major of at least nine courses acceptable to the major department, including at least seven at the upper division level.
2. The satisfactory completion of one of the three options listed below:
 - a. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline

- b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
- c. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, Crime, Law, and Society, and Environmental Studies.
3. College level competency in statistics. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.

Master of Arts in Behavioral Sciences

The School of Behavioral Sciences offers a program leading to the Master of Arts in Behavioral Sciences. This program is interdisciplinary; students may emphasize any one of the constituent disciplines of the School.

ADMISSION TO THE PROGRAM

A person seeking a Master of Arts in Behavioral Science must apply to the office of Admissions and Records for general admission. The application forms completed for this purpose will be processed both by the College and by the Graduate Committee of the School of Behavioral Sciences. Admission by the College does not constitute acceptance in the program. For admission to the program with provisional status the following are required:

- 1) Completion of the baccalaureate degree
- 2) A GPA in undergraduate work of 2.5 overall and 3.0 in the major, *or* 1,000 as a total score on the mathematics and verbal Graduate Record Examinations, with no less than a score of 450 on either test.

Admission to provisional status in the program may also be achieved through petition to the Graduate Committee of the School of Behavioral Sciences. Students may petition the Graduate Committee upon applying for admission to the College. Normally, however, petition for admission to provisional status will occur upon completion of one calendar quarter of graduate study at California State College, Bakersfield.

Students may also enter the program in classified status provided they have completed their baccalaureate degree with a 3.0 GPA in their major and overall and provided they have achieved 1,000 as a total score on the mathematics and verbal Graduate Record Examinations, with a score of no less than 450 on either test.

Program Options

The following options are available for students in the Master of Arts program in Behavioral Sciences:

I. General Option

This option is designed for social science teachers at all levels and for students who wish an advanced background in the behavioral sciences in anticipation of future professional training or graduate study. Requirements involve basic courses in the philosophy and methodology of the social sciences and in quantitative methods. This option also involves a modularized course, required for those students who are seeking a career in elementary, secondary or junior college teaching, which is intended to familiarize the student with those areas of the behavioral sciences in which he has not previously acquired a working knowledge. Those students who elect to complete a comprehensive examination will also be required to take a core course in the behavioral science discipline which they are emphasizing. The core course requirement may be waived by the Graduate Committee for students who elect to complete an M.A. thesis. The remainder of the student's program involves electives selected in consultation with his advisor.

II. Services Option

This option is designed primarily for students interested in the service professions. Requirements include the basic courses in the philosophy and methodology of the social sciences and in quantitative methods, as required for students in Option I. Students in the Services Option are also required to complete Behavioral Science 512, Advanced Social Psychology, and Behavioral Science 540, Social Organization. The remainder of their

graduate work consists of electives selected in consultation with their advisor in terms of the students' specific interests and career goals.

Graduation Requirements

For graduation, students must complete an approved program of 45 quarter units, half of which are at the 500 level or above and 36 of which must be earned in residence. All work for the graduate degree must be completed with a GPA of 3.0 or better.

Students must also satisfactorily complete either a comprehensive examination or a thesis at the end of the final quarter of graduate study.

INTER-DEPARTMENTAL COURSES IN BEHAVIORAL SCIENCES

For a variety of reasons, some courses in the behavioral sciences may from time to time be offered on an inter-departmental basis rather than within a particular discipline. For 1975-76, the following courses are so designated, and each may carry credit in one of the indicated departments:

Lower Division

Behavioral Science 101. Perspectives in Anthropology and Sociology

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Upper Division

Behavioral Science 300. Introduction to Social Inquiry

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Behavioral Science 302. Analysis of Survey Data

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Behavioral Science 303. Participant Observation: Research Methods in the Study of Everyday Social Relations

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Behavioral Science 307. Developing Political Systems

Carries credit in either Anthropology or Political Science. See departmental listings for course description.

Behavioral Science 311. Small Groups

Carries credit in Political Science, Psychology or Sociology. See departmental listings for course description.

Behavioral Science 312. Social Psychology

Carries credit in either Psychology or Sociology. See departmental listings for course description.

Behavioral Science 317. Socialization

Carries credit in either Psychology or Sociology. See departmental listings for course description.

Behavioral Science 318. Culture and Personality

Carries credit in Anthropology, Psychology or Sociology. See departmental listings for course description.

Behavioral Science 321. Community Politics

Carries credit in either Political Science or Sociology. See departmental listings for course description.

Behavioral Science 322. Introduction to Public Choice

Carries credit in either Economics or Political Science. See departmental listings for course description.

Behavioral Science 327. Race and Ethnic Relations

Carries credit in either Anthropology or Sociology. See departmental listings for course descriptions.

Behavioral Science 330. Political Psychology

Carries credit in either Political Science or Psychology. See departmental listings for course description.

Behavioral Science 331. Political Sociology

Carries credit in Anthropology, Political Science or Sociology. See departmental listings for course description.

Behavioral Science 332. Political Anthropology

Carries credit in either Anthropology or Political Science. See departmental listings for course description.

Behavioral Science 335. Social Structure

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Behavioral Science 340. Psycholinguistics

Carries credit in Anthropology, Psychology, or Sociology. See departmental listings for course description.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Carries credit in Anthropology, Psychology or Sociology. See departmental listings for course description.

Behavioral Science 400. Data Processing in the Behavioral Sciences

Carries credit in Anthropology, Economics, Political Science, Psychology or Sociology. See departmental listings for course description.

Behavioral Science 471. Colonialism and Culture Change

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

EXPERIENTIAL LEARNING

Credit for prior work experience is available in all departments of the School:

289. 1-5 units of lower division credit

489. 1-5 units of upper division credit

Interested students should contact the Office of the School Dean.

Graduate**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences**

Carries credit in Anthropology, Economics, Political Science, Psychology or Sociology. See departmental listings for course description.

Behavioral Science 501. Philosophy and Methodology of Social Sciences

Carries credit in Anthropology, Economics, Political Science, or Sociology. See departmental listings for course description.

Behavioral Science 512. Advanced Social Psychology

Carries credit in either Psychology or Sociology. See departmental listings for course description.

Behavioral Science 521M. Anthropology for Teachers (1-3)

Carries credit in Anthropology. See departmental listing for course description.

Behavioral Science 522M. Economics for Teachers (1-3)

Carries credit in Economics. See departmental listing for course description.

Behavioral Science 523M. Political Science for Teachers (1-3)

Carries credit in Political Science. See departmental listing for course description.

Behavioral Science 524M. Psychology for Teachers (1-3)

Carries credit in Psychology. See departmental listing for course description.

Behavioral Science 525M. Sociology for Teachers (1-3)

Carries credit in Sociology. See departmental listing for course description.

Behavioral Science 540. Social Organization

Carries credit in either Anthropology or Sociology. See departmental listings for course description.

Behavioral Science 695. Master's Thesis in Behavioral Science (5-10)

ECONOMICS DEPARTMENT

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

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

An Environmental Studies concentration is also offered through the department in conjunction with Biology and Earth Sciences. See page 74 for details.

REQUIREMENTS FOR THE MAJOR

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

- A. One introductory course in economics. (Students meeting this requirement at CSB should select from Economics 100, 101, or 102.)
- B. One college-level course in statistics, approved by the department. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.
- C. Economics 300. Introduction to Quantitative Methods in Economics (may be waived for students who have had sufficient background in mathematics)
- D. Economics 301. Advanced Value and Distribution Theory
- E. Economics 302. Advanced National Income Theory
- F. Economics 361. Managerial Economics
- G. One course that emphasizes non-American economic systems. Select from:
 - Economics 312. International Economics
 - Economics 314. Theory of Economic Development
 - Economics 316. Comparative Economic Systems
 - Behavioral Science 319. Political Economy of National Security
- H. One course that emphasizes aspects of the United States national economic system. Select from:
 - Economics 325. Money, Banking and the Economy
 - Economics 330. Industrial Organization
 - Economics 340. Introduction to Regional, Urban and Rural Economics
 - Economics 344. The Economics of Poverty
- I. One additional course in economics (may be from G or H above, or a lower division course, or History 450)
- J. The satisfactory completion of one of the three options listed below:
 1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
 3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, Crime, Law, and Society, and Environmental Studies
- K. Economics 490. Senior Seminar in Economics

REQUIREMENTS FOR THE MINOR IN ECONOMICS

In a program approved by the Economics Department, four courses in Economics at least three of which must be upper division, with a grade of C or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Economics has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Social Sciences has been approved for a CSB graduate in Economics.

COURSES

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

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

Introduction to economic analysis and its application. Relation of economic study to other disciplines. Issues of economic policy. Selected investigations into varied problem areas. Lectures and discussions. (Not open to students who have taken Economics 101.)

Economics 101. Essentials of Economic Theory: Micro-Economics

Value and distribution theory, including the theory of household behavior, the theory of the firm, and the pricing of factors of production. Emphasis on tools of economic thinking and the historical development of these tools. Selected operational content also provided. Lectures and discussions. (Not open to students who have taken Economics 100.)

Economics 102. Essentials of Economic Theory: Macro-Economics

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

Economics 277. Contemporary Economic Problems.

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

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

The nature of theorizing and model building. Positive versus normative economics. The nature of economic prediction. The use of quantitative methods in economics. The necessary tools of economic analysis. Lectures and discussions. Prerequisite: Two years of high school algebra and/or geometry.

Economics 301. Advanced Value and Distribution Theory.

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

Economics 302. Advanced National Income Theory.

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

Economics 312. International Economics

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

Economics 314. Theory of Economic Development

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

Economics 316. Comparative Economic Systems

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

Economics 320. Economics of Fiscal Theory and Policy

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

Behavioral Science 322. Introduction to Public Choice

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

Economics 325. Money, Banking and the Economy

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

Economics 330. Industrial Organization

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

Economics 335. The Economics of Crime

The economic causes of crime: criminal offenses as nondeviant, rational forms of behavior and civil offenses as external diseconomies. The optimum response by government: cost-benefit analyses of alternative methods of crime prevention and criminal rehabilitation. The supply and demand of crimes and punishments. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

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

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

Economics 344. The Economics of Poverty

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

Economics 348. Labor Economics

The impact of unions on wages, income distribution, employment, and prices. The role of government in collective bargaining. An analysis of human capital. Prerequisite: One course in economics or permission of instructor.

Economics 361. Managerial Economics

A study of the tools of economic analysis applicable to the decision-making process of the manager. These tools are applied to demand, analysis, cost and pricing problems and forecasting. Prerequisite: One course in economics or permission of instructor.

Economics 380. History of Economic Thought

A survey and analysis of the development of economic thought, from its beginnings to the present. The theories and concepts selected for study are evaluated both as reflections of their times and as contributions to contemporary economic thought. Concentration on the mercantilist, physiocratic, classical and Marxian schools of economic doctrine. Prerequisite: One course in economics or permission of instructor.

Behavioral Science 400. Data Processing in the Behavioral Sciences

This course will familiarize the student with a wide range of data-processing techniques and instruments, including McBee keysort, card punching, card sorting, reproducing, time sharing, basic computer language, Fortran, SPSS and BMD processing packages. The primary goal is to provide the advanced behavioral science student with knowledge of data manipulation techniques. The course will be modularized so that those who already have certain knowledge may skip those modules. Although extensive math is not required (students will not come out of this course as certified programmers), some background in statistics and methodology is expected.

Economics 402. Mathematical Economics

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

Economics 407. Operations Research

Development of the quantitative methods necessary for industrial economic decision making. Algorithms for multivariate constrained optimization problems. The methods of linear, nonlinear, and integer programming. Input-Output analysis, simulation, queuing theory, capital budgeting, and game theory. Lectures and laboratory. Prerequisite: Economics 300 or equivalent.

Economics 443. Natural Resource Economics

Economic principles of the physical basis of economic activity, including such resources as water, minerals, petroleum, and land. Cost-benefit analysis. Role of public policy. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 460. Introduction to Econometrics

An introduction into the estimation techniques used in economic theory to arrive at testable models which explain economic reality. Selected investigations. Lectures and laboratory. Prerequisites: Economics 300 or equivalent and one college level course in statistics.

Economics 477. Selected Topics in Economics

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

Economics 480. Directed Research Seminar In Economics

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

Economics 490. Senior Seminar In Economics (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of economics to other fields of study. Prerequisite: Senior major or consent of instructor.

Economics 499. Individual Study

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

Graduate Courses**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences**

This course is intended to provide the graduate student with an overview of the major techniques used for quantitative analysis in contemporary behavioral science. The course reviews and elaborates on basic tests of significance, measures of association, and techniques of data compilation and analysis. The final few weeks involve a practicum in the use of a selected technique of data compilation and analysis, chosen by the student, leading to skill in the use of that particular technique. Not open for undergraduate credit. Prerequisite: A college level course in statistics.

Economics 500. A Survey of Economic Theory

An introduction to economic theory and its uses in business analysis. Supply and demand analysis, cost theory, and market models. National income analysis and the quantity theory of money. Economic prediction and model building. (Not open to students who have completed Economics 100 or 101 and 102.)

Behavioral Science 501. Philosophy and Methodology of Social Sciences

An examination in depth of the philosophical and methodological bases of the behavioral sciences as empirically grounded sciences. Not open for undergraduate credit.

Behavioral Science 522M. Economics for Teachers (1-3)

This course is intended to provide students with a working knowledge of the nature of contemporary economics. The first module, for one unit of credit, encompasses a range of readings which give an overview and critical comments on the nature of the discipline; the second, for an additional unit, requires the student to explore in some depth examples of studies which illustrate the orientation and methodology of practitioners of the discipline; the third, for an additional unit, involves the student's developing a research problem and a research design from the perspective of the discipline. Not open for undergraduate credit.

Economics 550. Linear Programming

Economic principles for maximizing goals of a firm. Use of linear programming in operational and methodological firm decision analyses.

Economics 600. Core Course in Economics

Intensive exposure to broad content areas of economics. Course is intended as a core course of the Master of Arts in Behavioral Sciences program as well as for departmental graduate students with little or no undergraduate preparation in economics.

Economics 601. Advanced Economic Theory

An economic analysis of consumer demand theory and the theory of the firm. Problems of constrained and unconstrained optima are discussed.

Economics 605. Advanced Production Theory

Analysis of relationship of theory of production to theory of costs. Discussion of neoclassical production theory and the uses of homogeneous and non-homogeneous functions. Analysis of pricing of inputs.

IN ST 661. Managerial Economics

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

Behavioral Science 695. Master's Thesis in Behavioral Science (5-10)**Economics 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.

POLITICAL SCIENCE DEPARTMENT

The Political Science Department has two principal goals. The first is to provide students, whatever their career aims, with the kinds of information they will need to function as effective citizens. The office of the citizen in a democratic system is one which demands people able to make something akin to rational choices. To make such choices, a person needs to know his own values, to know which issues need attention, to know the alternatives available, and to know the probable consequences of these alternatives. The Political Science Department, along with the other departments in the College, helps students become aware of their own values and helps them identify critical issues. This Department and the others in the School of Behavioral Sciences bear the major responsibility for helping the students gain the kind of understanding of their political and social environment which enables them to identify possible alternatives and to predict their probable consequences. Our objective is not the production of consumers of information but of creative participants in our political life.

The second goal is to help those for whom the study of politics may be useful career preparation. Those who major or minor in political science can expect to develop an understanding of contemporary political systems and institutions, to become acquainted with the basic tools of political science, and to become increasingly aware of the relationships between this field of study and the other social sciences. Many of the courses will involve students in direct, original research. Such experiences have been shown to be valuable as preparation for lives devoted to government service, journalism, politics, community leadership, law, and teaching.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate a familiarity with basic tools underlying modern social sciences including competency in statistics. Familiarity with computer programming and data processing is strongly recommended. Students must satisfactorily complete at least nine courses in political science of which at least seven must be at the upper division level. Course programs for majors in political science are developed in close consultation with a faculty advisor interested in the student's intellectual growth and development and in his eventual career plans. Required courses are:

- A. One introductory course in political science. (Students meeting this requirement at CSB should select from Political Science 100, 101, or 102.)
- B. Political Science 300, The Logic of Political Inquiry.
- C. Political Science 301, Problems of Political Research
- D. At least one course marked with an asterisk (*), each of which requires the student to engage in a full research experience
- E. Four additional political science courses—at least three of which must be upper division—selected by the student and his advisor to reflect a balanced inquiry into political processes, policy, philosophy, and methods
- F. The satisfactory completion of one of the three options listed below:
 1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
 3. An interdisciplinary concentration or minor in one of the especially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society
- G. Political Science 490. Senior Seminar in Political Science

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE

In a program approved by the Political Science Department, four courses in Political Science—at least three of which must be upper division—with a grade of C or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Political Science has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for both Social Sciences and Government has been approved for a CSB graduate in Political Science.

COURSES

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

Lower Division Courses**Political Science 100. Perspectives in Political Science**

An examination of what political science is and does as disclosed by the study of selected problems and issues. Students can expect to gain some understanding of the ways in which ideas currently important in political science are related to those in other disciplines.

Political Science 101. American Government and Politics

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 ways in which issues influence changes in the decision-making processes. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement.

Political Science 102. World Politics

An examination of the ways in which those who practice political science view the international political system. Students can expect to gain a basis for systematic, informed thinking about processes of cooperation and conflict in the international arena involving both nations and other actors such as multi-national corporations.

Political Science 204. Introduction to Political Philosophy and Thought

An examination of the ways in which those who practice political philosophy view the perennial problems involved in the nature of authority, social conflict, the objectives of political action, and the relationships between the rulers and the ruled. Students can expect to gain some understanding of the place of systematic, rigorous thought in the analysis of political and social problems.

Political Science 240. Honors Seminar: The Nature of Politics

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. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement.

Political Science 255. Political Games

Simulation designed to give students insight into the factors influencing political decision-makers by providing considerable opportunity for role-playing as well as through lectures and discussion. Topics will change but might include the Middle East Crisis, the U.S. Congress, the U.N. Security Council, etc.

Political Science 277. Contemporary Political Topics

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 behavioral science or consent of instructor. May be repeated once for credit.

Upper Division Courses**Political Science 300. The Logic of Political Inquiry**

An examination of the bases of knowledge in the sciences with particular reference to political science. What are explanations; how do we arrive at them; how do we judge them? What alternative data sources and data gathering techniques are available and appropriate? The design of political research. Prerequisite: One course in political science and sophomore standing.

Political Science 301. Problems of Political Research

An examination of problems of measurement, data manipulation, and data analysis in political science. Students will gain practical experience in many of the techniques political scientists use to examine their environment. Prerequisite: Political Science 300.

Political Science 302. American Foreign Policy

An examination of contending models with which political scientists have explained the dynamics of American foreign policy since 1945. Emphasis will be on the role of the Presidency, the Congress, the press, and public opinion as determinants of policy.

Political Science 303. Soviet Foreign Policy

An examination of the ideological, political, and cultural components of Soviet foreign policy from 1917 to the present. Students will study the foreign policy of other major world powers, particularly the United States and China, the activities of the Comintern, and the policy of other Communist parties that have been determinants of Soviet foreign policy. Prerequisite: One course in political science and sophomore standing.

*** Political Science 304. Approaches to International Politics**

An examination of the principal models with which political scientists have interpreted international politics. Students can expect to survey major research and analysis techniques and to use some of them in research on selected topics. Prerequisite: Political Science 301.

Political Science 305. Government and Politics in Western Europe

An examination of institutions and processes of government in France, Germany, and the United Kingdom. Emphasis on the study of the historical and contemporary components of the political culture and their effects on the behavior of political parties, Parliament, and Cabinet in each of the three systems.

Political Science 306. Government and Politics in the Soviet Union

An examination of institutions and processes of government in the Soviet Union. Emphasis on the study of the Marxist-Leninist ideology, the development and contemporary role of the Communist Party, and the cultural heritage as determinants of contemporary politics and policy change in the USSR.

Behavioral Science 307. Developing Political Systems

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. Prerequisite: Political Science 301.

Political Science 308. Government and Politics in China

An examination of institutions and processes of government in China. Emphasis on the ideas of Marx, Lenin, and Mao, the Chinese political culture, the party, the military, communalization, and the cultural revolution as determinants of contemporary politics and policy change in China.

*** Political Science 309. Approaches to Comparative Politics**

Systematic study of the theories and models used in comparative political analysis. Emphasis on methods of data collection, interpretation, and manipulation in comparison of political institutions and processes in different systems. Students can expect to use aggregate and survey data to compare selected Communist and non-Communist, modern and traditional, Eastern and Western political systems. Prerequisite: Political Science 301.

Behavioral Science 311. Small Groups

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

Political Science 312. Political Parties and Elections

An examination of the organization and activities of American political parties and of our electoral system. Students can expect to gain acquaintance with several critical perspectives toward these processes as they relate to the popular control of government as well as an opportunity to systematically develop their own perspective regarding that topic. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisite: Upper division standing or permission of the instructor.

*** Political Science 313. Electoral Behavior**

An examination of the political, social, and psychological factors which promote or inhibit individual participation in electoral activity. Emphasis on the dynamics involved in individual voter choice, campaigning, party identification, and actively seeking elective office. Students can expect to engage in systematic research on a selected aspect of electoral behavior. Prerequisites: Upper division standing and Political Science 300-301 or equivalent, or consent of instructor.

Political Science 314. Judicial Politics

An examination of constitutional, cultural, and situational factors in American federal, state, and local adjudication. Investigation of the legal culture. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisite: One course in political science or consent of instructor.

Political Science 315. Civil Liberties

An examination of the principles, reasoning, and politics of private and individual rights in the U.S. Investigations of current controversies. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisite: One course in political science or consent of instructor.

Political Science 316. Legislative Politics

An examination of legislative decision making and the factors which shape legislative policies. Students can expect to engage in systematic research into selected aspects of legislative behavior. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisites: Political Science 301 and upper division standing or consent of instructor.

*** Political Science 320. Social Groups and Political Power in America**

An examination of the ways in which non-governmental groups influence the formation, direction, execution and change in public policy in America. Emphasis on factors which contribute to such influences. Students can expect to pursue a research project on a selected topic. Prerequisite: Political Science 301.

Behavioral Science 321. Community Politics

An examination of mobilization and policy at subnational levels. Emphasis on American metropolitan communities. Major concepts are space, structure, participation, leadership, and change. Policy analysis from the literature and local sources. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement. Prerequisite: One course in political science or sociology, or consent of instructor.

Behavioral Science 322. Introduction to Public Choice

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

*** Political Science 326. Political Socialization**

An examination of the process by which individuals acquire their political attitudes, values, and orientations. Emphasis on the family, school, and peer groups as critical socialization agents. Students can expect to undertake individual research on selected aspects of political socialization. Prerequisites: Upper division standing and Political Science 300-301 or equivalent, or consent of instructor.

Political Science 328. Propaganda and Public Opinion

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.

Behavioral Science 330. Political Psychology

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

Behavioral Science 331. Political Sociology

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

Behavioral Science 332. Political Anthropology

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

IN ST 333. Political Philosophy and Thought

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

Political Science 334. Democratic Theory

An examination 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.

Political Science 335. Contemporary Empirical Theory

An examination of various theories such as theories of action, communication, organization, transaction, etc. as they apply to political phenomena. Prerequisite: Political Science 301, or two upper division courses in political science, or consent of instructor.

Political Science 338. Topics in Political Theory and Philosophy

An examination of selected problems in political philosophy such as the problem of political obligation, the problem of liberty and order, the problem of political change, etc. Students can expect to pursue a single topic analytically in some depth. Prerequisite: Upper division standing.

IN ST 354. Concepts of Political Geography

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

IN ST 375. Administrative Processes in Government

This course provides an introduction to the field of public administration and assumes no previous familiarity with the subject. Topics surveyed 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 will focus on readings and cases pertaining to local and state administration although issues involving the federal level will be discussed where appropriate. Satisfies the U.S. Constitution and California Government portions of the American Institutions requirement.

Behavioral Science 400. Data Processing in the Behavioral Sciences

This course will familiarize the student with a wide range of data processing techniques and instruments including McBee keysort, card punching, card sorting, reproducing, time sharing, basic computer language, Fortran, SPSS and BMD processing packages. The primary goal is to provide the advanced behavioral science student with knowledge of data manipulation techniques. The course will be modularized so that those who already have certain knowledge may skip those modules. Although extensive math is not required (students will not come out of this course as certified programmers), some background in statistics and methodology is expected.

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

Selected issues in philosophy of social science; experimental design; problems in sampling and measurement; special applications of multivariate statistical models, including factor analysis. Lectures, discussions, and arranged field explorations. Prerequisites: Political Science 301 and three other courses in sociology and political science, or consent of instructor.

Political Science 440. Honors Seminar: Political Life

An examination of some of the continuing issues of political life. Subjects vary from term to term but might include such topics as the prices of liberty, citizen obligation, permanent political minorities in a democracy, etc. Prerequisites: Upper division standing and invitation by the department.

Political Science 450. Readings in Political Science

A critical examination of a wide range of important literature in political science. Students can expect to prepare written critiques of several books and to participate in class discussions of a number of additional works. Prerequisite: Senior standing.

Behavioral Science 471. Colonialism and Culture Change

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

IN ST 475. Problems in Public Administration

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

Political Science 477. Selected Topics in Political Science

Current concerns challenging the discipline's theories and methods. Topics might 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.

Political Science 480. Directed Research Seminar in Political Science

Student conducts and writes up an individual study under faculty supervision. Prerequisite: Political Science 301 and consent of instructor.

Political Science 490. Senior Seminar in Political Science (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of political science to other fields of study. Prerequisite: Senior major or consent of instructor.

Political Science 499. Individual Study (1-5)

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

Graduate Courses**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences**

This course is intended to provide the graduate student with an overview of the major techniques used for quantitative analysis in contemporary behavioral science. The course reviews and elaborates on basic tests of significance, measures of association, and techniques of data compilation and analysis. The final few weeks involve a practicum in the use of a selected technique of data compilation and analysis chosen by the student leading to skill in the use of that particular technique. Not open for undergraduate credit. Prerequisite: A college level course in statistics.

Behavioral Science 501. Philosophy and Methodology of Social Sciences

An examination in depth of the philosophical and methodological bases of the behavioral sciences as empirically grounded sciences.

Behavioral Science 523M. Political Science for Teachers (1-3)

This course is intended to provide students with a working knowledge of the nature of contemporary political science. The first module, for one unit of credit, encompasses a range of readings which give an overview and critical comments on the nature of the discipline; the second, for an additional unit, requires the student to explore in some depth examples of studies which illustrate the orientation and methodology of practitioners of the discipline; the third, for an additional unit, involves the student's developing a research problem and a research design from the perspective of the discipline.

Political Science 600. Core Course in Political Science

Intensive exposure to broad content areas of political science. Course is intended as a core course of the Master of Arts in Behavioral Sciences program as well as for departmental graduate students with little or no undergraduate preparation in political science.

Political Science 601. Seminar in American Political Processes

Scope and method of the study of American political processes from a systemic perspective. Examination of trends in the discipline.

Political Science 602. Seminar in International Politics

Scope and method of the study of international politics. Examination of trends in the discipline.

Political Science 603. Seminar in Comparative Politics

Scope and method of the study of comparative politics. Examination of trends in the discipline.

Political Science 604. Seminar in Political Philosophy

Scope and method of the study of political philosophy. Examination of trends in the discipline.

Behavioral Science 695. Master's Thesis in Behavioral Science (5-10)**Political Science 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 DEPARTMENT

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

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

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

Final enrollment in any course with a field placement component is contingent upon successful placement of the individual student in field setting deemed appropriate by the instructor of that course.

REQUIREMENTS FOR THE MAJOR

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

- A. Psychology 100. Perspectives in Psychology
- B. One college-level course in statistics, approved by the department. This may be Psychology 200, Introduction to Statistical Methods in Psychological Research; Mathematics 140, Elementary Statistics; or equivalent. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.
- C. Psychology 300. Psychological Inquiry
- D. One advanced laboratory course in psychology. Select from:
 - Psychology 301. Learning and Motivation
 - Psychology 302. Human Perception and Information Processing
 - Psychology 303. Physiological Psychology
- E. Two courses with emphasis on personal and interpersonal psychology
Select from:
 - Psychology 310. Developmental Psychology
 - Behavioral Science 312. Social Psychology
 - Psychology 315. Theory and Research in Psychopathology
 - Psychology 316. Personality
- F. Three other Psychology courses, two of which must be upper division courses (may be from D and E)
- G. The satisfactory completion of one of the three options listed below:
 1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
 3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society.
- H. Psychology 490. Senior Seminar

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

A program approved by the Psychology Department consisting of at least four courses in Psychology, at least three of which must be upper division, completed with a grade of C or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Psychology has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Social Sciences has been approved for a CSB graduate in Psychology.

MASTER OF SCIENCE IN PSYCHOLOGY

The Department of Psychology offers a 90-unit program leading to the Master of Science in Psychology, which emphasizes training in clinically relevant skills.

Admission to the Program

A person seeking admission to the program must first apply to the Office of Admissions and Records for general admission. In addition, the person should secure application materials from the department office pertinent to this program. The application to the college for graduate standing will be processed by the college, and the department application for standing in the Master in Psychology program will be processed by the Graduate Committee of the Department of Psychology. Admission by the college does not constitute acceptance in the program.

For admission to the Master of Science in Psychology the following minimum standards have been set: (1) baccalaureate degree from an accredited institution; (2) three favorable letters of recommendation; (3) at least one of the following: (a) an undergraduate GPA of at least 3.0 in the last 90 units of course work; or, (b) a score of at least 1000 as a total score on the quantitative and verbal Graduate Record Examinations; or, (c) a GPA of 3.0 or higher in all previous *graduate* course work at CSB (at least 4 courses); or, (d) an approved petition to the faculty of the department offering equivalent evidence of ability for graduate work. If enrollment into the program has to be limited because of space availability, the faculty of the department reserves the right to select those applicants it deems most qualified. In making its decision, the faculty may also take into consideration the person's previous training in psychology, relevant work experience, and special skills.

Admission is generally at the Conditionally Classified level. The applicant should consult departmental notices concerning the criteria to be satisfied for advancement to Classified and Candidate levels. There is a five-year time limit for completion of the program, which can only be extended by special petition to the faculty of the department.

Degree Program

The Master of Science program is a general clinical psychology program which provides preparation relevant to a number of different professional goals. Course requirements and options are as follows for a typical program:

1. Quantitative and Content Area (25 units): Psychology 419 and 500; either Psychology 425 or 427; two from among Psychology 510, 512, and 516.
2. Elective specialty (10 units): Any two courses at the 500-600 level, or from among Psychology 420, 425, 427, and 475, with advisor approval.
3. Assessment (20 units): Psychology 620, 621, 622, and 629.
4. Treatment (25 units): Two courses from among Psychology 610, 611, and 612; two quarters of Psychology 619 (repeated for different content following each of the two treatment courses chosen above); and Psychology 639.
5. Directed Research (10 units): Psychology 695 and 5 units of either Psychology 681 or Psychology 699 in the same topic area.

Academic Advising

An academic advisor will be assigned to the person upon admission. The department recognizes the right of either advisee or advisor to withdraw from this relationship at his or her discretion. Withdrawal from the advising relationship requires that the student locate another advisor from the faculty of the department.

The academic advisor and the student develop a Plan of Study and submit it to the department faculty for approval. It consists of: (1) statement of student's goals; (2) list of all courses, number of units and grade in each which have been or will be taken to complete the program; (3) indication of plans to satisfy all other criteria set by the department for the student; and (4) indication of the student's anticipated date of completion of the program.

Graduation Requirements

For graduation, students must complete an approved program of 90 quarter units, of which $22\frac{1}{2}$ units can be at the 400 level, at least 68 units must be at the 500-600 level, and 36 units must be in residence. All work must be completed with a GPA of 3.0 or better. The approved Plan of Study for the individual student determines the specific requirements to be met when there are options available.

COURSES

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

Lower Division**Psychology 100. Perspectives in Psychology**

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

Psychology 200. Introduction to Statistical Methods in Psychological Research

The use of basic statistical methods in designing and analyzing psychological experiments. Topics covered include basic descriptive statistics, the normal curve, correlation, and commonly used parametric and nonparametric inferential statistical techniques.

Psychology 277. Contemporary Issues in Psychology

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

Upper Division**Psychology 300. Psychological Inquiry**

Assumptions of scientific research and issues in philosophy of social science. Selected concepts and methods of experimentation in psychology, with emphasis on measurement, design of research, quantitative handling of data, and analysis. Lectures and laboratory. Prerequisite: Psychology 200 (or equivalent) and Psychology 100. Primarily for majors.

Psychology 301. Learning and Motivation

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

Psychology 302. Human Perception and Information Processing

An analysis of the physiological and psychological processes—sensory, cognitive, and memory—involved in human perception and information processing. Lectures, discussion, and laboratory. Prerequisite: Psychology 300 or permission of instructor.

Psychology 303 (formerly Psychology 403). Physiological Psychology

A study of the physiological bases of behavior, including the role of neural and endocrine systems in emotion and motivation, learning, perception, and sensory-motor systems. Lecture and laboratory. Prerequisite: Psychology 300 or permission of instructor.

Psychology 310. Developmental Psychology

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

Behavioral Science 311. Small Groups

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

Behavioral Science 312. Social Psychology

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

Psychology 315. Theory and Research in Psychopathology

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

Psychology 316. Personality

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

Behavioral Science 317. Socialization

This course involves an in-depth introduction to the socialization process along the following three avenues: (1) the effect of society on individual character, (2) the influence of individuals on the social structure, and (3) the subject of identity beyond roles. Lectures and discussions. Prerequisite: upper division standing.

Behavioral Science 318. Culture and Personality

A survey of the impact of psychology on anthropological studies. Focus on the relationship between cultural processes and personality characteristics in tribal and modernizing societies. Prerequisites: One course in anthropology or psychology or permission of instructor.

Psychology 319. Psychological Tests and Measurement

A survey of basic concepts in the assessment of intelligence and personality. Primarily concerned with construction, interpretation, and application of objective, group-administered assessment instruments. Prerequisite: One course in psychology or permission of instructor.

Psychology 325 (formerly Psychology 422). Theories of Psychotherapy and Behavior Change

Psychological principles relevant to behavior change. Theories of psychotherapy, behavior modification, and other applied areas. Current controversies explored in terms of ethics, efficacy, and goals of psychological intervention. Prerequisite: One course in psychology or permission of the instructor.

Behavioral Science 330. Political Psychology

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

Behavioral Science 340. Psycholinguistics

Topics and theories in language and thought, including language acquisition in children, language comprehension and production, biological bases of language, meaning, linguistic relativity, and aphasia.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

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

Psychology 360. Comparative Psychology

The principles of animal behavior and its relationship to human behavior. Lectures and discussion. Prerequisites: One course in psychology or permission of instructor.

Behavioral Sciences 400. Data Processing in the Behavioral Sciences

This course will familiarize the student with a wide range of data processing techniques and instruments including McBee keysort, card punching, card sorting, reproducing, time sharing, basic computer language, Fortran, SPSS and BMD processing packages. The primary goal is to provide the advanced behavioral science student with knowledge of data manipulation techniques. The course will be modularized so that those who already have certain knowledge may skip those modules. Although extensive math is not required (students will not come out of this course as certified programmers), some background in statistics and methodology is expected.

Psychology 401. Biofeedback

An exploration of voluntary control of normally involuntary biological and mental functions. Lectures, laboratories, and directed readings. Prerequisite: One course in Psychology.

Psychology 410. Theories of Development

A comparison of basic theoretical perspectives in developmental psychology. Theories to be covered include those by Freud, Erikson, and Piaget.

Psychology 411. Cognitive and Perceptual Development

Intensive exploration of the child's development of thought, memory, language, and perception. Prerequisite: Psychology 310 or Psychology 410.

Psychology 412. Social and Moral Development

Theories and research in the development of social and moral behavior. May include psychoanalytic, learning, cognitive, and biological theories. Prerequisite: Psychology 310 or Psychology 410.

Psychology 414. Psychology of the Adolescent

A review of the major research findings on the psychology of the adolescent. Prerequisite: Psychology 310 or Psychology 410.

Psychology 419 (formerly Psychology 401). Principles of Measurement in Psychology

Theories, techniques, and problems in psychological measurement. Statistical theories of mental test scores. Concepts of reliability, validity, item analysis, scaling, and the development of norms. Prerequisite: Psychology 200 (or equivalent).

Psychology 420. Differential Psychology

Individual and group differences in psychological characteristics. Structure of intelligence, cognitive styles, hereditary and environmental bases of individual differences, family, sex, class, and race differences. Prerequisites: Psychology 200 (or equivalent) or consent of instructor.

Psychology 421. Psychology of Women

Theory and research on the development of sex roles and sex differences, with an emphasis on the roles and problems of women. Prerequisite: One course in Psychology.

Psychology 425. Descriptive Psychopathology

Exploration of the phenomena of emotional disorder through literary and first person accounts, films, tapes, and supervised field work. Special attention given to the phenomenology of the emotionally disturbed person and to the social, educational, and legal context within which he functions. Lectures, discussions, and regularly scheduled field placements. Prerequisite: Psychology 315 and consent of instructor. Not open to students who have previously taken Psychology 313 or 413.

Psychology 427. Childhood Psychopathology

Examination of types of psychological disorder most frequently affecting children. Descriptions of disordered behavior syndromes and major theories concerning causation. Implications for early detection, prevention and treatment. Emphasis on phobias, disorders of interpersonal relationships, anti-social acts, and subnormal intellectual functioning. Lectures, discussions and regularly scheduled field placements. Prerequisite: Psychology 315 and permission of instructor. Not open to students who have previously taken Psychology 317 or 417.

Psychology 442. Attitude Formation and Change

An intensive study of theoretical approaches to attitude acquisition and change. Recent issues in attitude change will be explored, with the aim of reconciling conflicting positions. Lectures will be supplemented with discussions of research articles and with student reports on selected topics. Prerequisites: Behavioral Science 312 or permission of instructor.

Psychology 444. Psychology of Aggression

An exploration of the role of innate and experiential factors in human behavior that is intended to harm others. Prerequisite: One course in Psychology.

Psychology 475. History and Systems in Psychology

Historical analysis of the development of modern psychology as a science and the examination of its many strands—the evolution of research and theory, important figures and systematic positions, methods of thought and work, social and intellectual contexts—which have contributed to its pattern of development. Lectures, discussion, and special student projects. Prerequisite: Three courses in psychology.

Psychology 477. Selected Topics in Psychology

Offered periodically as announced. Examples of courses include: Prosocial Behavior, Interpersonal Behavior Laboratory, Development Psychobiology, Psychology of the Juvenile Offender, Introduction to Clinical Psychology. May be repeated for different course content. Prerequisites will vary depending on course content.

Psychology 480. Directed Research Seminar in Psychology

Elaboration of principles of research design. Student conducts and writes up an individual or group study under faculty supervision. Prerequisite: Psychology 300 and consent of instructor.

Psychology 481. Directed Research in Psychology (1-5)

Student conducts a scientific investigation in psychology under faculty supervision. Strongly suggested for majors considering graduate study in psychology. May be repeated for credit. Prerequisite: Prior consent of instructor.

Psychology 490. Senior Seminar in Psychology (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of psychology to other fields of study. Specific course topics and prerequisites will vary. In general the minimum prerequisite will be senior major or permission of the instructor.

Psychology 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. Prerequisite: Consent of instructor who will serve as sponsor, approval by Chair of Department of Psychology and Dean of the School of Behavioral Sciences.

Psychology 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, approval by Chair of Department of Psychology and Dean of the School of Behavioral Sciences.

Graduate Courses**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences**

This course is intended to provide the graduate student with an overview of the major techniques used for quantitative analysis in contemporary behavioral science. The course reviews and elaborates on basic tests of significance, measures of association, and techniques of data compilation and analysis. The final few weeks involve a practicum in the use of a selected technique of data compilation and analysis chosen by the student leading to skill in the use of that particular technique. Not open for undergraduate credit. Prerequisite: A college level course in statistics.

Psychology 500. Advanced Statistical Methods for Psychologists

A survey of advanced statistical techniques commonly used in psychological research. Topics will include analysis of variance, factor analysis, and various nonparametric statistical methods. Prerequisite: Psychology 200 (or equivalent).

Psychology 510. Advanced Developmental Psychology

Review and analysis of theories and research in behavioral development emphasizing human development. Topics may include socialization, language, learning, motivation and perception. Prerequisite: Psychology 310 and consent of instructor.

Behavioral Science 512. Advanced Social Psychology

An exploration of theory and research concerning the individual in a social context. Selected topics will be considered in detail, with emphasis on contemporary issues in social psychology. Prerequisites: Behavioral Science 312 or equivalent and consent of instructor.

Psychology 516. Advanced Personality

Consideration of theories and research issues in personality from a comparative/analytic viewpoint. Isolation of critical dimensions accounting for variations in personality theory, research questions likely to clarify theoretical differences, and review of current empirical evidence bearing on the adequacy of various theories. Prerequisite: Psychology 316 and consent of instructor.

Behavioral Science 524M. Psychology for Teachers (1-3)

This course is intended to provide students with a working knowledge of the nature of contemporary psychology. The first module, for one unit of credit, encompasses a range of readings which give an overview and critical comments on the nature of the discipline; the second, for an additional unit, requires the student to explore in some depth examples of studies which illustrate the orientation and methodology of practitioners of the discipline; the third, for an additional unit, involves the student's developing a research problem and a research design from the perspective of the discipline.

Psychology 577. Selected Advanced Topics in Psychology

Offered periodically as announced. Topics of special interest to graduate and senior students. May be repeated for different course content. Specific prerequisites will be indicated with each announced course.

Psychology 590. Psychology Colloquium (1)

Presentation of current research, literature reviews, and other topics pertinent to psychology. Contributors may include departmental faculty, graduate students, and guest lecturers. Open to all graduate level and senior students. May be repeated in subsequent terms for a maximum of 5 quarter units. If 5 units are earned, they may be accepted by the department as satisfying an elective course requirement in the Master of Science program.

Psychology 600. Core Course in Psychology

Intensive exposure to broad content areas of psychology. May cover such areas of psychology as social, developmental, personality, physiological, learning, and perception. Course is intended as a core course of the Master of Arts in Behavioral Sciences program as well as for departmental graduate students with little or no undergraduate preparation in psychology. Psychology 600 will not count for credit in the M.S. program in Psychology.

Psychology 610. Behavior Modification and Therapy

Advanced consideration of principles and methods of behavior modification and therapy. Operant, respondent, observational learning, and covert conditioning techniques are included as they apply to individual and to group situations. Lectures, demonstrations, and supervised experience. Prerequisite: Consent of instructor.

Psychology 611. Individual Psychotherapy

Advanced consideration of principles and methods of individual psychotherapy. An intense focus upon one major approach to individual psychotherapy will be combined with briefer consideration of several other contemporary approaches. Lectures, demonstrations, and supervised experience. Prerequisite: Psychology 315 and consent of instructor.

Psychology 612. Group Psychotherapy

Advanced consideration of principles and methods of group psychotherapy. May include group, family, and marital counseling techniques. Lectures, demonstrations, and supervised experience. Prerequisite: Psychology 315 and consent of instructor.

Psychology 619. Practicum in Treatment Techniques

Supervised practice in the application of treatment techniques. Repeatable for different course content. Prerequisite: Psychology 610, 611 or 612 and consent of instructor.

Psychology 620. Tests of Intelligence and Abilities

Theory and supervised instruction in the measurement of intellectual abilities. Course modules on theory of measurement of intelligence, problems of validity and reliability, ethical use, and in acquiring the skills for administering and interpreting Wechsler, Binet, and selected other tests. Prerequisites: Psychology 419 and consent of instructor.

Psychology 621. Objective Assessment of Personality

Theory and supervised instruction in the measurement of emotional and mental characteristics associated with deviations from the normal. Practice in administering and interpreting objective self-report, questionnaire and other individual and group procedures. Practice in planning assessment batteries to meet specific referral needs. Prerequisites: Psychology 316 and 419 and consent of instructor.

Psychology 622. Projective Assessment of Personality

Theory and supervised instruction in the measurement of emotional and mental characteristics associated with deviations from the normal. Practice in administering and interpreting projective test instruments. Practice in planning assessment batteries to meet specific referral needs. Prerequisites: Psychology 316 and 419 and consent of instructor.

Psychology 624. Assessment of Learning Disabilities

Theory and supervised instruction in the detection and measurement of learning difficulties in children. Experience in administering and interpreting specialized tests; practice in planning assessment batteries to meet specific referral needs. Prerequisites: Psychology 419 and consent of instructor.

Psychology 629. Practicum: Case Problems in Assessment

Supervised instruction in planning, administration, interpretation, and report writing for the intensive study of individual assessment cases. Completion of practicum experience in appropriate settings and examination of assessment cases previously completed by others. Practice in planning assessment batteries to meet specific referral needs and in preparing written reports thereon. Prerequisites: Psychology 315, 620, 621, and 622 and consent of instructor.

Psychology 639. Clinical and Community Consultation

Principles, methods, and supervised practice in clinical and community consultation. Placement in institutional settings relevant to a student's career goals. Prerequisites: One quarter of Psychology 619 and consent of instructor.

Psychology 680. Directed Graduate Research Seminar in Psychology

Elaboration of principles of research design. Student conducts and writes up an individual or group study under faculty supervision. Prerequisite: Psychology 300 and consent of instructor.

Psychology 681. Directed Graduate Research in Psychology (1-5)

Student designs, conducts and writes up research project under faculty supervision. Prerequisite: Psychology 500 and consent of instructor.

Behavioral Science 695. Master's Thesis in Behavioral Science (5-10)**Psychology 695. Thesis**

One of three supervised, individual student projects. Student selects from among (1) an approved empirical research project; (2) a critical literature review in an approved area of psychology; (3) a critical analysis of a clinical case study carried out by the student. Each method will involve preparation of a proposal or plan of procedure, the carrying out of relevant empirical, library or clinical work, the preparation of an extensive final report, and an oral explanation and defense of what was done. Prerequisite: Departmental approval.

Psychology 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.

SOCIOLOGY/ANTHROPOLOGY DEPARTMENT

The disciplines of sociology and anthropology are concerned with man in a wider variety of contexts than the other behavioral sciences. Course work offered in this department is intended to provide basic understanding of how cultures, societies, communities, and smaller groups are organized and sustained and how they change, including a focus on criminal justice systems for students interested in that area of specialization. There are few courses which deal specifically with applied problems, issues, and policy areas. Instead, work in this department is intended to bring these concerns into the context of a more fundamental understanding of culture, social organization and change, and social psychology.

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

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

Requirements for the major in Anthropology are noted below, followed by a listing of courses in anthropology.

Requirements for the major in Sociology are noted on page 112 followed by a listing of courses in sociology.

Requirements for the major in Criminal Justice are noted on page 121 followed by a listing of required courses including those applicable to the augmentation.

REQUIREMENTS FOR THE MAJOR IN ANTHROPOLOGY

For a major in Anthropology, a student must demonstrate familiarity with the basic principles and techniques underlying the broad approach to the study of human behavior characteristic of anthropology, including competency in statistics. In general, to fulfill the requirement, for the major, students must complete nine courses in anthropology acceptable to the Department, including at least seven at the upper division level. At the end of the sophomore year or at the beginning of the junior year, a student who declares Anthropology as his major is expected to plan a program of study in consultation with an advisor assigned by the Department. Specifically, the following are required:

- A. One introductory course in cultural anthropology
- B. One introductory course in prehistory (archaeology) and physical anthropology
- C. One college-level course in statistics, approved by the department. In addition, it is strongly recommended that the student familiarize himself with computer programming and data processing either independently or through appropriate course work.
- D. Behavioral Science 300, Introduction to Social Inquiry (majors are urged to complete this course as early as possible, certainly no later than the second quarter of their junior year.)
- E. Anthropology 301, Theoretical Perspectives in Anthropology (whenever possible, this course should be taken prior to or concurrently with Behavioral Science 300.)
- F. One upper division course in cultural anthropology. The following courses fulfill this requirement:
 Behavioral Science 318, Culture and Personality
 Behavioral Science 332, Political Anthropology
 Behavioral Science 335, Social Structure
 Anthropology 333, Economic Anthropology
 Anthropology 370, Peasant Societies
 Anthropology 430, Urban Anthropology
 Behavioral Science 471, Colonialism and Culture Change

- G. One upper division course in prehistory and ethnohistory. The following courses fulfill this requirement:
 - Anthropology 314, Pre-Industrial Urbanization
 - Anthropology 315, Prehistory of North America
 - Anthropology 316, Prehistory of Meso-America
 - Anthropology 410, Ethnohistory
- H. One upper division course in linguistics and cognitive anthropology
 - The following courses fulfill this requirement:
 - Anthropology 320, Language and Culture
 - Anthropology 420, Structural Linguistics
 - Anthropology 423, Cognitive Anthropology
 - Behavioral Science 340, Psycholinguistics
- I. One additional upper division course in anthropology
- J. The satisfactory completion of one of the three options listed below:
 1. An augmented major approved by the student's advisor, taken outside the major discipline
 2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
 3. An interdisciplinary concentration or minor consisting of at least 20 quarter units in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society
- K. Anthropology 490, Senior Seminar in Anthropology

Students may substitute other courses for those listed above, but only with written permission of the advisor.

Students who intend to undertake graduate study in anthropology are strongly urged to take Behavioral Science 302, Analysis of Survey Data, or Behavioral Science 303, Participant Observation; Behavioral Science 400, Data Processing in the Behavioral Sciences; Sociology 401, Contemporary Sociological Theory, or Sociology 402, The Development of Social Thought.

REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY

In a program approved by the Anthropology Department, four courses in anthropology, at least three of which must be upper division. Courses designated for the minor must be completed with a grade of "C" or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Anthropology has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Social Sciences has been approved for a CSB graduate in Anthropology.

ANTHROPOLOGY COURSES

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

Lower Division

Anthropology 100. Perspectives in Cultural Anthropology

Survey of the nature of the field and the major concepts in cultural anthropology and linguistics. An examination of the relationship between cultural anthropology and other disciplines. Selected investigations into various problem areas. Lectures and discussions. May be used as a prerequisite for anthropology courses and as partial fulfillment of the General Education requirement in Behavioral Sciences. Not open to students with credit in Behavioral Science 101 or Anthropology 200.

Behavioral Science 101. Perspectives in Anthropology and Sociology

An examination of the major concepts of anthropology and sociology. Comparison and contrast of anthropological and sociological approaches to various problems in the behavioral sciences. Lectures and discussions. May be used as a prerequisite for anthropology or sociology courses and as a partial fulfillment of the General Education requirement in the Behavioral Sciences. Not open to students with credit in Anthropology 100, 200, Sociology 100, 200, or Sociology/Anthropology 100.

Anthropology 202. Physical Anthropology and Prehistory

Synthesis of present evidence concerning primate and human evolution, the nature of race, the interrelationships between the biological and cultural aspects of human adaptation, and the development of culture to the emergence of agriculture.

Anthropology 277. Contemporary Anthropological Topics

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

Upper Division**Behavioral Science 300. Introduction to Social Inquiry**

Assumptions of scientific research and issues in philosophy of science. Examination of the relationships between theory and research within the fields of both sociology and anthropology with an emphasis on basic principles of research design, development of research instruments, and data collection. Prerequisite: An introductory course in sociology or anthropology or junior standing. A college level course in statistics should be taken prior to or concurrently with this course whenever possible. Behavioral Science 300 should be taken concurrently with or following Sociology 301, if a sociology major, and Anthropology 301, if an anthropology major.

Anthropology 301. Theoretical Perspectives in Anthropology

A survey of the major theoretical orientations found in the anthropological literature.

Behavioral Science 302. Analysis of Survey Data

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

Behavioral Science 303. Participant Observation: Research Methods in the Study of Every-day Social Relations

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

Behavioral Science 307. Developing Political Systems

Analysis of major similarities and differences among political institutions and practices in developing societies. Emphasis on African, Asian, or Latin American Nations. Detailed analysis of one system. Special investigations, lectures, and discussions. Prerequisite: Behavioral Sciences 302 & 303 or Political Science 301 or permission of the instructor.

IN ST 313. Sociology of Religion

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

Anthropology 314. Pre-Industrial Urbanization

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

Anthropology 315. Prehistory of North America

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

Anthropology 316. Prehistory of Meso-America

Examination of the range and variation of cultures of Mexico and Central America before European contacts. Analysis will be based primarily on archaeological data. Lectures and discussion. Prerequisite: One course in anthropology or permission of the instructor.

Behavioral Science 318. Culture and Personality

A survey of the impact of psychology on anthropological studies. Focus on the relationship between cultural processes and personality characteristics in tribal and modernizing societies. Prerequisites: One course in anthropology or psychology or permission of instructor.

IN ST 319. Primitive Religions

Theoretical and substantive analysis of religious beliefs and ritual, emphasizing comparative study from selected non-western societies. Prerequisite: One course in anthropology or religious studies or permission of instructor.

Anthropology 320. Language and Culture

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

Behavioral Science 327. Race and Ethnic Relations

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

Behavioral Science 331. Political Sociology

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

Behavioral Science 332. Political Anthropology

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

Anthropology 333. Culture and Economic Behavior (formerly titled Economic Anthropology)

An examination of selected primitive and peasant societies, focusing on the interaction between economic and other aspects of culture and how the analysis of such societies has led to the development of economic anthropology as a distinct field of inquiry. Includes formalist versus substantivist approaches toward analysis; discussion of reciprocity, redistribution, and market exchange; and approaches to the analysis of socio-economic change.

Behavioral Science 335. Kinship and Social Organization (formerly titled Social Structure)

An introduction to the comparative study of kinship systems and non-kinship groups. Characteristics of the non-Western societies typically studied by anthropologists. Prerequisite: One course in anthropology or sociology or permission of the instructor.

Behavioral Science 340. Psycholinguistics

Topics and theories in language and thought, including language acquisition in children, language comprehension and production, biological bases of language, meaning, linguistic relativity, and aphasia.

Anthropology 341. Art as Culture

A survey of major anthropological approaches to the study of art in non-Western societies.

Anthropology 342. Music as Culture

An examination of music in the context of social behavior and of the relationship of music to other aspects of culture. Discussions will include the uses and functions of music, the status and role of musicians, innovation and creativity in composition, aesthetics, musical instruments, and learning.

Anthropology 351. Peoples of Africa

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

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

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

Anthropology 353. Ethnography of Mexico

An examination of social, economic, political, and religious institutions in various contemporary rural Indian and Mestizo communities. Prerequisite: One course in anthropology or permission of instructor.

Anthropology 355. Afro-American Anthropology

A sampling of contemporary societies and cultures within the area referred to as Afro-America. Lectures and discussion. Prerequisite: One course in anthropology or permission of the instructor.

Anthropology 356. Cultural Ecology

An examination of selected societies around the world, focusing on the way different cultures adapt to their social and physical surroundings. Includes an analysis of the implications of different modes of adaptation. Prerequisite: One course in anthropology or permission of the instructor.

Anthropology 357. South American Indians

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

Anthropology 359. North American Indians

A survey of ethnographic literature concerning the indigenous societies of the North American continent. Lectures and discussion. Prerequisite: One course in anthropology or permission of the instructor.

Anthropology 370. Peasant Societies

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

Anthropology 380. Applied Anthropology

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

Anthropology 390. Archaeological Theory and Method

An introduction to theory, method, and techniques employed by archaeologists in excavation, archaeological survey, reconstruction of prehistoric cultures, and the interpretation of culture history. Problem formulation and research design in archaeology. The history and contemporary developments of archaeological research.

Anthropology 391. Analysis of Archaeological Data

Analytical procedures in classification and behavioral inference from archaeological materials. Applications will be made on artifacts excavated from an archaeological site in the Tehachapi Mountains. Students will conduct research projects on this data, using these procedures.

Anthropology 392. Field Archaeology

Archaeological excavation and survey in the Bakersfield area. Students are instructed in all aspects of field techniques. Students conduct research projects on the artifacts which they recover.

Anthropology 402. Selected Topics in Anthropological Theory

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

Anthropology 403. Cross-Cultural Studies in Anthropology

The contribution of cross-cultural studies to anthropological theory. Methodological problems inherent in studies ranging from controlled comparisons to worldwide samples will be considered. Student projects will be used to develop skills in the techniques of cross-cultural research. Lectures and laboratory. Prerequisite: Behavioral Science 300.

Anthropology 410. Ethnohistory

Analysis of relevant concepts, theories, and methodologies employed in the anthropological study of culture through historical documents and oral traditions. Prerequisite: Behavioral Science 300.

Anthropology 420. Structural Linguistics

A cross-cultural investigation of the patterns which are built into the languages of various societies. The course will focus on the structure of languages, but does not require a knowledge of foreign languages as such. Prerequisite: Anthropology 100 or permission of instructor.

Anthropology 423. Cognitive Anthropology

An introduction to the methods used by other societies in developing their perspectives of reality. Selected topics include categories of meaning, color cognition, linguistic domains, kinship terminology, and associated formal structures. Prerequisite: Anthropology 100 or permission of the instructor.

Anthropology 430. Urban Anthropology

Theoretical and methodological analysis of the new field of urban anthropology. Material deals with studies in modernizing societies and ethnic group enclaves in various urban settings.

Behavioral Science 471. Colonialism and Culture Change

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

Anthropology 477. Selected Topics in Anthropology

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

Anthropology 480. Directed Research Seminar in Anthropology

Students conduct and write up a research study under faculty supervision. Prerequisite: permission of instructor.

Anthropology 481. Directed Research in Anthropology (1-5)

Student executes a scientific investigation in anthropology under faculty supervision. Strongly suggested for majors considering graduate study in anthropology. May be repeated for credit. Prerequisite: Prior consent of instructor.

Anthropology 490. Senior Seminar in Anthropology (6)

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

Anthropology 499. Individual Study

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

Graduate Courses**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences**

This course is intended to provide the graduate student with an overview of the major techniques used for quantitative analysis in contemporary behavioral science. The course reviews and elaborates on basic tests of significance, measures of association, and techniques of data compilation and analysis. The final few weeks involve a practicum in the use of a selected technique of data compilation and analysis chosen by the student leading to skill in the use of that particular technique. Not open for undergraduate credit. Prerequisite: A college level course in statistics.

Behavioral Science 501. Philosophy and Methodology of Social Sciences

An examination in depth of the philosophical and methodological bases of the behavioral sciences as empirically grounded sciences. Not open for undergraduate credit.

Behavioral Science 521M. Anthropology for Teachers (1-3)

This course is intended to provide students with a working knowledge of the nature of contemporary anthropology. The first module, for one unit of credit, encompasses a range of readings which give an overview and critical comments on the nature of the discipline; the second, for an additional unit, requires the student to explore in some depth examples of studies which illustrate the orientation and methodology of practitioners of the discipline; the third, for an additional unit, involves the student's developing a research problem and a research design from the perspective of the discipline.

Behavioral Science 540. Social Organization

Studies and theories of social organization. This course will include analyses of large scale organization in relationship to participating individuals within the context of social change. This course provides credit for the M.A. in Behavioral Science but does not provide credit within the various departments of the school. Not open for undergraduate credit.

Anthropology 577. Advanced Topics in Anthropology

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

Anthropology 600. Core Course in Anthropology

Intensive exposure to broad content areas of anthropology. Course is intended as a core course of the Master of Arts in Behavioral Sciences program as well as for departmental graduate students with little or no undergraduate preparation in anthropology.

Behavioral Science 695. Master's Thesis in Behavioral Science (5-10)**Anthropology 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.

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY

For a major in Sociology, a student must demonstrate familiarity with the basic principles and techniques underlying contemporary sociology including competency in statistics. To fulfill the requirement for the major, students must complete nine courses in sociology acceptable to the Department, including at least seven at the upper division level. At the end of the sophomore year or at the beginning of the junior year, students who declare sociology as their major are expected to plan a program of study in consultation with an advisor assigned by the Department. Specifically, the following are required:

- A. One introductory course in sociology
- B. One introductory course in social problems or contemporary social issues
- C. One college level course in statistics, approved by the department. In addition, it is strongly recommended that the student familiarize himself with computer programming and data processing either independently or through appropriate course work.
- D. Behavioral Science 300, Introduction to Social Inquiry, covering research methods within the fields of both Sociology and Anthropology. (Majors are urged to complete this course as early as possible, certainly no later than the second quarter of their junior year.)
- E. Sociology 301, Theoretical Perspectives in Sociology (whenever possible, this course should be taken prior to or concurrently with Behavioral Science 300.)
- F. One upper division course which deals primarily with the relationship of the individual to social groups and to societies at a general level. The following courses fulfill this requirement:
 - Behavioral Science 311, Small Groups
 - Behavioral Science 312, Social Psychology

Behavioral Science 317, Socialization

Behavioral Science 318, Culture and Personality

G. One upper division course which focuses on a major social institution. The following courses fulfill this requirement:

Sociology 361, Sociology of Education

Sociology 363, Sociology of Religious Behavior

Sociology 364, Family and Society

Sociology 367, Sociology of Medicine

Sociology 465, Sociology of Law

H. One upper division course which deals primarily with social structure or social process at a general level. The following courses fulfill this requirement:

Sociology 440, Social Stratification and Class

Sociology 441, Sociology of Complex Organization

Sociology 442, Urban Sociology

Sociology 443, Collective Behavior

Sociology 444, Social Change

I. One additional upper division course in sociology.

J. The satisfactory completion of one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline

2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline

3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

K. Sociology 490, Senior Seminar in Sociology.

Students may substitute other courses for those listed above, but only with written permission of the advisor.

Students who intend to undertake graduate study in sociology are strongly urged to take Behavioral Science 302, Analysis of Survey Data, or Behavioral Science 303, Participant Observation; Behavioral Science 400, Data Processing in the Behavioral Sciences; Sociology 401, Contemporary Sociological Theory, or Sociology 402, The Development of Social Thought.

REQUIREMENTS FOR THE MINOR IN SOCIOLOGY

In a program approved by the Sociology Department, four courses in sociology, at least three of which must be upper division. Courses designated for the minor must be completed with a grade of "C" or better.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Sociology has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Social Sciences has been approved for a CSB graduate in Sociology.

SOCIOLOGY COURSES

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

Lower Division

Sociology 100. Perspectives in Sociology

Survey of the nature of the field and the major concepts in sociology. An examination of the relationship between sociology and other disciplines. Selected investigations into various problem areas. Lectures and discussions. Not open to students with credit in Behavioral Science 101 or Sociology 200.

Behavioral Science 101. Perspectives in Anthropology and Sociology

An examination of the major concepts of anthropology and sociology. Comparison and contrast of anthropological and sociological approaches to various problems in the behavioral sciences. Lectures and discussions. May be used as a prerequisite for anthropology or sociology courses and as a partial fulfillment of the General Education requirement in the Behavioral Sciences. Not open to students with credit in Anthropology 100, 200, Sociology 100, 200, or Sociology/Anthropology 100.

Sociology 220. Contemporary Social Issues

An examination of current social problems. Using sociological concepts, these issues are examined in terms of their relationship to social structure and social processes. Prerequisite: Sociology 100 or Behavioral Science 101 or permission of the instructor.

Sociology 277. Contemporary Sociological Topics

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

Upper Division**Behavioral Science 300. Introduction to Social Inquiry**

Assumptions of scientific research and issues in philosophy of science. Examination of the relationships between theory and research within the fields of both sociology and anthropology with an emphasis on basic principles of research design, development of research instruments, and data collection. Prerequisite: An introductory course in sociology or anthropology or junior standing. A college level course in statistics should be taken prior to or concurrently with this course whenever possible. Behavioral Science 300 should be taken concurrently with or following Sociology 301, if a sociology major, and Anthropology 301, if an anthropology major.

Sociology 301. Theoretical Perspectives in Sociology

An introduction to the major theoretical perspectives that provide the conceptual basis for sociological research and analysis. Emphasis will be on the terminology, assumptions, and implications of the dominant theoretical frameworks in contemporary sociology, such as conflict theory, structural-functionalism, and symbolic interaction. Prerequisite: One previous course in sociology.

Behavioral Science 302. Analysis of Survey Data

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

Behavioral Science 303. Participant Observation: Research Methods in the Study of Everyday Social Relations

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

Behavioral Science 311. Small Groups

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

Behavioral Science 312. Social Psychology

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

IN ST 313. Sociology of Religion

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

Behavioral Science 317. Socialization

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

Behavioral Science 318. Culture and Personality

A survey of the impact of psychology on anthropological studies. Focus on the relationship between cultural processes and personality characteristics in tribal and modernizing societies. Prerequisites: One course in anthropology or psychology or permission of instructor.

Behavioral Science 321. Community Politics

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

Sociology 323. Sociology of Power

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. Prerequisite: One course in sociology or permission of the instructor.

Sociology 324. Sociology of Deviance

A consideration of sociological approaches to the study of deviance. Emphasis is on the relationship of deviance to social structure and social processes. Prerequisite: One course in sociology or permission of the instructor.

Sociology 325. Sociology of Crime

Examination of the social dimensions of crime. Various conceptual frameworks are considered and their implications for the study of crime assessed. Attention is given to the relationship between criminal behavior and the structure and organization of the criminal justice system. Prerequisite: One course in sociology and junior standing; or permission of the instructor.

Sociology 326. Juvenile Delinquency

An examination 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. Prerequisite: One course in sociology and junior standing or permission of the instructor.

Behavioral Science 327. Race and Ethnic Relations

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

Sociology 328. Organization of Ethnic Groups

Theoretical and practical perspectives to the organization and social structure of ethnic groups. Emphasis is placed on analysis of institutions affecting ethnic populations. Prerequisite: One course in sociology or permission of the instructor.

Sociology 329. Police and Society

An analysis of the relationship between law enforcement and the social structure of the community. Includes an examination of the relation of police to minority and ethnic groups, power and social elite, and political and social action movements. Prerequisite: one course in sociology or permission of the instructor.

Behavioral Science 331. Political Sociology

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

Sociology 333 (formerly Sociology 477.018). Mexican American in a Contemporary Society

An exploration of the political, social, and cultural development of the Mexican-American. Emphasis will be upon modern social problems and sociological factors involved. An evaluation of various causes and solutions of problems will be approached. Lectures, discussions, and selected investigations.

Sociology 334 (formerly Sociology 477.011). Sociology of Total Institutions

A consideration of the historical development and organizational structure of total institutions in the United States. Emphasis will be on an analysis of correctional and psychiatric facilities from a sociological perspective. Opportunities will be made available for field experience in selected institutions. Prerequisite: One course in Sociology or permission of the instructor.

Behavioral Science 335. Social Structure

An introduction to the comparative study of kinship systems and non-kinship groups. Characteristics of the non-Western societies typically studied by anthropologists. Prerequisite: One course in anthropology or sociology or permission of the instructor.

Behavioral Science 340. Psycholinguistics

Topics and theories in language and thought, including language acquisition in children, language comprehension and production, biological bases of language, meaning, linguistic relativity, and aphasia.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

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

Sociology 361. Sociology of Education

Study of education as a social system: its functions and its social bases. Attention is given to the internal processes and structure of educational institutions and to their interdependent relationships with the enveloping society. Lectures and discussion. Prerequisite: One course in sociology or permission of the instructor.

Sociology 363. Religious Behavior

An overview of social science perspectives on religious behavior. Course includes a brief review of the relationship between social structure and religion, but focuses primarily on religious behavior in the context of American Society. Topics covered include the Protestant Ethic, and the social ethic as reflected in current religious activity, religious socialization and value systems, the structure and function of religious institutions and structural correlates of religious behavior. Prerequisite: One course in sociology or anthropology or permission of instructor.

Sociology 364. Family and Society

Family as a social institution. Emphasis is on historical and cross-cultural variation in family systems. Factors associated with change in the structure and function of the family are also considered. Prerequisite: One course in sociology or permission of the instructor.

Sociology 365. Sex Roles and Society

Historical and cross-cultural analysis of the development and maintenance of sex role differences. Emphasis on sex role socialization during childhood, adolescence, and adulthood. Prerequisite: One course in sociology or permission of the instructor.

Sociology 366. Childhood and Society

An analysis of the relationship between society and the individual with an emphasis on the content and process of socialization. One objective is to promote interstimulation among the various disciplines in an effort to understand the extent to which the larger social contexts and structures (within which socialization takes place) influence the goals and means used by socialization agents, and the personality outcomes of children. Accordingly, the sociological perspective is supplemented by contributions from anthropology and psychology as we attempt to go beyond the conventional boundaries of the subject: childhood and society. Prerequisite: One course in sociology or permission of the instructor.

Sociology 367. Sociology of Medicine

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

IN ST 371 (formerly Sociology 477.023). Theoretical Perspectives in Criminal Justice

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 at the relationship between day-to-day functions of the police, courts, and corrections on the one hand and theoretical schemes on the other. Prerequisite: One course in public administration or sociology or permission of the instructor.

Sociology 376. Police Processes and Systems

Philosophy, theory, and processes of American police agencies at the federal, state, and local level. Critiques of assumptions, policies, and practices, from a sociological perspective. Consideration of strategies for implementing change in police organizations. Prerequisite: One course in public administration or sociology or permission of the instructor.

Sociology 378. Court Processes and Systems

Philosophy, theory, and processes of American court institutions, including prosecution and defense, at federal, state, and local level. Critique of assumptions, policies, and practices, from a sociological perspective. Consideration of strategies for implementing change in the judicial system. Prerequisite: One course in public administration or sociology or permission of the instructor.

Sociology 379. Corrections Processes and Systems

Philosophy, theory, and processes of American correctional institutions at federal, state, and local level. Critique of assumptions, policies, and practices. Consideration of strategies for implementing change in correctional institutions. Prerequisite: One course in public administration or sociology or permission of the instructor.

Behavioral Science 400. Data Processing in the Behavioral Sciences

This course will familiarize the student with a wide range of data processing techniques and instruments including McBee keysort, card punching, card sorting, reproducing, time sharing, basic computer language, Fortran, SPSS and BMD processing packages. The primary goal is to provide the advanced behavioral science student with knowledge of data manipulation techniques. The course will be modularized so that those who already have certain knowledge may skip those modules. Although extensive math is not required (students will not come out of this course as certified programmers), some background in statistics and methodology is expected.

Sociology 401. Contemporary Sociological Theory

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

Sociology 402. The Development of Social Thought

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

Sociology 403. Selected Topics in Sociological Theory

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

IN ST 420. Demography

Characteristics of population totals, densities, and distributions. Age, sex, and racial structures. Cause and effect relationships of changes over space and time. Population problems: health, age, and sex ratios, socio-economic and ethnic, over and under population. Demography of emerging, developed, and overdeveloped countries. Population impacts on the environment and environmental impacts on population. Development of mathematical models. Prerequisite: HDA 201 or Behavioral Science 300.

Sociology 426. Sociology of Corrections

An examination of the socio-historical development, and organizational structure and function of corrections in Western society. Emphasis on line, administrative, and inmate interactions. Consideration of current issues in corrections. Prerequisite: One course in sociology and junior standing or permission of the instructor.

Sociology 440. Social Stratification and Class

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

Sociology 441. Sociology of Complex Organizations

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

Sociology 442. Urban Sociology

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

Sociology 443. Collective Behavior

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

Sociology 444. Social Change

Changes and trends in contemporary American society. Various approaches to change are examined, with attention given to change at different levels of organization. Current trends are examined in regard to their significance for the future. Prerequisite: One course in sociology or permission of the instructor.

Sociology 450 (formerly Sociology 477.016). Social Organization of Probation and Parole

Socio-historical and theoretical perspectives to the organization and function of probation and parole. Emphasis on the organization and function of those elements of the correctional process concerned with resocialization and reintegration of offenders. Prerequisite: Two courses in sociology or permission of the instructor.

Sociology 464 (formerly Sociology 477.022). Family and Stress

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 will focus 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. Prerequisite: One course in sociology of the family or permission of the instructor.

Sociology 465. Sociology of Law

An analysis of the role of law in society. The relationships between law and social control, social value systems, and social change are examined. Special emphasis on the legal profession, courts, and police in relation to the law. Prerequisite: One course in sociology and junior standing or permission of the instructor.

Sociology 477. Selected Topics in Sociology

Offered periodically as announced. Examples of possible topics include: Sociology of Mass Communications; Role and Reference Group Behavior; Social Movements; Family and Stress. Prerequisite: One course in sociology or permission of the instructor. May be repeated for different course content.

Sociology 480. Directed Research Seminar in Sociology

Students conduct and write up a research study under faculty supervision. Prerequisite: Permission of the instructor.

Sociology 481. Directed Research in Sociology (1-5)

Student executes a scientific investigation in sociology under faculty supervision. Strongly suggested for majors considering graduate study in sociology. May be repeated for credit. Prerequisite: Prior consent of instructor.

Sociology 490. Senior Seminar in Sociology (6)

Consideration of the nature of the discipline. Integration of material from other courses. The relationship of sociology to other fields of study. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor or permission of the instructor.

Sociology 499. Individual Study (1-5)

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

Graduate Courses**Behavioral Science 500. Quantitative Methods in the Behavioral Sciences**

This course is intended to provide the graduate student with an overview of the major techniques used for quantitative analysis in contemporary behavioral science. The course reviews and elaborates on basic tests of significance, measures of association, and techniques of data compilation and analysis. The final few weeks involve a practicum in the use of a selected technique of data compilation and analysis chosen by the student leading to skill in the use of that particular technique. Not open for undergraduate credit. Prerequisite: A college level course in statistics.

Behavioral Science 501. Philosophy and Methodology of Social Sciences

An examination in depth of the philosophical and methodological bases of the behavioral sciences as empirically grounded sciences. Not open for undergraduate credit.

Behavioral Science 512. Advanced Social Psychology

An exploration of theory and research concerning the individual in a social context. Selected topics will be considered in detail, with emphasis on contemporary issues in social psychology. Prerequisites: Behavioral Science 312 (or equivalent) and consent of instructor.

Sociology 524. Seminar on Deviance

An in-depth examination of major theoretical positions advanced in the sociology of deviance. Emphasis is placed on the research and policy implications which follow from these statements. Prerequisite: One course in the sociology of deviant behavior or permission of the instructor.

Behavioral Science 525M. Sociology for Teachers (1-3)

This course is intended to provide students with a working knowledge of the nature of contemporary sociology. The first module, for one unit of credit, encompasses a range of readings which give an overview and critical comments on the nature of the discipline; the second, for an additional unit, requires the student to explore in some depth examples of studies which illustrate the orientation and methodology of practitioners of the discipline; the third, for an additional unit, involves the student's developing a research problem and a research design from the perspective of the discipline.

Sociology 541. The Sociology of Complex Organizations

Emphasis will be on intensive examination of service organizations, i.e., organizations which have people as their primary product (mental institutions, schools, hospitals, prisons, etc.). Analysis will include consideration of both formal and informal structure, the effect of the organization and its goals on both the staff and the people being served, as well as the implications for the larger society and service-oriented bureaucratic organizations. Field work required. Prerequisite: One course in complex organizations or permission of instructor.

Behavioral Science 540. Social Organization

Studies and theories of social organization. This course will include analyses of large scale organization in relationship to participating individuals within the context of social change. The course provides credit for the M.A. in Behavioral Science but does not provide credit within the various departments of the school. Prerequisite: Open only to students admitted to the program leading to the M.A. in Behavioral Science; or permission of instructor.

Sociology 544. Social Conflict and Social Change

Examination of the sources of violent and non-violent movements in social systems. Attention will be concentrated on analysis of the role of violence and non-violence in providing impetus for large scale structural changes in modern industrial societies. Empha-

sis will be on assessing the functional and dysfunctional aspects of these two forms of conflict. Prerequisite: One course in Social Change, Sociology of Power, or Social Stratification; or permission of the instructor.

Sociology 564. Seminar on the Family

The family as a sociological field of study. Assessment of significant historical and contemporary literature. Prerequisite: One course in the sociology of the family or permission of the instructor.

Sociology 577. Advanced Topics in Sociology

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

Sociology 600. Core Course in Sociology

Intensive exposure to broad content areas of sociology. Course is intended as a core course of the Master of Arts in Behavioral Sciences program as well as for departmental graduate students with little or no undergraduate preparation in sociology.

Behavioral Science 695. Master's Thesis in Behavioral Science (5-10)

Sociology 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.

REQUIREMENTS FOR THE MAJOR IN CRIMINAL JUSTICE

For a major in Criminal Justice a student must demonstrate familiarity with the basic principles and techniques underlying a broad interdisciplinary approach to the study of criminal justice, including competency in statistics. To fulfill the requirement for the major, a student must complete at least ten courses acceptable to the department (see list below) in addition to a course in statistics. Students are also encouraged to take the augmented major involving twenty additional units selected from among courses relevant to personal and professional goals (see listing on page 122).

At the end of the sophomore year or at the beginning of the junior year, a student who declares Criminal Justice as his major is expected to plan a program of study in consultation with an advisor assigned by the department. Specifically, the following are required:

- A. Behavioral Science 300 Introduction to Social Inquiry
- B. IN ST 371 Theoretical Perspectives in Criminal Justice
- C. One college-level course in statistics approved by the department. In addition, it is strongly recommended that the student familiarize himself with computer programming and data processing, either independently or through appropriate course work.
- D. *Two courses* from among the following, which deal with issues related to definitions, development of, and response to criminal or delinquent behavior:

Sociology 324	Sociology of Deviance
Sociology 325	Sociology of Crime
Sociology 326	Juvenile Delinquency
Psychology 315	Theory and Research in Psychopathology
Psychology 316	Personality
Psychology 444	Psychology of Aggression

- E. *Three courses* from among the following, which have relevance for the relationship between the public and criminal justice agencies:

Sociology 328	Organization of Ethnic Groups
Sociology 443	Collective Behavior
Sociology 464	Family and Stress
Behavioral Science 327	Race and Ethnic Relations
Behavioral Science 351	Social Psychology of the Ghetto/Barrio

History 366	The Chicano Experience Since 1846
History 456	American Social and Cultural History, 1800-1900
History 466	Black History Since 1865
History 458	Selected Topics: Violence and Coercion in the American Past

F. *Two courses* from among the following, which deal with issues related to the economics or administration of criminal justice agencies and the processing of law violators:

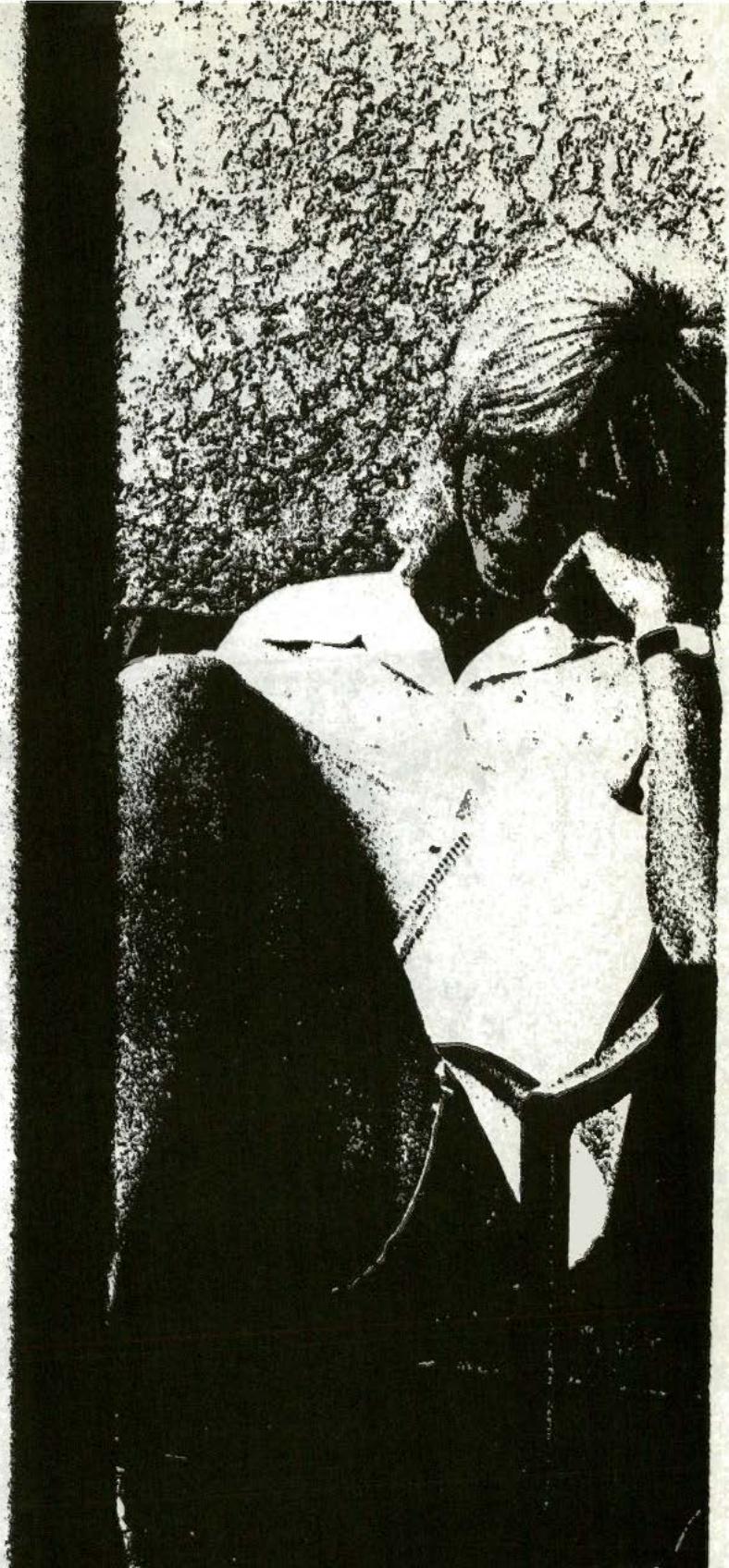
Behavioral	
Science 321	Community Political Processes
BPA 322	Management and Organizational Behavior
BPA 423	Personnel Management
BPA 471	Criminal Justice Administration
BPA 496	Directed Study in Administration
Economics 335	The Economics of Crime
IN ST 375	Administrative Processes in Government
IN ST 475	Problems in Public Administration

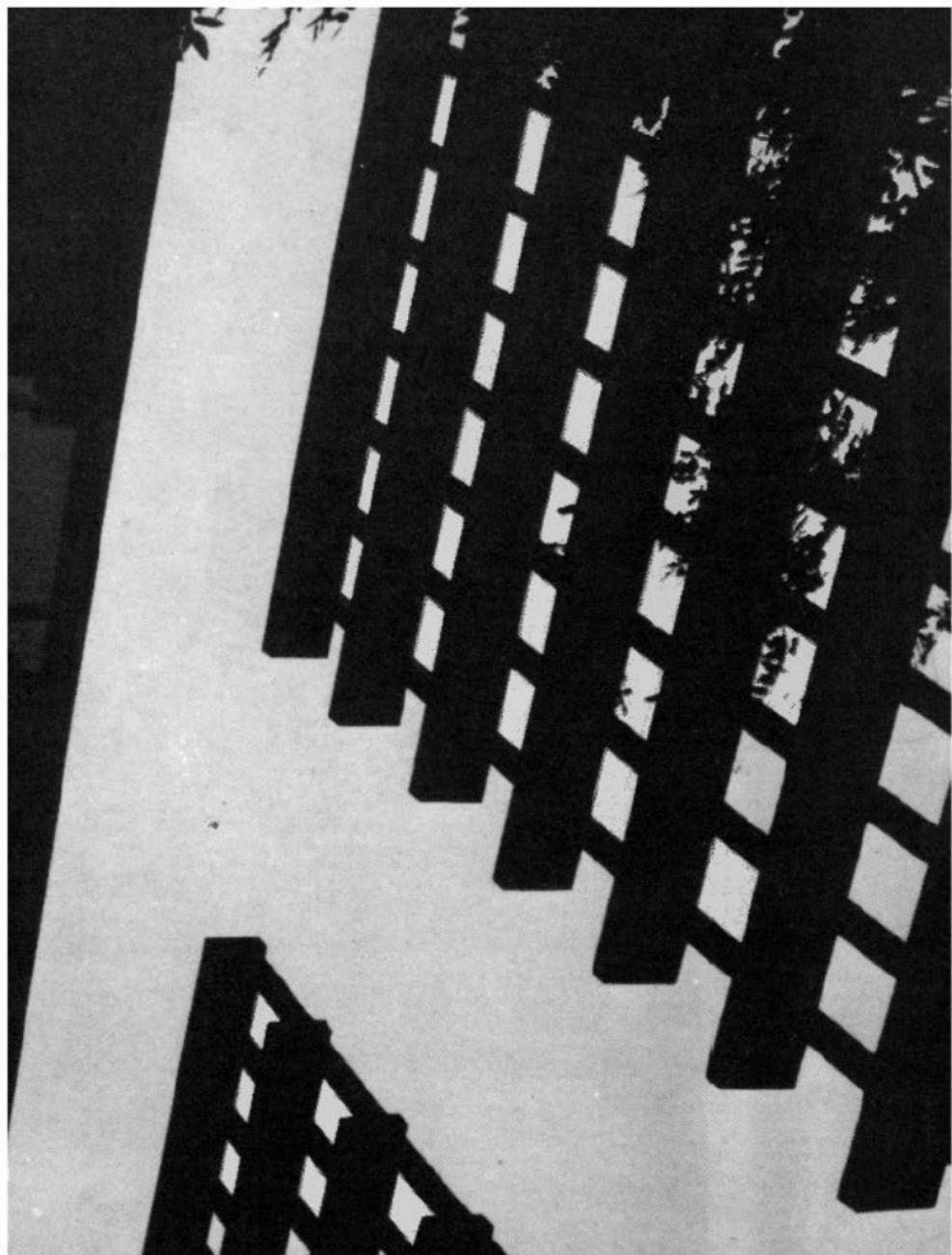
G. Sociology 490, Senior Seminar (for Criminal Justice majors)

H. The satisfactory completion of *one* of the three options listed below:

1. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
2. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Crime, Law and Society, Chicano Studies, Asian Studies, Latin American Studies, and Women's Studies.
3. An augmented major consisting of at least 20 units, approved by the student's advisor. Examples of the courses relevant to the augmentation are listed below:

Sociology 329	Police and Society
Sociology 426	Sociology of Corrections
Sociology 465	Sociology of Law
Sociology 334	Sociology of Total Institutions
Sociology 450	Social Organization of Probation and Parole
BPA 472	Administrative Law
BPA 475	Policy and Planning in the Criminal Justice System
Sociology 376	Police Processes and Systems
Sociology 378	Court Processes and Systems
Sociology 379	Corrections Processes and Systems
Philosophy 334	Philosophy of Law
Philosophy 335	Law and Morality: Rights and Responsibility
Political	
Science 314	The Adjudication Process: Judicial Systems
Political	
Science 315	The Adjudication Process: Civil Liberties





SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

The School of Business and Public Administration offers an educational program designed to prepare students to become professional administrators who are prepared to serve in all sectors of organized human endeavor. The School emphasizes the development of a college graduate who will be: (1) equipped and willing to make decisions in the areas of policy formulation and the conduct of the affairs of business and public organizations; (2) aware of the social, economic, political, and philosophical implications and interrelationships involved in his decisions; and (3) analytic in orientation and cognizant of the conceptual foundations of his areas of application.

Three basic degree programs are offered in the School. They are:

(1) Bachelor of Science in Business Administration with concentrations in:

Accounting	Finance
Agribusiness	Management
Economics	Marketing

(2) Bachelor of Arts in Public Administration

(3) Master of Science in Administration with options in:

Business Administration
Public Administration

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION *

The curriculum is designed for students who wish to complete the requirements for a Bachelor of Science degree with a major in Business Administration. This curriculum has two major components: (1) a number of required courses which provide a foundation for understanding business organizations and their operations, and (2) a concentration of courses which permits an in-depth study of a selected aspect of business activities. The foundation courses required of all degree majors and the areas of specialization are identified below. (Please note that all Business Administration majors must take at least 75 quarter hours of their program in courses offered by the School of Business and Public Administration or the Department of Economics, and must take at least 75 quarter hours in courses offered outside business and economics.)

Foundation Courses

1. Accounting: BPA 201 and 202, or equivalent
2. Economics: Econ. 101 and 102, or equivalent
3. Statistics: BPA 230 or Math 140 or equivalent
4. Mathematics: Econ 300 or Math 120 or equivalent
5. Familiarity with computer programming and data processing is strongly recommended.

REQUIREMENTS FOR THE MAJOR IN BUSINESS ADMINISTRATION

A. UPPER DIVISION CORE COURSES:

BPA 320	Management Science I
BPA 322	Management and Organizational Behavior
BPA 340	Marketing Management
BPA 370	Legal Environment of Business
IN ST 375	Administrative Processes in Government
BPA 381	Financial Management
BPA 490	Senior Seminar in Business Administration

* Accredited by the American Assembly of Collegiate Schools of Business.

B. UPPER DIVISION CONCENTRATION ELECTIVES

In addition to completing the foundation and core requirements specified above, students must complete four additional courses in business and/or economics for a minimum of eleven upper division courses, totalling at least 55 quarter units. Students may specialize in one of the areas of concentration offered by the School of Business and Public Administration. These areas and their specific course requirements are listed below.

ACCOUNTING

Additional Foundation Course: One college level course in computer technology approved by Accounting faculty, e.g., Math 110, Math 210.

Required of all students concentrating in Accounting:

BPA 301	Intermediate Accounting I
BPA 302	Intermediate Accounting II
BPA 303	Managerial Accounting
BPA 304	Federal Income Tax Accounting I

And two additional courses selected from the following:

BPA 305	Federal Income Tax Accounting II
BPA 330	Administrative Computer Techniques
*BPA 400	Advanced Accounting
BPA 401	Advanced Managerial Accounting
*BPA 408	Auditing

Recommended Elective: BPA 372 Business Law

*Recommended for those students planning to enter public accounting.

AGRIBUSINESS

Required of all students concentrating in Agribusiness:

BPA 366	Agricultural Prices and Marketing
BPA 367	Agricultural Production Analysis
BPA 468	Contemporary Problems in Agribusiness

And one course selected from the following:

BPA 321	Management Science II
BPA 325	Small Business Management
BPA 450	Marketing Planning and Problem Solving
BPA 467	Interregional Trade in Agribusiness
Econ 361	Managerial Economics

BUSINESS ADMINISTRATION

(actually a Business Administration degree without a concentration)

Students concentrating in Business Administration may select any set of four upper division courses in business or economics.

ECONOMICS

Required of all students concentrating in Economics:

Econ 301	Advanced Value and Distribution Theory
Econ 302	Advanced National Income Theory

And any two (2) of the following:

Econ 312	International Economics
Econ 314	Theory of Economic Development
Econ 316	Comparative Economic Systems
Econ 320	Economics of Fiscal Theory and Policy
Econ 322	Introduction to Public Choice
Econ 325	Money, Banking and the Economy
Econ 330	Industrial Organizations
Econ 340	Introduction to Regional, Urban, and Rural Economics
Econ 348	Labor Economics
Econ 361	Managerial Economics
Econ 402	Mathematical Economics

Econ 407	Operations Research
Econ 443	Natural Resource Economics

FINANCE

Required of all students concentrating in Finance:

BPA 382	Money and Capital Markets
BPA 383	Investments
BPA 481	Advanced Financial Management

And one course selected from the following:

BPA 380	Social Insurance
BPA 384	Risk and Insurance
BPA 386	Financial Institutions
BPA 480	International Finance
BPA 482	Security Analysis and Portfolio Management
BPA 484	Risk Management
BPA 485	Real Estate Financing and Investing
BPA 486	Real Estate Capital Markets

MANAGEMENT

Four courses selected from the following:

BPA 321	Management Science II
BPA 323	Personnel Management
BPA 325	Small Business Management
BPA 330	Administrative Computer Techniques
BPA 420	Leadership and Communication in Organizations
BPA 424	Labor Relations and Collective Bargaining
BPA 426	Problems in Personnel Management
BPA 430	Advanced Statistical Decision Analysis
BPA 476	Public Personnel Administration
BehSci 312	Social Psychology
Soc 441	Sociology of Complex Organizations
Econ 361	Managerial Economics

MARKETING

Required of all students concentrating in marketing:

BPA 350	Consumer Behavior
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And three courses selected from the following, including either BPA 445 or 450 or both

BPA 352	Marketing Communications Strategy
BPA 353	Management of the Sales Function
BPA 354	Marketing Channels and Institutions Management
BPA 356	New Product and Pricing Decisions
BPA 445	Marketing Research and Control
BPA 450	Marketing Planning and Problem Solving
BPA 460	International Marketing
BPA 465	Agricultural Prices and Marketing
BPA 474	Business and Society
Econ 301	Advanced Value and Distribution Theory
Econ 361	Managerial Economics

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in Business Administration has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Business has been approved for a CSB graduate in Business Administration.

BACHELOR OF ARTS IN PUBLIC ADMINISTRATION *

The Bachelor of Arts (B.A.) in Public Administration is intended to prepare undergraduate students for public service careers as well as to upgrade the knowledge and skills of professional personnel already employed in government organizations.

- * The Bachelor of Arts in Public Administration consists of work in Business and Public Administration augmented by interdisciplinary and Behavioral Sciences courses, and thus meets the requirements of a Bachelor of Arts degree as outlined on Page 52 of the catalog.

Foundation Courses

1. Accounting: BPA 201 or equivalent
2. Economics: Econ 101 and 102, or equivalent
3. Statistics: BPA 230 or Math 120 or equivalent
4. Mathematics: Math 102, Math 120, or Econ 300, or equivalent
5. Political Science: Pol Sci 100 or equivalent

Familiarity with computer programming is recommended.

REQUIREMENTS FOR THE MAJOR IN PUBLIC ADMINISTRATION**UPPER DIVISION CORE REQUIREMENTS:**

BPA 322	Management and Organizational Behavior
IN ST 375	Administrative Processes in Government
BPA 491	Senior Seminar in Public Administration

UPPER DIVISION BPA ELECTIVES: Four upper division BPA courses, selected from the following, including either BPA 476 or BPA 478 or both

BPA 320	Management Science I
BPA 323	Personnel Management
BPA 330	Administrative Computer Techniques
BPA 370	Legal Environment of Business
BPA 381	Financial Management
BPA 420	Leadership and Communications in Organizations
BPA 424	Collective Bargaining
BPA 426	Problems in Personnel Management
BPA 471	Administration of the Criminal Justice System
BPA 472	Administrative Law
BPA 473	Public Administrators, the Press, and Community Pressure Groups
BPA 474	Business and Society
BPA 475	Policy and Planning in the Criminal Justice System
BPA 476	Public Personnel Administration
BPA 477	Selected Topics in Business
BPA 478	Budgeting in Public Organizations
BPA 479	Urban Planning and Public Policy
BPA 496	Directed Study in Administration
BPA 499	Individual Study in Administration
BPA 571	Seminar in Criminal Justice Administration

UPPER DIVISION BEHAVIORAL SCIENCE ELECTIVES: At least two upper division Behavioral Science courses, or 10 quarter units, selected from the following list, or any other upper division Behavioral Science courses approved in advance by the student's advisor

BehSci 311	Small Groups
BehSci 312	Social Psychology
BehSci 321	Community Politics
BehSci 322	Introduction to Public Choice
BehSci 327	Race and Ethnic Relations
BehSci 351	Social Psychology of the Ghetto/Barrio
Econ 302	Advanced National Income Theory
Econ 320	Economics of Fiscal Theory and Policy
Econ 340	Introduction to Regional, Urban, and Rural Economics

Econ 344	The Economics of Poverty
Econ 443	Natural Resource Economics
PolSci 314	Judicial Politics
PolSci 315	Civil Liberties
PolSci 316	Legislative Politics
Soc 324	Sociology of Deviance
Soc 328	Organization of Ethnic Groups
Soc 441	Sociology of Complex Organizations
Soc 442	Urban Sociology

Total required upper division course units for B.A. in Public Administration: 46

MINOR IN BUSINESS ADMINISTRATION

A minor in Business Administration is available for candidates for a B.A. degree. (A minor is not required of students majoring in Business Administration.)

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

MINOR IN PUBLIC ADMINISTRATION

A student who desires a minor in Public Administration (a minor is not required of students majoring in Public Administration) should take the following courses:

IN ST 375
BPA 491

And two other Public Administration courses

MASTER OF SCIENCE IN ADMINISTRATION

The Master of Science in Administration offers a broad program appropriate for individuals seeking professional positions as managers or administrators. The program is designed to develop the special abilities required for performance in organizations having both economic and social objectives. The program enables individuals to obtain an understanding of forces in the external environment which affect the operations of private and public organizations. Equal attention is given to developing an appreciation of the internal elements of human organizations. Presently a student may elect either a Business Administration Option or a Public Administration Option. (Specific requirements for each option are described below.)

Admission to the Program

To be eligible for admission to the program, one must possess a baccalaureate degree from an accredited college or university and must show high promise of academic success. Typical standards for determining promise of academic success are:

- (1) A satisfactory grade point average (based upon a four-point scale) comprising at least one of the following:
 - (a) A grade point average of 2.50 in all undergraduate course work, or
 - (b) A grade point average of 2.75 in all upper division course work, or
 - (c) A grade point average of 3.00 in the foundation courses required for the selected degree option.
- (2) A satisfactory score on the Graduate Management Admissions Test for those selecting the Business Administration Option or the Graduate Record Examination for those selecting the Public Administration Option.

The program is designed to accommodate the part-time as well as the full-time student. Classes will be scheduled in the late afternoon and evening. Full-time students who have completed the foundation requirements may complete the degree program in four quarters.

The Program

The Master of Science program has two interrelated sets of course requirements: (1) an integrated foundation of courses which assures that each student develops an understanding of the primary components of organizational operations, and (2) a core of graduate courses which treat the central elements of the administrative process. Beyond the graduate core each student may select graduate and senior level courses according to his own interest.

Business Administration Option

Foundation Requirements

The following courses, or their equivalents, must be completed before students may enroll in graduate courses offered for the degree:

Statistics: Math 140 or BPA 230

Mathematics: Math 120 or Econ 300

Economics: Econ 101 and 102, or Econ 500

Familiarity with computer programming and data processing is strongly recommended.

BPA 201 Introduction to Financial Accounting

BPA 202 Introduction to Planning and Control Systems

BPA 320 Management Science I

BPA 322 Management and Organizational Behavior

BPA 340 Marketing Management

BPA 370 Legal Environment of Business

BPA 381 Financial Management

BPA 490 Senior Seminar in Business Administration

Graduate Requirements

Forty-five (45) units of approved graduate work are required for the Master of Science in Administration with option in Business Administration. Thirty (30) of these units must be in 600-level courses from Business and Public Administration; the remaining fifteen (15) units may be in approved 400- and 500-level courses. All candidates for the degree must complete the following core courses:

BPA 622. Managerial and Organizational Performance

BPA 633. Theories of Decision Making

BPA 680. Financial Policy

Public Administration Option

Foundation Requirements

The following courses, or their equivalents, must be completed before students may enroll in graduate courses offered for the degree:

Statistics: Math 140 or BPA 230

Mathematics: Math 120 or Econ 300

Economics: Econ 101 and 102, or Econ 500

Accounting: BPA 201

Public Administration: IN ST 375

Five (5) approved upper division or graduate courses selected from economics, political science, psychology, sociology, history or business administration

Familiarity with computer programming is recommended

Graduate Requirements

Forty-five (45) units of approved graduate work are required for the Master of Science in Administration with option in Public Administration. Thirty (30) of these units must be in 600-level courses from Business and Public Administration; the remaining fifteen (15)

units may be in approved 400- and 500- level courses. All candidates for the degree must complete the following core courses:

BPA 622	Managerial and Organizational Performance
BPA 633	Theories of Decision Making
BPA 679	Public Budgeting and the Administration of Financial Resources

In addition, two courses must be selected from the following:

BPA 671	Seminar in Public Administration
BPA 672	Advanced Seminar in Public Administration: Political-Administrative Relationships
BPA 673	Personnel Management and Collective Bargaining in the Public Sector
BPA 674	State and Local Public Management Processes
BPA 676	Public Policies Toward Business
BPA 678	Comparative Administrative Systems

COURSES

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

Experiential Learning

Credit for prior work experience is available in the School of Business and Public Administration:

BPA 289	1-5 units of lower division credit
BPA 489	1-5 units of upper division credit

Interested students should contact the Office of the School Dean.

Lower Division

BPA 100. Perspectives in Business

The conceptual foundations of business are covered, with consideration of the roles and social responsibilities of business in modern society. An explanation of American business enterprises and their functions. Case studies and practical problems illustrating current practices and functional interrelationships in important areas of business organizations. Relation of the study of business to other disciplines. Not open to upper division BPA students.

BPA 201. Introduction to Financial Accounting

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

BPA 202. Introduction to Planning and Control Systems

After an introduction to the basic management information systems concepts, the course focuses on cost systems, profit planning, cost behavior, cost analyses, and performance measurement. Prerequisite: BPA 201.

BPA 203. Business Law I

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

BPA 204. Business Law II

Law of real and personal property, commercial paper, bankruptcy, bailments, and liens. Satisfies the requirement of Business Law for the California real estate broker license.

BPA 230. Statistical Decision Analysis

An examination of elementary stochastic methods and inferential models as applied in business analysis and decision making. Not open to students who have already taken statistics.

Upper Division**BPA 301. Intermediate Accounting I**

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

BPA 302. Intermediate Accounting II

Continuation of BPA 301. Prerequisite: BPA 301.

BPA 303. Managerial Accounting

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

BPA 304. Federal Income Tax Accounting I

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

BPA 305. Federal Income Tax Accounting II

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

BPA 320. Management Science I

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

BPA 321. Management Science II

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

BPA 322. Management and Organizational Behavior

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

BPA 323. Personnel Management

Policies and practices affecting the management of manpower resources in business organizations. A survey of the employment process, compensation and motivation systems, employee training and development practices, performance appraisal methods, and union-management relations. Prerequisite: BPA 322 or permission of instructor.

BPA 325. Small Business Management

A comprehensive study of the managerial considerations for the small business entrepreneur. Acquisitions, location, legal considerations, staffing, finances, taxation, marketing, labor relations, and other topics of interest to small business management will be analyzed.

BPA 330. Administrative Computer Techniques

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

BPA 340. Marketing Management

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

BPA 350. Consumer Behavior

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

BPA 352. Marketing Communications Strategy

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

BPA 353. Management of the Sales Function

Managerial and analytical orientation. Emphasis on sales planning, analysis, and control, including market and sales forecasting, territorial layout and quantitative analysis of the field sales force, with special attention to profitability studies of product line, territories, and salesman effectiveness. Prerequisite: BPA 340.

BPA 354. Marketing Channels and Institutions Management

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

BPA 356. New Product and Pricing Decisions

The course deals with analytical methods for the solution of marketing problems with emphasis on new product and pricing decisions. The new product portion of the course deals explicitly with product innovation and diffusion of innovations. The pricing section of the course examines the environment of pricing; effect of legislation; contributions to pricing from economic theory, management science, and the behavioral sciences. Prerequisite: BPA 340.

BPA 366. Agricultural Prices and Marketing

Agricultural price determination and forces affecting change. Organization of commodity and farm supply markets. Role of government policy in marketing. Framework for analyzing agriculture problems.

BPA 367. Agricultural Production Analysis

Developing the tools for effective organization of agricultural production, emphasizing the economic principles involved. Includes farm management information, enterprise budgeting, use of computers in operations, risk and uncertainty, acquisition of capital and other resources.

BPA 370. Legal Environment of Business

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

IN ST 371. Theoretical Perspectives in Criminal Justice

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 at the relationship between day-to-day functions of the police, courts, and corrections on the one hand and theoretical schemes on the other. Prerequisite: One course in public administration or sociology or permission of the instructor.

BPA 372. Business Law

An introduction to business law to include the law of contracts, agency, sales, property, trusts, estates, bailments, commercial paper, liens, and bankruptcy. Not open to students who have taken two lower division business law courses.

IN ST 373. Business in American Life

An interpretation about how business considered as a profit-seeking activity has influenced the tenor and quality of life in the United States from the period of the Revolution to the recent past. Carries credit in either History or Business and Public Administration.

IN ST 375. Administrative Processes in Government

This course provides an introduction to the field of public administration and assumes no previous familiarity with the subject. Topics surveyed 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 will focus on readings and cases pertaining to local and state administration, although issues involving the federal level will be discussed where appropriate. Satisfies U.S. Constitution and California Government portion of the American Institutions requirement.

BPA 380. Social Insurance

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

BPA 381. Financial Management

Theoretical and practical concepts underlying the analysis of the acquisition, management, and disposition of funds by the corporate financial manager. Prerequisites: BPA 201 and 202.

BPA 382. Money and Capital Markets

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

BPA 383. Investments

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

BPA 384. Risk and Insurance

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

BPA 386. Financial Institutions

A survey of financial institutions, with emphasis on operating practices and interrelationships. Special attention given to differences among institutions: commercial banks, savings and loans, investment firms, etc. Additional emphasis on local financial institutions. Prerequisite: BPA 381.

BPA 400. Advanced Accounting

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

BPA 401. Advanced Managerial Accounting

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

BPA 408. Auditing

The fundamentals of auditing theory and practice; ethical standards, auditing standards, auditing techniques, and the audit report; special emphasis on independent audits by CPAs and the CPA's role in society. Prerequisites: BPA 302 and 303.

BPA 420. Leadership and Communication in Organizations

The examination of leadership practices and their effect. The emphasis is on both theories and techniques associated with effective leadership and communication in both public and private organizations in order to foster positive interpersonal relationships throughout the organization. Readings, discussion, and case analysis. Prerequisite: BPA 322 or permission of instructor.

BPA 424. Labor Relations and Collective Bargaining

Dynamics of the relationship between unions and management. Emphasis is on understanding the forces affecting the actions and decisions of the parties to labor contracts and labor negotiations. Includes a study of labor organizations, labor legislation, labor management, negotiating issues and practices, with special attention to the social, political, and organizational practices which influence labor-management relations. Prerequisite: BPA 322.

BPA 426. Problems in Personnel Management

Current problems affecting personnel policy, strategy, and decision making are examined: labor market analysis, manpower planning, job design, personnel appraisal, employee surveys, and organization development. Case analysis and presentation, research reports, and discussion of contemporary issues. Prerequisites: BPA 322 and senior standing.

BPA 430. Advanced Statistical Decision Analysis

The application of statistical methods employed in the making of managerial decisions. Emphasis is on applications and limitations of Bayesian and traditional multivariate statistical techniques. Prerequisites: Math 120 and 140, or comparable courses approved by the School.

BPA 445. Marketing Research and Control

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. Prerequisites: Basic statistics; BPA 340, BPA 320, BPA 430 recommended.

BPA 450. Marketing Planning and Problem Solving

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. Prerequisites: BPA 340 and two additional marketing courses, or permission of instructor.

BPA 460. International Marketing

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

BPA 467. Interregional Trade in Agribusiness

An analytical examination of problems associated with multi-plant and /or multi-market firms as related to agribusiness. The major emphasis is on efficiency in marketing and plant location.

BPA 468. Contemporary Problems in Agribusiness

A case study approach to contemporary problems in agribusiness, to include such topics as the relationship of agribusiness to current legislation, labor relations, and market conditions.

BPA 471. Administration of the Criminal Justice System

An introductory course providing an overview of the major components of the criminal justice system as well as the interrelationships between the system's primary components—police, courts, prisons, corrections, and probation. Emphasis will be placed upon the management, personnel, decision making and planning problems faced by administrators within the criminal justice system.

BPA 472. Administrative Law

A careful survey and analysis of major laws and legal concepts important for administrators serving within public agencies. The course will review such subjects as legislative delegation of power to administrators, the nature and role of administrative discretion, administrative rule-making, adjudication, judicial review, and general principles of administrative law.

BPA 473. Public Administrators, the Press, and Community Pressure Groups

This course will deal with public pressure processes such as lobbying, public hearings, advisory committees, community action, and participatory planning. The impact of the media on administrative decision making also will be examined in detail. The underlying theme will be the role of the administrator in understanding and coping with the influence of the press and community pressure groups.

BPA 474. Business and Society

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

BPA 475. Policy and Planning in the Criminal Justice System

An examination of policy-development processes in various elements of the criminal justice system with attention to their interrelationships. The role of the Criminal Justice Planning Councils will be employed, and a planning methodology will be introduced with opportunities for practice.

BPA 476. Public Personnel Administration

This course will explore several of the major issues and ideas of public personnel administration: promotion, pay, and firing of civil servants; the merit system; civil service boards; collective bargaining in the public sector; and ethical problems of modern civil servants. The course will be conducted on a seminar basis. Prerequisite: INST. 375.

BPA 477. Selected Topics in Business

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

BPA 478. Budgeting in Public Organizations

An examination of the role of the modern public budget in determining governmental policy, in coordinating public agencies, in controlling expenditures, in affecting intergovernmental relations, and in its impact on the private economy. Emphasis will be placed on understanding PPBS, the Budgetary Cycle, and the role of the Office of Management and Budgeting and Congressional Committees in budget preparation. Prerequisite: INST. 375.

BPA 479. Urban Planning and Public Policy

An introduction to the philosophy, theory, and practice of urban planning. A survey of the development of cities and urban regions and the structure and function of contemporary cities; a critical review of alternative theories, recent trends, and new directions in American planning concepts and institutions. Analysis of the content, function, and legal aspects of land-use controls, construction codes, mass transit, urban renewal, model cities, new towns, and related aspects of policy and program implementation. Students having a special interest in urban studies are encouraged to take Econ 340, ES 353, and Soc 442.

BPA 480. International Finance

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

BPA 481. Advanced Financial Management

Builds on the concepts introduced in financial management. The important concept of risk is introduced and methods for its analysis are explored. Case method. Prerequisite: BPA 381.

BPA 482. Security Analysis and Portfolio Management

Analysis of financial statements and security valuation. Emphasis on investment portfolios rather than individual financial instruments. Application of quantitative techniques for investment decisions. Prerequisite: BPA 381.

BPA 484. Risk Management

Risk management as it applies to the business setting. Use of both insurance and non-insurance techniques of handling business risks.

BPA 485 Real Estate Financing and Investing

Theoretical and pragmatic methods of analyzing real estate investments. Real estate investment opportunities are evaluated in the context of personal and business investment objectives. Satisfies the prerequisite of advanced real estate financing for the California real estate broker license. Prerequisite: BPA 381.

BPA 486. Real Estate Capital Markets

Identification and analysis of sources and uses of real estate credit and equity funds, market trends and criteria for evaluating private and public demand for housing, and governmental housing policies and programs. Prerequisite: BPA 381.

BPA 490. Senior Seminar in Business Administration (6)

A terminal integrating course. Analysis of a wide range of policy decisions, with focus on the role of the executive in planning and implementing programs. Prerequisites: BPA 320, 322, 340, 370, 381, or permission of instructor.

BPA 491 Senior Seminar in Public Administration (6)

This interdisciplinary senior seminar for students working towards a baccalaureate in public administration seeks to interrelate the major concepts and issues of the discipline drawn from prior course work taken in the Schools of Behavioral Science and Business and Public Administration. The seminar will examine three broad topic areas: (1) the structure and environment of modern public bureaucracy; (2) the key administrative processes such as decision making, leadership, communications, budgeting, and personnel; (3) alternative forms of administrative structures including those which presently may be regarded as "utopian."

BPA 496. Directed Study in Administration (1-5)

Students will be assigned to various business firms or agencies and will 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 as enrollments are limited.) Prerequisite: permission of instructor. May be repeated for credit.

BPA 499. Individual Study (1-5)

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

Graduate Courses

Note: Only students who are "classified" or who have permission from the Dean may enroll in 600 level courses.

BPA 513. Accounting for Management Decision Makers

Basic accounting concepts and procedures, stressing internal uses of data by management. Application of data thus generated to management's problems involving cost control, transfer pricing, feasibility studies, incremental cost analysis, and related topics. Prerequisites: BPA 201, 202, or equivalent. (Not open for credit to students who have completed BPA 303 and/or 401.)

BPA 571. Seminar in Criminal Justice Administration

Advanced seminar for students with a major interest in administration in some element of the criminal justice system. Emphasis will be upon research and field investigations of current administrative and policy problems which cut across the total system. Prerequisite: BPA 471 or consent of instructor.

BPA 605. Seminar in Accounting Theory

Current topics in financial accounting theory and practice.

BPA 622. Managerial and Organizational Performance

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

BPA 623. Seminar in Personnel Management

Special topics in the area of personnel management are examined in depth, including recruitment, selection, training, evaluation, wage and salary administration and related personnel functions. Prerequisite: BPA 322 or 323 or permission of instructor.

BPA 624. Seminar in Labor-Management Relations

Special topics in the area of labor-management relations are examined in depth, including labor history, labor legislation, collective bargaining, impasse resolution techniques, comparative industrial relations systems, and labor markets. Prerequisite: BPA 424 or permission of instructor.

BPA 630. Statistical Analysis for Managerial Decisions

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

BPA 631. Management Science Methods

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

BPA 633. Theories of Decision Making

Examination of various theories of the decision process within an administrative organization, including game theory, coalition theory, decision theory, the synoptic incremental and quantitative approaches to decision making.

BPA 640. Seminar in Marketing Management

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

BPA 642. Seminar in Consumer Behavior

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

IN ST 661. Managerial Economics

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

BPA 671. Seminar in Public Administration (6)

Examination of major concepts and issues in public administration. History of the development of the modern public service and bureaucracy. Investigation of the role of the public sector in American society and culture. A survey of current management and personnel practices in the public sector.

BPA 672. Advanced Seminar in Public Administration: Political-Administrative Relationships

An intensive study of the structural and theoretical foundations of modern public administration. A major investigation of key contemporary issues in the public administration field—the relationship between the elected political representatives and tenured public servants.

BPA 673. Personnel Resources Planning and Collective Bargaining in the Public Sector

Study of the public personnel and civil service systems in the federal, state, and local governments. Review of the methods of recruitment, promotion, discipline, and removal. Contemporary issues in collective bargaining and labor relations will be discussed.

BPA 674. State and Local Public Management Processes

An examination of management practices and problems in local and state governments. Stress will be placed upon the importance of the administrative staff in coordinating and controlling local government activities and on current methods of organization, staffing, budgeting, planning, and administrative communications. Particular attention will be given to Kern County and the City of Bakersfield.

BPA 676. Public Policies Toward Business

Analysis of laws, judicial decisions and governmental regulations affecting business operations and management decisions. The course seeks to examine the nature of the broad

social, political, and legal influences exerted upon enterprise management in the American economy.

BPA 677. Selected Topics in Administration (1-5)

In-depth study of a selected topic or topics not covered in regular courses. May be offered in response to student demand or instructor interest. Normally will involve extensive research and individual student projects. Prerequisite: Announced for each topic.

BPA 678. Comparative Administrative Systems

A comparative survey of the important elements of administrative systems in both the developed and developing countries. Special emphasis will be placed upon the role of the administrative organization as a key to political, social, and economic development in underdeveloped nations.

BPA 679. Public Budgeting and the Administration of Financial Resources

Investigation of the role of the budget in public administration. The course will focus on the impact of executive agency and legislative relationships upon the financial resources of state and local governments and the impact of public expenditures upon public policy.

BPA 680. Financial Policy

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

BPA 682. Seminar in Portfolio Management

Discussion and analysis of portfolio theory as a financial decision tool. Application of quantitative techniques through cases and problems. Emphasis will be directed toward evolving financial concepts and theories as they relate to portfolio theory.

BPA 685. Seminar in Capital Markets

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

BPA 698. Research in Administration

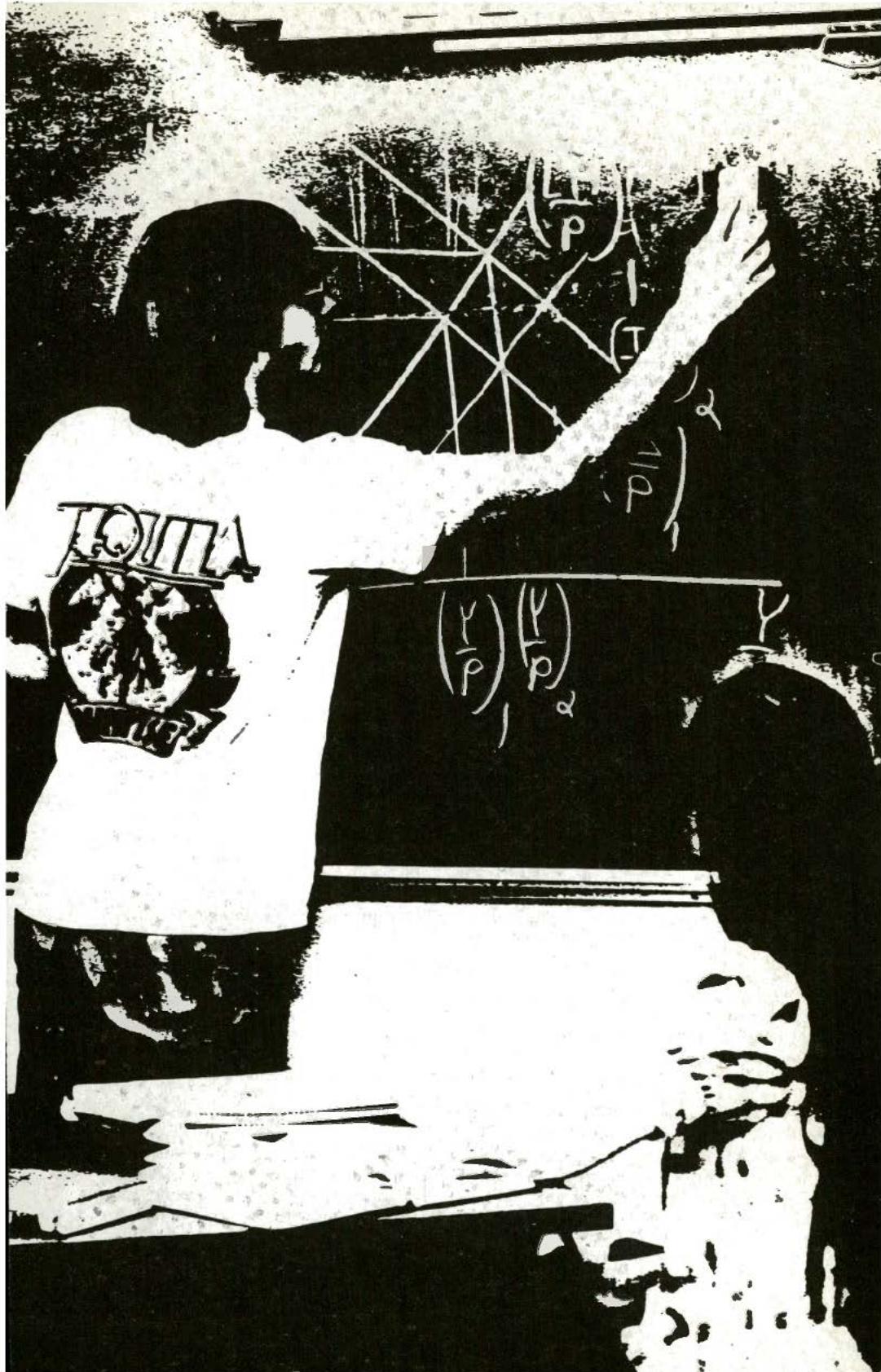
Broad research skills are developed with exploration of research methods and methodology and design of overall strategies of research. In addition, attention is devoted to methods of appraising research quality. Interdisciplinary contributions applicable to business research are studied, with emphasis on currently emerging philosophies of scientific method.

BPA 699. Individual Graduate Study (1-5)

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. Prerequisite: Advancement to candidacy.

$$\frac{1}{P} = \frac{K(a+d)}{P} + \frac{Ked}{P}$$

$$(a) \frac{Y}{P} = \frac{1}{K} + \frac{h_i}{P}$$



SCHOOL OF EDUCATION

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

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

The School of Education has administrative responsibility for elementary and secondary education, physical education, school services, and specialist programs.

DEPARTMENT OF TEACHER EDUCATION

The programs and services of this department are directed toward the pre-service preparation of teachers who are seeking a California credential for the elementary and/or secondary level, and the in-service education of teachers.

In June, 1972, the California State College, Bakersfield, was accredited by the State Department of Education to offer approved credential programs in (1) The Standard Teaching Credential with a Specialization in Elementary Teaching, and (2) The Standard Teaching Credential with a Specialization in Secondary Teaching, based upon California Certification requirements effective in 1964 (Fisher Act).

In July, 1973, the college was granted temporary approval to offer credential programs under the Teacher Preparation and Licensing Law of 1970 (The Ryan Act). Under this program a person may complete the requirements for: (a) the "single subject" credential which authorizes the holder to provide instruction in that subject in California schools in preschool, kindergarten, and in grades 1 to 12 inclusively; and/or (b) the "multiple subjects" credential which authorizes the holder to provide instruction in any self-contained classroom in the preschool, kindergarten, and grades 1 to 12 inclusively.

During the 1975-76 academic year the teacher education curriculum will enable a student to meet the requirements under the licensing law which applies to his case. Detailed current information describing the various credentials and programs may be obtained from the credentials office of the School of Education.

NOTE: The Commission for Teacher Preparation and Licensing shall waive the subject matter examination requirement for graduates of California State College, Bakersfield who hold subject matter degrees specified by the Commission. (For specific degree, see major department.)

Students who transfer from other California colleges must have an examination waiver from the college from which they earned their degree.

ADVISING

In consonance with College policy, all undergraduate students are assigned to advisors in the area of their undergraduate major for counseling regarding general education, majors and minors, and electives. Students who are planning to qualify for credentials or are planning to enroll in professional education courses should seek information regarding their program from the advisors in the office of the School of Education.

ADMISSION TO CREDENTIAL PROGRAMS

Before being permitted to enroll in a credential program, the student must have made formal application, been screened according to established criteria, and been formally admitted to teacher education through the School of Education. A student must be admitted to the college in order to make application to the professional teacher education and credential program. Students may apply as early as the last quarter of their sophomore year or any time thereafter. Students may be required to complete 15 quarter units at CSB before being fully admitted to the program.

A committee will review information concerning the applicant's intellectual resources, command of fundamental skills of communication, scholarship, personality and character suited to teaching, many-sided interests, and health. Detailed information concerning the criteria and the procedures for admission may be obtained in the Credentials Office.

STUDENT TEACHING

Student teaching in a classroom on the early childhood, elementary, junior, and senior high school levels in two consecutive quarters is a major part of the candidate's program and must be planned very carefully into the upper division or graduate course work. A candidate who has been admitted to the program of teacher preparation and is intending to move into a stage or block which requires student teaching the next quarter must register his intention in the Credentials Office early enough for a school assignment to be arranged. Deadline dates for registering such an intention will be October 1 for winter quarter, January 15 for spring quarter, and April 10 for the fall quarter. All secondary students will begin their program phases in the fall quarter of each year.

Students who are enrolled in a full complement of student teaching and course work are expected to limit their outside responsibilities during those two quarters when they are doing their student teaching. If a student is under a clear hardship because of this limitation, he can submit a petition to the department chair, setting forth the circumstances and requesting a waiver of this requirement.

A candidate planning to engage in student teaching should keep his schedule free of other commitments during the hours of the day that the public schools are in operation. The normal pattern of student teaching in the secondary program is an initial assignment during one quarter in a junior high school and during a complete calendar semester in a senior high school.

CURRICULAR SEQUENCE FOR CREDENTIAL CANDIDATES

There is a curricular sequence for a student to follow to fulfill the requirements for a credential at this institution. The course sequence for students wishing to receive a credential to teach in the elementary schools in California or in a multiple subjects classroom in pre-school, kindergarten, or grades 1 through 12 is as follows:

Preparatory	Education	240	Early Field Experience in the Elementary School
Phase I	Education	311	Introduction to Teaching
	Education	423	Teaching Reading in the Elementary School I
Phase II	Education	323	Teaching Multiple Subjects I
	Education	424	Teaching Reading in the Elementary School II
	Education	441	Student Teaching I
Phase III	Education	433	Teaching Multiple Subjects II
	Education	442	Student Teaching II
	Health Sci.	320	Current Health Problems
Phase IV	Electives as necessary and desired to complete professional and credential programs.		

The sequence of the program that students should follow to meet the requirements for the Standard Secondary Teaching Credential or the Single Subject Teaching Credential is as follows:

Optional:	Education	241	Early Field Experience/Electives
Phase I	Education	312	Introduction to Education and Teaching
	Education	426	General Methods
	Education	446	Student Teaching I
Phase II	Education	313	The Learning Process
	Education	426	Teaching the Major Subject Area
	Education	447	Student Teaching II
Phase III	Education	427	Teaching Reading in the Secondary School
	Health Sci.	320	Current Health Problems
	Education	448	Student Teaching III
Phase IV	Electives and requirements as necessary to complete professional and credential programs.		

Before a student begins a program of professional preparation for teaching he should have completed a substantial portion of the degree major and have been admitted to the program. The program is so arranged that it should be considered a package by the student. Because student groups are assigned to faculty teams, once entry has been made the student should continue without breaking the sequence. Student teaching will be arranged so that the candidate will have teaching experience in a cultural setting substantially different from his own, and will work on at least two levels. If a student is pursuing a secondary credential, one of his student teaching assignments will cover a full calendar semester in a high school.

THE MINI-CORPS

The California Migrant Teacher Assistant Program (Mini-Corps) is a special program to prepare teachers for bilingual instruction. Through the Mini-Corps, qualified undergraduates working toward teaching credentials can obtain early classroom experience while serving as assistants to teachers of migrant, Spanish-speaking children. Upon graduation, former Mini-Corpsmen are encouraged to participate in the Mini-SCIP internship program. The Mini-SCIP program extends the professional preparation of the interns and culminates in the awarding of a full credential upon successful completion of all requirements.

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

DEPARTMENT OF SPECIAL PROGRAMS

The programs and services of this department are designed to prepare teachers and administrators for specific credentials required in the State of California for service in specialist and administrative positions which require advanced preparation and special competence. These programs also provide in-service education opportunities for persons currently filling such positions and for those who wish to work toward an advanced degree. Students should obtain leaflets giving details of these programs from the Office of the School of Education or from departmental advisors.

The following specialist and services credential programs, as authorized by the Teacher Preparation and Licensing Law of 1970, were submitted for approval to the Commission on Teacher Preparation and Licensing in the spring of 1974. Detailed current information describing the various credentials and programs may be obtained from the credentials office of the School of Education.

Students currently completing administration, supervision, and pupil personnel and counseling credentials ("Fisher") will be able to complete requirements within the structure of the programs outlined below with the prior advice and consent of departmental advisors.

SPECIALIST CREDENTIAL PROGRAMS

1. Specialist in Bilingual/Cross-Cultural Education
2. Specialist in Early Childhood Education
3. Specialist in Reading
4. Specialist in Special Education

Specialist credential programs are designed to provide the specialized and advanced preparation for positions in teaching and in instructional leadership which require such knowledge and specific expertise.

REQUIREMENTS for specialist instruction credentials are: (1) valid teaching credential; and (2) such specialized and professional preparation as required by the Commission on Teacher Preparation and Licensing and by the College.

ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM

The Administrative Services Credential Program authorizes service as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, consultant, coordinator, or in an equivalent or intermediate level administrative position.

REQUIREMENTS for the Administrative Services Credential are: (1) possession of a valid teaching credential or a services credential with a specialization in pupil personnel

services; (2) minimum of three years of successful full-time classroom teaching; (3) passage of an examination selected and approved by the commission or its waiver granted to an institution offering an approved program, and (4) requirements established by the College.

PUPIL PERSONNEL SERVICES CREDENTIAL PROGRAM

A proposal for a competency-based professional preparation program for the new Ryan Pupil Personnel Services Credential has been submitted to the Commission for Teacher Preparation and Licensing for approval. It is anticipated that this new credential program will go into operation with the 1975 summer session.

The requirements for admission to and satisfactory progression through the Pupil Personnel Services Credential Program are compatible with those for the Master of Arts in Education Degree (with a concentration in Counseling and Personnel Services) although they are not identical. The student should confer with his professional advisor for details.

The services credential with a specialization in pupil personnel services authorizes the holder to perform, at all grade levels, the pupil personnel service approved by the Commission as designated on the credential, which may include, but need not be limited to, counseling, psychological, child welfare and attendance services, and school social work.

ADVISING

All students anticipating enrollment in a specialist or services credential program, or who are in the process of completing requirements for a "Fisher" credential, should obtain a leaflet from the Office of the School of Education describing program details, admission requirements, course requirements, and enrollment procedures. A conference with the appropriate faculty advisor is required.

ADMISSION REQUIREMENTS

Before being admitted to a specialist or services credential program students must complete a formal application. Following a selection and screening process, students will be notified of formal admittance.

ADVANCED DEGREES

Students working for a specialist or administrative services credential may wish to combine this program with work toward a graduate degree. Those students interested in working toward such a degree should consult with the Chairman of the Graduate Studies Committee of the School of Education.

GRADUATE PROGRAMS

The School of Education of CSB offers programs of studies leading to the Master of Arts degree in Education in the following areas of concentration: Early Childhood Education; Curriculum and Instruction, Elementary; Curriculum and Instruction, Secondary; Counseling and Personnel Services; Special Education, General; Educational Administration; and Reading. Additional concentrations will be added as approved and funded by the Office of the Chancellor.

DEGREE PROGRAMS, BASIC PATTERN

The Master of Arts degree in Education will be conferred only upon those students who complete an authorized graduate degree curriculum established by the School of Education to meet the standards required by the School. The basic pattern of all programs in the School of Education consists of (1) core studies (6 units), (2) professional concentration options (34 units), and (3) a terminal project, thesis, or comprehensive examination (5 units). All programs shall be based upon an irreducible minimum of forty-five (45) quarter units of graduate credit acceptable to both the School of Education and the College. Degree programs shall be planned cooperatively by the student and his advisor within the School of Education and subject to approval by the Coordinator of Graduate Studies of the School.

PROGRAM OPTIONS AND CONCENTRATIONS**EARLY CHILDHOOD EDUCATION**

The specialization in early childhood education is obtainable in conjunction with the *regular* elementary credential, and specific provisions of the Master of Arts degree in Education.

The Credential "Specialist in Early Childhood Education" will be offered under provisions of the Commission on Teacher Preparation and Licensing (Ryan).

SECONDARY CURRICULUM AND INSTRUCTION

Concentration in secondary 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 subject fields acceptable for instruction in grades seven (7) through twelve (12).

As with the elementary concentration, basic courses used to qualify for the initial secondary credential may not be included in the units applicable toward the M.A. degree, even if taken as post-baccalaureate credits or as part of a "fifth year" pattern, unless they are approved by an advisor and carry clearly identifiable graduate numbers certifiable by transcripts from accredited institutions or programs.

ELEMENTARY CURRICULUM AND INSTRUCTION

Specialization in elementary curriculum and instruction is available on the master's level for those individuals who have undergraduate or post-baccalaureate preparation (including qualifications for some type of appropriate teaching credential) in pre-school, kindergarten, or elementary education.

Basic courses used to qualify for the initial elementary credential may not be included in the units applicable toward the M.A. degree, even if taken as post-baccalaureate credits or as part of a "fifth year" pattern, unless they are approved by an advisor and carry clearly identifiable graduate numbers certifiable by transcripts from accredited institutions or programs.

COUNSELING AND PERSONNEL SERVICES

The M.A. degree with a concentration in counseling and personnel services is obtainable through the School of Education and is primarily designed to prepare counselors for work in schools.

While a subject area teaching credential is not required of graduate students who elect the CPS option, students may find that careful selection of the courses required for the concentration may result in meeting some requirements for a regular teaching credential.

SPECIAL EDUCATION, GENERAL

A concentration in the M.A. degree upon special education, general, must be achieved through the frame of reference of the basic concentrations in elementary or secondary curriculum and instruction. Therefore, the School offers a limited series of courses in special education to implement basic credential objectives in the study of curriculum and instruction for exceptional children.

EDUCATIONAL ADMINISTRATION

Specialization in educational administration also is available for post-baccalaureate students who have an interest in administering programs in elementary or secondary public schools.

All applicants for a graduate degree with concentration in administration also must qualify for some type of appropriate teaching credential.

Work toward the M.A. also may be closely coordinated with the Administrative Services Credential.

READING

The concentration in reading is available for post-baccalaureate students who have an interest in further refinement of their professional skills and knowledge in the area of reading, elementary or secondary. All applicants for the graduate concentration in reading must also qualify for an official teaching credential. Work toward the M.A. in Reading may be closely articulated with the Reading Specialist Credential as designed by standards of

the Commission for Teacher Preparation and Licensing to meet the requirements of the Ryan Act.

INQUIRIES AND APPLICATIONS

Inquiries about graduate programs or degrees should be addressed to the Coordinator of Graduate Studies or the Chairman of the Graduate Studies Committee in the School of Education. General information may be obtained from the secretary in the Coordinator's office.

All applications for graduate degree programs in the School of Education are to be obtained and submitted for review in the Office of the Coordinator of Graduate Studies. Deadlines for submission and/or application will be announced as needed by the Graduate Studies Committee of the School. Necessary forms and directions will be available upon request. All applicants for graduate standing and degrees will be notified in writing of actions taken by the Graduate Studies Committee regarding individual status or degrees.

ADMISSION TO GRADUATE CURRICULA

Admission to the College as a graduate student is not automatic admission to a graduate degree program.

All persons who desire to pursue an authorized graduate curriculum in the School of Education first must apply to the Office of Admissions and Records of the College for general admission and classification. After general admission is completed, the student must contact the Coordinator of Graduate Studies in the School of Education for interview and assignment to a graduate advisor.

The Graduate Studies Committee will certify a student's admission or non-admission to the degree program only after he has established the fact of his general admission to the College as a post-baccalaureate or graduate student, and has planned a graduate degree program with his assigned advisor.

ADVISEMENT AND PLANNING OF A DEGREE PROGRAM

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

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

AWARD OF DEGREE

The Master of Arts degree in Education will be awarded only upon certification to the Coordinator of Graduate Studies of the College by the Graduate Studies Committee of the School of Education that all requirements of the degree have been met and that the candidate has received approval for award of the degree from the Dean of the School of Education.

GRADUATE COURSES

Specific courses for degree programs ordinarily will be selected from those in the *five hundred and six hundred series*. Some courses may be selected from the *four hundred series* in the various schools upon approval of the advisor and the Graduate Studies Committee. However, the student must plan to have one-half of the total degree pattern in courses designed primarily for graduate studies.

See the listing of graduate courses below.

EDUCATION COURSES

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

Experiential Learning

Credit for prior work experience is available in the School of Education:

Educ. 289.	1-5 units of lower division credit
Educ. 489.	1-5 units of upper division credit

Interested students should contact the Office of the School Dean.

Lower Division**Education 240. Early Field Experience in the Elementary School (2)**

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

Note: Information on additional courses for Specialist and Services credential programs, and related M.A. concentrations are available upon request.

Education 241. Early Field Experience in the Secondary School (2)

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

Upper Division**Education 310. Psychological Foundations of Education**

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

Education 311. Introduction to Teaching Multiple Subjects (6)

Designed to prepare the student for student teaching. Includes psychological and social foundations, self-awareness, cultural awareness, audio-visual competency, and legal rights and responsibilities. Concurrent enrollment with Education 423 required. Prerequisite or corequisite: Education 240.

Education 312. Introduction to Education and Teaching

Introduces the student to the field of education and teaching profession. Together with the field experience, the student explores issues in the social foundations of education, curriculum and instruction, self-assessment, and other competency-based modules. Education 426 and 446 are to be taken concurrently. Prerequisite to Education 313 and 447.

Education 313. The Learning Process (4)

Relates directly to the student's beginning teaching experience and deals with the psychological foundations in the teaching-learning processes, learning theories, adolescent development, and evaluation. Should be taken in Phase II concurrently with Education 426 and 447. Prerequisite: Education 312 and 446.

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

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

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

A comprehensive course in general elementary school curriculum and methods of instruction, including instructional procedures, media, and materials used in teaching in elementary schools; classroom organization and management; evaluation. Emphasizes on

science and mathematics. May be taken before Education 320. Prerequisite: Admission to the elementary teaching credential program.

Education 323. Teaching Multiple Subjects I (3)

Provides knowledge and skills for diagnosis and prescription of student needs, management and presentation skills and methods. Emphasis on language arts and mathematics curriculum and instruction. Concurrent enrollment with Education 424 and Education 441 required. Prerequisite: Education 311, Education 423, and Mathematics 320.

Education 325. Curriculum and Instruction in the Secondary School

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

Education 399. Student Leadership and College Governance (3)

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

Education 406. Introduction to Learning Disabilities

The ability to evaluate teaching methods, materials, and media in terms of efficiency in attaining stated objectives will be covered. Gross motor development and visual perception will be covered.

Education 407. Introduction to Mental Retardation

This course will provide an overview of the educational, psychological, sociological, and medical aspects of mental retardation. The retarded child will be examined in terms of characteristics and potential capabilities. Educational methodologies and related literature will be investigated.

Education 411. Identification, Diagnosis, and Evaluation of Exceptional Children

Psycho-educational processes and techniques for screening and identification of exceptional children. Reviews. Testing and evaluation procedures for writing and interpreting reports. Applied work with students and tests required. Recommended for both elementary and secondary teachers and administrators.

Education 412. Growth and Development of Children

Advanced study in growth and development from conception through elementary school years. Contemporary research and evidence from field experiences with children in a variety of environments; examination of patterns and causes of behavior. Prerequisite: Education 310 or Psychology 310 or equivalent.

Education 413. Adolescent Growth and Development

Advanced study of the physical, social, emotional, and intellectual development of pre-adolescents and adolescents. Contemporary research and evidence from field experiences with children in a variety of environments; examination of patterns and causes of behavior.

Education 420. Methods of Reading Instruction in the Elementary School*

Methods of reading instruction in the elementary school, including the phonics method; instructional procedures, media, and materials.

Education 421. Audio-Visual Education (1-5)

Resource materials and techniques related to instructional theory and practice. Laboratory experience includes preparation of instructional media and equipment operation. Offered only on credit, no-credit basis.

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

Education 421.1. Audio-Visual Competency Laboratory (1)

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

Education 423. Teaching Reading in the Elementary School I (3)

Concurrent enrollment with Education 311 required. Performance-based modularized instruction in reading to prepare the student for student teaching. Includes the teaching of the phonics method. Prerequisite to Education 441, Student Teaching Multiple Subjects I.

Education 424. Teaching Reading in the Elementary School II (2)

Concurrent enrollment with Education 323 and 441 required. Practicum in teaching reading. Seminars conducted by college reading instructors. Prerequisite: Education 423.

Education 426. General Methods/Teaching and Resources in the Major Subject Area (2-5)

Performance-based instruction in general methods, and modularized instruction related directly to the student's teaching in his major area. Includes instructional strategies, resources, media and procedures used in the junior and senior high schools. Three units will be required in General Methods and two units will be required in Teaching and Resources in the Major Subject Area.

- * Must be taken in Phase I concurrently with Education 312 and 446.
- * Concentrations: Education 426.001 Art

- .002 Business/Distributive Education
- .003 English
- .004 Foreign Language
- .005 Health, Physical Education
- .006 Industrial Arts
- .007 Journalism
- .008 Library Science
- .009 Mathematics
- .010 Music
- .011 Science/Mathematics
- .012 Sciences, Physical
- .013 Social Sciences, Studies
- .014 Speech and Theater
- .015 Methods of Interdisciplinary Studies
- .016 Vocational Education

Education 427. Teaching Reading in the Secondary School (4-5)

Performance-based, modularized instruction. May be taken in any phase; normally taken as the student teacher is completing the final phase of the field experience.

Education 431. Elementary School Curriculum

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

Education 433. Teaching Multiple Subjects II (4)

Curriculum, instructional strategies and method, and use of materials in social studies and science. Includes classroom organization, evaluation and reporting pupil progress, and an introduction to teaching physical education, art, and music. Concurrent enrollment with Education 442 required. Prerequisite: Education 323, Education 424, and Education 441.

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

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

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

Education 441. Student Teaching Multiple Subjects I (7)

Actual classroom experience with guidance and assistance from cooperating teacher. This includes applying teaching skills in reading, language arts, and mathematics. Scheduled during regular morning school sessions daily. Corequisite: Education 323, and Education 424. Prerequisite: Education 311 and Education 240.

Education 442. Student Teaching Multiple Subjects II (11)

Actual classroom experience with guidance and assistance from cooperating teacher. This includes applying teaching skills in all areas of the curriculum as an extension of Education 441 experiences plus social studies, science, physical education, art, and music. Scheduled during regular school sessions daily. Corequisite: Education 441, Education 323, and Education 424.

Education 446. Student Teaching I (6)

Introductory classroom teaching experience based in the junior high school with guidance and assistance from the cooperating teacher and college supervisor. Designed to promote experiences closely related to the concomitant Phase I course work. Concurrent enrollment with Education 312 and Education 426.

Education 447. Student Teaching II (6)

Actual classroom teaching experience based in a high school with guidance and assistance from the cooperating teacher and college supervisor. To satisfy the requirements for Education 447, the student must enroll in Education 448 the following quarter and complete the high school semester assignment. Concurrent enrollment with Education 313 and Education 426. Prerequisite: Education 446.

Education 448. Student Teaching III (6)

Actual student teaching continuing during a high school semester with guidance and assistance from the cooperating teacher and college supervisor. Concurrent enrollment with Education 427. Prerequisite: Education 447.

Education 451. Directed Occupational Experience in Business and/or Industry (1-5)

Directed work experience or supervised practicums, observations, internships, and externships in business and/or industry. Partially fulfilled work experience requirements for teaching in vocational education programs.

Education 499. Individual Study (1-5)

Admission with consent of Dean, School of Education.

Graduate Courses

Since all graduate courses may not be offered every academic quarter or year, graduate students seeking specific sequences of courses to fit established programs leading to credentials or degrees should consult with their advisors to ensure efficient timing and maximum utility of courses chosen from the listings below.

Education 500. Librarianship I: Organization of Library Materials

Study of the theory and methods of organizing library materials, including classification, cataloging, and choice of subject headings.

Education 501. Librarianship II: Reference Service and Bibliography

Evaluation and use of basic reference works; development of reference services; criteria for selection of reference materials and examination of reviewing media.

Education 502. Librarianship III: Selection and Use of Library Materials

Study of sources of information; principles of selection and evaluation applicable to book and non-book materials.

Education 503. School Library Organization (3)

The course will cover the nature of school media programs including philosophy, objectives and standards as well as areas of media center management, such as preparation of budget, selection of staff, appropriate facilities and criteria for media acquisition.

Education 504. Teaching Language Arts in Spanish (Elementary)

Methods of teaching Spanish as a second language and Spanish for Spanish speakers in the elementary school. Includes techniques for teaching each of the communication skills. Prerequisite: Spanish 101 or equivalent.

Education 505. Cross-Cultures and Education

Designed to provide a comprehensive understanding of the psychological, educational and social needs of culturally different children. Includes teaching strategies for work with minority children.

Education 506. Bilingual/Bicultural Teaching Strategies

Methods and techniques for developing, implementing, and evaluating bilingual/bicultural content instruction in the elementary and secondary schools. Includes materials development, team teaching with the paraprofessional, and techniques for community involvement in a bilingual/bicultural environment.

Education 507. Education of the Emotionally Disturbed

The child with behavior disorders will be examined in terms of physical, social, and psychological characteristics. Educational methodologies including: psychodynamic strategy, behavior modification strategy, ecological strategy, and the psychoeducational strategy will be reviewed. Relevant literature pertaining to children with behavior disorders will be examined.

Education 508. Development and Remediation of Sensorimotor, Perceptual, and Cognitive Skills for Exceptional Children

Intensive study of the patterns of psycho-physical development and deviations of sensorimotor, perceptual, and cognitive skills of exceptional children; etiology, limited diagnosis, and remedial procedures based upon research findings; oral, graphic, and semantic systems.

Education 509. Mental Hygiene of Exceptional Children

Exceptional children identified as having learning disabilities, behavior disorders, and mental deficiencies will be examined in terms of psychological development. Primarily, the course will focus on the maximum possible potential and capabilities expected of these children.

Education 510. Measurement and Evaluation

The functions of measurement and evaluation; concepts of test theory, construction, and interpretation, including evaluation of classroom learning and study of typical tests in aptitude, achievement, interest and personality areas. Prerequisite: Mathematics 102 or equivalent.

Education 511. Advanced Educational Psychology and Learning Theory

Advanced educational psychology. Recent significant contributions in research in educational psychology and learning theory.

Education 513. Introductory Seminar in Early Childhood Education

An examination of the status of early childhood education in general; optional program patterns; basic theories, research, and practice of early childhood education.

Education 514. Growth and Cognitive Development in Early Childhood

Theories and research in socialization, development and cognition in children. Applications to instructional organization and performance of children in learning environments. Prerequisite or corequisite: Education 513.

Education 515. Administration and Supervision of Programs for Exceptional Children

Intensive study of the organization, administration, and supervision of education programs for exceptional children: curriculum, legal relations, budgeting and financing, attendance reporting, facilities planning, referral and use of community agencies, surveying of state, local, regional, and national trends and issues.

Education 516. Foundations of American Education (3-5)

An intensive study and analysis of the interrelated cultural, philosophical, historical, and social factors which bear upon the continuing and contemporary issues in American education. The course will focus upon an integration of foundational themes and concerns that relate directly to contemporary educational problems. Prerequisite: Graduate standing or permission of the instructor.

Education 517. Politics of Education (3)

The influence of governmental and non-governmental institutions in educational policy; public participation in school policy and management.

Education 518. Development and Evaluation of Reading Approaches and Programs

An examination of reading approaches and programs commonly employed in elementary and secondary schools. Some consideration will be given to the diagnosis and referral of reading problems. Prerequisite or corequisite: Education 588 or 525.

Education 519. Locating and Using Professional Literature and Research in Reading

Review and analysis of specific topical research in reading in elementary and/or secondary schools. Critical examination of selected literature.

Education 520. Modern Instructional Strategies (3)

An examination of various instructional models. Theory and research in the development, selection, implementation and evaluation of instructional models such as systems approaches, individualized instruction, games and simulations.

Education 521. Speech and Language Development and Disorders (3)

Consideration of the organic and socio-psychological development of speech, language, and communication capacities and skills. Particular attention to defects and disorders. Prerequisite or corequisite: Education 513.

Education 522. Methods and Materials for Early Childhood Education (3)

Basic instructional modes and practices; curriculum content and development; materials and optional organizations for instruction. Prerequisite or corequisite: Education 513.

Education 523. Creative Experiences for Early Childhood Education (3)

Study with practicum in specific experiences of creative expression; examines several modes and related materials. Prerequisite or corequisite: Education 513.

Education 523.001. Parent and Community Involvement in Early Childhood Education

Discussion of various modes of parent-teacher and community interaction and involvement in the education of young children. Focus on parent-child interaction, the needs of the child in the home, school and community. Field experiences to include parent-community meetings, home visits, and individual conferences.

Education 524. Techniques and Methods of Teaching English as a Second Language

A survey of the methods and approaches for the teaching of English as a second language in the elementary and secondary schools, with emphasis on methods and activities. Lectures, discussion, observations, and demonstrations are included.

Education 525. Methods and Program Development in Reading in Secondary Schools

A study of secondary reading programs, their problems and possibilities; methods and techniques for teaching developmental reading; diagnostic materials appropriate for the senior high school level; some attention to literature for teen-agers.

Education 526. Diagnosis and Correction of Reading Problems

Consideration of the causes of reading disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; some materials and methods of instruction. Prerequisite or corequisite: Education 420 or 525 or consent of instructor.

Education 527. Art Education in the Elementary and Secondary School

Introduction to drawing, painting and sculpture for the public school teachers. Prerequisite: Permission of the instructor.

Education 528. Music Education in the Elementary School

The place and function of music in the elementary school curriculum. Selection, discussion, and analysis of musical materials including state texts; planning activities that enable children to develop appreciation, skills, and understanding of the music content. Prerequisite: Permission of instructor.

Education 529. Prevocational and Vocational Education and Training for Exceptional Children

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.

Education 530. Curriculum Theory and Development (3)

Basic and traditional theories of curriculum, organizational patterns, and curriculum change; relies upon historical models.

Education 531. Curriculum Evaluation (3)

Problems and procedures in the evaluation of school programs. Prerequisite: Education 530 or consent of instructor.

Education 532. Concepts of Science Education (3)

Differentiation of the concepts of science education appropriate to learning and teaching science at the elementary and secondary levels.

Education 533. Curriculum Concepts for Elementary Science Education (3)

Special research studies and/or independent studies in science curricula of the elementary school.

Education 534. Curriculum Concepts for Secondary Science Education (3)

Special research studies and/or independent studies in science curricula of the secondary school.

Education 535. Special Problems in Science Education

Special research problems in science education including pilot studies, curriculum, methodologies, and the nature of science. (Laboratory based)

Education 536. Special Problems in Mathematics Education (3)

Instruction in mathematical concepts related to specific problems in mathematics and education; development of curricular units related to the problem under investigation.

Education 537. The Nature of Science and Implications for Science Teaching (3)

Designed to illustrate the relationship between the nature of science and science teaching. A specific amount of time will be devoted to developing understanding of the differences between scientific inquiry and inquiry as a strategy of teaching. An additional primary purpose of the course is to bring the science teacher to understand the peculiar, and perhaps unique, structures within which facts and ideas of science fit. Emphasis will be placed upon how this information affects methodology, curriculum, and the structure of specific courses in science. Prerequisite: preparation in science/mathematics or consent of instructor.

Education 538. Curriculum Development and Program Planning for Business and Distributive Education

Needs and goals in education and manpower development for business, general business and economic education; program scope, content in structure; professional and youth organization; as related legislation and historical development.

Education 540.001. Observation and Participation in Bilingual/Bicultural Education (2)

Field work for Bilingual/Cross-Cultural Specialist Credential candidates. Supervised experiences related to classroom teaching, with seminars and conferences as arranged. Prerequisite: Consent of instructor.

Education 540.002 Practicum in Bilingual/Bicultural Education. (3)

Advanced field work for Bilingual/Cross-Cultural Specialist Credential candidates. Supervised classroom teaching and related experiences, with seminars and conferences as arranged. Prerequisite: Education 540.001 and consent of instructor.

Education 541. Study Abroad: Comparative (1-5)

Conducted on an independent project basis to follow previous comparative studies of educational practices in foreign countries which included seminars, lectures and school visitations.

Education 542. Observation in Special Education

Exceptional children will be observed in three environmental settings: correctional, institutional, and inner-city school settings. This will provide students with many types of problems including: behavioral and anti-social deviancies, physical and psychological, plus cognitive and effective. Effective use of management, communications, and supervisory skills to implement effectively the educational process among administrators, teachers, aides, service personnel, and pupils will be stressed.

Education 543. Supervision and Administration of Early Childhood Education (3)

The planning supervision and administration of early childhood programs in local districts and private institutions. The laws and regulations governing early childhood education in California are considered. Procedures for evaluating early childhood programs in terms of the objectives of sponsoring institutions and the guidelines from regulatory agencies are included. Prerequisite: Education 513.

Education 545. Practicum in Curriculum Supervision

Field experience in the processes leading to solutions to problems in curriculum improvement.

Education 546. Practicum in Diagnosis and Correction of Reading Problems

Clinical and laboratory work with students with reading problems; case study and reporting; interviewing; applied methods and materials. Prerequisite or corequisite: Education 526 or consent of instructor.

Education 547. Practicum in School Management (3)

Field experience in the establishment of decision-making processes in school management.

Education 548. Practicum in School-Community Relations (3)

Field experience in collecting data related to the school and its community relations, and in proposing solutions to problems of community relations.

Education 550. Social Studies in Elementary School

Surveys, objectives, and the foundation of the discipline of social studies; offers a variety of organizational and planning approaches for a program, variety of learning experiences, instructional strategies and methods, areas of skill development, means of providing for individual differences; treats the affective domain, the role of current affairs, a variety of resources available, and evaluation procedures.

Education 551. Language Acquisition and the Teaching of English (3)

Examines how linguistics and language acquisition relate to the teaching of English in the secondary school. The course focuses on research and methodology related to language and language teaching.

Education 552. Curriculum Concepts for Secondary English Education (3)

Special research or independent studies of theory and practice of language arts curricula in the secondary school.

Education 553. Language Arts in the Elementary School (3)

Methods and materials of instruction in the language arts area in the elementary school; includes writing, listening, and speaking skills.

Education 554. Curriculum Concepts for Elementary Language Arts (3)

Special research or independent studies of theory and practice of language arts curricula in early childhood education and in the elementary school.

Education 555. Trends and Issues in Elementary School Curriculum (3)

Major curriculum issues in the elementary school. Analysis of recent curriculum trends. Exploration of historical and current alternative curriculum organizations.

Education 556. Trends and Issues in Secondary School Curriculum. (3)

Major curriculum issues in the secondary school. Analysis of recent trends. Exploration of historical and current alternative curriculum organizations.

Education 557. Trends and Issues in Community/Junior College Curriculum and Instruction (3)

Major issues in curriculum and instruction in the community/junior college with an analysis of recent trends. Exploration of historical and current alternative curriculum and instruction organization strategies.

Education 558. Methods of Reading Instruction in the Elementary School

Methods and techniques of teaching reading in the elementary school, including the phonics method, instructional procedures, media, and materials.

Education 559. Field Experiences in Reading

Experience on a school site enabling the student to assume responsibilities for developing and/or evaluating reading problems in a school situation. Prerequisite or corequisite: Education 546 or consent of the instructor.

Education 560. Introduction to Counseling and Personnel Services

Development and scope of counseling and pupil personnel services, including historical perspectives, basic philosophies and objectives, ethics, accountability, human relations, professional and personal relationships.

Education 561. Organization and Administration of Pupil Personnel Services

Structure of pupil personnel services in education, including relationships, evaluation, staffing, roles, responsibilities, laws, and budget.

Education 562. Counseling the Young Child

The counselor and his/her role in dealing with young people, including early childhood through elementary age; developmental tasks, learning problems, working with teachers and parents; case studies, methods, and procedures.

Education 563. Introduction to College Student Personnel Work

The study of the influence of student services upon institutions of higher education, including an analysis of each major area and its unique contribution to the development of students.

Education 564. Teaching the Bicultural Child*

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

Education 568. Introduction to Education of Exceptional Children

Basic characteristics, needs, and socio-educational necessities of exceptional children. Survey of existing constraints, facilities, personnel, and curricula for the exceptional children. Recommended for both elementary and secondary teachers and administrators.

Education 569. Psychological Measurement

Measurement theory as applied to the selection and use of appraisal instruments in counseling; use of psychometric data, evaluation of tests, problems of test administration and scoring, and issues in testing and appraisal.

Education 571. School Governance (3)

Study of the organization and administration of public school systems on the national, state, and local levels in the United States; typical patterns, problems and strategies of solution for problems.

Education 572. Legal Aspects of Education (3)

The laws of public education, examined from the point of view of implications for the profession; considers legal responsibilities and duties, powers and liabilities of teachers and administrators.

Education 573. Financing Public School Districts (3)

A systematic examination of such basic concerns as sources of public school revenues, patterns and problems of distribution, budgeting, PPBS programs, effects of technology and management and accounting. Prerequisite or corequisite: Education 571 or consent of instructor.

Education 574. Supervision of Instruction I

Historical development of educational policy and practice. Current trends and developments on the organization and administration of the curriculum and the instructional staff.

Education 575. Supervision of Instruction II

Organizational processes in the schools for establishing and evaluating teaching-learning effectiveness; decision making for curriculum development and improvement.

Education 576. School Personnel Administration (3)

Policy formation for personnel practices; techniques of organizing for personnel selection and evaluation; legal and theoretical aspects of the negotiation process.

Education 577. Theory and Problems in School Administration (3)

Theoretical concepts of human behavior in school organizations; effective communications; solution of problems through human interaction.

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

Education 578. School Management (3)

Budgeting systems at school and school district levels; systems analysis applied to school district problems.

Education 579. School-Community Relations (3)

The influence of the formal and informal structures of communications systems in communities; the nature of communities and the contributions of cultures.

Education 580. Research in Elementary Science Education (3)

Examination of researches on processes in elementary science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: consent of instructor.

Education 581. Research in Secondary Science Education (3)

Examination of researches on processes in junior and senior high school science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: consent of instructor.

Education 582. Research Seminar in Early Childhood Education (3)

A topical consideration of researches in early childhood education related to program patterns, curricula, growth and development, methods, materials and evaluation of learning. Prerequisites: Education 513, 514, 522 or consent of instructor.

Education 583. Research in Secondary English Education (3)

Examination of researches in secondary English education, special problems and topics, methods and evaluation. Prerequisite: consent of the instructor.

Education 584. Research in Elementary Language Arts (3)

Examination of research in elementary language arts education, special problems and topics, methods and evaluation. Prerequisite: consent of the instructor.

Education 588 (formerly Education 430). Education of the Socially Disadvantaged *

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

Education 589. Educational Anthropology

This course will study American education from a cultural perspective and will apply anthropological theories and methodologies to the study of education. The course will utilize anthropological case studies, ethnographic materials available from the schools, and will encourage students to conduct their own research in schools and/or communities.

Education 590. Problems in Early Childhood Education (1-5)

Repeatable with different topics. In-depth study of various areas in early childhood education.

Education 591. Problems in Elementary Education (1-5)

Repeatable with different topics. In-depth study of various areas in elementary education.

Education 592. Problems in Secondary Education (1-5)

Repeatable with different topics. In-depth study of various areas of secondary education.

Education 593. Curriculum Problems and Practices (1-5)

Repeatable with different topics. In-depth study of curriculum problems in education.

Education 594. Workshops in In-service Education (1-5)

Repeatable with different topics. Special programs in in-service education.

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

Education 595. Recent Developments in Education (1-5)

Repeatable with different topics, significant developments in education; presentation of recent research and ideas.

Education 596. Special Topics in Secondary English Education (3)

Special investigation into specific problems in language arts education in secondary schools.

Education 597. Special Topics in Elementary Language Arts (3)

Special investigation into specific problems in language arts education in elementary schools.

Education 598. Linguistics and Reading (3)

An examination of the structure sources and dialects of the English language, including cultural differences and reading. Consideration will be given to the cues and miscues found during the reading process.

Education 599. Seminar in Reading (3)

Experience on a school site enabling the student to assume responsibilities for developing and/or evaluating reading problems in a school situation. Prerequisite or corequisite: Education 546 or consent of instructor.

Education 600. Career Education-Exploration and Preparation (3)

The designing and implementation of the career education concept (K-14). Emphasis will be on the development of materials for classroom use in grades K-14 for each career education element related to each level of progression and all disciplines.

Education 601. Administration of Career and Occupational Education Programs (3)

Organization and administrative aspects of vocational education programming. Designed to study the application of administrative theory and research. Federal, state, county and local district level programs will be reviewed.

Education 604. Special Topics in Education

Varying and repeatable special topics in elementary, junior high, and secondary education. Special investigations into specific areas and problems.

Education 610. Philosophical Foundations of Education (3)

Examination of selected current philosophies of education, their histories and applications to contemporary educative processes.

Education 611. Sociological Foundations of Education (3)

Applications of insights derived from the social sciences to principles and practices of education. Prerequisite: Education 410.

Education 612. Historical Foundations of Education (3)

Detailed study of the history of the major trends, forces and patterns in education.

Education 615. Comparative Education (3)

Education patterns of various countries, their problems and trends as part of the cultural settings.

Education 616. The Community College (3)

Origins of the community college; philosophy and objectives; roles and functions; curriculum development and organization; and relationships to other segments of education.

Education 620. Behavior Modification and Individualization of Instruction for Exceptional Children

Reinforcement theory, programs, and techniques applied to problems of exceptional children. Clinical-prescriptive teaching and management in "field" classroom settings with behavior control and individualization of methods and materials.

Education 621. Counseling Exceptional Children and Their Parents

Exceptional children manifest serious emotional and psychological problems in addition to expected academic, social, and behavior problems. This course is designed to focus on problems other than academics. It will include procedures for assisting parents who are frequently in need of counseling in dealing with the problems of their children.

Education 630. Curriculum and Instruction for Exceptional Children

Individually designed and adapted projects for the education of exceptional children. The student will be expected to assist the instructor with the definition and development of each project. Practical field-orientation expected. Prerequisite: consent of the instructor.

Education 631. Seminar in Career and Occupational Education

Examination of issues, trends and problems in career and occupational education. Exploration of emerging roles of various governmental and private agencies in total manpower development. Emphasis upon individual investigation and writing.

Education 635. Curriculum Materials Development for Bilingual/Bicultural Education

Guided curriculum materials development for bilingual/bicultural classrooms; includes a review of curriculum development principles and provision for the application of those principles to the development and adaptation of bilingual/bicultural curriculum materials for use in elementary and secondary classrooms.

Education 640. Elementary Intern Teaching Practicum

Supervised participation and laboratory experience in elementary teaching. Limited to graduate students admitted to the elementary intern teaching program. Offered only on a credit, no-credit basis.

Education 641. Intern Teaching in the Elementary School

Assisted and supervised intern teaching in an elementary school. Includes field work, conferences, and weekly seminar. Limited to graduate students admitted to the elementary intern teaching program. Offered only on a credit, no-credit basis.

Education 642. Secondary Intern Teaching Practicum

Supervised participation and laboratory experience in secondary teaching. Limited to graduate students admitted to the secondary intern teaching program. Offered only on a credit, no-credit basis.

Education 643. Intern Teaching in the Secondary School

Assisted and supervised intern teaching in a secondary school. Includes field work, conferences, and weekly seminar. Limited to graduate students admitted to the secondary intern teaching program. Offered only on a credit, no-credit basis.

Education 644. Early Childhood Education Field Experience (6)

Laboratory and field experiences with children in different environments: studies of behavior via modes of observation and research projects; methods and procedures.

Education 650. Recent Developments and Research in Social Studies Education (3)

Content basis and modes of inquiry for the social studies; research relating to social studies teaching and learning; recent developments, including general features of new programs; examining new programs and projects; areas of recent concern; and political impacts on social studies curriculum and guidelines.

Education 660. Career Counseling

The study of theories of career and vocational development; psychological and sociological aspects of work; sources and use of occupational and educational information; concepts of counseling for career development. Prerequisite: Educ. 560.

Education 661. Group Counseling

Principles of group dynamics and the group process as applied to counseling; concern for interpersonal group relationships. Prerequisite: Educ. 560 and 662 and approval of instructor.

Education 662. Counseling Theories and Techniques Practicum (6)

Basic concepts and techniques; theoretical foundations, including their practical application to the conduct of counseling; development of a personal counseling philosophy; ethics, viewpoints and evaluation of outcomes. Prerequisite: Educ. 560 and 668 and approval of instructor.

Education 663. Advanced Counseling Theories and Techniques

A continuation of Education 662. The study and analysis of various advanced theories and techniques, including research into the counseling process and evaluation of counseling effectiveness. Prerequisite: Educ. 662.

Education 666. Research Seminar in Counseling and Personnel Services

Analysis of current publications and review of research in counseling and personnel services. Prerequisite: Educ. 662.

Education 667. Special Problems in Counseling

A review and analysis of specific topical areas in counseling, including a critical examination of research related to each area. May be repeated with different topics. Approval of instructor required.

Education 668. Practicum in Counseling (3)

Supervised experience in counseling persons in a variety of settings. Emphasis upon establishing good inter-personal relationships with individuals and groups, self-understanding, and understanding of psychodynamics and measurement techniques as used in counseling.

Education 669. Advanced Practicum in Counseling

Supervised experience in counseling persons in a variety of settings. Emphasis upon dealing with special problem areas. Prerequisites: Educ. 662 and 668.

Education 680. Research Design and Analysis in Education (6)

Consideration of alternate designs for descriptive and inferential studies in education; analytic methods applied to findings and conclusions. Prerequisites: Mathematics 140 (elementary statistics) and conditional graduate standing in Education.

Education 681. Directed Research Seminar in Education (3)

Review and comparative analysis of proposed designs for studies in education leading to thesis or project. Prerequisites or corequisites: Mathematics 140 and Education 680 or consent of instructor.

Education 682. Directed Research in Early Childhood Education (3)

Review and comparative analysis of proposed designs for field studies in early childhood education leading to thesis or project. Prerequisite: Mathematics 140 (elementary statistics) and Education 680 or consent of instructor.

Education 683. Research in Elementary Curriculum and Instruction (3)

Review and analysis of specific, topical researches in elementary curriculum and instruction; critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 320 and 321 or equivalents.

Education 684. Research in Secondary Curriculum and Instruction (3)

Review and analysis of specific, topical researches in secondary curriculum and instruction. Critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 325 or equivalent.

Education 685. Research in Community College Curriculum and Instruction (3)

Review and analysis of specific, topical researches in community college curriculum and instruction; critical assessment of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 325 or equivalent.

Education 686. Research in Foundations of Education (3)

Review and analysis of specific, topical researches in psychological, sociological, historical, philosophical or comparative foundations of education; critical examinations of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 516, 610, 611, 612, 615 or equivalent.

Education 687. Research in Physical Education (3)

Review and analysis of specific, topical researches in physical education; critical consideration of selected literatures. Prerequisites: admission to conditional graduate standing in the School of Education and Physical Education 452 or consent of instructor.

Education 688. Research in Special Education (3)

Review and analysis of specific, topical researches in special education; critical analysis of selected literatures. Prerequisite: admission to conditional graduate standing in the School of Education.

Education 690. Masters Thesis in Education (2-5)

A carefully designed review of the research literature and findings of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship. Prerequisites: Classified graduate standing in the School of Education, approval of a thesis committee and the Graduate Studies Committee of the School.

Education 691. Masters Project in Education (2-5)

Design and implementation with a report of a field research, internship, or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalents. Prerequisites: Classified graduate standing in the School of Education, approval by a project committee and the Graduate Studies Committee of the School.

Education 692. Masters Examination in Education (2-5)

Study and examination in depth of a specific area of concentration in Education; form of the examination to be determined by an examination committee. Prerequisites: classified graduate standing in the School of Education, approval by an examination committee and the Graduate Studies Committee of the School.

Education 699. Individual Study in Graduate Education (1-5)

Admission with consent of Coordinator of Graduate Studies, School of Education.

BUSINESS EDUCATION**BusEd 450. Administrative Communication Systems**

This course has three separate components, each representing a significantly different communication system used in business and industry. A student must successfully complete the proficiency level identified in a minimum of two out of three components. The total course is competence based and allows for open entry—open exit. Successful completion of each segment is based upon achievement of established proficiency levels.

BusEd 450.901. Typewritten Communications (1-5)

Editing, refining, producing and disseminating typewritten communications; establishing a minimum level of proficiency in candidate's performance.

BusEd 450.902. Information Processing Systems (1-5)

Functions and concepts of business information processing strategies. Includes principles of calculating machine operations, reproduction and duplicating processes and techniques.

BusEd 450.903. Secretarial Procedures (1-5)

Techniques of secretarial administration including shorthand, human relations problems, and office procedures; development of refined ability to write symbol shorthand and to transcribe dictated material.

BusEd 453. Current Developments in Distribution, Retailing, and Salesmanship

Individual instruction and group analysis of the organization of retail establishments; planning merchandise mix; advertising theory and practice; salesmanship and display techniques.

BusEd 454. Current Developments in Office Administration

Individual instruction and group analysis of major issues and problems in administrative information management; current literature and recent developments in management communications.

BusEd 455. Current Developments in Basic Business

Individual study and group analysis of current literature and recent developments in Basic Business/Accounting/Data Processing.

PHYSICAL EDUCATION DEPARTMENT

The purpose of the Bachelor of Arts degree in Physical Education is to develop and impart to the student, in an integrated, orderly and logical sequence, a fundamental understanding of the individual as he engages in physical activity. The body of knowledge covered by courses in the major, which require prerequisite courses in the traditional academic fields, is designed to provide the student with the tools to analyze physical performance and sport from a number of different viewpoints: biological, mechanical, historical, social, etc. While the general approach to study in these areas emphasizes the utilization of theoretical principles and scientific information, practical application is stressed.

A student who completes the major will be prepared for teaching and coaching positions in the public schools. Anyone interested in a public school position should consult with his advisor during the first quarter of the junior year concerning teaching credential requirements.

REQUIREMENTS FOR THE MAJOR

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

1. The following courses will be required:

- Physical Education 150 Fundamental Activities
- Physical Education 200 Perspectives in Physical Education
- Physical Education 300 Motor Learning
- Physical Education 330 History of Sport
- *Physical Education 350 Coaching Series
- Physical Education 360 Theory and Practice of Court Activities
- Physical Education 361 Theory and Practice of Field Activities
- Physical Education 401 Kinesiology
- Physical Education 470 Administration of Physical Education and Athletic Programs
- Physical Education 490 Senior Seminar in Physical Education

* Four courses from the 350 series. Alternatively, Dance 362, Extensions of Modern Dance, can be taken to satisfy this requirement. See Catalog section on Fine Arts for course description.

2. Two of the following courses:

- Physical Education 340 Community Recreation
- Physical Education 380 Psychological Bases of Physical Performance
- Physical Education 403 Adapted Physical Education
- Physical Education 404 Physiology of Exercise
- Physical Education 405 Motor Development
- Physical Education 410 Movement Education
- Physical Education 420 Sports Sociology

3. In addition to the major requirements, each degree candidate must satisfy one of three options:

- a. An augmented major consisting of at least 20 units, approved by the student's advisor, taken outside of Physical Education
- b. A minor consisting of at least 20 units within a minor program designed by another discipline
- c. An interdisciplinary concentration or minor in one of the specially developed areas, such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Crime, Law and Society, and Women's Studies.

REQUIREMENTS FOR THE MINOR

The minimum requirement for the minor in Physical Education is 20 units. This must include Physical Education 200 and a combination of upper division course work acceptable to the major department.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Physical Education has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Physical Education has been approved for a CSB graduate in Physical Education.

COURSES

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

Experiential Learning

Credit for prior work experience is available in the Department of Physical Education:

Physical Education 289. 1-5 units of lower division credit.

Physical Education 489. 1-5 units of upper division credit

Interested students should contact the Office of the Department Chairman.

Lower Division**Physical Education 150. Fundamental Skills (1)**

Instruction in a variety of sports activities. Two meetings per week. Offered only on a credit, no-credit basis.

Physical Education 200. Perspectives in Physical Education (3)

An introduction and orientation to the field of physical education in terms of professional and career opportunities. A consideration of the major theories, ideas and issues (contemporary and historical) that have influenced the direction of the field. Lecture, discussion and observation.

Physical Education 250. Intercollegiate Sports (1)

Daily instruction in intercollegiate activities. May be repeated according to season. Field trips required. Five meetings per week. Field trips required.

Physical Education 252. Topics in Physical Education (1-5)

Variable subject matter dealing with selected facets of physical education. May be repeated for different course credit. Discussion and a terminal project.

Upper Division**Physical Education 300. Motor Learning (3)**

A study of selected factors that influence the acquisition and retention of fine and gross motor skills, with emphasis on the role of motor and sensory systems. Lecture and discussion. Prerequisite: Psychology 100

Physical Education 330. History of Sport (3)

Examination of the relationship between historical pattern and change and the status, relevancy and acceptance of sport, with emphasis on Western tradition. Lecture and discussion. Prerequisite: History 101 or permission of the instructor.

Physical Education 340. Community Recreation

An examination of the history and social determinants of the recreation movement in the United States. Lecture, discussion and observation. Prerequisite: Sociology 200 or History 101 or permission of the instructor.

Physical Education 350. Coaching Series (2)

Selected study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis will be placed on practice and event preparation, individual and team fundamentals, offensive and defensive techniques, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, discussion, and participation.

- Physical Education 351. Baseball
- Physical Education 352. Basketball
- Physical Education 353. Football
- Physical Education 354. Tennis
- Physical Education 355. Track
- Physical Education 356. Volleyball
- Physical Education 357. Wrestling

Physical Education 360. Theory and Teaching of Court Activities (3)

A study of methods, curricular materials and evaluative procedures as related to the teaching of selected court activities. Lectures, discussions and laboratory. Prerequisite: Physical Education 150 or permission of the instructor.

Physical Education 361. Theory and Teaching of Field Activities (3)

A study of methods, curricular materials and evaluative procedures as related to the teaching of selected field activities. Lecture, discussion and laboratory. Prerequisite: Physical Education 150 or permission of the instructor.

Physical Education 380. Psychological Basis of Physical Performance

Perception, motivation and emotion in relation to physical activities. Personality types and activity selection; relationships and interactions between coaches and players. The psychology of competition. Lectures and discussions. Prerequisite: Psychology 316 or permission of the instructor.

Physical Education 401. Kinesiology (3)

The study and application of physical structure and muscular movements in various physical education activities. Description and application of certain anatomical concepts and physical laws to joint and muscular action. Lectures, discussions and observations. Prerequisite: Biology 351 or human anatomy or permission of the instructor.

Physical Education 403. Adapted Physical Education

A study of physically handicapped children who require specialized physical education and rehabilitation. Lecture, discussion and observation. Prerequisite: Physical Education 401 or Biology 351 or permission of the instructor.

Physical Education 404. Physiology of Exercise

A study of human physiological adaptation during exercise. Lecture and discussion. Prerequisite: Biology 352 or human physiology or permission of the instructor.

Physical Education 405. Motor Development

A study of the relationship between physical growth, motor development and motor performance of individuals from infancy through adolescence, with emphasis on age and sex differences. Lecture and discussion. Prerequisite: Physical Education 300 or Psychology 310 or permission of the instructor.

Physical Education 410. Movement Education

An analysis of current programs with emphasis on philosophy, objectives, nature of motor learning, movement analysis and characteristics of children. Also stressed are curricular development, instructional techniques, evaluative procedures and basic equipment. Lecture, discussion, observation and demonstration. Prerequisite: Physical Education 300 or permission of the instructor.

Physical Education 420. Sport Sociology

A study of the relation of play, sport and physical activity to social process, function and structure, through the use of sociological concepts. Lecture and discussion. Prerequisite: Sociology 200 or permission of the instructor.

Physical Education 470. Administration of Physical Education and Athletic Programs (3)

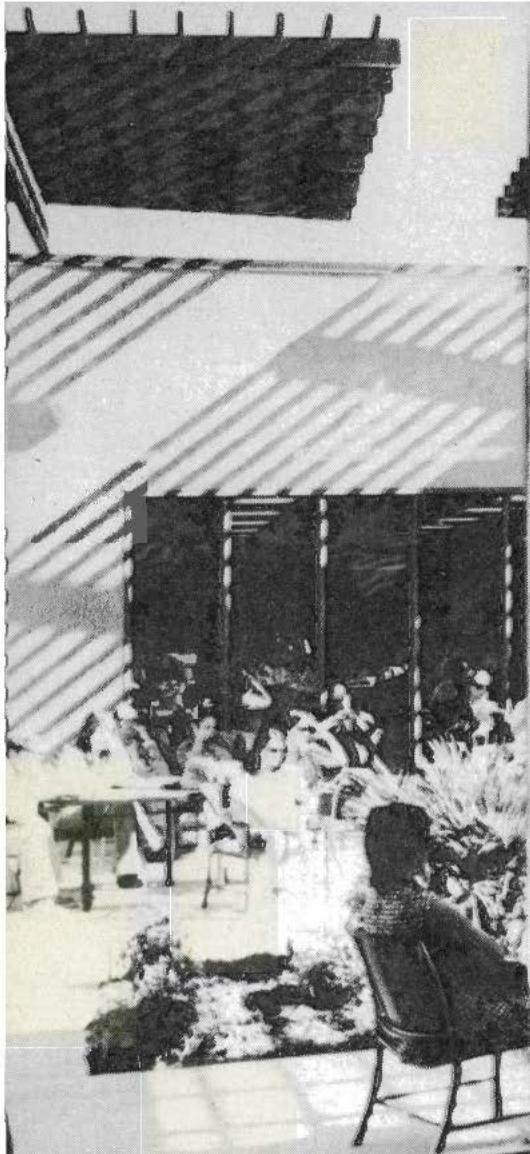
Topics include curriculum, facilities, budget, personnel selection and problems, evaluation, scheduling, legal questions, intramurals, recreation and related items in secondary school programs. Prerequisite: Major or minor in Physical Education or permission of the instructor.

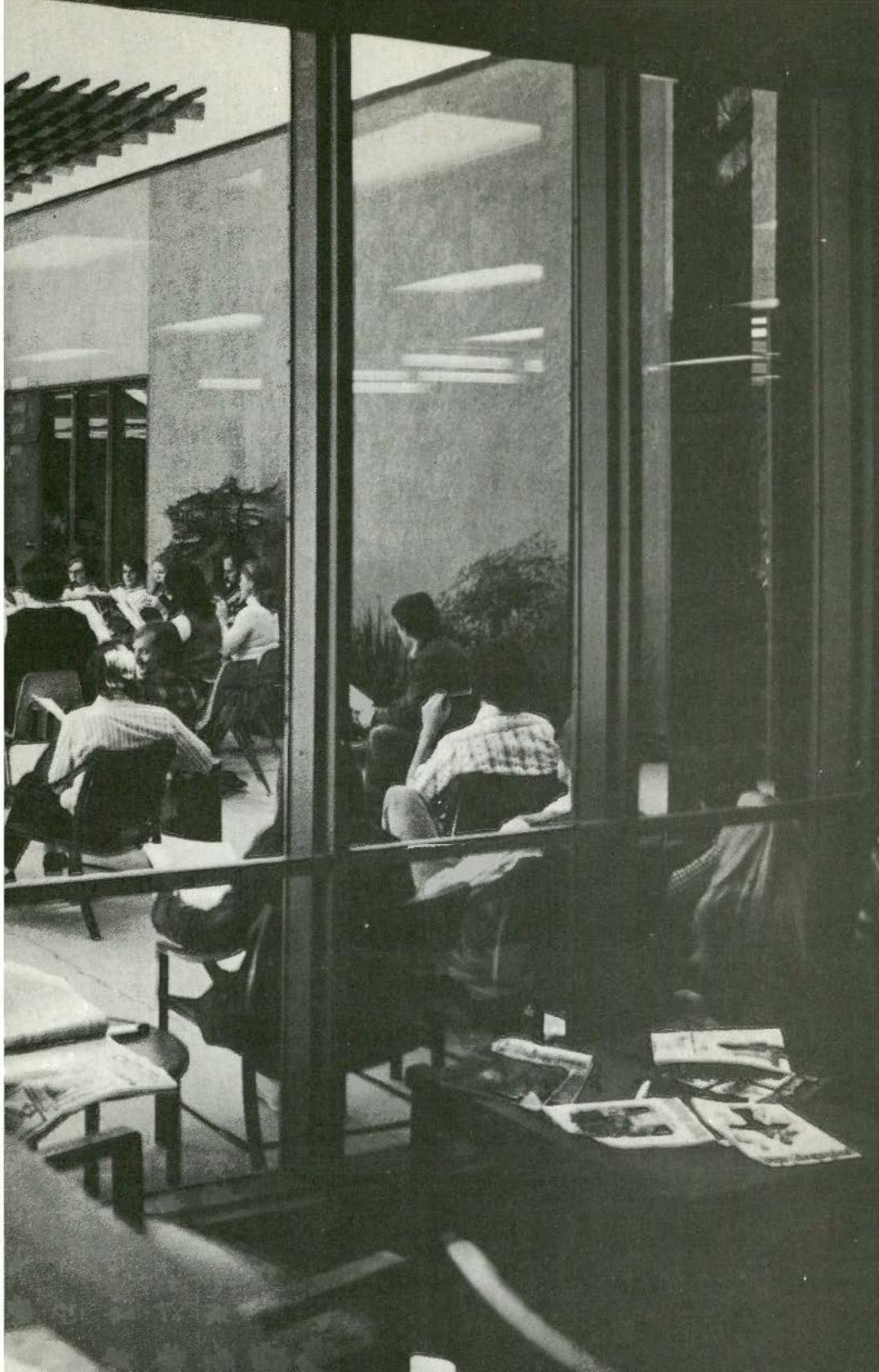
Physical Education 490. Senior Seminar in Physical Education (6)

A terminal integrating course dealing with the nature of the discipline with particular emphasis on the relationship between physical education and the student's minor field of study. Prerequisite: Senior major or permission of the instructor.

Physical Education 499. Individual Study (1-5)

Admission with consent of the Department Chair and the Dean of the School of Education. Discussion and a terminal project.





SCHOOL OF HUMANITIES

Learning opportunities in the School of Humanities have been designed to encourage students to appreciate the relevance of humanistic study to life in the modern world.

The undergraduate curriculum pattern is based on a program of introductory and developmental courses on the lower division level for each of the disciplines in the School of Humanities and a series of upper division courses for each area of study.

Each introductory course is designed to show the applicability of its subject matter to the acquisition of a life form capable of coping both with the diversity and unpredictability of human endeavor and with the eternally similar needs and aspirations of man. Stress is accorded the role played by a particular discipline in the civilizing of mankind. Attention is given to the methodology of each area of humanistic study as a way of evaluating its integrity. The significance of the subject matter for the contemporary world is considered.

The developmental courses are designed to treat their subject matter from a substantive point of view, and also to show how understanding of the material in each course can contribute to an understanding of the problems of our age. They also provide background valuable for more advanced work in a particular area of major and minor concentration.

Upper division work in the various departments of the School, while it may be taken for elective credit by any eligible student, is designed primarily to meet the needs of majors and minors.

Courses used to satisfy General Education requirements may not be used for the major concentration.

Programs leading to the Master of Arts in English and the Master of Arts in History are offered also within the School of Humanities. Information pertaining to these degrees may be found in the sections of this catalog devoted to the Department of English and the Department of History.

GENERAL REQUIREMENTS FOR A MAJOR

General requirements for a Bachelor of Arts degree within the School of Humanities include:

1. A major of at least seven courses, including the Senior Seminar
2. The satisfactory completion of one of the three options listed below:
 - a. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
 - b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
 - c. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

Mathematics 210 (Computer Programming and Data Processing I) is recommended for all students in the School of Humanities.

Students in the School of Humanities must also meet the *General Education Requirements of the College*.

Requirements for Interdepartmental Speech and Theatre Minor

Twenty units, fifteen of which must be upper division, from English 108, English 109, English 309, English 407, English 475 (Drama), Theatre 232, Theatre 332, Theatre 380, Theatre 381, Theatre 382, Theatre 383, Theatre 477, Theatre 499, Music 380, Music 223, 423 (Individual Instruction in Voice).

Interdepartmental Courses in Humanities

Some courses in the School of Humanities are offered on an interdepartmental basis rather than within a particular discipline. For 1974-75, the following courses are so designated and each may carry credit in one of the indicated departments.

Humanities 308. Multi-Media

May carry credit in Fine Arts or English. See departmental listings for course description.

Humanities 363. Philosophy in Literature

May carry credit in English or Philosophy. See departmental listings for course description.

Humanities 374. History of Christian Thought I

May carry credit in History or Religious Studies. See departmental listings for course description.

Humanities 375. History of Christian Thought II

May carry credit in History or Religious Studies. See departmental listings for course description.

Humanities 395. Continental Literature in Translation

May carry credit in English, or French, or German or Spanish depending on area being covered in any particular quarter. Prior approval of the Chair of the Foreign Language Department needed for credit in French, German, or Spanish. In order to receive credit in their major or minor field, students are expected to do the readings in their target language. See departmental listings for the other prerequisites.

Humanities 470. Aspects of the Relationship Between Art, Literature, and History

May carry credit in English or Fine Arts or History. See departmental listings for course description.

Humanities 479. Literature and the Other Arts

May carry credit in English or Fine Arts. See departmental listings for course description.

Experiential Learning

Credit for prior work experience is available in all departments of the School:

— 289. 1-5 units of lower division credit

— 489. 1-5 units of upper division credit

Interested students should contact the Office of the School Dean.

ENGLISH DEPARTMENT

The undergraduate English curriculum is divided into a remedial group (English 51 and 52), a written composition and speech course which satisfies one-half of the Basic Subjects requirement of the college (English 100), an advanced composition course (English 110), two courses in the introduction to the nature of literature (English 101, 201), a number of courses in the area of Communications (including speech, journalism, and media), a series of broad surveys of the development of English and American literature, and a number of courses established primarily, although not exclusively, for majors and minors. The introductory courses in the nature of literature (English 101, 201) are structured to allow the student to experience what literature is, how it functions, and its value in the contemporary world. It is recommended, but not required, that all students complete English 101 or 201 before taking any other English literature course. English 101 or 201 may also be used to satisfy five hours of the General Education requirement in Humanities (but English 201 may not be used to satisfy the requirement that students must take at least one 101 course).

The broad survey courses (English 203 through 205) are designed to allow the student to study literature itself and to experience the relationship of literature to man and his life, to experience the tie between literature and living. These courses may be used to satisfy an additional five hours of the General Education requirement in Humanities; they may also be taken by students majoring or minoring in English. Courses numbered 300 and 400 are courses primarily for majors and minors, but open to all students who have satisfactorily completed at least English 101 or its equivalent, or one course from the 200 series or its equivalent. Courses from the 400 series may be conducted in an interdisciplinary fashion with the cooperation of other departments. In such cases, they may be cross-listed in the appropriate departments. English courses numbered 500 through 599 are graduate courses open also to seniors. Courses numbered 600 through 699 are graduate courses limited to graduate students.

REQUIREMENTS FOR THE MAJOR

The minimum requirements for a Bachelor of Arts degree in English are:

- Satisfactory completion of English 101 or 201 or the equivalent. (May be waived for transfer students and for other students in special cases.)
- Seven courses in English from the 300 series or above, including the Senior Seminar, English 490, with departmental consent. (Although the developmental courses in the 200 series are not prerequisites for advanced work in English, it is likely that a student's work in any particular 300 or 400 course would benefit from his having taken the comparable 200 course.)
- The satisfactory completion of one of the three options listed below:
 - An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
 - A minor consisting of at least 20 quarter units within a minor program designed by another discipline
 - An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

Students majoring in English must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for a Major."

REQUIREMENTS FOR THE MINOR

The minimum requirements for an English minor are: Four courses at the 200 level or above, at least two of which must be upper division.

For the interdepartmental Speech and Theatre minor with the Fine Arts Department, see page 172 under heading Speech and Theatre minor.

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in English has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for English has been approved for a CSB graduate in English.

THE MASTER OF ARTS DEGREE IN ENGLISH**The Degree Program**

The M.A. degree program in English has been designed primarily to provide the following: (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 in this area who wish to improve their professional skills and status; (3) graduate courses for those who might wish to continue towards the Ph.D. degree at another institution; (4) continuing education for those wishing to extend their knowledge as an end in itself through an interesting and stimulating series of liberal arts courses.

Basic Pattern for the Master of Arts Degree in English

The basic pattern of the Master of Arts degree at CSB has been chosen with the idea of accomplishing the above objectives. It has been designed to provide: (1) a carefully planned and integrated program that insures a basic foundation of professional skills through a common core of courses; (2) some uniform degree of coverage in the areas of English and American literature; (3) more intensive training in reading, critical analysis, research, and writing than is possible in undergraduate work; (4) both concentration and diversity to intensify and broaden the individual student's experience in the fields of literature and language; (5) flexibility in type of courses to aid students in both their teaching and scholarship.

Description of the Basic Pattern

The minimal basic pattern of ten courses of five units each which can be completed within one academic year (three quarters plus a summer session) shall include: (1) three required courses in the areas of research methods, literary criticism, and linguistics; (2) three courses in English literature (early, middle, and later periods); (3) two courses in American literature (pre-Civil War and post-Civil War); and two electives in general or specialized courses of the student's choice (e.g., genre courses, courses dealing with the relationship between literature and society). With the consent of his advisor and the instructor, a student may choose any course in the 400, 500, or 600 series as an elective. Students are strongly urged to take English 600 during their first quarter of graduate study.

Example of a Ten Course Program

English 600 ¹	Literary Theory and Methods of Research
English 570 ²	Studies in Literary Criticism
English 515	Theories of Grammar
English 635	Shakespeare Seminar
English 645	Seminar in Pope and his Group
English 658	Problems in the Nineteenth-Century Novel
English 582	Studies in the American Romantics
English 686	Seminar in Later American Literature
English 475(g) ³	Genre Studies
English 477(g)	Studies in Literature and Society

ADMISSION TO THE PROGRAM

Persons seeking an M.A. in English must first apply to the office of Admissions and

¹ Courses numbered in the 600 series are open only to graduate students.

² Courses numbered in the 500 series are open to both senior and graduate students.

³ Upper division (400) courses allowed for graduate credit will be lettered "g". The letter "g" indicates that the graduate student in consultation with the instructor will be assigned work additional to that undertaken by undergraduate students. A maximum of three such courses will be credited toward the M.A. degree.

Records for admission as UNCLASSIFIED graduate students. After admission to the college in the UNCLASSIFIED category, students are eligible to take graduate courses in English, but without the assurance that their course work will count as credit towards the M.A. degree at CSB. After admission to the college in the UNCLASSIFIED category, students wishing to become candidates for the M.A. degree should notify the English Department as soon as possible of their intention to apply for CONDITIONALLY CLASSIFIED or CLASSIFIED status. They will be asked to take the specialized GRE professional aptitude test and to have all their college transcripts sent to the English Department. At some time during each quarter, the English Department Graduate Committee will evaluate these documents and assign an eligible student a graduate advisor from the English Department to help the student plan his graduate program. The Graduate Committee will also notify those students not immediately eligible what steps they might take to become eligible for CONDITIONALLY CLASSIFIED or CLASSIFIED standing.

CONDITIONALLY CLASSIFIED STANDING

CONDITIONALLY CLASSIFIED STANDING may be accorded a student who has satisfied the following prerequisites:

- 1) A grade point average of at least 3.0 (B) in previous upper division English courses taken at CSB or at other accredited colleges or universities where the undergraduate English requirements are at least the equivalent of those at CSB.
- 2) Satisfactory performance in graduate English courses taken during the first term of graduate work (a GPA of 3.0) at CSB.

CLASSIFIED STANDING

After completing at least three graduate English courses at CSB (15 quarter units), the student will become eligible for CLASSIFIED standing. At this point, the Graduate Committee, after consultation with the student's advisor, will either notify the student that he has been advanced to CLASSIFIED standing or will make other decisions about the student's work. When a student achieves CLASSIFIED standing, he will be assigned a personal committee consisting of his advisor and two other department members who will guide the student further in his preparation for the M.A. Comprehensive Examination.

Completion of the Master of Arts Degree

- 1) After the student has been advanced to CLASSIFIED standing, he must successfully complete all courses in his approved program with at least an overall GPA of 3.0.
- 2) The student must successfully complete the departmental Comprehensive Examination which will review the student's performance in written work done in graduate courses (at least two papers must be submitted to his graduate committee) and which will test the student's ability to think critically and to communicate orally his thorough understanding of graduate work he has completed.

COURSES

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

Lower Division

English 51. Fundamentals of Communication

A one-term course designed to develop skills in writing, speaking, and discussing. Open by special permission to students whose previous records or placement scores indicate that they will benefit from special work prior to or concurrent with enrolling in English 100. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 52. Developmental Reading

A one-term course open by special permission to students whose previous records or test scores indicate that they will benefit from a course designed to improve their reading speed and comprehension before they undertake courses that involve substantial amounts of

required reading. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 100. English Composition and Speech

Study and exercise in the nature of prose to help students develop a mature and functional expository style as well as demonstrated competence in the principles of grammar and in effective communication. Three lectures and two three-hour reading, writing, and speech laboratories.

English 101. Introduction to the Nature of Literature

The development of the critical sense and the study of the relation of the form of literature to the society which produced it. Study of the application of basic research techniques to representative forms of literature—the short story, the drama, and the poem.

English 106. Introduction to Journalism

Introduction to the problems of journalism; exploration of the media, the audience, and the resources available in journalistic writing. An overview of the history of popular communication through the printed word.

English 108. Introduction to Public Speaking

An introduction to practical speech problems with training in the principles concerning the organization of various forms of public address and effective delivery.

English 109. Principles of Group Discussion

Theory and methods of group discussion; practice in organizing and conducting informal and public discussion for the solving of problems; attention to the role of group discussions in the contemporary world.

English 110. Advanced Composition

Experience in advanced expository writing. Prerequisite: English 100 or equivalent. One or more substantial papers each week.

Village 117 Com. Perspectives: Literature and Science (10)

(See listing under Village courses. Credit given for both English 101 and Physics 100.)

English 201. Introduction to Literary Genres

Approaches to literary analysis applied to major works in English and American literature. Designed for prospective English majors. Students may not receive credit for both 201 and 101.

English 203. The Development of English Literature: 450-1798

The emergence of the English "people" as reflected in medieval and Renaissance readings: e.g., Beowulf, Sir Gawain and the Green Knight, Chaucer, Spenser, and Milton; the rise of the middle class in the age of "common sense." Readings in Dryden, Pope, Swift, Richardson, Fielding, Johnson, and Burns; emphasis on the relationship of literature to life—the sources from which it has sprung, the literature itself, and the audience that reads it.

English 204. The Development of English Literature: 1798-Present

Revolution to Empire, selected readings in Wordsworth, Coleridge, Keats, Shelley, Byron, Tennyson, Browning, Arnold and others; emphasis on the relationship of literature to life—the sources from which it has sprung, the literature itself, and the audience that reads it.

English 205. Introduction to the Study of American Literature

American literature from colonial times to the present.

English 303. Basic Communication

Analysis of the methods of verbal communication and exploration of the means by which a writer reaches his audience. Prerequisite: English 100 or its equivalent.

English 304. Technical and Report Writing

Extensive practice in writing clearly and persuasively in technical and specialized forms such as reports of experiments, abstracts, business reports and proposals, letters, memoranda. Open to all students but designed primarily for those in Behavioral Science, Business and Public Administration, and Natural Sciences. Prerequisite: English 100 or its equivalent. Does not count toward the major.

English 306. Advanced Journalism

Practical application of the fundamentals of journalism as they apply to communication within our society. Students will investigate principles and will demonstrate practical application within the media, particularly newspaper writing. Prerequisite: English 100 or its equivalent.

Humanities 308. Multi-Media

A course devoted to the technical and aesthetic aspects of multi-media. Lecture, discussion and performance. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 309. Theories of Communication

Survey of theoretical approaches to the process of human communication, including an analysis of the contribution of fields such as cybernetics and information theory, semantics and linguistics, nonverbal communication and symbolic interaction theories, and mass communication.

English 318. History of the Language

English phonology, morphology, syntax, spelling, and punctuation. Prerequisite: English 100 or its equivalent.

English 320. Survey of English Literature: 450-1500

English literature from the beginnings to the close of the Middle Ages. Old English poetry in translation, including Beowulf and shorter poems; Middle English prose and poetry exclusive of Chaucer, such as works of the Gawain poet, anonymous lyrics, Malory, the beginnings of the English drama. Prerequisites: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 325. Chaucer

Selections from The Canterbury Tales and shorter poems and/or Troilus and Criseyde. Since the works are read in the original Middle English, some attention is given to the nature and development of the English language in the Middle Ages. Prerequisites: English 101 or 201 or the equivalent; or one course from the 200 series or its equivalent.

English 330. Survey of English Literature: 1500-1660

The Renaissance in England, the classical revival, Wyatt and Surrey, Sidney, Spenser, Milton—the exploratory age, classical, heroic, nationalistic. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 335. Shakespeare I

Selected readings in the tragedies, comedies, histories and poems. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 336. Shakespeare II

Selected readings in the tragedies, comedies, histories, and poems. Selections different from those read in English 335, which is not prerequisite. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 340. English Literature of the Restoration and Eighteenth Century: 1660-1798

The "neo-classic" age and the age of "sensibility." The rise of the middle class and its novelistic literature. Selected studies in Dryden, Restoration drama, Swift, Pope, Addison and Steele, Johnson, Burns, and Blake. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 350. Romantic English Literature: 1798-1837

Prose and poetry. Studies in Wordsworth, Coleridge, Keats, Shelley, and Byron. New directions in criticism. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 351. Victorian English Literature: 1837-1901

Prose and poetry. Studies in Tennyson and Browning, Meredith, the Pre-Raphaelites, Hopkins, and other major figures. Literature, criticism, and social history. Prerequisite: English 101 or 201 or the equivalent; or one course from the 200 series or its equivalent.

English 360. Twentieth-Century English and American Literature

The literature of withdrawal and of engagement. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

Humanities 363. Philosophy in Literature

An examination of such major philosophical ideas as love, freedom, selfhood, loneliness, man as moral being, man with or without God, as found in the literary works of such writers as Plato, Dante, Shakespeare, Goethe, Nietzsche, Kafka, Hesse, Dostoevsky, Camus, and Sartre. May be used for elective credit or minor credit, but not for credit in the English major.

English 373. Women in Literature

The presentation of woman and her role in society, as seen by important women writers of the Twentieth Century. Prerequisites: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 376. Interpersonal Communication

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.

English 378. Mass Media and Society

Analysis of the social and political functions of the mass media and their impact on public opinion, social mores, and culture.

English 380. American Literature to the Civil War

The Beginnings to the Civil War. Colonial literature, Franklin, Emerson, Thoreau, Poe, Longfellow, Melville, Hawthorne, and others. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 381. American Literature from the Civil War to 1900

Whitman, Harte, Twain, Crane, Howells, Dickinson, and others. The rise of realism. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 383. Survey of Black Literature

Literature of and about the Black Man in America. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

Humanities 395. Continental Literature in Translation

Selected works of Continental Europe in translation. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 402. Creative Writing

Investigation and discussion of one mode of expression (poetry, fiction, etc.), with individual or group analysis of student work. Prerequisite: consent of instructor.

English 407. Oral Interpretation of Literature

Theory and practice in the oral presentation of poetry, fiction, and drama. Both group and individual exercises provide a variety of experiences in analyzing and presenting different types of literature to an audience or class. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 410. Senior Composition

A course designed to help the student recognize and develop his own way of writing in its various modes. Fulfils the advanced composition requirement for teaching credential. Prerequisite: satisfactory completion of English 100 or its equivalent and upper division standing.

English 415. Introduction to Linguistics

Descriptive and historical linguistics; relationship between language and culture.

English 416. Studies in Linguistics

Selected aspects of descriptive and/or historical linguistics. Prerequisite: English 415.

English 475. Genre Studies

Studies in the novel, drama, poetry, criticism. Specific formal study and course content to be determined by instructor each quarter. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 477. Studies in Literature and Society

Varying subject matter course in literature dealing with literary response to philosophical or sociological questions. Examples of themes dealt with are:

Technology

Media

The Affluent Society

Secularization of Society

The American Dream

Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent. May be repeated for different course content.

Humanities 479. Literature and the Other Arts

An interdisciplinary approach to a topic, period, or style that combines experience in a literary genre with a parallel expression in another art, such as painting, music, or film. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent.

English 490. Senior Seminar (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Prerequisite: Senior standing and consent of instructor.

English 494. Children's Literature

Analysis of selected works of literature suitable for children, with attention to standards of selection and methods of use as teaching materials. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent. Does not count toward the major.

English 495. Adolescent Literature

Analysis and evaluation of selected works of literature which are suitable for adolescents. Some attention to standards of selection and methods of teaching. Prerequisite: English 101 or 201 or the equivalent, or one course from the 200 series or its equivalent. Does not count toward the major.

English 499. Individual Study (1-5)

Admission with consent of Department Chair and Dean of Humanities.

Graduate Courses**English 515. Theories of Grammar**

An examination of the assumptions and applications of traditional or "school" grammars, descriptive/structural linguistics, and generative-transformational grammars.

English 518. Studies in the History of the English Language

Studies in the development of English phonology, morphology, and syntax from the Old English period to the present.

English 525. Studies in Chaucer

Studies in The Canterbury Tales and/or Troilus and Criseyde, and a selection of Chaucer's shorter poems.

English 533. Studies in Seventeenth Century Literature

An intensive survey of the major poets and dramatists, including Milton, Donne, Jonson and their contemporaries.

English 541. Studies in Eighteenth Century Literature

An intensive study of Eighteenth Century poetry, prose, and/or drama.

English 552. Studies in Nineteenth Century Poetry

Studies in the major poets of either the Romantic or Victorian period, depending upon instructor's emphasis.

English 564. Studies in Twentieth Century Poetry

An intensive survey of major British and American poets from about 1914 to 1960. Includes the works of Housman, Yeats, Thomas, Eliot, Pound, Frost, Stevens, Auden, and important later figures.

English 568. Studies in the Modern British Novel

An intensive survey of major British novelists from about 1910 to 1950. Includes the works of Conrad, Joyce, Forster, Woolf, Lawrence, and important later figures.

English 570. Studies in Literary Criticism

An historical survey of important texts in literary criticism from the Greek to the modern period, with emphasis on the formation and development of major trends in critical theory.

English 576. Studies in the Development of the English Novel

Intensive study of continuity and change in the structure and style of the English novel and novella from its beginnings to the Twentieth Century.

English 582. Studies in the American Romantics

An intensive survey of the major writers of the American Renaissance from about 1830 to 1860. Includes the works of Hawthorne, Melville, Emerson, Thoreau, and Whitman.

English 586. Studies in Later American Literature

An intensive survey of important writers and literary movements in American literature from the post-Civil War period to about 1930. Includes Twain, James, Crane, Dreiser, O'Neill, Eliot, and Faulkner.

English 596. Modern World Literature

An intensive examination of contemporary world fiction and plays. Selected works of such authors as Flaubert, Faulkner, Achebe, and Gogol will be studied.

English 600. Literary Theory and Methods of Research

The study of the nature and function of literature, the resources for literary scholarship, and the problems of method in the major areas of literary research.

English 635. Seminar in Shakespeare

Intensive study of selected plays. Prerequisite: English 335 or consent of the instructor.

English 645. Seminar in Pope and His Group

Intensive study of the poetry and prose of early Eighteenth Century England, including selected works of Pope, Gay, Swift, Addison and Steele. Prerequisite: undergraduate work in the Eighteenth Century or consent of the instructor.

English 647. Seminar in Johnson and His Circle

Intensive study of selected works of Johnson, Boswell, Goldsmith, Reynolds, and other writers of later Eighteenth Century England connected with Johnson's circle. Prerequisite: undergraduate work in the Eighteenth Century or consent of the instructor.

English 658. Seminar in the Nineteenth Century Novel

A seminar dealing with one or more of the major issues, modes, or structures of the British Novel. Prerequisite: an undergraduate genre course in fiction or consent of the instructor.

English 672. Seminar in Poetry and Poetics

Intensive study of selected poets, their works, and their philosophy of poetics.

English 686. Seminar in Later American Literature

Intensive study of selected writers and literary movements in American literature after the Civil War. Prerequisite: undergraduate work in American literature or consent of the instructor.

FINE ARTS DEPARTMENT

The Fine Arts Department offers work in Art, Music, Theatre, and Dance.

The interdisciplinary courses (those prefixed Fine Arts) are integrated offerings dealing with the nature of the Fine Arts and with the place of artistic expression in society.

In addition to providing the total student body with courses that may be taken for General Education or elective credit, the Department has concentration programs within the Fine Arts major in Art and Music, as well as minors in Art and Music. It also participates in the offering of an interdepartmental speech and theatre minor with the English Department (see page 172 under heading "Speech and Theatre Minor").

REQUIREMENTS FOR THE MAJOR

The minimum requirements for a Bachelor of Arts degree in Fine Arts are:

- A. Three Fine Arts courses, including Fine Arts 101 or its equivalent, and two courses from the series Fine Arts 201-206 (transfer students may, with the approval of the department, substitute appropriate work taken previously; Fine Arts 301, 401, or Humanities 479 may be presented for part of the requirement, as determined by the department).
- B. At least six five-quarter-unit courses (30 quarter hours) in a field of concentration (either Art or Music) plus appropriate work in applied music and performance for music concentration.
- C. One of the following options, each consisting of at least twenty quarter units:
 1. An augmented major taken outside the concentration (Note: Art and Music are separate concentrations)
 2. A minor in another discipline (Note: Art and Music are separate disciplines)
 3. One of the interdisciplinary concentrations or minors such as Black Studies, Chicago Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law and Society
- D. Fine Arts 490, the Senior Seminar

COURSES

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

Lower Division

Fine Arts 101. Introduction to the Study of Fine Arts

Analytical and comparative study of those considerations which are basic to the various fine arts and the relations of those arts to society. Lecture-discussions and two three-hour laboratory sessions.

Fine Arts 201 through 206

The Fine Arts 201-206 courses comprise a series of interdisciplinary courses emphasizing the interrelationships between the arts and society in terms of their historical context.

Concentrating on representative styles, movements, aesthetic preoccupations or themes, each of the 201-206 courses examines outstanding or characteristic examples of the various arts of selected periods in the development of western culture from classical times to the present.

Faculty members are drawn from the practice-areas of art, music, and theatre. Lecture-discussions and two three-hour laboratory sessions for each course. Prerequisite: Fine Arts 101 or departmental consent.

Fine Arts 201. Selected Studies in the Arts of the Classical Periods

Fine Arts 202. *Selected Studies in the Arts of the Early Christian and/or Medieval Periods*

Fine Arts 203. *Selected Studies in the Arts of the Renaissance*

Fine Arts 204. *Selected Studies in the Arts of the Baroque Period*

Fine Arts 205. *Selected Studies in the Arts of the Enlightenment*

Fine Arts 206. *Selected Studies in the Arts of the Nineteenth and Twentieth Centuries*

Upper Division

Fine Arts 301. Comparative Study of the Fine Arts in Western and Non-Western Societies

Comparative selected studies in the arts of non-western societies; analysis of the relationships between the arts and society.

Fine Arts 401. Special Studies in Fine Arts

Individual research and group investigation into the interdisciplinary relationships of the fine arts, concentrating on selected periods. Topics to be covered each quarter will be announced prior to registration.

Humanities 479. Literature and the Other Arts

An interdisciplinary seminar in a selected topic, period, or style of man's development, that combines experience in a literary genre with a parallel expression in another art, such as painting, music, or film. Extensive reading, independent and group research; lectures and discussion. May be used as credit in English or Fine Arts but not both. Prerequisite: consent of departmental chair.

Fine Arts 490. Senior Seminar in Fine Arts (6)

Consideration of the nature of the arts. Integration of materials from other courses. Relation of fine arts to student's other fields of study. Prerequisite: Senior majors or consent of instructor.

Graduate Courses

Fine Arts 501. Criticism and Review

An examination of the role of criticism and analysis of the arts today and their influence on the artist and the consumer. Current newspapers and journals will be the prime source material; the course will include individual research and field trips.

Fine Arts 502. The Economics of the Arts

An exploration of the economics of the arts (including their underwriting or financing), and of the economic environment of the arts (including art in public buildings and industrial design).

NOTE: Enrollment in graduate courses may be at the discretion of the Department.

CONCENTRATION IN ART

Requirements for a Fine Arts Major with a Concentration in Art Studio or Art History:

- A. Three Fine Arts courses, including Fine Arts 101 or its equivalent, and two courses from Fine Arts 201-206 (transfer students may, with the approval of the department, substitute appropriate work taken previously; Fine Arts 301, 401, or Humanities 479 may be presented for part of the requirement, as determined by the department).
- B. At least six courses (thirty quarter-hours) in Art, including: (1) two studio courses drawn from courses 313-317 or two art history courses from 381-389, 480-482; (2) *either* four art history courses drawn from 381-389, 478, 480-482, 513, 580, *or* 377 plus four advanced studio classes drawn from 343-347, 477.
- C. One of the following options, each consisting of at least twenty quarter units:
 1. An augmented major taken outside the concentration (Note: Art and Music are separate concentrations).
 2. A minor designated by another discipline (Note: Art and Music are separate disciplines).

3. One of the interdisciplinary concentrations or minors such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law and Society.

D. Fine Arts 490, the Senior Seminar.

E. A senior show. (Required only of Art Studio concentrators)

REQUIREMENTS FOR A MINOR IN ART

Four five-unit courses in either art history or art studio, three of which must be upper division, acceptable to the department

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in Fine Arts, with a concentration in art has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for art has been approved for a CSB graduate in Fine Arts, with a concentration in art.

COURSES

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

Lower Division

Art 212. Basic Two Dimensional Design

An introduction to the theory, principles and elements of design. The course will provide essential background for the upper division curriculum in Art. Three lecture-discussions and two studio-laboratory sessions per week.

Art 213. Beginning Drawing

Introduction to drawing and composition including drawing from the human figure. Three lecture-discussions and two studio-laboratory sessions per week.

Art 214. Beginning Painting

An introduction to basic skills in painting as well as to the selection of materials and the preparation of canvas. The student will work with oils, acrylics, latex and synthetic pigments. Three lecture-discussions and two studio-laboratory sessions per week.

Art 218. Introduction to Photography

An introduction to basic aspects of composition, elementary processes in development and printing.

Art 242. Basic Three Dimensional Design

A lecture-laboratory course exploring theory, materials and techniques in three dimensional design. Students will develop proficiency in materials such as clay, wood, metal and plastics. The relationship between spatial concepts and industrial design will be examined. The course will provide essential background for the upper division curriculum in Art. Three lecture-discussions and two studio-laboratory sessions per week.

Upper Division

Art 313. Drawing

Drawing and composition in a variety of media including drawing from the human figure. Two lectures and nine hours of laboratory. Prerequisite: Art 213 or departmental consent.

Art 314. Painting

Composition and two- and three-dimensional design problems using various media; painting from the human figure. Two lectures and nine hours of laboratory. Prerequisite: Art 214 or departmental consent.

Art 315. Sculpture

Principles of sculpture explored in various media. Two lectures and nine hours of laboratory. Prerequisite: Art 242 or departmental consent.

Art 316. Ceramics

Introduction to various basic techniques and approaches used in designing, forming, glazing, and firing of ceramic materials; practice on the potter's wheel and various hand-building methods; consideration of problems in design. Two lectures and nine hours of laboratory.

Art 317. Graphics

An introductory graphics course including work in collography, serigraphy, and basic techniques in lithography and in intaglio printing. Two lectures and nine hours of laboratory. Prerequisite: Art 212 or departmental consent.

Art 343. Drawing Studio

Studio experience in the problems and concepts in drawing, using a variety of media. Fifteen hours of laboratory. Prerequisite: Art 313 or its equivalent. May be taken only once for credit.

Art 344. Painting Studio

Problems and concepts in painting, using a variety of media. Fifteen hours of laboratory. Prerequisite: Art 314 or its equivalent. May be taken only once for credit.

Art 345. Sculpture Studio

Problems and concepts in sculpture, using a variety of media. Fifteen hours of laboratory. Prerequisite: Art 315 or its equivalent. May be taken only once for credit.

Art 346. Ceramic Studio

Problems and concepts in ceramics, using a variety of media. Fifteen hours of laboratory. Prerequisite: Art 316 or its equivalent. May be taken only once for credit.

Art 347. Graphic Studio

Problems and concepts in graphics, using a variety of media. Fifteen hours of laboratory. Prerequisite: Art 317 or its equivalent. May be taken only once for credit.

Art 377. Issues in Contemporary Art

An examination of the historical background and aesthetic attitudes that have generated the art of the past ten years.

Art 381. Greece

Art and architecture of ancient Greece. A study of the genesis, development, classic phase, and dispersion after Alexander of the art of ancient Greece.

Art 382. Early Christian and Byzantine Art

The arts and architecture of the Early Christian Period in Europe; art and architecture in the Byzantine Empire to the fall of Constantinople.

Art 383. The Art of the Later Middle Ages in Europe

Romanesque and Gothic art, 1000-1500.

Art 384. The Art of the Italian Renaissance

Painting, sculpture, and architecture in Italy during the Fifteenth and Sixteenth Centuries.

Art 385. Art in Western Europe, 1580-1740

The major artists and their followers in the Seventeenth and early Eighteenth Centuries.

Art 386. Nineteenth Century Art

Painting and sculpture in western Europe from the French Revolution to 1890.

Art 387. Survey of Art in the United States

Art in the United States from the Seventeenth Century to the present.

Art 388. The Art of Central and South America

An introduction to the art styles, forms, and theories of Central and South America.

Art 389. Oriental Art

A survey of the visual arts in India, China and Japan to 1500.

Art 470. Senior Show

Must be undertaken in residence. Portfolio must be submitted to the Department no later than the pre-registration period for the quarter preceding the student's proposed final quarter. No credit.

Art 477. Special Studies in Art

Opportunity for extensive work with faculty supervision on individual problems. May be repeated for different course content. The area to be covered in any particular quarter will be designated before the time of registration. Possible fields of study in this regard are:

Ceramics	Sculpture
Drawing	Art education
Graphic design	Printmaking
Life drawing	Photography
Painting	

Art 478. Special Studies in Art History

The period and subject matter of this course will be designated before the time of registration. The course may be repeated for credit not to exceed 10 quarter hours. Possible areas which may be covered by this course are:

The Art of South and Southwest Asia

The Art of East and Southeast Asia

The Art of the North American Indian

Art 480. Early Twentieth Century Art

A study of the major artists and movements in Europe and the United States, 1890-1945.

Art 481. Art Since 1945

Major artists and trends world-wide, from the abstract impressionists in New York to present developments.

Art 482. The Roman Empire East and West

Art in Rome and among Europeans to 400.

Art 499. Individual Study (1-5)

Admission with consent of Department Chair and Dean of Humanities.

Graduate Courses**Art 513. Selected Topics in the History of Drawing**

An examination of the role drawing plays in the creation of a work of art and of the nature and function of drawing in various periods.

Art 580. Selected Approaches to Art Criticism and Art History

Seminar dealing with selected approaches to art criticism and art history; reading, research and papers.

NOTE: Enrollment in graduate courses may be at the discretion of the Department.

CONCENTRATION IN MUSIC

Requirements for the Fine Arts Major with a Concentration in Music:

- A. Three Fine Arts courses, including Fine Arts 101 or its equivalent, and two courses from the series Fine Arts 201-206 (transfer students may, with the approval of the department, substitute appropriate work taken previously; Fine Arts 301, 401, or Humanities 479 may be presented for part of the requirement, as determined by the department).
- B. Seven 5-credit-hour music courses selected with the approval of the department, including 352, five of which must be upper division courses.
- C. Participation and credit in one of the following performing organizations every term of residence after formal registration as a Fine Arts major: Cal State Choir, Performing Wind Ensemble, Chamber Orchestra.
- D. Performing proficiency acceptable to the department in piano, voice, and/or another instrument approved by the department. Students must demonstrate this proficiency in a manner determined by the department before they will be allowed to present their senior performance and paper, or, with the consent of the department, senior recital. Such determination may include the earning of satisfactory credit in appropriate courses.
- E. Piano proficiency equivalent to Music 356.
- F. Senior performance and paper, or, with the consent of the department, senior recital.
- G. Fine Arts 490, the Senior Seminar.
- H. One of the following options, each consisting of at least twenty quarter units:
 1. An augmented major taken outside the concentration (Note: Art and Music are separate concentrations).
 2. A minor in another discipline (Note: Art and Music are separate disciplines).
 3. One of the interdisciplinary concentrations or minors such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law and Society.

REQUIREMENTS FOR A MINOR IN MUSIC

Twenty quarter units (at least ten of which must be upper division) including at least one theory class, acceptable to the department, two units of applied music, and two units of work in a performing organization

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in Fine Arts with a concentration in Music, has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Music has been approved for a CSB graduate in Fine Arts, with a concentration in Music.

COURSES

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

Lower Division**Music 122. Theory and Structure I**

Integrated approach to music theory; essentials of rhythm, harmony, melody, and form explored through the "New Music."

Music 124. Basic Theory Skills (2)

Practice in melodic, harmonic and rhythmic dictation; sight singing.

Music 152. Theory and Structure II

Integrated approach to music theory and structure, explored through an examination of a wide variety of literature. Prerequisite: Music 122 or departmental consent.

Music 222. Theory and Structure III

Continuation of Theory II. Prerequisite: Music 152 or departmental consent.

Music 223. Individual Instruction (1)

Individual instruction in various musical instruments including the human voice. May not be offered every quarter. Credit available only to Fine Arts music concentrators or minors in music. One quarter unit per term on credit, no-credit basis, not to exceed a total of six. Information regarding offerings each quarter, as well as registration procedures and approval for music concentrators and minors must be obtained from the department for each registration. Students will follow a program approved by the department and will be required to demonstrate proficiency progress before a faculty jury each quarter before receiving credit. Students may challenge course by examination for credit.

Music 224. Intermediate Theory Skills (2)

Intermediate level melodic, harmonic and rhythmic dictation; sight singing.

Music 226. Beginning Piano—Class Instruction (3)

Introduction to the piano and piano playing. Beginning study in music reading and practice techniques. Repertoire to cover beginning to intermediate piano literature and song accompaniment; keyboard harmony and improvisation. No previous background required. Not open to music concentrators presenting piano to meet overall proficiency requirement in an instrument approved by the Department. Registration subject to program and equipment limitations and the approval of the Department.

Music 251. Cal State Choir (1)

Group performance of choral music from various periods of the choral repertoire. One-quarter unit of credit per term (not to exceed a total of six).

Music 253. Performing Wind Ensemble (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six).

Music 254. Chamber Orchestra (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six).

Upper Division**Music 321. Keyboard Literature**

An introduction to the keyboard literature from early Baroque to contemporary.

Music 322. Theory and Structure IV

Three- and four-part counterpoint and contemporary harmonic practice. Prerequisite: Music 222 and 226 or their equivalents or departmental consent.

Music 324. Orchestration

Scoring for string, woodwind, brass, and percussion instruments. Prerequisite: Music 322 or departmental consent.

Music 325. Conducting

Experience in basic instrumental and choral conducting technique. Prerequisite: Music 322 or departmental consent.

Music 352. Form and Analysis

Individual and class analysis of selected compositions of various periods of style; experience in development of individual works. Prerequisite: Music 322 or departmental consent.

Music 356. Intermediate Piano—Class Instruction (3)

Intermediate study in music reading and practice techniques. Repertoire to cover intermediate piano literature and improvisation. Prerequisite: Music 226 or departmental consent. Not open to music concentrators presenting piano to meet overall proficiency

requirement in an instrument approved by the Department. Registration subject to program and equipment limitations and the approval of the Department.

Music 380. Opera

Survey of opera. Analysis and development of opera from Monteverdi to contemporary.

Music 381. Music of Black Americans

Historical and analytical study of the music of Black Americans from colonial times to the present, including the influence of black music on traditional music.

Music 421. Music Workshop (1)

Courses devoted to the study and performance of representative literature for varied types of ensemble. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis. Admission with the consent of instructor. Anticipated sections include the following:

Brass	Recorder
"New Music"	String
Keyboard	Woodwind

Music 423. Individual Instruction (1)

Individual instruction in various musical instruments, including the human voice. May not be offered every quarter. Credit available only to Fine Arts music concentrators or minors in music. One quarter unit per term on credit, no-credit basis, not to exceed a total of six. Information regarding offerings each quarter, as well as registration procedures and approval for music concentrators and minors, must be obtained from the department for each registration. Students will follow a program approved by the department and will be required to demonstrate proficiency progress before a faculty jury each quarter before receiving credit. Students may challenge course by examination for credit.

Music 451. Cal State Choir (1)

Group performance of choral music from various periods of the choral repertoire. One quarter unit of credit per term (not to exceed a total of six).

Music 452. Madrigal 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. One quarter unit of credit per term (not to exceed a total of six).

Music 453. Performing Wind Ensemble (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Music 454. Chamber Orchestra (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six).

Music 470. Senior Performance and Paper

Exhibition of proficiency in major medium of performance; a substantial paper pertaining to the performance. Must be undertaken in residence. No credit. Permission for the performance must be obtained and a draft for the paper must be submitted to the Department no later than the preregistration period for the student's proposed final quarter. With permission of the Department, senior recital (Music 471) may be substituted.

Music 471. Senior Recital

Reserved for those students especially proficient on their instrument. Admission with consent of department. Consists of a 45-70 minute public recital. Must be undertaken in residence. No credit. Recital permission must be obtained from the department no later than the preregistration period for the student's proposed final quarter.

Music 477. Special Studies

Individual research and group investigation of selected topics, such as keyboard musicianship, seminars in composition and projects in musicology, the development of music for the solo voice after 1600, the symphony and symphonic poems from their inception to the present. Topics to be covered each quarter will be communicated to interested students before registration; may be repeated for different course content.

Music 480. Polyphonic Period Through the Renaissance

An in-depth historical and analytical study of music from the origins of polyphony through the Renaissance (c 800–1600). Prerequisite: Music 222 or permission of the Department.

Music 481. Baroque and Classical

An in-depth historical and analytical study of music from the Baroque and Classical periods (c 1600–1830). Prerequisite: Music 222 or permission of the Department.

Music 482. The Romantic Period and Impressionism

An in-depth historical and analytical study of music of the Romantic and impressionistic periods (c 1830–1910). Prerequisite: Music 222 or permission of the Department.

Music 483. Music of the Early Twentieth Century

An in-depth historical and analytical study of early Twentieth Century music, including neoclassicism and expressionism. Prerequisite: Music 222 or permission of the Department.

Music 484. Music Since 1945

Individual and class analysis and performance of music and the relationship among composer, performer, and audience since the Second World War. Prerequisite: Permission of the Department.

Music 499. Individual Study (1–5)

Admission with consent of Department Chair and Dean of Humanities.

Graduate Courses**Music 522. Chamber Music Performance and Analysis**

Representative chamber music will be the subject of performance, discussion and analysis.

Music 580. Problems in Notation

Seminar devoted to the study of medieval notation and of that utilized in today's "New Music."

NOTE: Enrollment in graduate courses may be at the discretion of the department.

THEATRE COURSES

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

Lower Division**Theatre 231. Rehearsal and Performance (1)**

Acting in stage performances, major production assignments, participation in television or children's theatre offerings. Open to all students. Assignments according to needs of plays produced. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Theatre 232. Acting

Basic techniques of stage movement and line reading. Training of imagination and characterization through improvisations, pantomimes, and scenes. Fundamentals of stage make-up. Lecture and discussion.

Theatre 236. Theory and Practice of the Theatre

A study of the nature of the theatre arts and the demands of the stage; analysis of the interrelationship of script, performance, and production.

Upper Division**Humanities 308. Multi-Media**

A course devoted to the technical and aesthetic aspects of multi-media. Lecture, discussion, and performance. Prerequisite: Fine Arts 101.

Theatre 332. Advanced Acting

Training in special styles and methods of acting including Shakespearian, Restoration, and Stanislavskian techniques. Application of character make-up. Special training, such as fencing, dance, or dialect, according to the individual needs of each student. Lecture and discussion. Prerequisite: Theatre 232.

Theatre 333. Costuming (3)

Analysis of the effect of costume on character and on the total design of a play. History of fashion. Lecture and discussion.

Theatre 334. Stage Lighting (3)

Methods of distribution and control of light through instruments and dimmers. Lecture and laboratory.

Theatre 380. Ritual, Mime and Folk Theatre

A study of the development of theatre from its origins in myth and ritual and the survival of mythic elements in popular, religious, and folk theatre. The course will deal with such forms as pre-classical fertility rites, dithyrambs, mimes, commedia dell'arte, mystery plays, vaudeville, and burlesque. Lecture and discussion.

Theatre 381. Classical Theatre

History of the western theatre from Aeschylus to the Italian Renaissance. A study of the plays, stages, and production styles of the period. Lecture and discussion.

Theatre 382. Theatre from the Renaissance to the Romantic Period

History of the western theatre from the Tudor drama and the Spanish Golden Age to the end of the Romantic period. A study of the plays, stages, and production styles of the period. Lecture and discussion.

Theatre 383. The Modern Theatre

History of western theatre from the beginnings of realism in the Eighteenth Century to the present. A study of the plays, stages, and production styles of the period. Lecture and discussion.

Theatre 431. Rehearsal and Performance (1)

Acting in stage performances, major production assignments, participation in television or children's theatre offerings. Assignments according to the needs of plays produced. Prerequisite: Permission of the department. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Theatre 435. Scene Design

An analysis of the total visual aspect of theatre with work in the design of scenery, lighting, and costuming of a play. Lecture and discussion. Prerequisites: Theatre 333 and 334.

Theatre 436. Directing

The methods of directing a play including casting, blocking, dramatic rhythm and the teaching of acting. Aesthetic considerations and practical exigencies of actuating a given script to a given stage. Lecture and laboratory. Prerequisites: Theatre 332 and 3 credits (or the equivalent) of Theatre 331 and 431.

Theatre 437. Playwriting

Students will write one full-length play suitable for production. Prerequisite: 3 credits (or the equivalent) of Theatre 231 and 431.

Theatre 470. Senior Show, Thesis, or Recital

A senior show, thesis, or recital as specified by the Department. No credit.

Theatre 477. Special Studies

Individual research and group investigation of selected topics. Topics to be covered each quarter will be communicated to interested students before registration. May be repeated for different course content. Possible fields of study include:

Theatre Management
Children's Theatre
Dramatic Criticism

Filmmaking
Stage Managing
Fencing and Dance

Theatre 499. Individual Study (1-5)

Admission with consent of Department Chair and Dean of Humanities.

DANCE COURSES**In St 150. Modern Dance (1)**

Basic exercises and locomotor movements of modern dance technique. Two meetings per week. Offered only on a credit, no credit basis.

Dance 362. Extensions of Modern Dance

A study of dance as a means of communication in relation to music, art and design. The course will include technique, improvisation, and choreography. Lecture-discussions and two three-hour laboratory sessions.

FOREIGN LANGUAGES DEPARTMENT

The Department of Foreign Languages has the following objectives:

To teach students the four basic skills of understanding, speaking, reading, and writing the several languages offered; to foster an interest in and an understanding of other cultures and civilizations; to enhance a student's understanding and control of English through a comparison with the structures of other languages.

According to the area of concentration selected by the student, the Department of Foreign Languages:

Prepares teachers of foreign languages; equips teachers with the basic knowledge and skills needed in the Bilingual/Cross-Cultural Program in Spanish; provides those foreign language skills that are necessary or highly desirable in many career fields, such as medicine, law enforcement, social work, foreign trade, business, government service, diplomatic and military service, translating, interpreting, journalism, and broadcasting.

The Department of Foreign Languages offers programs in French, German, and Spanish. Majors and minors are available in both French and Spanish. A minor in German is also available.

REQUIREMENTS FOR THE MAJOR IN SPANISH

The minimum requirements for a Bachelor of Arts degree in Spanish are:

A. Seven (7) courses from the 300 and 400 series, in addition to the Senior Seminar (Spanish 490). In order to offer the student some options, the department recommends that a language major choose a concentration of four (4) courses in any one of Areas I, II, or III. At least one of the other three (3) courses should be chosen from each of the other two areas. The student is required to plan an acceptable program in consultation with his Spanish adviser.

- Area I Language and Culture
- Area II Language and Linguistics
- Area III Language in Literature

B. The satisfactory completion of one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. A special concentration in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

Students must also meet the general requirements for a major within the School of Humanities, as noted in the section entitled "General Requirements for a Major."

Students planning to teach are urged to select courses from the following, in consultation with their advisor: Spanish 320, Hispanic-American Culture and Civilization (in English); Spanish 414, Spanish Phonetics and Punctuation; Spanish 311, Advanced Spanish Grammar; Spanish 415, Art of Translation; Spanish 409, Advanced Spanish Syntax; Spanish 410, Introduction to Spanish Linguistics.

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in Spanish has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Foreign Languages has been approved for a CSB graduate in Spanish.

BILINGUAL/CROSS-CULTURAL SPECIALIST CREDENTIAL

The Bilingual/Cross-Cultural Specialist credential is administered by the School of Education in cooperation and consultation with the School of Humanities. In consultation with their advisor, students wishing to prepare for this credential are advised to select from the following list of courses, which are cross-listed under both schools:

Spanish 399, The Mexican-American and Education Today; Spanish 305, Spanish for Communication in the Bilingual Context; Spanish 413, Contrastive Structures of Spanish and English; Spanish 422, Children's Literature in Spanish; Spanish 423, Problems of Linguistic Interference in Reading in Spanish; Spanish 420, Barrio Spanish; Spanish 320, Hispanic-American Culture and Civilization (in English).

REQUIREMENTS FOR THE MAJOR IN FRENCH

The minimum requirements for a Bachelor of Arts degree in French are:

A. Six upper division courses *and* the Senior Seminar (French 490). In order to afford the student some options, one (1) of the six (6) upper division courses, exclusive of the Senior Seminar, may be from among the following, but it does not *have* to be. This is *not* a requirement, but an option.

History 310 Modern France

Art 383 The Art of the Later Middle Ages in Europe (with emphasis on France)

Humanities 395 Continental Literature in Translation

Humanities 479 Literature and the Other Arts

Education 426.004 Special Methods of Teaching the Major in the Secondary School

Students who do *not* choose any of the above options, but who prefer to broaden their preparation in French literature or language, may instead select their sixth upper division course, exclusive of the Senior Seminar, from among, but not limited to, the following:

French 300 Explication of Texts

French 320 French Culture and Civilization (in English)

French 409 Advanced French Syntax: Stylistics with emphasis on syntax

French 420 Contemporary France

B. The satisfactory completion of one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. A special concentration in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies and Crime, Law, and Society

Students majoring in French must also meet the general requirements for a major within the School of Humanities, as noted in the section entitled "General Requirements for a Major."

TEACHING CREDENTIAL—RYAN ACT SINGLE SUBJECT

The CSB degree in French has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Foreign Languages has been approved for a CSB graduate in French.

FRENCH MINOR REQUIREMENTS

Two lower division, 200-level courses (excluding 210) and two upper division courses, acceptable to the Foreign Languages Department.

GERMAN MINOR REQUIREMENTS

Two lower division, 200-level courses (excluding 210) and two upper division courses, acceptable to the Foreign Languages Department.

SPANISH MINOR REQUIREMENTS

Two lower division, 200-level courses (excluding 210) and two upper division courses, acceptable to the Foreign Languages Department.

FRENCH COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit. Roman numerals indicate the quarter in which the course is usually offered, e.g., an "I" means course is offered during the first, or fall, quarter.

Lower Division**French 101. Introductory French I**

An introduction to the nature of the discipline and the fundamentals of French language and culture. Development of the basic language skills: listening, speaking, reading, writing. Weekly laboratory sessions with instructor; two hours of independent laboratory practice per week.

French 102. Introductory French II

A continuation of French 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: French 101, or two years of high school French or the equivalent.

French 103. Introductory French III

A continuation of French 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: French 102, or 3 years of high school French or the equivalent.

French 104.900. Individualized Instruction (5-15)

Opportunity for a student to earn credit for French 101, 102, and 103 (15 credits) in one or more quarters. Student must complete at least one module for five (5) credits.

Student proceeds at own pace in completing achievement levels centered around modules of learning, with self-correcting oral and written tests. Each achievement level is equivalent to one quarter. Consultations as deemed necessary by the instructor.

French 201. Intermediate French Grammar I

Composition and conversation. An intensive review of French grammar with extensive practice in oral and written expression. Two hours of independent laboratory work per week; poetry and prose selections. Prerequisite: French 103, or four years of high school French or the equivalent, as validated by placement examination.

French 202. Intermediate French II

A continuation of French 201, designed especially to prepare students for upper division work in language and literature.

French 210. Conversational French

A course designed to develop fluency in oral communication and vocabulary building on a topical basis. Prerequisite: French 103 or its equivalent.

Upper Division**French 300. Explication of Texts**

An introduction to the methodology of the analysis of texts in prose and poetry.

French 301. Introduction to French Literature I

An overview of French literature from the Middle Ages to 1800.

French 302. Introduction to French Literature II

An overview of French literature from 1800 to the present.

French 320. French Culture and Civilization

The development of French culture and civilization from its beginning to the present day. To receive credit toward the major, assignments and presentations must be in French. Course given in English.

French 409. Advanced French Syntax

A course in written and verbal stylistics with emphasis on French syntax.

French 410. Introduction to French Linguistics

An introduction to conventional and theoretical linguistics, with a contrastive approach to French and English structure. Practical laboratory work.

French 414 French Phonetics

An analysis of the French sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and French languages.

French 415. Art of Translation

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.

French 420. Contemporary France

An inquiry into the contemporary psychological, economic, and cultural values of Twentieth Century France.

French 490. Senior Seminar in French (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of French to student's minor field of study. Prerequisite: Senior standing and consent of instructor.

French 499. Individual Study (1-5)

Admission with consent of instructor, Department Chair, and Dean of Humanities.

GERMAN COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit. Roman numerals indicate the quarter in which the course is offered, e.g., an "I" means course is offered during the first, or fall, quarter.

Lower Division**German 101. Introductory German I**

An introduction to the nature of the discipline and the fundamentals of German language and culture. Development of the basic language skills: listening, speaking, reading, writing. Weekly laboratory sessions with instructor; two hours of independent laboratory practice per week.

German 102. Introductory German II

A continuation of German 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: German 101, or two years of high school German or the equivalent.

German 103. Introductory German III

A continuation of German 102. Reading of selected texts and practice in conversation and writing. Two hours of independent laboratory practice per week. Prerequisite: German 102, or three years of high school German or the equivalent.

German 104.900. Individualized Instruction (5-15)

Opportunity for a student to earn credit for German 101, 102, and 103 (15 credits) in one or more quarters. Student must complete at least one module for five (5) credits.

Student proceeds at own pace in completing achievement levels centered around module of learning, with self-correcting oral and written tests. Each achievement level is equivalent

to one quarter. Consultations as deemed necessary by the instructor.

German 110. Advanced Reading

Readings taken from the fields of biology, chemistry, geology, health science, mathematics, physics, etc. Prerequisite: German 103 or three years of high school German or the equivalent.

German 201. Intermediate German Grammar I

Composition and conversation. An intensive review of German grammar with extensive practice in oral and written expression. Two hours of independent laboratory work per week; poetry and prose selections. Prerequisite: German 103 or four years of high school German or the equivalent, as validated by placement examination.

German 202. Intermediate German II

A continuation of German 201, designed especially to prepare students for upper division work in language and literature.

German 210. Conversational German

A course designed to develop fluency in oral communication and vocabulary building on a topical basis. Prerequisite: German 103 or its equivalent.

Upper Division

German 300. Explication of Texts.

An introduction to the methodology of the analysis of texts in prose and poetry.

German 301. Introduction to German Literature I

An overview of German literature from the Middle Ages to 1800.

German 302. Introduction to German Literature II

An overview of German literature from 1800 to the present.

German 401. Studies in Twentieth Century Narrative

The course concentrates on the works of the following major German writers: Thomas Mann, Herman Hesse, Franz Kafka, Heinrich Boell, Guenther Grass, etc.

German 402. The German Short Story

Readings in some of the most recent anthologies of German short stories, especially those useful in teaching second year German classes. This course introduces students to a variety of major German authors and will also prepare future teachers for the task of leading second year German classes. Prerequisite: Upper division fluency.

German 409. Advanced German Syntax

A course in written and verbal stylistics, with emphasis on German syntax.

German 410. Introduction to German Linguistics

An introduction to conventional and theoretical linguistics, with a contrastive approach to German and English structure. Practical laboratory work.

German 414. German Phonetics

An analysis of the German sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the German and English languages.

German 415. Art of Translation

A study of the components of German grammar in view of practical translation exercises consisting of both German and English texts, to be rendered fluently into the opposite language.

SPANISH COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit. Roman numerals indicate the quarter in which the course is offered, e.g., an "I" means course is offered during the first, or fall, quarter.

Lower Division**Spanish 101. Introductory Spanish I**

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. Weekly laboratory sessions with instructor; two hours of independent laboratory practice per week.

Spanish 102. Introductory Spanish II

A continuation of Spanish 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: Spanish 101, or two years of high school Spanish or the equivalent.

Spanish 103. Introductory Spanish III

A review of fundamentals. Reading of selected texts, translation and conversation. Two hours of independent laboratory practice per week. Prerequisite: Spanish 102, or three years of high school Spanish or the equivalent.

Spanish 104.900. Individualized Instruction (5-15)

Opportunity for a student to earn credit for Spanish 101, 102, and 103 (15 credits) in one or more quarters. Student must complete at least one module for five (5) credits.

Student proceeds at own pace in completing achievement levels centered around modules of learning, with self-correcting oral and written tests. Each achievement level is equivalent to one quarter. Consultations as deemed necessary by the instructor.

Spanish 105. Spanish for Elementary School Teachers

Equips teachers to communicate with students whose native tongue is Spanish. Drills on basic grammar, vocabulary, and pronunciation. Prior language experience not required.

Spanish 201. Intermediate Spanish Grammar I

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: Spanish 103 or four years of high school Spanish or the equivalent, as validated by placement examination.

Spanish 202. Intermediate Spanish II

A continuation of Spanish 201, designed especially to prepare students for upper division work in language and literature.

Spanish 210. Conversational Spanish

A course designed to develop fluency in oral communication and vocabulary building. Conversations in small groups and discussion of a wide range of topics taken from contemporary issues and true life situations, literature, and cultural concerns. Prerequisite: Spanish 103 or its equivalent.

Upper Division**Spanish 300. Explication of Texts**

An introduction to the methodology of the analysis of texts in prose and poetry.

Spanish 301. Introduction to Spanish Literature I

An overview of Spanish literature from the *Cantar de Mio Cid* to Calderón. Prerequisite: Spanish 202 or the equivalent.

Spanish 302. Introduction to Spanish Literature II

An overview of Spanish literature from the ideological renewal of the 18th century to the present.

Spanish 303. Introduction to Hispanic American Literature

An overview of Hispanic American literature from the Pre-Columbian literatures through the struggle for independence to modern times.

Spanish 305. Spanish for Communication in the Bilingual Context (10)

An intensive course designed to prepare teachers, especially those of Anglo background, to function in a bilingual setting. Equips teachers to deal with students in non-academic contexts, in and out of the classroom, with parents, and with community agencies. "Cal6" (sub-standard Spanish) is also dealt with.

Spanish 310. Spanish for the Spanish Speaking

Study of the Spanish spoken in the Southwest with particular attention to the linguistic, social, and cultural determinants. Emphasis on the Spanish of the San Joaquin Valley.

Spanish 311. Advanced Spanish Grammar

An intensive review of Spanish grammar. Designed especially for those planning to teach. Drills, vocabulary building, proficiency in the written and spoken language.

Spanish 312. Spanish for the Bilingual Teacher

Practical application of linguistic theory in terms of bilingual materials. Language-learning problems of the bilingual student are diagnosed and described by experiment and observation in the language laboratory.

Spanish 320. Hispanic-American Culture and Civilization

The development of Hispanic-American culture and civilization from its beginning to the present day. To receive credit towards the major, assignments and presentations must be in Spanish. Course given in English.

Spanish 399. The Mexican-American and Education Today (3)

A study of the Mexican-American's attempt to succeed in post-secondary education today, and the influence exercised by the Mexican-American himself on this process. Emphasis on communication, career planning, special programs, and the quest for identity.

Spanish 400. History of the Spanish Language

The study of the linguistic changes in the evolution of Spanish from Vulgar Latin.

Spanish 401. Cervantes: Don Quijote

Background of the novel to Cervantes. Textual reading and examination of *Don Quijote*, Parts I and II.

Spanish 403. Spanish Literature of the Golden Age: Theatre

The pre-lopistas, Lope, Tirso, Alarcón, Calderón, and contemporaries.

Spanish 404. Spanish Literature of the Golden Age: Poetry

Garcilaso, the mystics (San Juan, Santa Teresa), Lope, Góngora, Quevedo, and contemporaries.

Spanish 405. Spanish Literature of the Golden Age: Prose

Selected prose writers, except Cervantes: Quevedo, Alemán, Gracián, and others.

Spanish 406. Renaissance of Prose in the Nineteenth Century

Reading of representative authors: Palacio Valdés, Alarcón, Valera, Pereda, Pardo Bazán, Alas, Galdós.

Spanish 407. Literary Currents of the Nineteenth Century

Costumbrismo, Romanticismo, Realismo, Naturalismo, and Modernismo.

Spanish 408. The Generation of '98: Reawakening of the Spanish Conscience

A study of the representative works of Azorín, Baroja, Unamuno, Valle-Inclán, Machado, Benavente, and others.

Spanish 409. Advanced Spanish Syntax

A course in written and verbal stylistics, with emphasis on Spanish syntax.

Spanish 410. Introduction to Spanish Linguistics

An introduction to conventional and theoretical linguistics, with a contrastive approach to Spanish and English structure. Practical laboratory work.

Spanish 411. Spanish Novels of the 20th Century: Alienation, Commitment, and Protest

The representative authors of the contemporary period in Spain.

Spanish 412. Spanish Theatre and Poetry of the 20th Century: Love, Symbolism and Anguish

Works of representative authors of contemporary Spain.

Spanish 413. Contrastive Structures of Spanish and English

An analysis of the phonology, morphology, and syntax of Spanish leading to a contrastive examination of Spanish and English. The focus will be on similarities, differences, and problems of language acquisition. Practical laboratory work.

Spanish 414. Spanish Phonetics and Pronunciation

An analysis of the Spanish sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and Spanish languages.

Spanish 415. Art of Translation

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.

Spanish 416. Contemporary Hispanic-American Poetry

Aesthetic pronouncements and movements. Reading of representative poets: Vallejo, Mistral, Agustini, Storni, Ibarbourou, Neruda and the New Generation.

Spanish 417. Modernismo and the Aesthetic Emergence of Hispanic America

From the pre-modernistas (Martí, Gutiérrez, Nájera, Silva, del Casal) to Rubén Darío and others.

Spanish 418. The Contemporary Mexican Novel: Commitment, Protest, and Violence

Experimental works of Rulfo, Yañez, Fuentes, Romero, López y Fuentes, Castellanos, and Asturias.

Spanish 419. The Hispanic-American Novel

The works of Blest Gana, Isaacs, Altamirano, Barrios, Galves, Azuela, Gallegos, Rivera, and Gúiraldes.

Spanish 420. Barrio Spanish

An in-depth view of the linguistic, cultural, and psychological facets of selected varieties of non-standard Spanish.

Spanish 422. Children's Literature in Spanish

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.

Spanish 423. Problems of Linguistic Interference in Reading in Spanish

Exploration of the relationships and differences between writing and speech, including laboratory observation, diagnosis and treatment of reading difficulties arising from faulty aural comprehension.

Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican-Americans

A survey and examination of the music, arts, literature, folklore, customs, institutions, and technology, past and present of Mexico and Chicano/Mexican-Americans.

Spanish 425. Chicano Literature

Textual reading and examination of Chicano literature, to include poetry, short story, novel, and theatre.

Spanish 490. Senior Seminar in Spanish (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of Spanish to student's minor field of study. Prerequisite: Senior standing and consent of instructor.

Spanish 495. Workshop in Mexican-American Literature

A workshop designed to make the Spanish speaker aware of his 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.

Spanish 499. Individual Study (1-5)

Admission with consent of Department Chair and Dean of Humanities.

SPECIAL COURSES**Foreign Language 280. Independent Study (1-5)**

Designed to meet the needs of students wishing to do work in classical and other languages not formally offered by CSB. Study under guidance of a professor. May be taken at successive levels until proficiency is attained.

Foreign Language 380. Independent Study (1-5)

Designed to meet the needs of students who have some competency in a foreign language and who need supervision on an upper division level to enable them to utilize this competency in their studies. Study may be on an individual basis under the guidance of an instructor. May be taken on successive levels.

Humanities 395. Continental Literature in Translation

Selected works of Continental Europe in translation. May carry credit in English, French, German, or Spanish, depending on area being covered in any particular quarter. Prior approval of the chair of the Foreign Language Department needed for credit in French, German, or Spanish. In order to receive credit in the major or minor field, students are expected to do the readings in their target language. Possible topics to be covered are:

Don Quijote in Translation

F. Garcia Lorca: Poetry and Drama in Translation

Dante and His Times: Prelude to Poetic Development in Spain and England

Dante's *Divina Comedia*

Hispanic-American Novel: Alienation, Commitment, Protest, and Violence

Twentieth-Century Spanish Novel in Translation

The Theories of Love in the *Medioevo: El libro de buen amor, La Celestina* in conflict with Dante's and Cervantes' theories of love

French Poetry: Sight and Sound

Women in European Literature

The Modern French Novel

Modern German Drama

Freedom: A Theme in Recent German Literature

The Picaresque Novel in Spain, France, England, and Latin America

The Don Juan Theme in Literature, Theatre, and Music

The Mystic Poets of Spain and Germany: From Lulio, Eckart, St. John of the Cross, and Saint Theresa to Rilke

HISTORY DEPARTMENT

The undergraduate curriculum in History consists of courses divided into four interlocking but distinct parts. History 101 is designed to allow the student to experience what history is, how it works, and its value relationship to the contemporary world.

History courses 200-299 are developmental courses designed for History majors, for students who wish to satisfy another five hours of their General Education requirements in history, and for students interested in the subject matter for other reasons. History courses numbered 300-399 are courses primarily for students with at least junior standing but are open to sophomore students with permission of the instructor. Courses numbered 400-499 are courses on the junior and senior level, not open to sophomores, which may give graduate credit for graduate students. They may be conducted in an interdisciplinary way with the cooperation and help of the appropriate department. History 499 may be taken only with the consent of the Department Chair and the Dean of Humanities. History 490, Senior Seminar, may be taken only by senior majors.

Successful completion of either History 231 or History 355 will count toward the satisfaction of both American History and United States Constitution as required by the State of California American Institutions requirement which is outlined on page 50 of this catalog. Courses which satisfy only the American History requirement are History 232, 356, 357, 358, 365, 445, 446, 465 and 466. Courses which satisfy both the American History and the California State and Local Government requirement are History 370 and 371.

REQUIREMENTS FOR THE MAJOR

The minimum requirements for a Bachelor of Arts degree in History are:

- A. Satisfactory completion of two lower division courses
- B. Seven upper division courses including the Senior Seminar, History 490
- C. The satisfactory completion of one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration of minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

Students majoring in History must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for Major."

REQUIREMENTS FOR THE MINOR

The minimum requirements for a History minor are: Four courses, acceptable to the department, totaling 20 quarter units; three of these courses must be upper division.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in History has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for both History and Social Sciences has been approved for a CSB graduate in History.

THE MASTER OF ARTS DEGREE IN HISTORY

Admission to the Program

A person seeking an M.A. in History must first apply to the Office of Admissions and Records for general admission. Upon acceptance by the College the student will be considered an UNCLASSIFIED graduate student until he is classified by the Graduate Committee of the History Department. Acceptance by the College does not constitute acceptance in an M.A. program. The student should notify the History Department as soon as possible of his intention to apply for CLASSIFIED status and to ensure the assignment of a graduate advisor. The graduate advisor will ordinarily represent the same field of history as the student's concentration.

Unclassified Standing

Unclassified standing is automatically accorded a person who possesses an earned baccalaureate degree or its equivalent from an accredited institution.

Classified Standing

Classified standing is accorded when the student has satisfied the following criteria:

1. Possession of an earned baccalaureate degree or its equivalent from an accredited college or university; good standing at and eligibility to return to the institution last attended.
2. Completion of an undergraduate history major or its equivalent.
3. Presentation of an overall 3.0 grade point average for the last 90 quarter units (60 semester units) of his undergraduate study and a 3.25 grade point average in all upper division and graduate history courses taken prior to the application for classified standing.
4. Completion, after the baccalaureate degree has been conferred, of no fewer than 15 quarter units, 10 of which must be graduate level, acceptable to the Graduate Committee. No more than 25 quarter units of post-baccalaureate credit taken prior to classification may be applied to the 45-50 total unit requirement for the M.A. degree.
5. Submission to the Graduate Committee of an application for classification, available from the department office, for an M.A. program. The student will then, in consultation with his graduate advisor, submit to the Graduate Committee and the Dean of the School of Humanities an M.A. study program.

Degree Programs

There are two plans for the M.A. in History. The Thesis Plan, which lends itself to research and independent study, is designed primarily for the student who expects to continue advanced study at a university. The Comprehensive Examination Plan is best suited for those who want a broad, rather than specialized, background in history and who do not ordinarily plan to pursue a higher degree. It is intended primarily for teachers of history at the secondary and junior college levels. The student may later change his Plan, but only after the submission and approval of a new M.A. study program.

1. The Thesis Plan candidate must complete History 501 or History 505; complete a graduate major area concentration (25 quarter units); complete 10 quarter units of upper division or graduate level elective courses in history or complementary fields; and complete a research thesis (History 699).
2. The Comprehensive Examination Plan candidate must complete History 501 or History 505; complete a graduate major area concentration (15 quarter units); complete 25 quarter units of upper division or graduate level elective courses in history or complementary fields; complete 1-5 quarter units of independent study (History 698) in preparation for the comprehensive examinations; forward two graduate seminar papers to the examination committee as evidence of research and writing competence; and pass two examinations: a written examination in the area of major concentration, and an oral examination.

Limitations and Other Requirements

1. No grade lower than a C may be counted toward the M.A.
2. Credit/No-Credit courses may not be used.
3. A student who has attained CLASSIFIED status may not pursue the M.A. degree piecemeal. He is required to register for course work each quarter. A student who has only his comprehensive examinations or thesis to complete may enroll in History 698 or 699 to maintain his residency. A student may apply for a formal leave of absence if extenuating circumstances prevent him from continuing residency.
4. The M.A. candidate has five years from the date of his classification to complete all the requirements for the degree. He may request an extension if there are extenuating circumstances.

COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division**History 101. Case Studies in the Historical Method**

This course is designed to accomplish three related objectives: to study ways in which historians come to their conclusions and present them; to investigate the claim that history is capable of providing an accurate evaluation of the past; and to show how such work can affect the views of reality held by individuals, groups, nations and civilizations.

As the means of accomplishing these objectives, each section of the course will utilize a selected topic or time period as a case study. The relationship of history to the problems of the contemporary world will be taken fully into account.

History 202. European History Through the Middle Ages

An analytical survey of the ancient Mediterranean world and the development of Europe out of the remnants of the Roman Empire through the Fifteenth Century.

History 204. Europe Since the Renaissance

Political, social, cultural, economic, and ideological developments in Continental Europe from the Renaissance to the present.

History 211. Reform and Revolution in Latin America

Introduction to Latin American history. Topics in modernization covering political, social, and economic change in the Twentieth Century.

History 221. East Asia I

An introduction to the pre-modern cultures of East Asia: an analysis of the political, social, religious, and philosophical development of Japan, Korea, and Annam in terms of each nation's historical and cultural dependence upon Chinese civilization.

History 222. East Asia II

An introduction to post 1800 China, Japan, Korea, and Vietnam in terms of each nation's confrontation with and response to the forces of imperialism, nationalism, and revolution.

History 225. The Outcast in History

An examination of the various roles the outcast has played in the course of history. Rejected by society as witch, criminal, madman, or scapegoat, admired as hero and often chosen self-exile, the outcast will be studied through works of fiction and film.

History 231. Survey of American History to 1865

The colonial foundations; political, economic, social and cultural developments in the emerging United States; the early agrarian republic, the Civil War.

History 232. Survey of American History Since 1865

Reconstruction; problems of an increasingly urban and industrialized society; the United States in World Affairs.

History 277. Lower Division Special Topics

Group investigation of a specific era or topic with individual research work, papers, and/or examinations as the instructor may require; consultation with instructor necessary prior to registration. May be repeated for different course content.

Upper Division**History 301. Greece**

Developments in Greek Civilization from early times to the reign of Justinian.

History 302. Rome

The rise, decline and fall of Roman power from the Italian Expansion to the Successor States.

History 303. Medieval Europe, 500-1100

European social, economic and political developments from the fall of Rome to the Twelfth Century.

History 305. The Renaissance

Major figures and movements of the Renaissance.

History 306. The Reformation

Principal trends and figures in the Reformation and the Counter Reformation.

History 307. The Scientific Revolution

The Age of Science and Reason.

History 308. Europe 1815-1914

Political, social, economic and cultural development of Continental Europe from the Congress of Vienna to the outbreak of World War I.

History 309. Europe Since 1914

The European nations in two World Wars, use and character of totalitarian movements, social and economic developments, new intellectual currents, revolt of Asia and Africa against European dominance.

History 310. Modern France

Political, social, and cultural development of France from the Revolutionary era to the present.

History 311. Modern Germany

An examination of the social, cultural, and political background to the failure of democracy and the rise of Fascism in Nineteenth and Twentieth Century Germany.

History 312. The Hapsburg Empire

The political, social and economic history of the Hapsburg Empire in modern times.

History 313. Modern Italy

A survey of modern Italian history since 1815.

History 315. England, 1485-1783

Political, economic, social and constitutional development of the British Isles from Tudor era to the end of the American Revolution.

History 316. England, 1783 to the Present

Political, economic, social and constitutional development of modern Britain; the role of Britain in modern European history.

History 320. Medieval Russia

From earliest times to Peter the Great.

History 321. Tsarist Russia

From Peter the Great to the Revolution.

History 322. Soviet Russia

Domestic affairs and international relations, 1917 to the present.

History 325. Traditional China

Chinese civilization and history through the Eighteenth Century, with emphasis given to China's philosophical and religious traditions and the attendant social, political, and economic institutions.

History 326. Modern China

An historical analysis of Nineteenth and Twentieth Century social, intellectual, and political trends in China which will focus on the internal and external forces which produced the present political system as an historical product of China.

History 330. Traditional Japan

Analysis of the political, intellectual, and institutional history of Japan prior to the coming of the West.

History 331. Modern Japan

Evaluation of the political, social, intellectual, and institutional history of Japan from the time of the coming of Commodore Perry to the present.

History 336. Southwest Asia from the Expansion of Islam to Modern Times

Genesis and use of the Islamic Civilization, the Ottoman Empire, Western influences, the use of independent Arab states, formation of Israel, and political-international developments in the Middle East since World War II.

History 341. Colonial Latin American History to 1830

The historical evolution of Latin America from the coming of the Spaniards and Portuguese to the Colonial Period and Wars of Independence.

History 342. Modern Latin America Since 1830

The historical evolution of Latin America in the Nineteenth and Twentieth Centuries.

History 345. History of Colonial Mexico

The historical evolution of Mexico from Pre-Columbian times through the coming of the Spaniards and the Colonial Period to the War of Independence.

History 346. History of Modern Mexico

The political, economic, social, and cultural development of the peoples of Mexico in the Nineteenth and Twentieth Centuries.

History 347. The Latin American Mind

Intellectual and cultural evolution of the Americas. Special emphasis given to the novel as a social document.

History 348. Inter-American Relations

The evolution of the concept of an American Hemisphere, and the role of the United States in Latin America.

History 351. Colonial America, 1600-1750

Beginnings of English colonization, Puritanism and the southern slave system. Political, social, and economic development of the Colonies to 1750.

History 352. Revolutionary America, 1750-1789

Mercantilism and imperial politics. Background and theory of the American Revolution. Politics under the Confederation and origins of the Federal Constitution.

History 355. Early National Period, 1789-1828

Origins of political parties and a national political life. Economic, social, and foreign policy problems in the first four decades of the new Republic.

History 356. Era of Sectional Conflict, 1828-1877

The age of Jackson; Manifest Destiny; the Old South; the Civil War; Reconstruction.

History 357. Emergence of Industrial America, 1877-1920

Development of a complex modern society and the resultant domestic and international tensions.

History 358. Urban America, 1920 to Present

American society during depression, prosperity, and world responsibility.

History 365. The Chicano Experience to 1846

The Chicano in the Southwest from the foundations of Aztlan through the Mexican period, with emphasis on the cultural heritage.

History 366. The Chicano Experience since 1846

The Chicano in the Southwest from the Anglo occupation to Cesar Chavez and the United Farm Workers movement, with emphasis on the political and socioeconomic interaction.

History 367 (formerly History 477.025). Oral History and the Mexican-American in the San Joaquin Valley

Examination and application of the techniques of oral history to selected topics on the Mexican-American experience in the San Joaquin Valley, with particular emphasis on the Mexican heritage, on economics, on labor, and on women.

History 368. The American Indian

An historical analysis of the Native American experience with special reference to Red-White contact and conflict and the impact of white society on Indian civilization.

History 370. Early California

An analytical investigation of major problems in California history: the Digger Indian and the Noble Savage; "civilization" and the mission system; secularization; the Bear Flag revolt; race, politics, and the Civil War; the anti-Chinese movement; railroad rule in government; Populism and the politics of discontent.

History 371. Modern California

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.

History 373. Kern County History

Study of Kern County history for its own sake and as a microcosm of Western United States history. Field work.

IN ST 373. Business in American Life

An interpretation about how business considered as a profit-seeking activity has influenced the tenor and quality of life in the United States from the period of the Revolution to the recent past. Carries credit in Business and Public Administration and History.

Humanities 374. History of Christian Thought I

See listing under Department of Philosophy and Religious Studies for course description and prerequisites.

Humanities 375. History of Christian Thought II

See listing under Department of Philosophy and Religious Studies for course description and prerequisites.

Humanities 376. Philosophy of History

The course will cover both critical and speculative philosophy of history. It will deal with such topics as historical fact, explanation, and law; historical objectivity; and causal judgments in history. It will also examine philosophies of history such as those of Hegel, Marx, and Toynbee.

History 420 (formerly History 477.006). The Social History of Ideas: The Rise of the Critical Spirit

An analysis of modern European thought and values in their social and institutional setting, from Classical Greece to the Seventeenth Century.

History 422 (formerly History 421). The Social History of Ideas: The Limits of Reason

An analysis of European thought and values in their social and institutional setting, from the Enlightenment to the present.

History 425. Social Protest Movements

A study of various forms of social and political agitation in European history ranging from the medieval religious millenarian movements and peasant wars to the modern socialist revolutionary and feminist protests of the Nineteenth Century.

History 430. Overseas Expansion of Europe to 1815

The development of European World hegemony from the Renaissance to the end of the Napoleonic Era.

History 431. Imperialism

The theories, movements, and structures used by the European powers in their relations with non-European peoples from 1815 to about 1960 and reactions to these situations.

History 440. United States Diplomatic History to 1901

Examination of changes in United States world role from Independence to the Spanish American War.

History 441. United States Diplomatic History, 1901 to Present

Growth of America's position from isolation to world authority.

History 445. The Frontier in American History to 1848

An analytical investigation of major problems in western history: the Turner thesis; the red-white conflict and Indian removal; the War of 1812; the Mexican War; the myth and reality of the mountain man, the Alamo, the yeoman farmer.

History 446. The Frontier in American History Since 1848

An analytical investigation of major problems in western history: western racism and the Civil War; the red-white conflict and the reservation system; the myth and reality of the cowboy, the frontier woman, the conservationist.

History 450. Economic History of the United States

The history of the economic development of the United States and its impact on social and political institutions. Carries credit in either History or Economics.

History 453. History of the City

The evolution of urban communities.

History 455. American Social and Cultural History, 1607-1800

Selected topics showing change, social and cultural development in Colonial America and agrarian United States.

History 456. American Social and Cultural History, 1800-1900

Social tensions and cultural changes in Industrial America; end of American adolescence; problems of social and cultural maturity.

History 458. Law, Order and Violence in the American Past.

An examination of causal factors relating to violence in the history of the United States, with special reference to the impact of racial issues, industrialism, urbanization, as well as the role of the state and its agents in the prevention, control, and cause of such violence.

History 460. American Intellectual History to 1800

Old World Traditions in New World Conditions; development of the American character; origins of the American Mind.

History 461. Intellectual History of the United States, 1800-1900

Development of an American intellectual tradition; leading values and ideas in a predominantly rural and agrarian society; impact of Romanticism, early industrialization, Darwinism, Pragmatism, and Progressivism.

History 462. Intellectual History of the United States Since 1900

The modern American mind in a technological age; intellectual impact of urbanization, mobility, race, war, consumer society; problems of ideology.

History 463 (formerly History 477.013). The Family in History

An examination of the family as a form in sexual, social, economic, and political behavior in England, France, and America, 1600-1900. Topics covered will include the status of women, childhood, demographic patterns, and historical forms of parenthood. Students also will be given opportunities to participate in Clark University's Anonymous Family History Project.

History 464 (formerly History 255). Growing Up in America

Readings focused on (1) early childhood in Nineteenth-Century American culture, and (2) problems of youth and their definition in Twentieth-Century American culture.

History 465. History of Black America to 1865

The history of black Americans during the slavery era: African origins, the slave trade, slavery during the colonial and national periods, the Civil War, and emancipation.

History 466. History of Black America Since 1865

The struggle for equality since the Civil War: reconstruction, the rise of Jim Crow, black organizations, the Harlem Renaissance, Negroes in depression and war, the civil rights and black power era.

Humanities 470. Aspects of the Relationships Among Art, Literature, and History

Seminar in the values and limitations in the presentation of history as a story.

IN ST 471. Aspects of the Relationship Between History and Behavioral Sciences

Seminar in use of the quantitative method in history; the role of statistics and computers in the gathering and interpretation of historical data; interrelationship of history with the behavioral sciences. Carries credit in Behavioral Sciences or History.

IN ST 472. History of Scientific Thought.

Seminar in selected areas in the aspects of scientific thought.

History 477. Special Topics

Group investigation of a specific era or topic, with individual research work, papers, and/or examinations as the instructor may require; consultation with instructor necessary prior to registration. May be repeated for different course content.

History 490. Senior Seminar (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of history to student's minor field of study. Prerequisite: Senior standing and consent of instructor.

History 499. Individual Reading (1-5)

Admission with consent of Department Chair and Dean of Humanities.

Graduate Courses

Note: Enrollment in graduate seminars may be at the discretion of the instructor.

History 501. Historiography

The development of history as a distinct discipline, and the themes and approaches used by historians.

History 505. Theories of History

An analysis of various interpretations of the historical process and its meaning for man.

History 525. Reading Seminar in European History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 535. Reading Seminar in Asian History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 545. Reading Seminar in Latin American History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 555. Reading Seminar in American History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 602. Research Seminar in European History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 604. Research Seminar in Asian History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 606. Research Seminar in Latin American History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 608. Research Seminar in American History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 695. Individual Reading (1-5)

Admission with consent of instructor and the Graduate Committee.

History 698. Comprehensive Examination (1-5)

May be repeated to a maximum of 5 quarter units.

History 699. Master's Thesis (1-5)

May be repeated to a maximum of 5 quarter units.

PHILOSOPHY/RELIGIOUS STUDIES DEPARTMENT

The Department offers a major and minor in Philosophy and a minor in Religious Studies. Various courses offered under the auspices of the Department can also be taken either toward fulfillment of General Education requirements or as electives.

PHILOSOPHY

The program in Philosophy is designed to satisfy the interests of students who aspire to be mature, responsible, and self-aware persons. Agreeing with Socrates that "the unexamined life is not worth living," the courses offered by this Department seek to cultivate the critical and creative thinking which is one of the prerequisites of all educated persons. The College as a whole shows its commitment to this aim by including Logic—the art of critical thinking—in the Basic Subjects requirement. A carefully designed set of courses in the upper division affords the student an opportunity to master the major areas of philosophy, namely, those concerned with values, theories of knowledge, and metaphysics. This program prepares the student for graduate work in philosophy and for a career in the major professions. The courses may be taken either toward the fulfillment of General Education requirements or as electives.

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY

The minimum requirements for a Bachelor of Arts degree in Philosophy are:

A. Nine upper division courses in the Department, including:

1. Philosophy 302 and 303 (History of Philosophy I and II)
2. One course from *each* of the following groups:

Group A

Philosophy 331. Aesthetics
 Philosophy 332. Ethics
 IN ST 333. Political Philosophy and Thought

Group B

Philosophy 340. Metaphysics
 Philosophy 341. Dimensions of Self and Mind
 Philosophy-Religious Studies 342. Philosophy of Religion

Group C

Philosophy 351. Theories of Knowledge
 Philosophy 352. Contemporary Philosophical Analysis
 IN ST 353. Philosophy of Science

3. Three additional electives, which may be in Religious Studies
4. Philosophy 490 (Senior Seminar)

B. The satisfactory completion of one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, Women's Studies, and Crime, Law, and Society

Students majoring in Philosophy must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for a Major."

REQUIREMENTS FOR THE MINOR IN PHILOSOPHY

Four courses, totaling twenty quarter units, at least three of which must be upper division, approved by the Department.

PHILOSOPHY COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division**Philosophy 101. Introduction to Philosophy**

What philosophy is and does, as disclosed by examining selections from classical, modern, and contemporary philosophers. Typical problems studied are the nature of man, the universe, morality, social and political philosophies, and religious issues such as faith and the existence of God.

Philosophy 102. Logic

A study of the fundamentals of valid reasoning, both in philosophy and in discourse generally. The subjects to be studied include the basic concepts of logic, fallacies, classical and modern deductive reasoning, induction and scientific method. This course satisfies one half of the Basic Subjects portion of the college's General Education requirement.

Philosophy 201. Moral Questions in a Changing Society

A study of ethical thinking and of the major ethical systems. Stress is placed on an analysis of urgent moral issues of our time, issues such as violence, capital punishment, just war, suicide and elective death, sexual ethics, abortion, and human transplantations.

Upper Division

NOTE: Philosophy 101 or its equivalent is ordinarily a prerequisite for all upper division courses, but this requirement may be waived upon consultation with the instructor of the course.

Philosophy 302. History of Philosophy I

A study of the development of Western philosophy from its Greek origins to the end of the Middle Ages, with emphasis on Plato and Aristotle.

Philosophy 303. History of Philosophy II

A study of the development of Western philosophy from the Renaissance to the end of the Eighteenth Century. The course concentrates on Continental Rationalism, British Empiricism, and the philosophy of Kant.

Philosophy 304. Nineteenth Century Philosophy

A study of Nineteenth Century philosophers such as Hegel, Schopenhauer, Kierkegaard, Marx, and Nietzsche.

Philosophy 310. Existentialism and Phenomenology

The various types of existentialist philosophies are examined in the writings of Nineteenth Century existentialists such as Kierkegaard and Nietzsche, and of present-day exponents such as Heidegger, Jaspers, Sartre, Camus, Marcel, and Tillich.

Philosophy 312. American Philosophy

A study of some of the major developments of philosophy in America such as pragmatism, naturalism, and process thought.

Philosophy 331. Aesthetics: The Study of the Beautiful

An examination of the main problems of aesthetic creation, contemplation, and criticism, including an analysis of aesthetic experience and of the work of art. The course seeks to show the meaningful relations between philosophy of the arts and such parallel fields as painting-sculpture, psychology and sociology, speech, drama and literary criticism. Lectures and discussions.

Philosophy 332. Ethics

An analysis of the meaning and function of crucial ethical concepts such as good and evil, right and wrong, freedom, choice, responsibility, intention and consequence, and an examination of the possible grounds on which ethical judgments may be rationally justified.

IN ST 333. Political Philosophy and Thought

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

Philosophy 334. Law and Morality: Rights and Responsibilities

The course will wrestle with such questions as: What is law and how is law related to morality? Can morality be enforced by law? How may the rights of a citizen be justified? How are rights related to responsibilities?

Stress will be laid upon the application of basic concepts of law to specific practical problems: civil disobedience, juvenile delinquency, the rights of legal offenders, the death penalty, obscenity and pornography, and the like.

Philosophy 340. Metaphysics: The Search for Reality

A critical examination of certain classical attempts at creating world-views as represented in idealism, realism, and naturalism, etc., followed by a study of contemporary methods and problems in metaphysical thinking.

Philosophy 341. Dimensions of Self and Mind

A critical analysis of one or more of the following: self, mind, person. The course will deal with such questions as: What is the relation of mind to body? What is the relation of self to society and world? How can we obtain knowledge of the self? What is the relation of personhood to value? Is the self immortal?

Philosophy/Religious Studies 342. Philosophy of Religion

A study of both classical and contemporary problems of religion: the nature of religion, and of religious experience; God and contemporary views of the arguments for God's existence; faith vis-a-vis knowledge; the problem of evil in theism; the possibility of personal survival. Identical with Religious Studies-Philosophy 342

Philosophy/Religious Studies 343. Oriental Philosophy

A study of the high philosophical traditions of the East, particularly of India and China. For India, the various schools of Vedanta and the philosophies of such moderns as Aurobindo and Radhakrishnan, and, for China, the Confucian, Taoist, and neo-Confucian schools will be stressed. Attention will be given to the oft-noted contrasts between Indian and Chinese philosophy and between Oriental and Western philosophy. Also offered as Religious Studies-Philosophy 343.

Philosophy 350. Advanced Logic

Introduction to propositional, predicate, and class calculi. Identity and the theory of definite descriptions, definition of number, formal systems, and related problems and concepts will be studied. Prerequisite: Philosophy 102 or consent of instructor.

Philosophy 351. Theories of Knowledge

A study of the origins, nature, and tests of knowledge as these have been expressed in classical and contemporary epistemologies. Problems of "knower" and "known" will be discussed in such a way as to relate specifically to the areas of the natural and social sciences, to aesthetics and religion. Prerequisite: Philosophy 102 or consent of instructor.

Philosophy 352. Contemporary Philosophical Analysis in England and America

The "revolution in philosophy" studied in the writings of leaders such as Austin, Wittgenstein, Ryle, Ayer, and Quine in order to understand both the new methods of analysis and their application to the central problems of philosophy.

IN ST 353. Philosophy of Science

A study of the central issues in scientific methodology, with focus on the nature of scientific explanation, the discovery and validation of scientific hypotheses, the structure and function of laws and theories, and the principles governing concept formation. Some background in mathematics and in the natural or behavioral sciences is recommended. Prerequisite: Philosophy 102 or consent of instructor.

Philosophy/Religious Studies 360. The Meaning of Death

A study of various attitudes toward death and dying, as reflected in philosophy, in various religious traditions, in literature, in attitudes toward suicide, in the care of the aged and dying, in American social customs associated with death and funerals, and in our own individual experiences. The course will use certain "games," fantasy exercises, and structured group activities to help participants become more aware of their own notions about death. It will examine the way attitudes toward death affect styles of living. Identical with Religious Studies-Philosophy 360.

Philosophy 361. Philosophies of Life

A critical examination of representative philosophies of life which are primarily concerned with the ultimate aims of human existence, these being construed variously, e.g., as wisdom, pleasure, self-realization, service to and/or union with God, the community of man, and love.

Humanities 363. Philosophy in Literature

An examination of such major philosophical ideas as love, freedom, selfhood, loneliness, man as moral being, man with or without God, as found in the literary works of such writers as Plato, Dante, Shakespeare, Goethe, Nietzsche, Kafka, Hesse, Dostoevsky, Camus, and Sartre.

Humanities 376. Philosophy of History

The course will cover both critical and speculative philosophy of history. It will deal with such topics as historical fact, explanation, and law; historical objectivity; and causal judgments in history. It will also examine philosophies of history such as those of Hegel, Marx, and Toynbee.

Philosophy 377. Special Studies in Philosophy

Topics to be offered will be announced prior to registration. Limited to one five-unit course in any one area.

Philosophy/Religious Studies 395. Human Liberation

In relation to one of the special topics listed below, the course will consider the structures of servitude and bondage and the dialectics of liberation as discussed in philosophical and religious literature. Readings may be drawn from Plato, Old and New Testament, Hegel, Marx, Mill, the Existentialists, theology of hope, as well as the literature dealing with the special topic under consideration. Possible topics to be covered are:

- Status of Women
- Status of Blacks
- Status of Spanish-Americans
- Status of Urban Affairs
- Status of Asian-Americans
- Status of Native Americans (American Indians)

Philosophy 477. Special Studies in Philosophy

Topics to be offered will be announced prior to registration. May be repeated for different course content.

Philosophy/Religious Studies 490. Senior Seminar (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of philosophy to student's minor field of study. Prerequisite: Senior major.

Philosophy 499. Individual Study (1-5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of Department Chair and Dean of Humanities.

RELIGIOUS STUDIES

The program in Religious Studies is designed to meet the interests of students who live in a pluralistic society and wish to study the role played by religion in the lives and cultures of men. The program includes courses of two general types: those which explore the history and literature of particular religions, for example, Judaism, Christianity, Islam, Buddhism, and Hinduism; and those which examine the nature and function of religion, e.g., psychology, sociology, and philosophy of religion. The aim is to be not merely relevant, but substantial. Hence, analytical and critical capacities will be applied to the study of religions.

REQUIREMENTS FOR THE MINOR IN RELIGIOUS STUDIES

Four courses, totaling twenty quarter units, at least two of which must be upper division, approved by the Department.

RELIGIOUS STUDIES COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division**Religious Studies 101. Introduction to Religion: The Religious Quest of Man**

A study of the meaning of religion and what it is to be religious. Religious experience, the nature of ultimate reality, salvation, and the expression of religion in myth, ritual, and ethics are some of the topics which will be studied. Others are god, mysticism, faith, sin, immortality, reincarnation, worship, meditation, and the like. Specific religious traditions, primitive and modern, Eastern and Western, provide examples for the study of these topics.

Religious Studies 220. Christianity, Judaism, and Islam

A study of the history and literature of three Western religions: Judaism, Islam, and Christianity. The scriptures of each religion are examined, and an analysis is conducted of their main beliefs, moral stance, and the cultural patterns they have created.

Religious Studies 221. Eastern Religions

A study of Hinduism, Buddhism, Confucianism, and Taoism. These traditions will be studied in relation both to their native settings and their present day expressions in America. A field trip to Los Angeles is normally a feature of the course.

Upper Division

NOTE: It is advisable that a student take Religious Studies 101 before taking any of the following courses, but it is *not* a prerequisite.

Religious Studies 301. Hebrew Bible (Old Testament)

A study of the religion of ancient Israel as it appears in her scripture, commonly known as the Old Testament. Several forms of Biblical literature will be examined, such as poetic, narrative, prophetic, historical, legal, wisdom, and apocalyptic. Various scholarly methods of interpretation will be examined.

Religious Studies 302. New Testament

The history, literature, and religion of early Christianity considered against the background of the Greco-Roman world and culture. The gospels and epistles of the New Testament will be analyzed and discussed.

Religious Studies 310. Psychology of Religion

A study of the psychological dimension of religion, Western and Eastern. Attention will be given to various psychological theories of religion, including Freud, Jung, and James. The topics of religion and personal identity, religious experience, mysticism, and types of religious personalities will be examined. Lecture and discussion.

IN ST 313. Sociology of Religion

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

IN ST 319. Primitive Religions

Theoretical and substantive analysis of religious ideology and ritual, emphasizing comparative study from selected non-Western societies. Prerequisite: One course in Anthropology or Religious Studies or permission of the instructor.

Religious Studies/Philosophy 342. Philosophy of Religion

A study of both classical and contemporary problems of religion: the nature of religion, and of religious experience; God and contemporary views of the arguments for God's existence; faith vis-a-vis knowledge; the problem of evil in theism; the possibility of personal survival. Identical with Philosophy-Religious Studies 342.

Religious Studies/Philosophy 343. Oriental Philosophy

A study of the high philosophical traditions of the East, particularly of India and China. For India, the various schools of Vedanta and the philosophies of such moderns as Aurobindo and Radhakrishnan, and, for China, the Confucian, Taoist, and neo-Confucian schools will be stressed. Attention will be given to the oft-noted contrasts between Indian and Chinese philosophy and between Oriental and Western philosophy. Also offered as Philosophy-Religious Studies 343.

Religious Studies 344. The Philosophies and Religions of China

A history of the Chinese philosophical and religious traditions, from Confucius to Mao Tse-tung. Particular stress will be placed on the Confucian, Taoist, and neo-Confucian schools of thought. Chinese Buddhism of the Ch'an (Zen) and Pure Land schools will be briefly treated. Mao's *Little Red Book* will be examined.

Religious Studies 346. The Hindu Tradition

The history of the origins and development of Hindu religion and philosophy. Particular attention will be given to the great classics such as the *Upanishads* and *Bhagavadgita* and to the Yoga and Vedanta philosophies. The latter part of the course will concentrate on contemporary Hinduism—from the popular religion of the peasant to the evolutionary philosophy of Aurobindo.

Religious Studies 347. The Buddhist Tradition

The history of the origins and development of Buddhist religion and philosophy. The varieties of Buddhism in India, China, Japan, Tibet, and other Asian countries will be examined. From the Buddha to Nichiren, from the Tantra to Zen, from the Cemetery meditation of the bhikshu to the Nembutsu of the lay devotee, from the ancient Pali scriptures to the gohonzon of the new Japanese Buddhism—all phases of the religion will be explored.

Religious Studies/Philosophy 360. The Meaning of Death

A study of various attitudes toward death and dying, as reflected in philosophy, in various religious traditions, in literature, in attitudes toward suicide, in the care of the aged and dying, in American social customs associated with death and funerals, and in our own individual experiences. The course will use certain "games," fantasy exercises, and structured group activities to help participants become more aware of their own notions about death. It will examine the way attitudes toward death affect styles of living. Identical with Philosophy/Religious Studies 360.

Religious Studies 361. Mythology and Symbolism in Religion

An exploration of the nature, function, and types of mythology and symbolism in religion. Such topics as mythology and truth, symbol and reality, and literalism versus symbolic modes of comprehension and expression will be studied. Source readings will be drawn from the world religions.

Religious Studies 362. The Mystical Consciousness

An exploration of mystical experience, drawing on Eastern and Western sources. The nature of the mystical experience, its chief characteristics, and its relationship to other states of consciousness, including drug-induced experiences, will be studied.

Religious Studies 363. The Occult Tradition

This course will examine the history and ideas of the occult tradition. Special attention will be given to the origin and meaning of the metaphysical and religious viewpoints of the occult and why they are presently so appealing. Such topics as esoteric religion, magic, divination, paganism, Cabala, alchemy, numerology, tantra, witchcraft, tarot, and astrology will be studied.

Humanities 374. History of Christian Thought I

Theological and philosophical issues involved in the development of Christian thought, from Saint Paul through the Middle Ages. An analysis of the thought of some of the following is included: Irenaeus, Tertullian, Origen, Augustine, Anselm, Abelard, Thomas Aquinas, Duns Scotus and William of Ockham. Prerequisite: Philosophy 101 or Religious Studies 101.

Humanities 375. History of Christian Thought II

An examination of the development of Christian thought from the Middle Ages through the Nineteenth Century. Prerequisite: Philosophy 101 or Religious Studies 101.

Religious Studies 377. Special Studies in Religion

Topics to be offered will be announced prior to registration. May be taken more than once, but limited to one five-unit course in any one area or topic.

Humanities 378. History of Israel: Ancient

A study of the religious, political, and social development of Israel from its prehistoric beginnings to 135 Common Era (A.D.). The use of historical evidence and the nature of historical judgments will be considered with reference to archaeological remains, Biblical traditions, and the records of Israel's neighbors.

Religious Studies 380. Contemporary Religious Thought and Movements

An exploration of the present-day trends in religion, especially in America. Attention will be given to such topics as secularization, radical theology, the growing influence of Eastern religions in the West, the Jesus movement, and the rise of interest in the occult. The course will seek to examine Protestantism and Catholicism in transition and the ecumenical movement.

Religious Studies 381. Religious Ethics

A critical inquiry into the main types of religious ethics and into the ways in which they deal with central ethical problems of the individual and society. The claims of religious as compared with philosophical ethics will be examined.

Religious Studies/Philosophy 395. Human Liberation

In relation to one of the special topics listed below, the course will consider the structures of servitude and bondage and the dialectics of liberation as discussed in philosophical and religious literature. Readings may be drawn from Plato, Old and New Testament, Hegel, Marx, Mill, the Existentialists, theology of hope, as well as the literature dealing with the special topic under consideration. Possible topics to be covered are:

- Status of Women
- Status of Blacks
- Status of Spanish-Americans
- Status of Urban Affairs
- Status of Asian-Americans
- Status of Native Americans (American Indians)

Religious Studies 477. Special Studies in Religion

Topics to be offered will be announced prior to registration. May be repeated for different course content.

Religious Studies/Philosophy 490. Senior Seminar (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of religious studies to student's minor field of study. Prerequisite: Senior concentration.

Religious Studies 499. Individual Study (1-5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of Department Chair and Dean of Humanities.





SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

The curriculum of the School of Natural Sciences and Mathematics rests on a conception of science as the study of the evolution of the environment, from particle to galaxy, from microbe to man. There are seen to be biological and physical components to the environment, and their study is reflected in the areas of biology and earth science. Both components have acted and reacted through time in accordance with the basic laws governing energy and matter, as studied in the areas of chemistry and physics. Mathematics provides the basis for understanding and expressing fundamental relationships and, through statistical probability, for handling populations. The health professions deal with the applications of all of these to man.

The first goal for faculty and students is to ensure an awareness of the relevancy of science in the modern world and an understanding of the necessity of science for solving present day problems as well as anticipating those of the future. The curriculum which prepares students for responsible participation in this process, at whatever level from casual observer to involved worker, must reflect the evolution of the scientific process from observation, through experimentation, to the development of models.

In view of the limited resources available to all institutions of higher education today, a second goal is to concentrate the resources of the School. In selecting specific areas of emphasis in which to excel, account must be taken of the total setting of the institution. "Nothing has marked recent history more than the increase in man's ability to change aspects of the natural world. It is . . . a moral obligation for the scientific establishment to devote itself in earnest to the study of ecosystems, both those of nature and those created by man . . ." (Dubos). This college is situated in an area where land use and population are changing rapidly and dramatically, in which wisdom in decision making based on a changing view, from conservation to ecology, is becoming heavily dependent on input of environmental information ranging from economic to scientific. Accordingly, the emphasis in each discipline is given to areas related to environmental interpretations and their implications for man's total health.

A third goal is to provide a broad, liberal arts-based program which meets modern criteria being established at the national level. A primary consideration is to establish course work which will provide continuity for the student coming out of the inquiry-oriented courses in mathematics and the sciences in the secondary schools. Instruction reflects the influence of the "discovery" approach at all levels of the undergraduate curriculum. Flexibility of instructional programs is stressed. Lecturing is minimal, and is supplemented by individual learning opportunities. Laboratories are open-ended, and consist not of exercises but of investigative experiments, in part selected and designed by the student. Course work is laboratory and field oriented. Further opportunity is provided for the integration of work experience into individually selected student programs.

The curriculum in mathematics and in each area of the natural sciences is seen as a spiral approach, and consists of introductory courses at the lower division level, followed by a group of core courses at the junior level and a smaller group of optional courses in one or two selected areas of emphasis at the senior level, capped by research participation and the senior seminar. In nursing and the health sciences the limited lower division work is introductory, followed by a core of cognate science courses, an upper division core based on health problems and growth, with parallel clinical experience, and the senior seminar.

The program of the School reflects the desire of this generation of students to learn for themselves, their greater maturity, and their disparate backgrounds. It places more responsibility for his own education on the student. At the same time, it places the instructor in a position to devote more time to the individual student by meeting him, not in a group but as an individual or as a team member, thus giving the student access to the instructor as a resource as well as a fellow member of the academic community.

**MAJOR REQUIREMENTS FOR STUDENTS IN THE SCHOOL OF
NATURAL SCIENCES AND MATHEMATICS**

Requirements for the Bachelor of Science degree are: a minimum of eleven courses, fifty-five hours, in the major field of concentration (more in certain majors); plus cognates. No minor is required.

1. The fifty-five hours may include both lower and upper division work.
2. The 100 course is recommended but not required.
3. At least three 300-level courses are required of all majors.
4. At least three other upper division courses are required. (Up to three upper division courses outside the major discipline may be substituted with approval of the advisor; e.g., biology for earth science majors interested in paleontology, or chemistry for biology majors interested in biochemistry.)
5. The Senior Seminar is required of all majors and Research Participation for most.
6. The field course required for majors in Biology or Earth Sciences may be substituted for one of the three required upper division courses.
7. Mathematical competence will be important for all students preparing for work in most fields of modern science. A course in computer science and a course in statistics are required. Competence in other cognate areas may also be required for specific majors.

MINOR REQUIREMENTS

Although no minors are required for the B.S. degree, certain minors are listed for those interested. The minor consists of 20 hours, including any two upper division courses.

GENERAL EDUCATION

Science requirement: three courses from at least two departments of the School of Natural Sciences and Mathematics. The three courses must include at least one and not more than two perspectives courses (numbered 100), which cannot be challenged by examination.

Basic subjects requirement: Mathematics 102 may be used to satisfy one half the College's basic subjects requirement by students who do not count the course toward the General Education science requirement.

Prerequisites

Prerequisites for courses may be the specific course(s) listed or the equivalent.

NONDEPARTMENTAL COURSES IN NATURAL SCIENCE AND MATHEMATICS**Science 101. Principles of Physical Sciences (5)**

Basic principles of the physical sciences. Laboratory investigation and scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Science 102. Principles of Life Sciences (5)

Basic principles of the life sciences. Laboratory investigation and scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Science 103. Principles of Environmental Sciences (5)

Basic scientific principles applied to environmental studies. Laboratory investigation and scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Science 301. Honors in Mathematics and the Sciences (1)

A seminar in the current problems of science. For the mature, serious, and highly qualified student seeking understanding of the relation of his area of greatest interest to current problems. Prerequisites: junior standing; major status in mathematics or the health or natural sciences; invitation by the Dean of the School of Natural Sciences and Mathematics.

IN ST 353. Philosophy of Science (5)

See listing under Philosophy.

IN ST 377. Special Topics in Science (5)

Analysis of contemporary, interdisciplinary problems.

IN ST 472. Aspects of Scientific Thought (5)

Seminar in selected areas in the aspects of scientific thought from antiquity to the present.

Science 477. Special Topics in Science (1-5 units)

Topics and prerequisites to be announced. May be repeated for different topics.

Science 490. Senior Seminar (5)

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Prerequisites: Major in Liberal Studies and two upper division science or mathematics courses. May be taken for elective credit, without satisfying Senior Seminar requirements, by other students.

Science 577. Special Topics in Science (1-5 units)

Topics and prerequisites to be announced. General prerequisite: consent of the instructor.

EXPERIENTIAL LEARNING

Credit for prior work experience is available in all departments in the School.

289. 1-5 units of lower division credit**489. 1-5 units of upper division credit**

Interested students should contact the department office.

INTERNSHIPS

Credit for work experience arranged through the College is available in all departments in the School. The following course description is applicable in all departments, with the exception of Nursing.

496. Internship in _____ (1-5 units)

Students will be assigned to various industries, institutions, or agencies and will 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 departmental member of the school internship committee.) Course may be repeated twice with permission of instructor and department chairman. Normally a maximum of six units may be used for major department credit. If substituted for 480 or 495, ten units may be used for major department credit. Units in excess may be used for upper division elective credit.

BIOLOGY DEPARTMENT

The Department of Biology emphasizes throughout its entire curriculum the relationship that exists between organisms and the environment. As an integral part of this program, classes include extensive field and laboratory investigations allowing for the observation and measurement of biological systems. The student is encouraged to select the courses best suited to his interests. Possible areas of study in addition to the concentration in Environmental Studies (see page 74) include pre-professional biology (e.g. pre-medical, pre-dental), microbiology, and preparation for teaching. See Chemistry, page 229, for option in Biochemistry.

REQUIREMENTS FOR THE MAJOR

The Bachelor of Science degree in Biology requires eleven courses in biology, including the following (or equivalent):

- A. Biology 201, 202, and 203
- B. Four 300-level concept courses (301-306)
- C. Three additional upper division courses, of which at least two must be from the 400 (or 500) series (not to include Biology 490)
- D. Biology 490. Senior Seminar

Cognate areas: Professional biology is a quantitative science which requires a broad background in physical sciences. Students planning advanced education are advised to attain competence in mathematics (including statistics and computer science), chemistry, and physics as preparation for upper division and graduate courses.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Biology has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Life Science has been approved for a CSB graduate with an *approved* major in Biology.

Recommended Courses

A distinction is made between prerequisite and recommended courses throughout the list of course offerings. Prerequisite courses are indicated where the total subject areas are considered necessary to successfully undertake the course. Recommended courses indicate that knowledge of portions of the subject areas is necessary, but that these portions may be acquired by a student through independent study. In all cases, the courses will be offered assuming the background indicated. The student is to make the decision as to his readiness. In cases of doubt, consultation with the instructor is encouraged.

COURSES

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

Lower Division Courses

Biology 100. Perspectives in Biology

Modern biology in historical perspective; relevance of current biological concepts to society; selected field and laboratory investigation to illustrate scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

NOTE: Students are encouraged to take a 100-level science course prior to entering the 200 series if they lack a firm background in high school or college science courses.

Biology 201. Principles of Organismic Biology

Individual organisms; function of structures and organ systems; adaptation; transmission genetics; field and laboratory investigation of plants and animals. Two lectures, one discussion, and two three-hour laboratories.

Biology 202. Principles of Cellular Biology

Investigation of cellular structures and functions and of biochemical reactions in plants and animals. Two lectures, one discussion, and two three-hour laboratories.

Biology 203. Principles of Ecology

Basic relationships of populations of plants and animals to each other, their physical environment, and man. One discussion, two lectures and two three-hour laboratories.

Upper Division Courses

A student taking *upper division courses* will have the option of taking a course for five units using the instructor-designated behavioral objectives (i.e. 301.1) or to select within a course topic an area of interest and develop his own behavioral objectives (i.e. 301.2). The instructor must approve these objectives and assign an appropriate number of units (up to five) prior to registration in the course. It would be possible to take both 301.1 and 301.2 for a total of ten units, but only five units will count toward the major requirements.

Each upper division course meets for one lecture, one discussion, and three three-hour laboratories, unless otherwise designated.

Biology 301. Concepts of Structural Biology

Comparative and functional anatomy of plants and animals at the organismic level, with emphasis on the relationship between internal structure and external environment conditions. Field and laboratory investigation and presentation. Recommended: Biol 201.

Biology 302. Concepts of Cellular Biology

Physiological functions of organisms at the molecular and cellular levels. Field and laboratory investigation and presentation. Recommended: Biol 202, Chem. 203.

Biology 303. Concepts of Developmental Biology

Development and growth of plants and animals at the cellular and organismic levels. Field and laboratory investigation and presentation. Recommended: Biol 201, 202.

Biology 304. Concepts of Genetics

Physical and chemical bases of inheritance in organisms at the cellular, organismic, and population levels. Field and laboratory investigation and presentation. Recommended: Biol 201, 202.

Biology 305 (formerly Biology 404). Concepts of Evolution

Evolutionary trends in the plant and animal kingdoms, including the role of population genetics in producing diversity and the effects of changing environments in directing natural selection. Field and laboratory investigation and presentation. Recommended: Biol 201 or 202 or Earth Sci 305.

Biology 306. Concepts of Ecology

Development, structure, and dynamics of ecosystems. Development of quantitative environmental models with emphasis on terrestrial ecology. Field and laboratory investigation and presentation. Weekend field trips. One lecture, one discussion, two three-hour laboratories. Recommended: Biol 201, 203.

Biology 311. Microbiology

Physiochemical organization and function of microorganisms including bacteria, viruses, and fungi; concepts of environmental applied and pathogenic microbiology are considered. Recommended: Biol 202, and Chem 150 or 202.

Biology 350. Human Anatomy

A systematic study of the major structures of the human body. Lectures and laboratories are designed to integrate the histology and gross anatomy of the skeletal, muscle, nervous, circulatory, respiratory, digestive, excretory, reproductive and endocrine systems. Two lectures, one discussion and two three-hour laboratories. Recommended: Biol 201 or 202.

NOTE: Biology majors may take either Biology 350 or Biology 351, but not both to satisfy requirements for the major.

Biology 351. Structure of Vertebrates

Comparative anatomy of vertebrates at the organismic level. Includes functional consideration of structures as related to support, movement, metabolic balance, reproduction and responses to the environment. Field and laboratory investigation and presentation. Recommended: Biol 201. (Offered in 1975-76 and alternate years)

Biology 352. Animal Physiology

Physiological function in vertebrates at the organismic level with emphasis on mammals, especially humans. Analyses of mechanics, control and integration of body systems in response to a dynamic environment. Laboratory investigation and presentation. Prerequisite: Biol 201 or 202.

Biology 361. Structure of Seed Plants

Comparative and functional anatomy of plants including vascular and nonvascular groups; structures as evolutionary responses to environmental challenges. Field and laboratory investigation and presentation. Recommended: Biol 201. (Offered in 1976-77 and alternate years.)

Biology 362. Plant Physiology

Physiological mechanisms in vascular plants including concepts of classical plant physiology, the relationship between physiological function, morphological form, and the environment. Field and laboratory investigation and presentation. Recommended: Biol 202. (Offered in 1976-77 and alternate years.)

Upper Division Elective Courses**Biology 401. Quantitative Biology**

Collection, manipulation, interpretation, and presentation of numerical data from biological investigations. Includes parameters of theoretical distributions, estimates derived from samples, hypothesis testing and probabilities, and statistical significance. Recommended: Math 140. (Offered in 1976-77 and alternate years)

Biology 402. Biogeography and Paleoecology

Distribution of ecosystems in space and time; the role of geography and geology in determining biotic distributions; development of illustrative models. Field and laboratory investigation and presentation. Recommended: Biol 203, Earth Sci 305, or consent of instructor. (Offered in 1976-77 and alternate years)

Biology 403. Conservation of Biological Resources

Consideration of increasing the efficiency of use of renewable and nonrenewable materials. Will include measurement and analysis of resources, and determination of the effect of degradative processes upon their use. Emphasis will be placed upon solutions, cost analysis and development of model systems for optimal utilization. Field and laboratory investigation and presentation. Recommended: Biol 201, 202.

Biology 404 (formerly 305). Behavioral Biology

Behavior at the cellular, organismic, and population levels. Field and laboratory investigations and presentations. Recommended: Biol 201, 203. (Offered in 1976-77 and alternate years.)

Biology 405. Invertebrate Biology

A comparative study of invertebrates through comparative anatomy and histology; physiological, embryological and evolutionary relationships. Recommended: Biol 301 or 302 or 303. (Offered in 1975-76 and alternate years)

Biology 406. Biology of Insects

Comprehensive study of insects, including anatomy, physiology, taxonomy, ecology, and the relation to human welfare; emphasis on observation, collection, identification, and significance of local forms in relation to the environment. Recommended: Biol 201, 203. (Offered in 1976-77 and alternate years.)

Biology 412. Biological Chemistry

Physical, chemical, and physiochemical principles underlying interactions of biological systems on the cellular, subcellular, and molecular levels; membrane transport models; enzyme mechanisms; protein biosynthesis. Prerequisite: Chem 313 or Biol 311.

Biology 413. Medical Microbiology

Studies of pathogenic plants and animals in relation to man and his environment; investigation and presentation in such areas as diagnostic biochemistry, bacteriology, parasitology, immunology, epidemiology, virology mycology. Field and laboratory investigation and presentation. Prerequisite: Biol 311.

Biology 477. Special Topics in Biological Science

Analysis of contemporary or interdisciplinary problems of current interest. Typical topical areas might include pollution, population or integrative biologic phenomena. May be repeated for different topics. Not restricted to Biology majors.

Biology 480. Research Participation

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit.) May include development of curriculum and materials. Open to Biology majors or minors.

Biology 490. Senior Seminar

Integration of principles and concepts of biology through presentation of papers and discussion by faculty and students. Five discussions. Biology major or minor. Open to seniors only.

Biology 495. Environmental Research

The individual student formulates a problem related to the environment; designs and conducts investigations; compiles and analyzes data; and presents findings in written and oral form. Biology major or minor. Prerequisite: Biology 480.

Biology 496. See p. 224.**Graduate Courses****Biology 577. Advanced Topics in Biological Science**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Biology. (Not offered 1975-76.)

Biology 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) May be repeated. Prerequisite: Consent of instructor.

CHEMISTRY DEPARTMENT

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 Department of Chemistry of California State College, Bakersfield is developing a unique, nontraditional, inquiry-oriented curriculum. Within the general five-level spiral approach, chemistry courses are organized around basic principles and modern concepts of structural chemistry, chemical dynamics and chemical systems. In accordance with the orientation of the School of Natural Sciences and Mathematics toward environmental interpretations, the chemistry curriculum places initial emphasis in studies of organic and biochemical systems.

The departmental academic program is broad-based and multi-tracked. It is designed to provide essential preparations for students to pursue professional careers and/or advanced studies in any of the important areas of chemical science, such as agricultural chemistry, biological chemistry, clinical chemistry, environmental chemistry, industrial chemistry, petroleum chemistry, synthetic chemistry, systems chemistry, and theoretical chemistry. The Department offers appropriate 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 and equitable program of academic and professional preparation for chemistry majors who seek teaching credentials.

Certificate of the American Chemical Society

The Department of Chemistry was added to the approved list of the American Chemical Society in September, 1974. Certain programs leading to a chemistry major are designed to meet the standards prescribed for the certificate of the American Chemical Society by its Committee on Professional Training. These programs qualify graduates for positions as chemists and provide training required by most universities for admission to graduate work in chemistry. Further information may be obtained from the Chemistry Department.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY

The Bachelor of Science degree in Chemistry requires twelve courses in chemistry, including the following (or equivalent):

- A. Chemistry 201, 202, 203, and 210
- B. Three 300-level courses in chemistry
- C. Chemistry 480. Research Participation
Chemistry 490. Senior Seminar
- D. Three additional upper division courses in chemistry
Chemistry 100 is recommended in the freshman year.

Cognate areas:

Math 140 and 210, and prerequisites for individual courses

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Chemistry has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for both Physical Science and Life Science has been approved for a CSB graduate with an *approved* major in Chemistry.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY WITH BIOCHEMISTRY OPTION

- A. Twelve courses in chemistry, including the following: Chemistry 201, 202, 203, 210, 302, 303, 311, 312, 313, 412, 480, 490
- B. Six courses in biology, including the following: Biology 201, 202, 302, 304, 311, 352
- C. Cognate areas:
 - Mathematics 201, 202, 203
 - Physics 201, 202, 203

COURSES

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

Lower Division Courses**Chemistry 100. Perspectives in Chemistry**

Modern chemistry in historical perspective; relevance of current chemical concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. Two lectures, two discussions, and one three-hour laboratory.

Chemistry 150. Introduction to Chemical Principles

Atomic structure and chemical periodicity; elements of chemical bonding; stoichiometric relationships of chemical elements and compounds; acidity and basicity; chemical equilibrium. Laboratory investigation and presentation. Two lectures, one discussion, and two three-hour laboratories.

Chemistry 201. Basic Physical Principles of Chemistry

Introduction to atomic and molecular theories; kinetic theory of gases; physical principles of chemical equilibria; elements of chemical energetics; laboratory investigation of qualitative and quantitative relationships among chemical compounds. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: High school chemistry or Chem 150; prerequisite or corequisite: Math 105 or two years of high school algebra. Recommended for students who intend to major in physical, life, or medical sciences.

Chemistry 202. Basic Principles of Chemical Bonds

Introduction to bonding theory; basic principles of microscopic properties within molecules, especially the breaking and making of chemical bonds; laboratory investigation of rates and mechanisms of simple reactions. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Chem 201 or consent of instructor.

Chemistry 203. Basic Principles of Organic Chemistry

Introduction to molecular structure of organic compounds; basic principles of organic reactions and reactivities; laboratory investigation of reactions and syntheses of organic compounds. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Chem 202 or 150.

Chemistry 210. Basic Principles of Chemical Instrumentation (2)

Introduction to modern chemical instrumentation; theory and practice of chromatographic and spectroscopic methods of chemical analysis; operation of gas chromatograph, ultraviolet, infrared, and nuclear magnetic resonance spectrophotometers. One lecture and one three-hour laboratory. Prerequisite: Any two lower division courses in chemistry.

Chemistry 277. Contemporary Topics in Chemical Science

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses

All upper division courses meet for one lecture, one discussion and three three-hour laboratories, unless otherwise designated.

Chemistry 301. Concepts of Structural Chemistry

Modern concepts of atomic and molecular structure; basic principles of quantum chemistry and molecular spectroscopy. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203, and Math 201; prerequisite or corequisite: Physics 201.

Chemistry 302. Concepts of Chemical Energetics

Spontaneous and nonspontaneous reactions; standard states and energy changes; thermodynamic functions and laws; chemical potential and equilibrium. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203, and Math 201; prerequisite or corequisite: Physics 202.

Chemistry 303. Concepts of Chemical Dynamics

Elementary reaction processes in gaseous and liquid systems; collision and transition state theories; reaction mechanisms and rate laws; catalytic and surface reactions. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203; prerequisite or corequisite: Math 202, Physics 202.

Chemistry 306. Clinical Chemistry I

Clinical chemistry with emphasis on quantitation of body constituents of normal and abnormal metabolism; methodology evaluation and comparison, quality control. Laboratory investigation and presentation. One lecture, two discussions, and two three-hour laboratories. Prerequisite or corequisite: Chem 313.

Chemistry 311. Concepts of Molecular Architecture

Structural stereochemistry of organic and inorganic molecules; constitutional, configurational and conformational isomerism; spectroscopic analysis and chromatographic separation. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203.

Chemistry 312. Concepts of Chemical Reactivity

Fundamental classification of chemical reactions: reactive intermediates and transition states; basic mechanisms and structural effects. Laboratory investigation and presentation. Prerequisites: Chem 202 and 203.

Chemistry 313. Concepts of Biochemistry

Biochemical equilibria and thermodynamics; biologically important chemical compounds; metabolism of carbohydrates, fats, and proteins. Laboratory investigation and presentation. Prerequisite: Chem 203.

Upper Division Elective Courses**Chemistry 401. Macromolecular Chemistry**

Structure and properties of natural and synthetic macromolecules; polymer synthesis and modification. Laboratory investigation and presentation. Prerequisite: Chem 311. (offered in 1975-76 and alternate years).

Chemistry 402. Synthetic Chemistry

Mechanisms and applications of modern synthetic reactions, especially for compounds of organic and biochemical interests. Laboratory investigation and presentation. Prerequisite: Chem 312. (Offered in 1976-77 and alternate years.)

Chemistry 404. Introduction to Quantum Mechanics

Schroedinger Formulation and solution of quantum mechanical problems, including harmonic oscillator, particle in a box, hydrogen atom, etc.; applications to atoms and molecules. Prerequisites: Chem 301 or Phys 302 or Phys 311; Math 204 or Math 302.

Chemistry 412. Biological Chemistry

Physical, chemical, and physicochemical principles underlying interactions of biological systems on the cellular, subcellular, and molecular levels; membrane transport models; enzyme mechanisms; protein biosynthesis. Field and laboratory investigation and presentation. Prerequisite: Chem 313 or Biology 311.

Chemistry 423. Inorganic Chemistry

Characterization of chemical elements and descriptive chemistry of their compounds; advances in structural chemistry including general valence theory and ligand field theory. Laboratory investigation and presentation. Prerequisite: Chem 301. (Offered in 1976-77 and alternate years.)

Chemistry 450. Clinical Chemistry II (5-8)

Applied clinical chemistry; multiphasic screening, to include blood gases, electrolytes, acid base balance, liver function tests, special procedures. Laboratory investigation and presentation. One lecture, one discussion, and 3-6 three-hour laboratories. Prerequisite: Chem 306.

Chemistry 477. Special Topics in Chemical Science

Topics and prerequisites to be announced. May be repeated for different topics

Current and proposed offerings include:

Agricultural Chemistry (chemistry of fungicides, insecticides, rodenticides, fertilizers, growth regulators, and soil conditioners)

Petroleum Chemistry (molecular structure, physical properties, analysis and separation, catalytic, pyrolytic, and synthetic reactions of petroleum hydrocarbons and derivatives)

Environmental Chemistry (chemical basis of environmental problems and possible solutions)

Systems Chemistry (systematic examination of the role of chemical science in current and future socio-economical and technological developments)

Chemistry 496. See p. 224.**Required Senior Courses****Chemistry 480. Research Participation**

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.

Chemistry 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interests. Five discussions. Prerequisite: Major or minor in Chemistry.

Graduate Courses**Chemistry 577. Advanced Topics in Chemistry (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Chemistry. (Not offered in 1975-76)

Chemistry 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor. (Not offered in 1975-76)

HEALTH SCIENCES DEPARTMENT

The Bachelor of Science degree in Health Sciences is designed to provide baccalaureate-level training and education in several of the allied health professions. There is a strong clinical element together with a scientific background, all within the liberal arts and sciences focus of the college.

The first degree option is that in Medical Technology. This is a four-year integrated program which combines a baccalaureate degree with eligibility for licensure and certification. Two additional degree options are now available as integrated programs which lead to baccalaureate degrees. These are the options in Health Data Analysis and Health Services Administration.

The introductory course in Health Sciences consists of: a historical study which places the discipline as it exists today in perspective, a discussion of the relevance of the discipline in modern society, and illustration (primarily through laboratory) of the rigor and impartiality (and the limits thereof) of the scientific approach to selected concepts, and to interdisciplinary and technological problems.

The upper division core curriculum in Health Sciences consists of theoretical courses based on the aging concept. These include joint and separate discussions pertinent to various groups of students, but with separate clinical experience depending on the major option of each student.

Transportation

Students are required to provide their own transportation to and from clinical areas.

Malpractice Insurance

Malpractice insurance prior to enrollment in Medical Technology 151, 152, and all clinical upper division Medical Technology courses is required. Information may be obtained by contacting the Program Director.

Uniforms

Uniforms or laboratory coats are required for entrance to Medical Technology 151, 152, and 400 level Medical Technology courses.

Academic Regulations

A grade of "C" is the minimal grade acceptable in any Medical Technology course. If an unsatisfactory grade is received in any of the clinical courses it will be necessary for the student to petition the Review Committee which will include the Medical Director, Program Director, Education Coordinator, and Department Chairman in order to obtain permission to repeat the class. Such a grade will still count in computing the overall grade point average. Clinical courses may be repeated only once.

REQUIREMENTS FOR THE MAJOR IN HEALTH SCIENCES

Medical Technology Option:

Sixteen courses in Medical Technology as follows:

- A. MT 151, 152
- B. MT 201, 251, 252

Note: The above courses may be taken concurrently by those transfer students unable to complete them prior to the junior year.

- C. Pre-Clinical year: MT 302, 306, 413
- D. Clinical year: MT 402, 404, 406, 408, 410, 308, 450 and 490

Two courses in Health Sciences from the following:

Health Sciences 100, 313, 315, 401 and 403

Cognate areas:

1. Five courses in Chemistry, including 313 and excluding 100, 150, 306, and 450. (Recommended: 201, 202, 203, 311 or 312 and 313)
2. Five courses in Biology, including 311, and excluding 100. (Recommended: 201, 202, 311, 350, and 352)
3. Physics 211
4. Two courses in Mathematics: 109 or 110, and 140

Health Data Analysis Option:

Eleven courses, including the following or equivalent:

- A. Health Data Analysis 201
- B. Three courses selected from Health Sciences 303, 305, 401, and 403
- C. Health Data Analysis 410 and IN ST 420
- D. Any two courses selected from Biology 401, HDA 430, BPA 430, and Soc. 367
- E. HDA 480, 490, and 496

Cognate areas:

1. Mathematics, Statistics, and Computer Science:*

Mathematics 120, 140, and 210

(Mathematics 339 is highly recommended.)
2. Any one of the following sequences:*
 - a. Accounting—BPA 201, 202, 303, 401
 - b. Mathematics—Math 201, 202, 203, 204; 340 and 341 or 210 and 310 (also satisfies cognate area 1.)
 - c. Biology—Biol. 202, 304, 311, 352
 - d. Sociology—Soc. 300, and 301 or 302, Behavioral Science 327 or 351

Health Sciences 100 is recommended.

Health Services Administration Option:

Eleven courses, including the following or equivalent:

- A. Health Services Administration 201
- B. Any two courses selected from Health Sciences 313, 315, 401, and 403**
- C. BPA 322
- D. Any two courses from BPA 201, 202, 301, 302, 303, 323, 330, 380, 381, 400, 401, 420, 423, 424, 475, and IN ST 478**
- E. Any two courses from HSA 402, 404, 406, 408, 410*
- F. HSA 480, 490, and 496

Cognate areas:

1. Mathematics, Statistics, and Computer Science:*

Mathematics 120, 140, and 210
2. Any one of the following sequences:*
 - a. Accounting—BPA 201, 202, 303, 401 (No duplication in D requirement above)
 - b. Mathematics—Math 310 and 339 in addition to A above
 - c. Sociology—Soc. 367, 441, and 442, Behavioral Science 312, and 327 or 351

Health Science 100 is recommended.

COURSES

Note: Each course not otherwise designated carries five quarter units of credit.

* Substitutions must be approved by the Department of Health Sciences.

** Soc. 367 may be substituted for one course.

Lower Division Core Courses**Health Sciences 100. Perspectives in the Allied Health Sciences**

Examination of the health professions from historical and current viewpoints. Analysis of the influences of medical science and technology, social, political, economic, and religious forces on the development of paramedical practice and education. One lecture, two discussions, and six hours field experience.

Upper Division Core Courses**Health Sciences 313. Health Problems of Children from Conception Through Infancy**

Major health problems from conception through the first year. Topics include health assessment, promotion, and improvement; patient teaching; therapeutic and rehabilitative aspects related to health problems during this period. Two lectures, two discussions, three hours field experience.

Health Sciences 315. Health Problems of Children and Adolescents

Major health problems of children from toddler age through adolescence. Topics include health assessment, promotion of health, prevention of illness, therapeutic and rehabilitative health care. Three lectures, one discussion, and three hours field experience.

Health Sciences 320. Current Health Problems (1)

A study of selected factors pertaining to current public health problems, with emphasis on the physiological and sociological effects of the use of tobacco and the abuse of alcohol, narcotics, and drugs.

Health Sciences 330. Environmental Sanitation

This course emphasizes principles which form the basis of environmental health and engineering practice. It comprises the fields of water supply and treatment of municipal and industrial wastes. The principles which underlie other aspects of environmental control are studied, including the interrelationships between environmental health engineering practice and other related environmental control fields such as milk sanitation, insect and rodent control, housing, and air pollution control. (Not offered 1975-76.)

Health Sciences 401. Health Problems of Adults

Major health problems of adults examined relative to maintenance, promotion, prevention, curing and rehabilitative health activities and adaptive responses. The period of adulthood studied includes the years from eighteen to sixty. Two lectures, two discussions, and three hours field experience.

Health Sciences 403. Health Problems of Aging

Normal processes of aging combined with disease processes and health problems of the elderly, including prevention of illness, promotion of health, and improvement of therapeutic and rehabilitative care. Two lectures, two discussions, and three hours field experience.

Lower Division Courses**Med T 151. Clinical Laboratory I (1)**

Demonstration, discussion, and practice in venipuncture technique, including precautions, safety, patient identification and isolation technique. Offered on a credit, no-credit basis. One three-hour laboratory.

Med T 152. Clinical Laboratory II (1)

Advanced venipuncture technique, including the difficult venipuncture, special techniques with children and infants. Offered on a credit, no-credit basis. One three-hour laboratory. Prerequisite: Med T 151.

Med T 153. Clinical Laboratory II A (1)

Emphasis on proficiency in venipuncture technique. Instruction in organization and recognition of priorities in order handling. Instruction in handling emergency situations. Fulfils the state requirement for a certificate in phlebotomy. Offered on a credit, no-credit basis. Optional for medical technology majors. One three-hour laboratory. Prerequisite or concurrent: Med T 152.

Med T 201. Basic Principles of Medical Technology and Hematology I

Basic concepts regarding medical technology and health care delivery. Study of cellular elements of human blood: their formation, function, and the laboratory procedures used in enumeration and identification. Study of coagulation and hemostasis, and procedures used in detecting abnormalities. Three lectures and discussions, two three-hour laboratories. Prerequisite: Biology 202.

Med T 251. Clinical Laboratory III (1)

(Urinalysis I) Physiology of urine formation. Relationship of abnormalities to renal and other disease. Physical characteristics, chemical tests, and microscopic examination utilized in laboratory. One three-hour laboratory.

Med T 252. Clinical Laboratory IV (1)

Basic immunology. Detection and characterization of antigens and antibodies. Serological reactions. One three-hour laboratory.

Upper Division Courses**Med T 302. Introduction to Immunohematology**

Theory and technique of detecting red cell antigens and antibodies. Genetics of red cell antigens. Prenatal and compatibility testing. Hemolytic disease of the newborn. Rh immune globulin. Cause and investigation of transfusion reactions. Three lectures and discussions, two three-hour laboratories. Prerequisite: Med T 252.

Med T 306. Clinical Chemistry I

Clinical chemistry with emphasis on quantitation of body constituents of normal and abnormal metabolism. Methodology evaluation and comparison. Quality control. Three lectures and discussions, two three-hour laboratories. Prerequisite or concurrent: Chemistry 313.

Med T 308. Clinical Microbiology I

Normal flora and human pathogens. Structure and function of microorganisms. Control and therapeutic agents. The inflammatory process and the immune response. Three lectures and discussions, two three-hour laboratories. Prerequisite: Biology 311.

Prerequisite to all subsequent courses:

Completion of a minimum of 135 quarter units, including all cognate and major courses, prior to the clinical year. Students must have completed these requirements to apply for and secure approval by the State of California Department of Health as a Clinical Laboratory Technologist Trainee.

Med T 402. Hematology II

Applied hematology procedures, with emphasis on understanding of theory and application. Performance of hematology procedures, including familiarity with automated instruments and special techniques. One lecture-discussion, four three-hour laboratories.

Med T 404.1. Immunohematology (3)

Applied immunohematology; quality control; solving compatibility problems; donor selection and phlebotomy; component therapy. Three three-hour laboratories.

Med T 404.2. Clinical Parasitology (2)

Medical parasitology, including life cycles. Emphasis on identification of parasites in clinical specimens. Two three-hour laboratories.

Med T 406. Clinical Microbiology II

Experience with isolation and identification of microorganisms in clinical specimens. To include bacteriology, mycology, and virology. One lecture or discussion, four three-hour laboratories.

Med T 408. Nuclear Medicine, Advanced Instrumentation, Special Chemistry

Radioisotopes and radioimmune assay used in the clinical laboratory. Study of component parts, maintenance, and operation of laboratory instruments. Special chemistry procedures. Two lectures and discussions, three three-hour laboratories.

Med T 410. Clinical Laboratory Procedures and Instrumentation

Physics and mathematics concepts applied to the clinical laboratory, including those associated with pH, concentration of solutions, chemical reactions, buffers, quality control, and spectrophotometric procedure calculations. Electrical, mechanical, and optical principles of clinical laboratory instruments. One lecture or discussion, four three-hour laboratories.

Med T 413. Medical Microbiology

Studies of pathogenic plants and animals in relation to man and his environment; investigation and presentation in such areas as diagnostic biochemistry, bacteriology, parasitology, immunology, epidemiology, virology, and mycology. Field and laboratory investigation and presentation. Two lectures and discussions and three three-hour laboratories.

Med T 450.1. Clinical Chemistry II (8)

Applied clinical chemistry. Multiphasic screening. To include blood gases, electrolytes, acid-base balance, liver function tests, special procedures. Two lectures and six three-hour laboratories.

Med T 450.2. Urinalysis II (1)

Experience with performance of procedures and recognition of formed elements of urine to extend understanding of theory of urinalysis and renal function. One three-hour laboratory.

Med T 450.3. Serology II (1)

Serological test reactions. Relationship to stages of disease. To include syphilis serology, infectious mononucleosis, antistreptolysin titer, and febrile agglutination. Principles and methods. One three-hour laboratory.

Med T 477. Special Topics in Medical Technology

Topics and prerequisites to be announced.

Med T 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interests. Prerequisite: Major in Medical Technology.

HEALTH DATA ANALYSIS**Lower Division Course****Health Data Analysis 201. Basic Principles of Health Data Analysis**

Discussion of the relationships between basic principles of data analysis and health care data. One lecture, two discussions, and two three-hour laboratories.

Upper Division Courses**Health Data Analysis 410. Epidemiology**

Principles of the treatment of epidemic diseases are presented with illustrations of their application, particularly in the field of human infectious diseases. Emphasis placed on the relationships and equilibria of host, agent, and environmental factors, with illustrative problems. Prerequisite: HDA 201.

Health Data Analysis 420. Demography

Characteristics of population totals, densities, and distributions. Age, sex, and racial structures. Cause and effect relationships of changes over space and time. Population problems: health, age and sex ratios, socio-economic and ethnic, over and under population. Demography of emerging, developed, and overdeveloped countries. Population impacts on the environment and environmental impacts of population. Development of mathematical models. Prerequisite: HDA 201 or Behavioral Science 300M. Recommended: Statistics.

Health Data Analysis 430. Health Data Analysis in Systems Management

A study in the application of data analysis techniques as they relate to decision making in the management of health care complexes. Prerequisite: HDA 410 and 420.

Health Data Analysis 480. Research Participation

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit). Prerequisite: Consent of instructor.

Health Data Analysis 490. Senior Seminar

Presentation of papers, and discussion by faculty and students. Participants will be grouped by interdisciplinary interests. Prerequisite: Major in HDA.

Health Data Analysis 496. See p. 224.**HEALTH SERVICES ADMINISTRATION****Lower Division Course****Health Services Administration 201. Basic Principles of Health Administration**

Basic concepts of the relationships between health administration and health care delivery systems.

Upper Division Courses**Health Services Administration 402. Public Health Administration**

A study of the means by which publicly supported health agencies are administered. Functions, methods, and administration in the management of worldwide health institutions, federal health programs, state programs, and public programs at the local level. Prerequisite: HSA 201.

Health Services Administration 404. Health Institutions Administration

A treatment of the means by which health care institutions are operated, including the roles of the various departments. Prerequisite: HSA 201.

Health Services Administration 406. Administration of Health Care Programs

Administration roles of health care personnel, involving the legal, ethical, and personal involvement of these various health professionals. Prerequisite: HSA 201.

Health Services Administration 408. Systems Management in Health Administration

A study of the means by which health-oriented institutions are managed, including assignment of goals, the organization of staff, the development of roles, and the management of other elements in administering health programs. Prerequisite: HSA 201.

Health Services Administration 410. Comprehensive Health Planning

An analysis of the functions of health manpower education programs, health care facilities, health care personnel, and various other health involved institutions. Prerequisite: HSA 201.

Health Service Administration 480. Research Participation

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit). Prerequisite: Consent of instructor.

Health Services Administration 490. Senior Seminar

Presentation of papers, and discussion by faculty and students. Participants will be grouped by interdisciplinary interests. Prerequisite: Major in Health Services Administration.

Health Services Administration 496. See p. 224.

MATHEMATICS DEPARTMENT

Mathematics is a unique and valuable science that can be exciting, enjoyable, and rewarding. The Department of Mathematics at California State College, Bakersfield provides a collection of mathematics courses designed to challenge and stimulate all open-minded and thoughtful students regardless of individual backgrounds or major interest areas. This is done by combining flexibility, applicability, and historicity 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 process 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 sessions, student presentations and any other workable approaches to learning. A student is encouraged to interpret and communicate mathematically with others, to follow self-direction and in-depth study, and to investigate interrelatedness of mathematical concepts. A teacher acts as a resource person, stresses the spirit and point of view of mathematics, and provides for feedback of the relative value of classroom activities.

Upon completion of any mathematics course, an individual student is better equipped to be a participant in a highly technological, scientifically complex environment. From a subjective point of view, he or she 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, he or she should have acquired new skills which, alone or in combination with others, will enhance both an understanding of and performance in the scientific world.

With the completion of a mathematics major, a student will, depending upon the choice of upper division courses, either be prepared to pursue a career in the mathematical sciences or to embark upon a course of graduate study leading to an advanced degree. Specific concentrations that may be selected are: applied mathematics, computer mathematics, theoretical mathematics, and the teaching of mathematics. The applied and computer emphasis includes courses in differential equations, numerical analysis, machine language, and systems programming. The theoretical studies for graduate school preparation include advanced algebra, real and complex analysis, and topology. For the option of a teaching career, the student will be well prepared by courses including geometry, algebra, probability and statistics; by contacts with the teaching faculty; and by experience gained through student presentations in discussion and laboratory periods.

REQUIREMENTS FOR THE MAJOR

The Bachelor of Science degree in Mathematics requires at least twelve courses in Mathematics, including the following (or equivalent):

- A. Mathematics 201, 202, 203, and 204
- B. Three 300 level courses
- C. Mathematics 490. Senior Seminar
- D. Three additional upper division courses, not to include 480 or 477
- E. Mathematics 210; and Mathematics 339 or 340 unless included above

Cognate areas:

Competency, including one upper division course, approved by the department, in a related discipline

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Mathematics has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Mathematics has been approved for a CSB graduate in Mathematics.

COURSES**Lower Division**

NOTE: Each lower division course carries five quarter units of credit and meets for two lectures, one discussion, and two three-hour laboratories unless otherwise designated. The mathematics placement test or, in some cases, an appropriate prerequisite course is required for registration in any lower division mathematics course or in Mathematics 320.

Mathematics 100. Perspectives in Mathematics

Introduction to the mathematical mode of reasoning and approaching problems; specific content will vary according to the interests of the instructor and students. Prerequisite: High school algebra and geometry or satisfactory placement test score.

Mathematics 102. Mathematical Inference and Scientific Method

The scientific method of inquiry; concept of an experiment; concepts of qualitative and comparative (quantitative) measurement; mathematical and statistical analysis of measurement data. Prerequisite: One year of high school algebra or level 1 placement test score or Math 104. (Satisfies Basic Subjects, General Education requirement.)

Mathematics 104. Elementary Algebra

Operations with fractions and signed numbers; ratio and percentage; prime factorization; polynomials; proportion; linear equations; word problems. Except with permission of the department chair this course is not open for credit to students who have successfully completed one year of high school algebra or its equivalent. Prerequisite: CSB Mathematics Placement Test.

Mathematics 105. Intermediate Algebra

Systems of linear equations; inequalities; quadratic equations; complex numbers; laws of exponents; logarithms; applied problems. Prerequisite: One year of high school algebra or its equivalent, or level 1 placement test score, or Math 104. Except with permission of the department chair this course is not open for students who have successfully completed two years of high school algebra or its equivalent.

Mathematics 106. Elementary Functions

Polynomial and rational functions; exponential, logarithmic, and trigonometric functions, with emphasis on their relationships and graphs. Prerequisite: two years of high school algebra, one year of high school geometry or satisfactory placement test score or Math 105.

Mathematics 109. Introduction to Computer Programming (2)

Techniques of solution of problems on computers using the Simcal and Basic languages. One lecture and one two-hour laboratory. Prerequisite: One year of high school algebra or level 1 placement test score or Math 104. (Offered in 1976-77 and alternate years.)

Mathematics 110. Fortran Programming (2)

Techniques and applications of Fortran programming. One lecture and one two-hour laboratory. May not be used for credit toward General Education requirements. Prerequisite: Math 109 or level 2 placement test score or Math 105. Credit cannot be earned for both 110 and 210.

Mathematics 120. General College Mathematics

Modern mathematical concepts, techniques, and applications. Functions, matrix algebra, basic concepts of differential calculus and introduction to integral calculus. Two lectures, two discussions, and one three-hour laboratory. Prerequisite: Two years of high school algebra or level 2 placement test score or Math 105.

Mathematics 140. Elementary Statistics

Description of sample data; elementary probability; mean and standard deviation; binomial, normal and student's "t" distributions; basic concepts of sampling and estimation; tests of hypotheses, linear correlation and regression; applications to business and natural and behavioral sciences. Prerequisite: Two years of high school algebra or level 2 placement test score or Math 105.

Mathematics 201. Calculus I

Introduction to differential and integral calculus of elementary functions with associated analytic geometry. Prerequisite: Math 106 or the equivalent and level 4 placement test score.

Mathematics 202. Calculus II

Techniques and applications of one-variable calculus with associated theoretical foundations. Elementary ordinary differential equations. Prerequisite: Math 201.

Mathematics 203. Calculus III

Topics in differential and integral calculus including infinite series and power series; linear algebra; systems of linear equations, vector spaces, matrices, determinants. Prerequisite: Math 202.

Mathematics 204. Calculus IV

Topics in differential and integral calculus; introduction to multivariable calculus including techniques and applications with associated theoretical concepts. Prerequisite: Math 203.

Mathematics 210. Introduction to Computer Science

Basic principles of computer programming; data representation; brief history of computing; main components of the computer and their function; the components of the operating system; extensive treatment of the standard Fortran Language. Prerequisite: Two years of high school algebra and/or geometry and level 2 placement test score, or Math 105. Credit cannot be earned for both 110 and 210.

Mathematics 211. Cobol Programming (2)

Techniques and applications of Cobol programming. One lecture and one two-hour laboratory. May not be used for credit towards General Education requirements. Prerequisite: Math 109 and 110 or Math 210.

Mathematics 277. Contemporary Topics in Mathematics

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced.

Upper Division

NOTE: Each upper division course carries five quarter units of credit and meets for two lectures, two discussions, and one three-hour laboratory unless otherwise designated.

Mathematics 302. Ordinary Differential Equations

Existence and nature of solutions of ordinary differential equations; solution methods; systems; applications. Prerequisite: Math 203.

Mathematics 303. Introduction to Analysis

Development of a rigorous foundation for topology and abstract analysis; open and closed sets; sequences and series; countability; continuity. Prerequisite: Math 203.

Mathematics 305. Numerical Analysis

Numerical solution of non-linear equations; linear systems of equations; estimation of characteristics roots; quadrature; curve fitting; interpolation; numerical solution of ordinary differential equations; basic concepts of numerical error; error propagation. Prerequisites: Math 210 and 302. (Offered in 1976-77 and alternate years.)

Mathematics 310. Computer Architecture and Assembly Language

Computer architecture and machine language; symbolic coding and assembly systems; digital representation of data; program segmentation and linkage; computer systems organization; systems and utilities programs; addressing techniques; extensive treatment and use of an assembly language. Architecture of local computer. Prerequisite: Mathematics 210.

Mathematics 311. Data Structures and Advanced Programming

Generalized data management systems, data structures, symbol tables, searching techniques; sorting; laboratory problems in several languages; experience in microprogramming. Prerequisite: Math 310 or consent of instructor. (Offered in 1975-76 and alternate years.)

Mathematics 320. Mathematics for Elementary School Teachers I

Principles of arithmetic for elementary school teachers; logical thinking, sets and operations, basic concepts of the system of: whole numbers, integers, rational numbers, real numbers, problem solving. This course may not be used for Mathematics major or minor requirements. Prerequisite: One year of high school algebra and one year of high school geometry or equivalent and level 1 placement test score or Math 105.

Mathematics 321. Mathematics for Elementary School Teachers II

Topics selected from the following: Real numbers; nonmetric geometry; properties of points, lines, planes, curves, space, angles, polyhedra; relations in geometry—congruence, similarity, parallels and perpendiculars; concepts related to measure; basic concepts of analytic geometry; probability and statistics—collecting and presenting data, measures of central tendency and dispersion, computation of probabilities, sample spaces, distributions. This course may not be used for Mathematics major or minor requirements. Prerequisite: Math 320.

Mathematics 330. Linear Algebra

Systems of linear equations, matrices, vector spaces, dimensions, determinants, linear transformations, eigenvalues and eigenvectors. Prerequisite: Math 203.

Mathematics 331. Algebraic Structures

Mappings, relations, binary operations; groups; rings; integral domains and fields. Prerequisite: Math 203.

Mathematics 339. Intermediate Statistics

Concepts of testing hypotheses; analysis of variance, one way and two way; linear regression and correlation, non-parametric methods; Chi-square test, sign test, Mann-Whitney U test, rank order correlation coefficients. Applications to business and natural and behavioral sciences. Prerequisite: Math 140 or permission of the instructor.

Mathematics 340. Probability Theory

Axiomatic probability, random variables, density and distribution functions, common probability distributions, conditional probability, moment generating functions, convolutions of random variables, central limit theorem. Prerequisite: Math 204. (Offered in 1975-76 and alternate years.)

Mathematics 341. Mathematical Statistics

Sampling distributions, sample means and variance, estimation of parameters, confidence intervals, tests of hypotheses, method of least squares (regression and correlation analysis), analysis of variance. Prerequisite: Math 340. (Offered in 1975-76 and alternate years.)

Mathematics 402. Applied Mathematics

Principles and basic styles of thought in solution of physical problems by mathematical methods; investigation in model design and use. Prerequisite: Math 302. (Offered in 1975-76 and alternate years.)

Mathematics 403. Point Set Topology

Fundamental concepts of topological spaces and applications. Prerequisite: Math 303. (Offered in 1975-76 and alternate years.)

Mathematics 410. Systems Programming

Batch processing systems programming including loading and subroutine linkage; multi-programming and multiprocessing systems; traffic control; interfacing problems; extensive computer solution of problems in topical areas. Prerequisite: Math 310. (Offered in 1975-76 and alternate years.)

Mathematics 411. Real Analysis

Riemann-Stieltjes integral; sequences and series of functions; theory of the derivative. Prerequisite: Math 303.

Mathematics 412. Complex Analysis

Complex variables; complex-valued functions; Cauchy's theorem and related topics; individual investigations. Prerequisite: Math 303.

Mathematics 420. Foundations of Geometry

Axiomatic approach to Euclidean geometry; distance, congruence, similarity, separation betweenness, inequalities, parallel postulate coordinate systems, constructions, area, length, and volume; introduction to non-Euclidean geometries. Prerequisite: Math 203. (Offered in 1976-77 and alternate years.)

Mathematics 430. Number Theory

Elementary theory of the natural numbers, including prime numbers and divisibility; congruences; number-theoretic functions and selected topics. Prerequisite: Math 203 or consent of the instructor. (Offered in 1976-77 and alternate years.)

Mathematics 460. Theory of Computability

Turing and other machines. Recursive function theory, computability and complexity classification; relative uncomputability. Godel's unsolvability results. Prerequisite: Math 331 or consent of instructor. (Offered in 1976-77 and alternate years.)

Mathematics 461. Systems Analysis

Design of a data base; information flow within an organization, design of data acquisition systems emphasizing source problems; case studies from the business area. Prerequisite: Math 310. (Offered in 1975-76 and in alternate years.)

Mathematics 477. Special Topics in Mathematics

Topics and prerequisites to be announced. May be repeated for different topics.

Mathematics 480. Research Participation

Individual study, under supervision, in mathematical investigation. May include research in areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Mathematics 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Prerequisite: Major or minor in mathematics.

Mathematics 496. See p. 224.**Graduate Courses****Mathematics 577. Advanced Topics in Mathematics (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Mathematics.

Mathematics 580. Advanced Research Participation (3)

Individual mathematical investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

NURSING DEPARTMENT

The Department of Nursing offers a program of study designed to help meet the increasing need for health services provided by professional nurses in hospitals, homes, schools, industry, and in public health and other community agencies.

The Nursing program is based on a theoretical framework of human development. The twelve upper division courses that constitute the professional major are accordingly designed and offered in sequential order.

The Nursing major focuses upon the health problems which occur during man's life span from conception to death and upon health and health care in this perspective. Methodological approaches to study are inquiry and the nursing process. The dynamics of the nursing process are exemplified in planned clinical laboratories where in knowledge, skills, and theoretical concepts are translated into professional nursing practice.

The Nursing program aims to prepare students for graduation who:

1. value the dignity and worth of man;
2. are capable of identifying the physical, social, and psychological factors involved in good health, maintenance and promotion and in preventive, curative, and rehabilitative health services;
3. use problem-solving skills, critical thinking, independent judgment, and continual evaluation as means to determine activities;
4. use their professional judgment and skills in the care of people and collaborate with other health professionals in the prevention of disease and the promotion of good health practices for individuals, families and communities;
5. create an environment in which the patient and his family can achieve their maximum level of adaptation;
6. understand and accept the role and function of the professional nurse in the system of health services of which they will be a part;
7. are interested in continued learning, and have the foundation for graduate study.

ADMISSION POLICIES

Applicants shall comply with the admission policies and procedures of the College. Admission to the Nursing major is contingent upon admission to the College. However, admission to the College does not constitute admission to the Nursing major.

The large numbers of applicants for admission to Nursing have necessitated establishment of a quota and priority listing for each class. Full details are available upon request from the Office of Admissions.

Applications for a given class must be received prior to November 30th of the year preceding expected entry to the Nursing major. The Admissions and Review Committee of the Department of Nursing will notify the applicant of its decision, in writing, by February 15th.

Applicants who receive notification of admission shall confirm by March 15, in writing to the Admissions and Review Committee, their intent regarding admission to ensure admission status.

ADMISSION WITH ADVANCED STANDING

Students wishing to transfer from another college or university may apply for admission with advanced standing. Applicants who are registered nurses must be graduates of an approved community college or hospital school of nursing whose curriculum included psychiatric nursing.

Registered nurse applicants for admission to advanced undergraduate standing should request their school of nursing to send two copies of the school of nursing record to the Office of Admissions as part of the admission procedure.

Such students are encouraged to challenge required courses by examination or seek credit for previous work, including either part of the dual courses such as 311-312. (For details see catalog description of Credit by Examination procedure.)

Registered nurses may petition to receive credit by challenge examination for courses in the Nursing major (except N490 and N496). Interested students should contact the office of the department chair.

MEDICAL CORPSMEN

Veterans who have had experiences as medical corpsmen in the services 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 equivalency and proficiency examinations.

MINORITY STUDENTS

The Department of Nursing encourages the enrollment of minority students to its program. Those students who may have academic and/or financial deficits are encouraged to contact the chairman of the Department of Nursing. Special arrangements can be made to offset these deficits.

MALPRACTICE INSURANCE

Malpractice insurance prior to enrollment in Nursing 311-312 or clinical courses may be obtained for a minimal fee from the California Student Nurses' Association on campus. Information may be obtained from student services.

UNIFORMS

Uniforms are required for entrance to Nursing 311-312 or clinical courses. Students are advised to contact the Chairman of the Department of Nursing for fitting appointments and ordering, no later than one quarter prior to enrollment in the Nursing courses.

TRANSPORTATION

Students are required to have a valid California Driver's License and to provide their own transportation to clinical and other field areas.

FINANCIAL AIDS

Nursing Student Loan and Scholarship Program. The loan program provides up to \$1,000 annually, based upon need, to full-time undergraduate students enrolled in Nursing curricula. Loans are repayable over a ten-year period which begins one year after completion of the program, or when a student otherwise ceases to pursue the full-time course of study. Loan is interest-free while the student is enrolled in the program, and a cancellation clause is available whereby employment as a professional nurse may cancel up to fifty percent of total loan.

Special Scholarships. The Kern County Nursing Scholarships Committee awards scholarship to student nurses who are in need of financial assistance. These scholarships usually defray the expenses of books, uniforms, and tuition.

ACADEMIC REGULATIONS

The grade of "C" is the minimal grade acceptable in any clinical nursing course. An unsatisfactory grade may be removed by repeating the course, although such grade will still count in computing the overall grade point average. Clinical courses may be repeated only once.

NOTE: As of January 1, 1976, in compliance with the new state regulations students must be able to complete subjects requisite for licensure as a registered nurse within the first nine quarters of the nursing program.

Provisions will be made for the curriculum transition that will affect students entering the nursing program for the fall quarter, 1975. These students will be assisted with the transition and with the completion of their academic program of studies.

For those students accepted into the nursing program after January 1, 1976, curricular

adjustments will be made to comply with the laws and regulations of the California Board of Registered Nursing that are in effect as of January 1, 1976.

REQUIREMENTS FOR THE MAJOR

The Bachelor of Science degree in Nursing requires twelve courses in Nursing, taken sequentially:

- Nursing 311, 312
- Nursing 313, 314
- Nursing 315, 316
- Nursing 401, 402
- Nursing 403, 404
- Nursing 490
- Nursing 496

Cognate Areas:

- 1. Biology 202, 311, 350, 352
- 2. Chemistry 150, 203, 313 *
- 3. *Mathematics 140, 210
- 4. *Physics 150
- 5. *Psychology 310

* All cognate courses or equivalents are expected to be completed prior to entrance into the major, with the possible exception of those marked *.

COURSES

Note: Each course carries five quarter units of credit unless otherwise designated.

Nursing 311. Concepts and Principles Basic to Professional Nursing and the Health Needs of People

Concentration on the basic concepts and principles applicable to the practice of professional nursing, including correlative nursing skills and responsibilities. Focus on interpersonal relationships and communication skills, legal aspects of nursing practice, and on introduction to the basic health care needs of people, hospitalized as well as non-hospitalized. Two lectures, two discussions, one three-hour laboratory. Prerequisite: Nursing major; corequisite: Nursing 312. (Offered fall quarter only.)

Nursing 312. Basic Health Care of People and the Practice of Nursing

Clinical experience in nursing responsibilities applicable to the basic health care needs of people. Fifteen hours field experience. Prerequisite: Nursing major; corequisite: Nursing 311. (Offered fall quarter only.)

Nursing 313. Health Problems of Children from Conception Through Infancy

Major health problems from conception through the first year. Topics include health assessment, promotion, and improvement; patient teaching; therapeutic and rehabilitative aspects related to health problems during this period. Two lectures, two discussions, one three-hour laboratory. Prerequisites: Nursing majors; Nursing 311, 312; corequisite: Nursing 314; prerequisite or corequisite: Psych 310; Non-majors must receive permission of instructor. (Offered winter quarter only.)

Nursing 314. Health Care of Children from Conception Through Infancy

Clinical experience in the application of nursing care principles and concepts in the care of pregnant women, newborn infants, and infants through the first year, in hospitals, clinics and at home. Fifteen hours field experience. Prerequisites: Nursing 311, 312; corequisite: Nursing 313; prerequisite or corequisite: Psych 310. (Offered winter quarter only.)

Nursing 315. Health Problems of Children and Adolescents

Major health problems of children from toddler age through adolescence. Topics include health assessment, promotion of health, prevention of illness, therapeutic and rehabilitative health care. Three lectures, one discussion, one three-hour laboratory. Prerequisites: Nurs-

ing majors; Nursing 313, 314, Psych 310; corequisite: Nursing 316. Non-majors must receive permission of instructor. (Offered spring quarter only.)

Nursing 316. Health Care of Children and Adolescents

Study and implementation of principles and concepts in nursing, with incorporation of skills and knowledge applicable in many different types of nursing situations involving health needs of children, adolescents, and their families. Fifteen hours field experience. Prerequisites: Nursing 313, 314, Psych 310; corequisite: Nursing 315. Non-majors must receive permission of instructor. (Offered spring quarter only.)

Nursing 401. Health Problems of Adults

Major health problems of adults examined relative to maintenance, promotion, prevention, curing and rehabilitative health activities and adaptive responses. The period of adulthood studied includes the years from eighteen to sixty. Two lectures, two discussions, one three-hour laboratory. Prerequisites: Nursing majors; Nursing 315, 316; corequisite: Nursing 402. Non-majors must receive permission of instructor. (Offered fall quarter only.)

Nursing 402. Health Care of Adults

Clinical experience in the nursing care of adult patients with acute and often complex health problems. Intellectual, technical, and perceptive abilities increased in nursing measures developed from scientific theories and concepts. Fifteen hours field experience. Prerequisites: Nursing 315, 316; corequisite: Nursing 401. (Offered fall quarter only.)

Nursing 403. Health Problems of the Aging

Normal processes of aging combined with disease processes and health problems of the elderly, including prevention of illness, promotion of health, and improvement of therapeutic and rehabilitative care. Two lectures, two discussions, one three-hour laboratory. Prerequisites: Nursing majors; Nursing 401, 402; corequisite: Nursing 404. Non-majors must receive permission of instructor. (Offered winter quarter only.)

Nursing 404. Health Care of the Aging

Clinical experience in the nursing care of the aging. Fifteen hours field experience. Prerequisites: Nursing 401, 402; corequisite: Nursing 403. (Offered winter quarter only.)

Nursing 490. Senior Seminar

Consideration of the nature of nursing. Examination of nursing as a profession, from historical and current viewpoints. Analysis of the influences of science and technology on nursing practice and education. Presentation and discussion by faculty and students. Two lectures, two discussions, one three-hour laboratory. Prerequisite: Major in Nursing. (Offered spring quarter only.)

Nursing 496. Advanced Practicum in Nursing

Clinical area of student's choice. An in-depth practicum in nursing care, to include concepts and multiple patient assignments. Use of skills laboratory, multi-media laboratory, and clinical areas in community. Fifteen hours field experience. Prerequisite: Major in Nursing. (Offered spring quarter only.)

PHYSICS/EARTH SCIENCES DEPARTMENT

PHYSICS

The Physics program serves multiple roles in the College's educational system. Not only does it prepare students for advanced study and professional work in physics and other physical sciences such as geophysics, atmospheric physics, etc., but it also provides the necessary education in physics for students of other sciences.

In view of the highly technological nature of the society in which we live, the department also places high priority on the education of the non-science student. Physics 100, in particular, is 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 Physical Science with the Physics Option 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.

REQUIREMENTS FOR THE MAJOR IN PHYSICAL SCIENCES

Minimum requirements for a Bachelor of Science degree in Physical Sciences:

- A. Physics 201, 202, 203
Chemistry 201, 202, 203
Earth Science 201, 202, 203
- B. Five upper division courses, including at least one each from physics, chemistry, and earth science
- C. Physics, chemistry, or earth science 480
- D. Physics, chemistry, or earth science 490

Cognate areas:

- Math 201, 202, 210

Requirements for the Major in Physical Sciences with Physics Option

Twelve courses, including the following (or equivalent):

- A. Physics 201, 202, 203 and either Chemistry 202 (or 150) and 203 or Earth Sciences 201 and 202
- B. Three 300 level courses, selected from the following:
Physics 301, 302, 303, 307, 311, 312 (at least two), or
Chemistry 301, 302, 303, 311, or
Earth Sciences 301, 302, 306, 307
- C. Two additional upper division courses selected from the above, or from the following:
(at least one in Physics)
Physics 401, 402, 403, 404
Chemistry 404, 423

Note: From the combination of B and C, there must be at least two courses outside of Physics, preferably in the same field as the elected 200 level courses.

- D. Physics 480 and 490

Physics 100 is recommended.

Cognate area: Mathematics 201 and 202, and either 203, 204 or 140, 210

The combination of courses in Mathematics will depend on the selection of upper division courses.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Physical Science with Physics Option has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Physical Science has been approved for a CSB graduate with an *approved* major in Physical Science with an option in Physics.

COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division**Physics 100. Perspectives in Physics**

Modern physics in historical perspective; relevance of current physical concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Village 117. Perspectives in Literature and Science (10)

See listing under Village courses. Credit given for both Physics 100 and English 101.

Physics 150. Introduction to Principles of Physics

Elements of mechanics, electricity, and modern physics. This course is designed to cover these selected areas of physics in a somewhat abbreviated fashion in a single term, and cannot be used as a prerequisite for other physics courses. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: One year of high school algebra or Math 104.

Physics 201. Basic Principles of Newtonian Physics

Newtonian mechanics and optics; relationships to contemporary physics; field and laboratory investigations, with emphasis on physical measurement of optical phenomena and motion. Two lectures, one discussion, and two three-hour laboratories. Instructional modules keyed for use with either calculus-based or non-calculus text: Physics 201.1, calculus-based; Physics 201.2, non-calculus based. Prerequisite or concurrent: Mathematics 106.

Physics 202. Basic Principles of Maxwellian Physics

Maxwellian electromagnetics; relationships to contemporary physics; field and laboratory investigations in electricity, electronics and magnetism, including the application of heat. Two lectures, one discussion, and two three-hour laboratories. Instructional modules keyed for use with either calculus-based or non-calculus text: Physics 202.1, calculus-based; Physics 202.2, non-calculus. Prerequisite: Physics 201.

Physics 203. Basic Principles of Contemporary Physics

Modern physics; principles of relativity, quantum phenomena and the structure of matter. Observation and investigation related to atomic and molecular structure. Two lectures, one discussion, and two three-hour laboratories. Instructional modules keyed for either calculus-based or non-calculus text: Physics 203.1, calculus-based; Physics 203.2, non-calculus. Prerequisite: Physics 202.

Physics 211. Biomedical Instrumentation

Underlying theory of electronic transducers, information processing equipment, and display devices utilized in current biomedical research and practice. Intended primarily to provide a theoretical basis for the understanding of the instrumentation utilized in biomedical laboratories. Three hours lecture/discussion and two three-hour laboratories.

Physics 277. Contemporary Topics in Physics

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses

All upper division courses meet for one lecture, one discussion and three three-hour laboratories, unless otherwise designated.

Physics 301. Concepts of Force Fields and Potential

Basic laws pertaining to fields, forces, potential, and potential energy in gravitation, electromagnetism, and fluid mechanics. Laboratory investigation and presentation. Prerequisites: Physics 203, Math 202. (Offered in 1975-76 and alternate years.)

Physics 302. Concepts of Oscillations and Waves

Basic laws pertaining to harmonic, damped, and forced oscillations in vibrating systems. Laboratory investigation and presentation. Prerequisites: Physics 202, Math 202. (Offered in 1975-76 and alternate years.)

Physics 303. Concepts of Radiation and Spectra

Basic laws pertaining to the propagation and transmission of radiation in the electromagnetic spectrum; electromagnetic theory. Laboratory investigation and presentation. Prerequisites: Physics 203, Math 202. (Offered in 1975-76 and alternate years.)

Physics 307. Concepts of Physical Systems

Electronics systems; development of models. Laboratory investigation and presentation. Prerequisites: Physics 202, Math 202. (Offered in 1976-77 and alternate years.)

Physics 311. Concepts of Atomic and Molecular Physics

Quantum phenomena in statistical mechanics and electricity. Laboratory investigation and presentation. Prerequisites: Physics 203, Math 202. (Offered in 1976-77 and alternate years.)

Physics 312. Concepts of Nuclear Physics

Experimental phenomena of elementary particles in relation to nuclear models. Observation, investigation and presentation. Prerequisites: Physics 203, Math 202. (Offered in 1976-77 and alternate years.)

Physics 313. Concepts of Solid State Physics

Introduction to solid state structures and x-ray diffraction analysis, thermal, electronic, magnetic, optical, and defect properties of crystalline solids. Introduction to polymers and glasses. Prerequisites: Math 202, Physics 202 and either Physics 302 or 311, or Chemistry 301.

Upper Division Elective Courses**Physics 401. Linear Systems**

Mechanical-electrical systems; development of models. Laboratory investigation and presentation. Prerequisites: Physics 307, Math 210, 302. (Offered in 1975-76 and alternate years.)

Physics 402. Statistical Physics

Macro phenomena as a result of average of micro phenomena; statistical mechanics, quantum probabilities; development of models. Five hours lecture/discussion. Prerequisites: Math 202 and either two upper division Physics courses or Chem 302. Recommended: Math 204.

Physics 404. Introduction to Quantum Mechanics

Schroediger formulation and solution of quantum mechanical problems, including the harmonic oscillator, particle in a box, the hydrogen atom, etc. Application to atoms and molecules. Prerequisites: Math 302 or Math 204, and either Physics 302 or 311, or Chem 301.

Physics 477. Special Topics in Physics

Topics and prerequisites to be announced. May be repeated in different topics.

Physics 496. See p. 224.**Required Senior Courses****Physics 480. Research Participation**

Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit.) Students preparing to teach may repeat once with emphasis on research in the areas of curriculum and materials development.

Physics 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Five discussions. Prerequisite: Major or minor in physics.

Graduate Courses**Physics 577. Advanced Topics in Physics (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in physics. (Not offered in 1975-76.)

Physics 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor. (Not offered in 1975-76.)

EARTH SCIENCES

The Earth Sciences consist of geology, geography, meteorology, hydrology, oceanography, and soil science. The degree offered is the B.S. in Earth Sciences, usually with an emphasis on geology, geography, or on secondary school Earth Science teaching. In addition, a concentration in Environmental Studies is offered jointly with the Departments of Biology and Economics (see p. 74).

The curriculum and courses offered in Earth Sciences stress the physical framework of the environment and its relationships to organisms and to man.

Graduates with the B.S. degree in Earth Sciences may find employment in industries involved in mineral resources exploration, and with various federal and state organizations and agencies involved with the physical environment. Some graduates are trained for secondary school science teaching in Earth Science.

REQUIREMENTS FOR THE MAJOR IN EARTH SCIENCES

The Bachelor of Science degree in Earth Sciences requires eleven courses in Earth Sciences, including the following (or equivalent):

- A. Earth Sciences 201, 202, and 203
- B. Three 300 level courses
- C. Earth Sciences 480. Research Participation
Earth Sciences 495. Field Course in Environmental Sciences
Earth Sciences 490. Senior Seminar
- D. Two additional upper division courses
Earth Sciences 100 is recommended.

Cognate areas: Mathematics 140 or 340 and 210.

TEACHING CREDENTIAL—RYAN SINGLE SUBJECT

The CSB degree in Earth Sciences has been certified by the Commission for Teacher Preparation and Licensing as satisfying requirements for the State of California Single Subject Credential. This means that Examination Waiver for Physical Science has been approved for a CSB graduate with an *approved* major in Earth Sciences.

COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Recommended Courses

A distinction is made between prerequisite and recommended courses throughout the list of course offerings. Prerequisite courses are indicated where the total subject areas are considered necessary to successfully undertake the course. Recommended courses indicate that knowledge of portions of the subject areas is necessary, but that these portions may be acquired by a student through independent study. In all cases, the courses will be offered assuming the background indicated. The student is to make the decision as to adequate preparation. In cases of doubt, consultation with the instructor is encouraged.

Lower Division

Earth Sciences 100. Perspectives in the Earth Sciences

Modern earth sciences in historical perspective; relevance of current concepts in the earth sciences to society; field and laboratory investigation into existing and conceivable prob-

lems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Earth Sciences 201. Basic Principles of Geology

Evolution of the earth as a planet, with emphasis on the geology of the crust; distribution of features and materials; field and laboratory investigation of physical processes and materials. Two lectures, one discussion, and two three-hour laboratories.

Earth Sciences 202. Basic Principles of Hydrology

Evolution of the hydrologic cycle with emphasis on streams and ground water; long-term climatic effects; availability and use of water; field and laboratory investigations. Two lectures, one discussion, and two three-hour laboratories. Recommended: E.Sci. 201.

Earth Sciences 203. Basic Principles of Physical Geography

Human habitats at the interface of the solid, fluid and gaseous phases of the planet. The physical geography of environmental elements, with emphasis on interaction of the physical elements with one another, the biotic elements and human use. Field and laboratory investigations of energy-mass budget relationships and processes in spatial contexts. Two lectures, one discussion, and two three-hour laboratories. Recommended: E.Sci. 201, 202.

Earth Sciences 211. Basic Principles of Atmospheric Science

Characteristics and properties of the atmosphere; meteorological phenomena; climatic patterns and distributions; relations of climates with total environmental changes. Field and laboratory investigation of atmospheric processes, distributions, relationships and changes. Recommended: E.Sci. 202, 203, Physics 201.

Earth Sciences 275. General Principles of Cartography (2)

Representation of the locational and spatial concepts and elements of the environment in maps and other graphics. Concepts of map design and composition. Map planning and research. Reproduction methods. History of cartography as a geodetic science in the context of changing scientific and technological capabilities and the evolving human environment. One lecture and one three-hour laboratory.

Earth Sciences 277. Contemporary Topics in the Earth Sciences

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses

All upper division courses meet for one lecture, one discussion and three three-hour laboratories, unless otherwise designated.

Earth Sciences 302. Concepts of Oceanography

Origin of the oceans and ocean basins; geology of the sea floor; properties and dynamics of the oceans; marine ecology. Field and laboratory investigation and presentation. Prerequisite: E.Sci. 201.

Earth Sciences 303. Concepts of Mineralogy

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: Chem 201 and E.Sci. 201.

Earth Sciences 304. Concepts of Sedimentation and Sedimentary Structures

Origin of the sedimentary cover on the earth's crust, with emphasis on transportation and deposition; structures in sedimentary rocks; physical and biological processes. Field and laboratory investigation and presentation. Prerequisites: E.Sci. 201, Math 140.

Earth Sciences 305. Concepts of Paleontology

Origin of life on the earth; interpretation of the fossil record; development and distribution of plants and animals through geologic time. Field and laboratory investigation and presentation. Prerequisites: E Sci 201; Math 140 or 340.

(NOTE: Courses in Evolution, Ecology, Biogeography, and Conservation of Biological Resources are listed under Biology.)

Earth Sciences 306. Concepts of Petrology and Petrography

Origin, formation, and classification of igneous, sedimentary, and metamorphic rocks, emphasizing field identification under low magnifications. Spatial, physicochemical, thermodynamic, and petrographic properties of natural earth materials. Field and laboratory investigation and presentation. Prerequisite: E Sci 303.

Earth Sciences 307. Concepts in Earth Structure

Reactions of the earth's crust and surface to internal stresses; folding and faulting; origins of stresses; mountain building. Field and laboratory presentation. Prerequisite: E Sci 306.

Upper Division Elective Courses**Earth Sciences 351. Concepts of Human Geography**

Description, analysis and synthesis of the relationships between social and natural factors in the environment; the physical bases of cultural geography; research tools and methods in human geography; field and laboratory study using the systems approach; land utilization and human relationships. Three lectures, one discussion and one laboratory. Prerequisite: E Sci 203. Recommended: E Sci 275, Math 140.

Earth Sciences 352. Concepts of Spatial Geography

Description, analysis, and synthesis of the distribution of social and natural factors in the environment; regional case studies in areas of student interest (e.g., Latin America or Asia); development of statistical regional models. Three lectures, one discussion, and one laboratory. Prerequisite: E Sci 203. Recommended: Math 140, E Sci 275. (Offered in 1975-76 and alternate years.)

Earth Sciences 353. Concepts of Urban Geography

Analysis of the distribution, structure, patterns of land use and transportation, economic base, and other spatial aspects of urban phenomena; quantitative analysis and measurement. Three lectures, one discussion, and one laboratory. Prerequisite: E Sci 203. Recommended: Math 140, E Sci 275. (Offered in 1975-76 and alternative years.)

NOTE: Students having a special interest in urban studies are encouraged to take Sociology 342, BPA 479, Economics 340, and History 358.

IN ST. 354. Concepts of Political Geography

Bases of political geography; the state as a geographic region; and roles of the several geographic factors such as climates, soils, and strategic location. Internal characteristics and external relations of the state. Relations of the state and nation. Development of conceptual models of principles and real-world processes. Three lectures, one discussion, and one laboratory. Prerequisite: one course in geography or one course in political science. Recommended: E Sci 275. (Offered in 1976-77 and alternative years.)

Earth Sciences 401. History of the Earth

History of the dynamic behavior of the earth's crust, particularly as illustrated by the sedimentary record in the stratigraphic column, reflecting the interaction of the solid, liquid, and gaseous outer envelopes of the planet. Field and laboratory investigation and presentation. Prerequisites: E Sci 201; 304 or 305.

Earth Sciences 403. Conservation of Physical Resources

Nonrenewability of physical resources; patterns, interactions, and conflicts of land use; impacts of first use and recycling; development of model systems. The role of planning in conservation. Recommended: E Sci 201, 202, 203, 351.

Earth Sciences 405. Historical Geography

Influence of the environmental setting on the development of economic and cultural geographic regions; relation to physical and biological provinces; development of inferential environmental models. Field and laboratory investigation and presentation. Three lectures, one discussion, and one laboratory. Prerequisite: E Sci 203. Recommended: E Sci 275, 351, or 352. (Offered in 1976-77 and alternate years.)

Earth Sciences 408. Geomorphology

Origin of the topography of the continents, with emphasis on the recent evolution of the present environment. Field and laboratory investigation and presentation. Prerequisite: E Sci 203, 307. (Offered in 1975-76 and in alternate years.)

Earth Sciences 411. Geochemistry of Earth Materials

Chemistry, mineralogy, and petrology of the sulphide and silicate systems, with some emphasis on solid-state physics. Field and laboratory investigation and presentation. Prerequisites: E Sci 306 and Chem 302 or Physics 403. (Offered in 1975-76 and alternate years.)

Earth Sciences 477. Special Topics in the Earth Sciences

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; economic geography; advanced environmental earth science; regional geography; soils geochemistry; hydrology; paleobiology; and paleoecology. Specific areas designated when offered, and prerequisites listed depending on the specific areas.

Required Senior Courses**Earth Sciences 480. Research Participation**

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.

Earth Sciences 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Five discussions. Prerequisite: Major or minor in earth sciences.

Earth Sciences 495. Field Course in Earth Sciences

Fundamentals of surveying and mapping and methods of field investigation in the Earth Sciences.

Earth Sciences 496. See p. 224.**Graduate Courses****Earth Sciences 577. Advanced Topics in Earth Sciences (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Earth Sciences. (Not offered in 1975-76.)

Earth Sciences 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

COLLEGE COUNCIL OFFICERS

1974-75

Chair, College Council	Robert K. Coe
	Ph.D., Syracuse University
Secretary, College Council	Michael P. Cartwright
	Ph.D., University of Nebraska

FACULTY AND STAFF OFFICERS

1974-75

Secretary of Faculty	Howard C. Zimmerman
	D.Ed., University of Oregon
Chair, Faculty Forum	Gary C. Kessler
	Ph.D., Columbia University-Union Theological Seminary
Secretary, Faculty Forum	David C. Cohen
	Ph.D., Harvard University
Director, Center for Professional Development	J. Kim Flachmann
	M.A., University of Oregon
Chair, Staff Forum	Dan Moore
	B.A., California State College, Bakersfield
Secretary, Staff Forum	Beverly Donley

FACULTY DIRECTORY

1974-75

AHMADI, Mohammad	Lecturer in Management Service
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ALBI, Frank E.	Assistant Professor of Romance Languages
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COASH, John R.	Dean, School of Natural Sciences and Mathematics and Professor of Earth Sciences
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COE, Robert K.	Dean, School of Business and Public Administration, and Professor of Management
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B.S., Geneva College; M.S., George Washington University Medical School; Sc.D., University of Pittsburgh	
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DULL, Roy R.	Dean of Continuing Education and Associate Professor of Business and Public Administration
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MURPHY, Ted D.	Professor of Biology
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B.S., M.S., University of Wisconsin, Milwaukee; Ph.D., University of Missouri	

PADDOCK, Arthur L.	Assistant Professor of Sociology
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PYCLIK, H. Peter	Assistant Professor of History
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PYCLIK, Judith	Assistant Professor of English
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RUDD, Howard F.	Associate Professor of Management
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