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General Catalog

1983-85

California State College, Bakersfield

GENERAL CATALOG

CALIFORNIA STATE COLLEGE, BAKERSFIELD
Fall, Winter, and Spring Quarters
1983–84 and 1984–85

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

CHANGES IN RULES AND POLICIES

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature, rules and policies adopted by the Board of Trustees of The California State University, by the Chancellor or designee of The California State University, or by the President or designee of the institution. Further, it is not possible in a publication of this size to include all of the rules, policies and other information which pertain to the student, the institution, and The California State University. More current or complete information may be obtained from the appropriate department, school, or administrative office.

Nothing in this catalog shall be construed, operate as, or have the effect of an abridgement or a limitation of any rights, powers, or privileges of the Board of Trustees of The California State University, the Chancellor of The California State University, or the President of the campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies which apply to students. This catalog does not constitute a contract or the terms and conditions of a contract between the student and the institution or The California State University. The relationship of the student to the institution is one governed by statute, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the President and their duly authorized designees.

INSTITUTIONAL AND FINANCIAL ASSISTANCE INFORMATION

The following information concerning student financial assistance may be obtained from Associate Dean, Financial Aid and Scholarships, 9001 Stockdale Hwy., Bakersfield, Ca. 93309; (805) 833-3016:

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

The following information concerning the cost of attending California State College, Bakersfield is available from Director of Admissions and School Relations, 9001 Stockdale Hwy., Bakersfield, CA. 93309; (805) 833-3138. This information includes:

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

Information concerning the refund policy of California State College, Bakersfield for the return of unearned tuition and fees or other refundable portions of costs is available from the Registrar, 9001 Stockdale Hwy., Bakersfield, CA. 93309; (805) 833-2123.

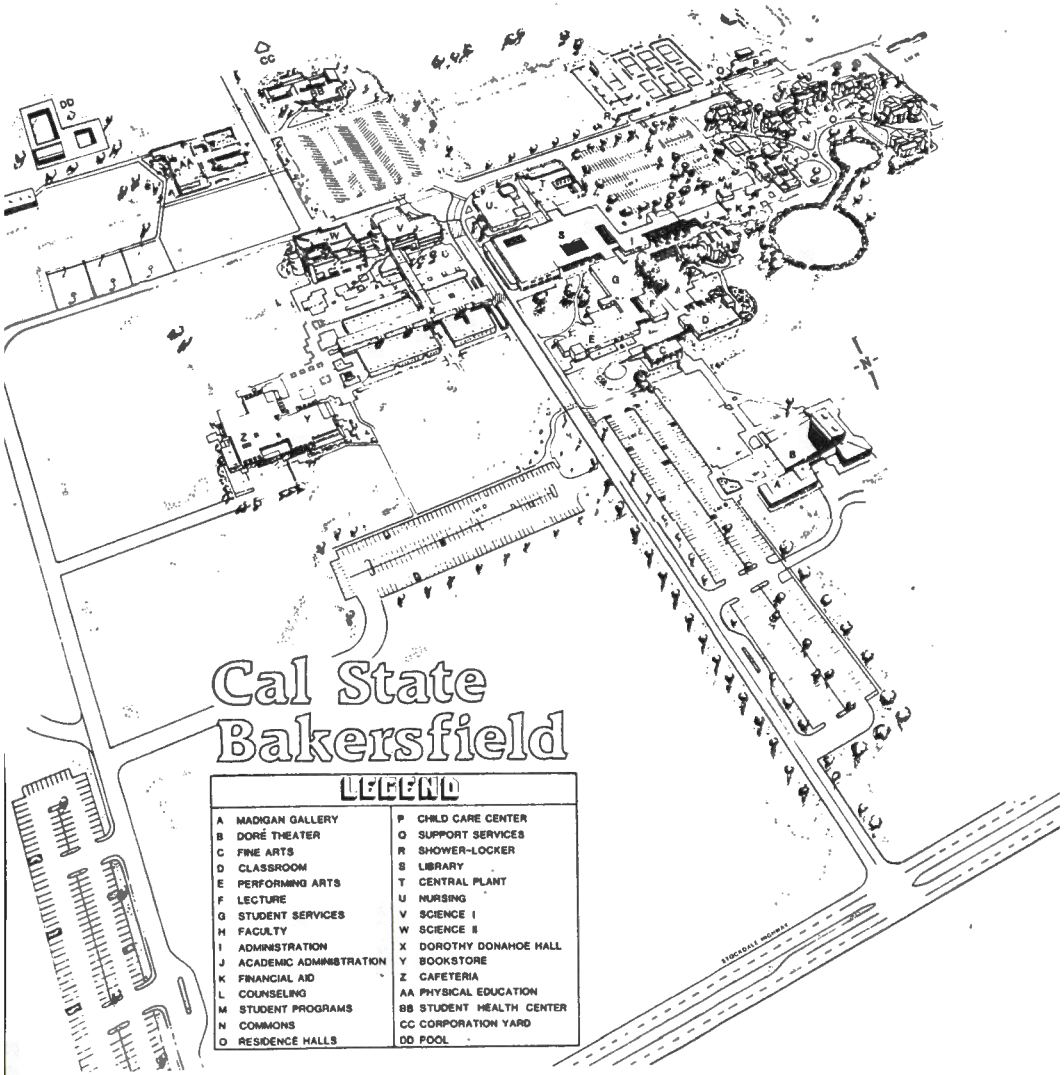
Information concerning the academic programs of California State College, Bakersfield may be obtained from the Vice President, 9001 Stockdale Hwy., Bakersfield, CA. 93309; (805) 833-2154. This information may include:

1. The current degree programs and other educational and training programs;
2. The instructional, laboratory, and other physical plant facilities which relate to the academic program;
3. The faculty and other instructional personnel;
4. Data regarding student retention at California State College, Bakersfield and, if avail-

able, the number and percentage of students completing the program in which the student is enrolled or expressed interest; and

5. The names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution's accreditation, approval, or licensing.

Information regarding special facilities and services available to handicapped students may be obtained from the Counselor and Coordinator of Disabled Services, 9001 Stockdale Hwy., Bakersfield, CA. 93309; (805) 833-2131.



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1983

CALENDAR

JANUARY

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1984

CALENDAR

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CALENDAR

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CALENDAR

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ACADEMIC CALENDAR 1983–84

FALL QUARTER 1983

September 12	Orientation and First Day of Registration
September 13	Second Day of Registration
September 14	Classes begin
September 21	Last day to add classes; last day of late registration.
September 23	Last day for undergraduates and graduate students to apply for Fall 1983 graduation.
October 4	Last day to change between credit, no-credit and letter grading.
October 4	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair.
October 17–28	Academic advising and pre-registration period for continuing students.
November 1	Last day to withdraw from classes for a serious and compelling reason.
November 11	HOLIDAY—Veteran's Day.
November 14	Regular classes (MONDAY Schedule)
November 23	Last day of classes (FRIDAY Schedule)
November 24–27	HOLIDAY—Thanksgiving
November 28	Study Day/Reading Period
Nov 29–Dec 3	Examination Period
December 5	Grades Due

BREAK: December 5, 1983–January 2, 1984

WINTER QUARTER 1984

January 3	Orientation of new students and Registration
January 4	Classes begin
January 11	Last day to add classes; last day of late registration.
January 13	Last day for undergraduates and graduate students to apply for Winter 1984 graduation.
January 24	Last day to change between credit, no-credit and letter grading.
January 24	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair.
February 6–17	Academic advising and pre-registration for continuing students.
February 20	HOLIDAY—Washington's Birthday
February 21	Regular Classes (TUESDAY Schedule)
February 21	Last day to withdraw from classes for a serious and compelling reason.
March 14	Last day of classes (MONDAY Schedule)
March 15–16	Study Day/Reading Period
March 19–24	Examination Period
March 26	Grades Due

BREAK: March 26–March 30, 1984

SPRING QUARTER 1984

April 2	Orientation of new students and Registration
April 3	Classes begin
April 10	Last day to add classes; last day of late registration
April 13	Last day for undergraduates and graduate students to apply for June 1984 Commencement.
April 24	Last day to change between credit, no-credit and letter grading.
April 24	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair.
May 7–18	Academic advising and pre-registration period for continuing students.
May 22	Last day to withdraw from classes for a serious and compelling reason.
May 28	HOLIDAY—Memorial Day
May 29	Regular Classes (MONDAY Schedule)
June 12	Last day of classes (Falls on Tues., TUESDAY Schedule)
June 12	Last day for completion of work by master's candidates to graduate at June Commencement.
	Study Day/Reading Period
June 13–16	Examination period
June 16	Commencement
June 18	Grades due

SUMMER SESSIONS 1984

First Session:	June 25–August 3 Last day to apply for Summer Session Graduation: June 29
Second Session:	August 6–August 24

ACADEMIC CALENDAR 1984–85

FALL QUARTER 1984

September 10	Orientation and First Day of Registration
September 11	Second Day of Registration
September 12	Classes begin
September 19	Last day to add classes; last day of late registration
September 21	Last day for undergraduates and graduate students to apply for Fall 1984 graduation.
October 2	Last day to change between credit, no-credit and letter grading
October 2	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair.
October 15–26	Academic advising and pre-registration period for continuing students
October 30	Last day to withdraw from classes for a serious and compelling reason
November 12	HOLIDAY—Veteran's Day Regular Classes (TUESDAY Schedule)
November 21	Last day of classes (MONDAY Schedule)
November 22–25	HOLIDAY—Thanksgiving
November 26	Study/Reading Period
November 27– December 1	Examination Period
December 3	Grades Due

BREAK: December 3, 1984—January 1, 1985

WINTER QUARTER

January 2	Orientation of new students and Registration
January 3	Classes begin
January 10	Last day to add classes; last day of late registration
January 11	Last day for undergraduates and graduate students to apply for Winter 1985 graduation
January 23	Last day to change between credit, no-credit and letter grading
January 23	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
February 4–15	Academic advising and pre-registration for continuing students
February 18	HOLIDAY—Washington's Birthday
February 19	Regular Classes (TUESDAY Schedule)
February 20	Last day to withdraw from classes for a serious and compelling reason.
March 14	Last day of classes (MONDAY Schedule)
March 15	Study Day/Reading Period
March 18–23	Examination Period
March 25	Grades Due

BREAK: March 25—March 31, 1985

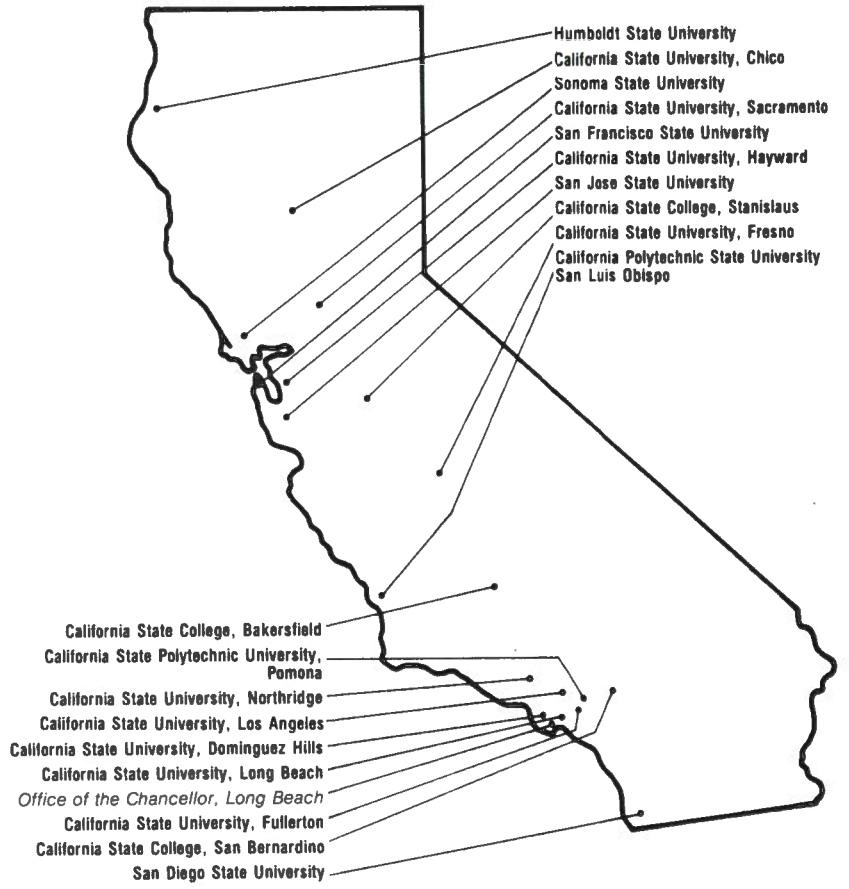
SPRING QUARTER 1985

April 1	Orientation of new students and Registration
April 2	Classes begin
April 9	Last day to add classes; last day of late registration
April 12	Last day for undergraduates and graduate students to apply for June 1985 Commencement
April 26	Last day to change between credit, no-credit and letter grading
April 26	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair.
May 6–17	Academic advising and pre-registration period for continuing students
May 24	Last day to withdraw from classes for a serious and compelling reason.
May 27	HOLIDAY—Memorial Day
May 28	Regular Classes (MONDAY Schedule)
June 11	Last day of classes (Falls on Tues., TUESDAY Schedule)
June 11	Last day for completion of work by master's candidates to graduate at June Commencement
	Study Day/Reading Period
June 12–15	Examination period
June 15	Commencement
June 17	Grades due

SUMMER SESSION 1985

First Session	June 24–August 2
	Last day to apply for Summer Session Graduation: June 28
Second Session	August 5–August 23

THE CALIFORNIA STATE UNIVERSITY



THE CALIFORNIA STATE UNIVERSITY

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became The California State University and Colleges and in 1982 the system became the California State University. Today, 16 of the 19 campuses have the title "university."

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

Responsibility for The California State University is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, who are the chief executive officers 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, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

Academic excellence has been achieved by The California State University through a distinguished faculty, whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All 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.

The CSU offers more than 1,500 bachelor's and master's degree programs in some 200 subject areas. Nearly 500 of these programs are offered so that students can complete all upper division and graduate requirements by part-time late afternoon and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

The Consortium of the CSU draws on the resources of the 19 campuses to offer regional and statewide off-campus degree, certificate, and credential programs to individuals who find it difficult or impossible to attend classes on a campus. In addition to Consortium programs, individual campuses also offer external degree programs.

Enrollments in fall 1982 totaled over 315,000 students, who were taught by a faculty of 18,000. Last year the system awarded over 50 percent of the bachelor's degrees and 30 percent of the master's degrees granted in California. More than 800,000 persons have been graduated from the 19 campuses since 1960.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

EX OFFICIO TRUSTEES

The Honorable George Deukmejian ..... State Capitol
Governor of California ..... Sacramento 95814

The Honorable Leo T. McCarthy ..... State Capitol
Lieutenant Governor of California ..... Sacramento 95814

The Honorable Willie L. Brown, Jr. ..... State Capitol
Speaker of the Assembly ..... Sacramento 95814

The Honorable Louis "Bill" Honig ..... 721 Capitol Mall
State Superintendent of Public Instruction ..... Sacramento 95814

Dr. W. Ann Reynolds ..... 400 Golden Shore
Chancellor of The California State University ..... Long Beach 90802

APPOINTED TRUSTEES

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

Dr. Claudia H. Hampton (1986)
4157 Sutro Ave., Los Angeles 90008

Mr. Willie J. Stennis (1983)
Golden Bird, Inc.
3947 Landmark, Culver City 90230

Dr. Juan Gomez-Quinones (1984)
Professor, History Department
University of California, Los Angeles
405 Hilgard Ave., Los Angeles 90024

Mr. John F. O'Connell (1984)
Bechtel Power Corp.
P.O. Box 3965, San Francisco 94119

Ms. Blanche C. Bersch (1984)
415 No. Camden Dr., Suite 107, Beverly Hills 90210

Mr. Michael R. Peevey (1985)
California Council for Environmental & Economic Balance
215 Market St., Suite 1311, San Francisco 94105

Mr. John F. Crowley (1985)
1855 Folsom St., 5th Floor, San Francisco 94103

Ms. Wallace Albertson (1986)
1618 Sunset Plaza Dr., Los Angeles 90069

Mr. Donald G. Livingston (1987)
Carter Hawley Hale Stores, Inc.
550 S. Flower St., Los Angeles 90071

Ms. Celia I. Ballesteros (1987)
Keating Building
432 F. Street, Suite 406, San Diego 92101

Mrs. Lynne Myers (1988)
514 Doheny Rd., Beverly Hills 90210

Dr. August F. Coppola (1988)
Zoetrope Studios
1040 N. Las Palmas Ave., Los Angeles 90038

Mr. George M. Marcus (1989)
Marcus & Millichap Incorporated
2626 Hanover St., Palo Alto 94304

Mr. Dixon R. Harwin (1990)
Alwin Management Company, Inc.
9300 Wilshire Blvd., Beverly Hills 90212

Mr. Thomas J. Bernard (1989)
Tomar, Inc.
776 E. Shaw Ave., Suite 102, Fresno 93710

Mr. Roland E. Arnall (1990)
REA Companies
11878 LaGrange, Los Angeles 90025

Mr. Daniel J. Branfman
Associated Students Office
Sonoma State University
1801 East Cotati Ave., Rohnert Park 94928

Dr. Robert D. Kully (1985)
1814 S. Marengo Ave., #24
Alhambra 91803

Roy T. Brophy (1991)
Gannon/Brophy Organization, Amherst Grove
3040 Explorer Dr.
Sacramento 95827

OFFICERS OF THE TRUSTEES

Governor George Deukmejian
President

Mrs. Lynne Myers
Vice Chair

Mr. John F. O'Connell
Chairman

Chancellor W. Ann Reynolds
Secretary-Treasurer

OFFICE OF THE CHANCELLOR
The California State University
400 Golden Shore
Long Beach, California 90802
(213) 590-5506

Dr. W. Ann Reynolds ..... Chancellor
Mr. Harry Harmon ..... Executive Vice Chancellor
Mr. D. Dale Hanner ..... Vice Chancellor, Business Affairs
Dr. Alex C. Sherriffs ..... Vice Chancellor, Academic Affairs
Dr. Robert Tyndall ..... Acting Vice Chancellor, Faculty and Staff Affairs
Mr. Mayer Chapman ..... Vice Chancellor and General Counsel

THE CALIFORNIA STATE UNIVERSITY

California State College, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93309
Tomás A. Arciniega, President
(805) 833-2011

California State University, Chico
1st & Normal Streets
Chico, California 95929
Dr. Robin S. Wilson, President
(916) 895-6116

California State University, Dominguez Hills
Carson, California 90747
Dr. Donald R. Gerth, President
(213) 516-3300

California State University, Fresno
Shaw and Cedar Avenues
Fresno, California 93740
Dr. Harold H. Haak, President
(209) 294-4240

California State University, Fullerton
Fullerton, California 92634
Dr. Jewel Plummer Cobb, President
(714) 773-2011

California State University, Hayward
Hayward, California 94542
Dr. Ellis E. McCune, President
(415) 881-3000

Humboldt State University
Arcata, California 95521
Dr. Alistair W. McCrone, President
(707) 826-3011

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840
Dr. Stephen Horn, President
(213) 498-4111

California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032
Dr. James M. Rosser, President
(213) 224-0111

California State University, Northridge
18111 Nordhoff Street
Northridge, California 91330
Dr. James W. Cleary, President
(213) 885-1200

California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, California 91768
Dr. Hugh O. LaBounty
President
(714) 598-4592

California State University, Sacramento
6000 J Street
Sacramento, California 95819
Dr. Austin J. Gerber, Acting President
(916) 454-6011

California State College, San Bernardino
5500 State College Parkway
San Bernardino, California 92407
Dr. Anthony H. Evans, President
(714) 887-7201

San Diego State University
5300 Campanile Drive
San Diego, California 92182
Dr. Thomas B. Day, President
(619) 265-5000

Imperial Valley Campus
720 Heber Avenue
Calexico, California 92231
(619) 357-3721

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132
Dr. Chia-Wei Woo, President
(415) 469-2141

San Jose State University
One Washington Square
San Jose, California 95192
Dr. Gail Fullerton, President
(408) 277-2000

California Polytechnic State University,
San Luis Obispo
San Luis Obispo, California 93407
Dr. Warren J. Baker, President
(805) 546-0111

Sonoma State University
1801 East Cotati Avenue
Rohnert Park, California 94928
Dr. Peter Diamandopoulos, President
(707) 664-2880

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

CALIFORNIA STATE COLLEGE, BAKERSFIELD

ADVISORY BOARD

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Mrs. Donald Camp ..... Bakersfield
Fred H. Carlisle, Jr. ..... Bakersfield
Ralph Carpenter ..... Delano
Richard E. Frasch, Jr. ..... Bakersfield
Kenneth Frick ..... Arvin
Mrs. Melton McClanahan ..... Bakersfield
Dr. Gregorio S. Pineda ..... Bakersfield
John B. Sill ..... Shafter
Thomas W. Smith ..... Bakersfield

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John Brock ..... Bakersfield
Bruce F. Bunker ..... Bakersfield
James L. Burke ..... Bakersfield
Dr. David Cooke ..... Bakersfield
Curtis Darling ..... Bakersfield
Dr. John L. Forney ..... Bakersfield
Dr. Jacob P. Frankel ..... Bakersfield
Mrs. Richard E. Frasch, Sr. ..... Bakersfield
Albert H. Holloway ..... Wasco
Edwards Hopple ..... Bakersfield
Jimmie Icardo ..... Bakersfield
Dr. Clifford Loader ..... Delano
Jack Maguire ..... Bakersfield
Hugh C. Mays ..... Taft
Mrs. William E. Moore, Jr. ..... Bakersfield
Al Tello ..... Bakersfield
Honorary Members of the Board:
Louis R. Deadrich ..... Bakersfield
Martin Zaninovich ..... Delano

ADMINISTRATIVE OFFICERS

President ..... Tomás A. Arciniega
Ph.D., University of New Mexico
Director of Public Affairs and Development ..... Sidney L. Sheffield,
B.A., California State College, Long Beach
Public Information Officer ..... Judy Clausen
Assistant to the President for Planning ..... Daniel V. Taylor,
Ed.D., Illinois State University
Secretary to the President ..... Esther Craig

INSTRUCTION

Vice President ..... Philip M. Rice
Ph.D., The University of North Carolina, Chapel Hill
Dean, School of Arts and Sciences ..... John R. Coash,
Ph.D., Yale University
Dean, School of Business and Public Administration ..... Harry Kelsey, Jr.
D.B.A., Indiana University
Dean, Division of General Studies ..... James H. George,
Ph.D., University of Wisconsin, Madison
Dean, School of Education ..... Deborah Hancock,
Ph.D., University of Southern California
Director of Libraries ..... Benton F. Scheide,
Ph.D., Case Western Reserve University
Coordinator of Audio-Visual Services ..... Vacant
Dean of Graduate and Extended Studies ..... Roy R. Dull,
Ph.D., Claremont Graduate School
Director of Research and Sponsored Programs ..... Kenneth L. Nyberg,
Ph.D., University of Utah

ADMINISTRATIVE SERVICES

Executive Dean ..... Kenneth E. Secor,
Eng.D., University of California, Berkeley
Director of Public Safety ..... Albert P. Zuniga
Manager, ADP Services ..... Vacant
Director of Personnel Services ..... Leon R. Harris,
M.S., California State College, Bakersfield
Affirmative Action Coordinator ..... Cododac Colchado,
M.A., Sacramento State University
Director of Physical Plant ..... Phillip V. Brown,
B.S., California Polytechnic State University, San Luis Obispo

BUSINESS MANAGEMENT

Acting College Business Manager ..... Stan T. Frazier
Director of Accounting Services ..... Gary D. Gleed,
M.S., California State College, Bakersfield
Director of Procurement and Support Services ..... Peter S. Sharland,
B.A., San Jose State University

Foundation

Acting Foundation Manager ..... Stan T. Frazier
Bookstore Manager ..... Donald R. Norwood,
M.S., California State College, Bakersfield
Food Services Manager ..... Brett Roth
A.A., Canada College

STUDENT SERVICES

Dean of Students ..... George B. Hibbard
Ed.D., Michigan State University

Associate Dean of Students and Director of Counseling ..... Richard M. Swank
Ph.D., Purdue University

Counselor and Director of Testing ..... Willis Hill
Ed.D., Brigham Young University

Counselor and Director of Orientation ..... Roberta George
Ed.D., Brigham Young University

Counselor and Coordinator of Disabled Services ..... Linda DeSouge
M.A., California State College, Bakersfield

Director of Student Programs ..... Margaret Paulin
M.A., California State College, Bakersfield

Assistant Director of Student Programs ..... Judy Prell
M.A., Michigan State University

Director of Children's Center ..... Diane Hendrickson
M.S., Southern Illinois University

Teacher ..... Carolyn Sherman
B.A., California State College, Bakersfield

Associate Dean; Admissions, Records, School Relations and Student Affirmative Action ..... Homer Montalvo
Ed.D., University of Southern California

Director of Admissions and School Relations ..... Donald Gregory
B.A., Fresno State University

Assistant Director of School Relations and NSE Coordinator ..... Laraine Turk
M.Ed., University of Arizona

Registrar ..... Nolan Shaffer
M.A., Fresno State University

Evaluation Coordinator ..... Margaret Whitaker
A.A., Pasadena City College

Veterans' Certification Clerk ..... Dale Berona

Director of Student Affirmative Action ..... Edward Ochoa
M.A., California State College, Bakersfield

Assistant Director of Student Affirmative Action ..... Sandra Serrano
J.D., Hastings College of Law

Associate Dean; Career Planning and Placement and Housing ..... William Perry
Ed.D., Brigham Young University

Assistant Director of Career Planning and Placement ..... Jolene Powell
M.B.A., Golden Gate University

Director of Housing ..... Steve Butler
M.A., Humboldt State University

Assistant Director of Housing ..... Regina Metoyer
B.A., Humboldt State University

Associate Dean; E.O.P. and Student Special Services ..... Lee Adams
M.S., California State College, Bakersfield

E.O.P. Recruiter ..... James Hinkston
M.S., California State College, Bakersfield

E.O.P. Counselor ..... Daa'iyah Islam
B.A., California State College, Bakersfield

Assistant Director of E.O.P. and Project Director for Student Special Services ..... Sandra Matsui
M.A., University of California, Santa Barbara

Special Services Counselor ..... Abel Nunez
M.A., California State College, Bakersfield

Special Services Math Specialist ..... Jo Ellen Green
B.S., University of California, Riverside

Special Services Learning Skills Specialist ..... Michael McCoy
B.S., University of California, Davis

Associate Dean, Financial Aids ..... Steve Herndon
Ph.D., University of California, Los Angeles
Assistant Director of Financial Aids ..... John Casdorph
M.A., University of Missouri at Kansas City
Financial Aids Counselor ..... Lawrence Gallardo
B.A., San Jose State University
Medical Director ..... Hubert S. Betenbaugh
M.D., Medical University of South Carolina
Assistant Director of Health Services ..... Carolyn Krone
B.S., California State College, Bakersfield
Nurse ..... Armanda Ghilarducci
R.N., St. Joseph's College of Nursing

AVERAGE ANNUAL COSTS AND SOURCES OF FUNDS PER FULL-TIME EQUIVALENT STUDENT

The 19 campuses and the Chancellor's Office of The California State University are financed primarily through funding provided by the taxpayers of California. Including capital outlay, the CSUC 1982/83 budget totals approximately $1.20 billion. Approximately $1.18 billion of the $1.20 billion total has been budgeted to provide support for a projected 239,900 full-time equivalent (FTE*) students. Thus, excluding costs which relate to capital outlay and the Energy and Resources Fund (e.g., building amortization), the average cost per FTE student is $4,947 per year. Of this amount, the average student pays $710. Included in this average student payment calculation is the amount paid by non-resident students. The remaining $4,237 in costs is 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:

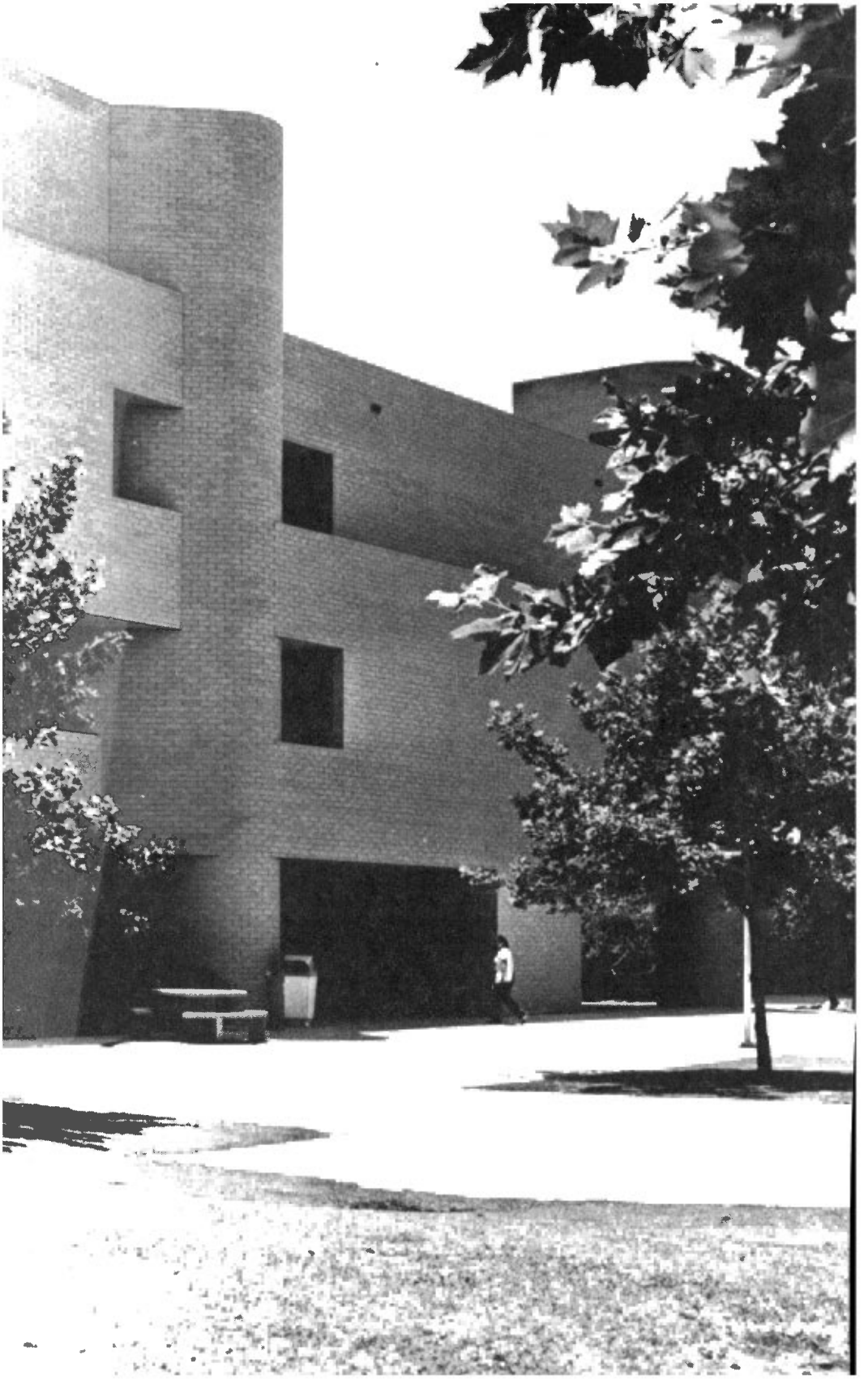
TOTAL 1982/83 CSU BUDGET
(PROJECTED ENROLLMENT: 239,900 FTE)

Funding Source	*Amount*	*Average Cost Per Student (FTE)**	*Percentage*
State Approp. (Support)	$970,118,453	$4,044	81.7%
Student Charges	170,233,339	710 **	14.4%
Federal (Financial Aids)	46,337,429	193	3.9%
State Funding (Capital Outlay and Energy and Resources Fund)	18,803,000	***	***
Total	$1,205,492,221	$4,947	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 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 average costs paid by a student include the student services fee, health facilities fee, college union fee, student body fee, application fee, catalog fee, State University Emergency Fee, and the non-resident 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 $710 depending on whether they are part-time, full-time, resident or non-resident students.

*** Average Cost Per Student (FTE), and Percentage columns are not calculated for this funding source. The estimated replacement cost of all the system's permanent facilities and equipment on the 19 campuses is currently valued at $4.1 billion, excluding the cost of land.



INTRODUCTION TO THE COLLEGE

California State College, Bakersfield was created by an act of the California Legislature in July 1965. It opened for instruction in the fall of 1970 as the nineteenth member institution of the California State College System (now known as the California State University and Colleges). The opening of the College extended higher educational opportunities to the Bakersfield metropolitan area and the Southern San Joaquin Valley.

Located on a 375-acre site at the western edge of Bakersfield, the campus contains twenty-nine buildings which provide classroom and laboratory facilities for over 3,200 full-time students. During its first year of operation the College had approximately 1,000 students and 70 faculty members. In the Fall 1982 the student body had grown to 3,300 and the faculty to 190. This growth has been partly a reflection of the phenomenal development of the southern San Joaquin Valley and the metropolitan area of Bakersfield over the last decade. Indeed, the College and its surrounding community have become synonymous with the vibrant economy of the southern San Joaquin Valley.

The College holds the intellectual and personal growth of the individual to be its central purpose. Its programs are designed to broaden perspectives, enrich awareness, deepen understanding, establish disciplined habits of thought, prepare for meaningful careers, and thus, to help develop individuals who are informed, responsible and productive members of society.

The College's educational tasks are divided among three academic schools—Arts and Sciences, Business and Public Administration, and Education. These schools share in a common general education program composed of basic skills and breadth requirements distributed among departmental and interdisciplinary concentrations.

The School of Arts and Sciences serves as the core of the College's academic structure, offering general education and major courses in all but a few of the traditional disciplines. The School of Business and Public Administration has as its mission the education and training of students who are qualified by their skill level and knowledge to enter the business profession at the managerial level or public service at a general managerial staff position. The School of Education provides teacher preparation, state credential and graduate level postbaccalaureate programs for service area educational professionals. The integration of the College's educational program is achieved in the liberal arts focus of the general education package, the foundation course requirements, and the prerequisite and numerical sequencing of courses, which serve to provide academic structure to all of the College's educational components.

The College operates on a three-course, three-term academic plan. Under this plan the normal student load is three courses of five quarter units each. The academic calendar consists of three eleven-week quarters extending from September to June and two summer sessions, the first lasting for six weeks and the second for three.

THE COLLEGE PHYSICAL PLANT

As classes started in 1980, the instructional operations of California State College, Bakersfield were housed in facilities including an initial building complex of some 92,000 square feet, Science Buildings I and II (80,000 sq. ft. total), the Nursing Building (12,000 sq. ft.), Dorothy Donahoe Hall (53,000 sq. ft.), the Physical Education Building (25,000 sq. ft.) and the Doré Theater (40,000 sq. ft.). 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. Most are less than ten years old, since the campus first opened in 1970. Included in these structures are: a complement of lecture classrooms ranging from 20 to 120 students in capacity; laboratories to implement the College's offerings in the behavioral, social, physical and life sciences, and in nursing; specialized spaces for art, music and theatre instruction; a library housing a growing collection of over 246,000 volumes (see expanded description below); a computer center; student service areas, such as the Student Health Center, a cafeteria and a bookstore; and faculty offices and administrative and operational quarters. Both indoor and outdoor physical education facilities are extensive for a new institution.

The College's first student residence halls 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.

Other construction projects were under way or in some design stage as instruction began in 1982. The College's aquatic plant was progressing toward a 1983 spring completion date; it will include the first 50-meter pool in the region. Program planning for a major gymnasium to supplement the (initial) Physical Education Building was under way. 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 increases in institutional enrollment.

THE COLLEGE LIBRARY

The library, with its variety of collections and services, actively supports the academic work of faculty and students. It thus serves the College as an instructional resource to advance its educational objectives. The collection, which numbered approximately 246,500 volumes at the end of the 1981/82 academic year, continues to receive new library materials and books. A wide range of academic books as well as other materials such as children's books, curriculum guides, pamphlets, microforms and periodicals forms this collection. As a depository, the library regularly receives publications from the State of California as well as from the federal government and maintains a special collection of over

51,000 such publications. To augment the collection of books, the library also subscribes to more than 2,650 journals. Back issues of journals either in bound form or on microfilm are available to students.

The library staff provides many services designed to enable students to use the library to fullest advantage. In support of that purpose, the staff develops the collection and encourages library use by keeping the holdings readily available for consultation or borrowing. The staff at each service desk offers students special kinds of library assistance. From the reference desk, librarians answer questions, give instruction on the library, and in other ways try to help students derive the fullest benefits from the library. Also, a computer search service introduced in 1978 helps library users with online data base searches and printouts of bibliographies.

The building arrangements reflect staff efforts to provide an efficient and pleasant environment which facilitates the students' library work. It offers convenient study areas, including two outdoor courts available for reading or conversation. Its special facilities include group study rooms, a public typing room, and microform rooms equipped with machines for reading microtexts. The open shelf arrangement not only provides convenient access to the books but also invites the reader to browse.

AUDIO-VISUAL MEDIA CENTER

The audio-visual media center is an active support unit of the College. Technical services common to media and instruction are provided from this area. 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.

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 east end of the campus and a dining hall for the residence complex, 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 and one-half hours for breakfast, one and one-half hours for lunch and one and one-half hours for dinner. Non-boarders may eat in the dining hall on a cash basis.

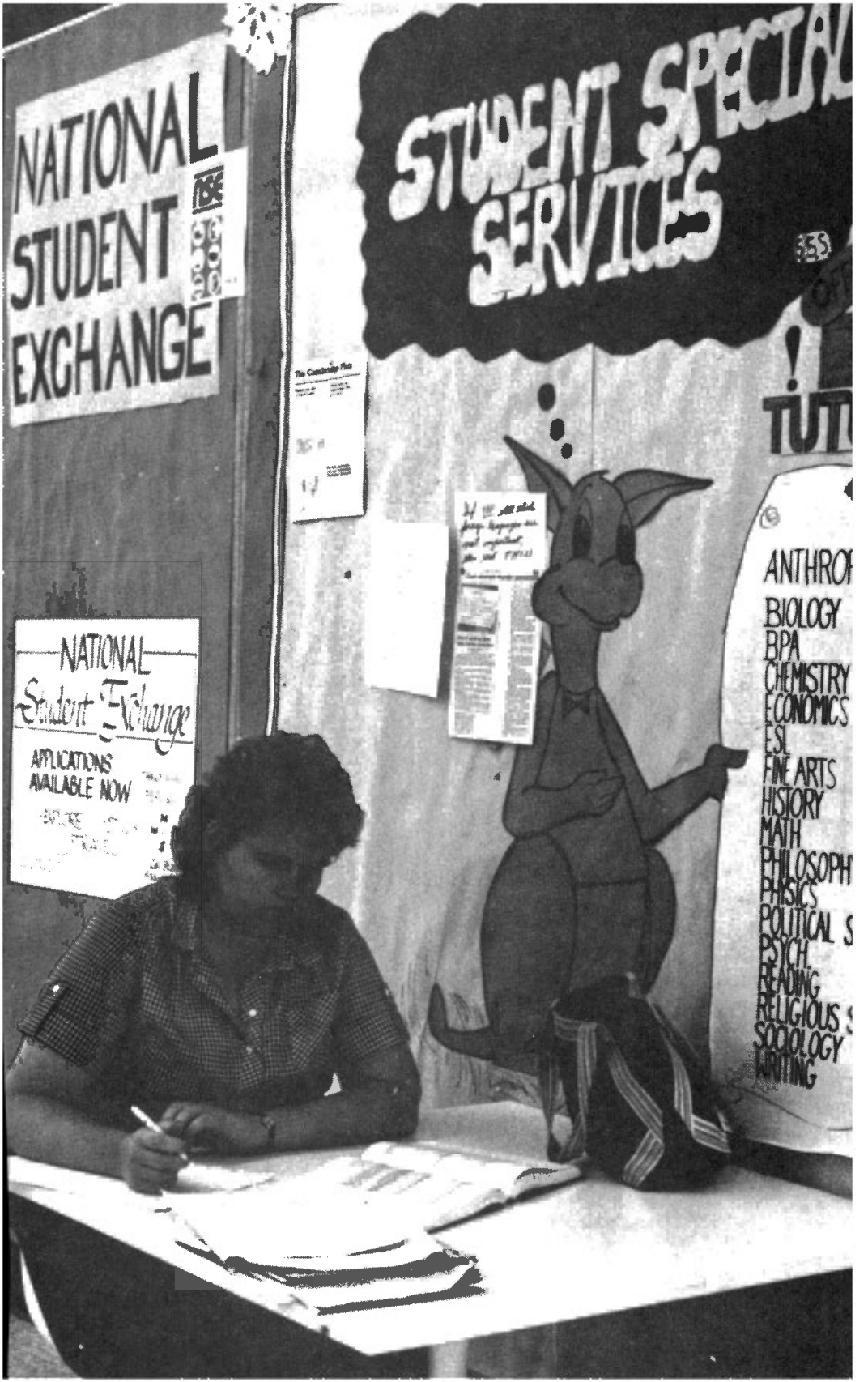
ACCREDITATION AND MEMBERSHIPS

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 is accredited by the American Medical Association. The undergraduate and graduate programs in Business Administration are accredited by the American Assembly of Collegiate Schools of Business. The Chemistry program is approved by the Committee of Professional Training of the American Chemical Society.

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

Women graduates of the College are eligible for membership in American Association of University Women.

The College has established active chapters of Beta Gamma Sigma, the national honor society for professionally accredited schools of business administration; of Phi Alpha Theta, the international history honor society; and of the Society of Sigma Xi (Club), the national honorary in the sciences.


NATIONAL
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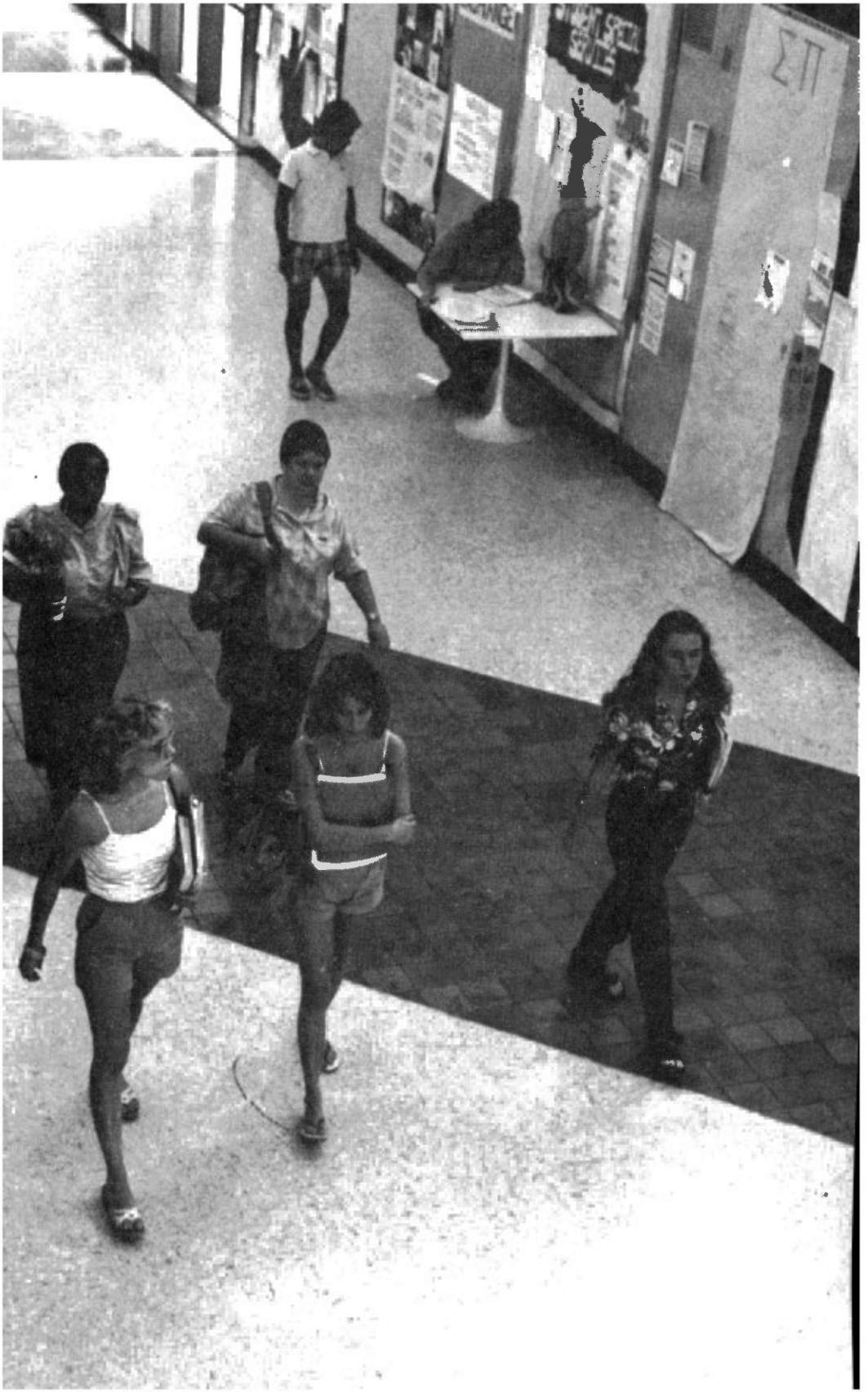
SOCIOLOGY
WRITING


ΣΠ

ADMISSION, REGISTRATION AND FEES

REQUIREMENT AND USE OF SOCIAL SECURITY NUMBER

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

ADMISSIONS PROCEDURES AND POLICIES

Requirements for admission to California State College, Bakersfield are in accordance with Title 5, Chapter 1, Subchapter 3, of the *California Administrative Code.* If you are not sure of these requirements, you should 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 or at any California high school or community college.

UNDERGRADUATE APPLICATION PROCEDURES

Prospective students, applying for part-time or full-time programs of study, in day or evening classes, must file a complete application as described in the application booklet. The $30 nonrefundable application fee should be in the form of a check or money order payable to The California State University and may not be transferred or used to apply to another term. Applicants need file only at their first choice campus. An alternative choice campus and major may be indicated on the application, but *applicants should list as alternative campus only that campus of The California State University that they can attend.* Generally, an alternative degree major will be considered at the first choice campus before an application is redirected to an alternative choice campus. Applicants will be considered automatically at the alternative choice campus if the first choice campus cannot accommodate them.

POSTBACCALAUREATE APPLICATION PROCEDURES

All applicants for any type of postbaccalaureate status (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete application within the appropriate filing period. A complete application for postbaccalaureate status includes all of the materials required for undergraduate applicants (Part A) plus the supplementary graduate admissions application (Part B). Postbaccalaureate applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the $30 nonrefundable application fee. Since applicants for postbaccalaureate 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 postbaccalaureate applicant wishes to be assured of initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. Applications may be obtained from the Graduate Studies Office of any California State University campus in addition to the sources noted for undergraduate applicants.

APPLICATION FILING PERIODS

Terms in 1983–84	*Applications First Accepted*	*Filing Period Duration*	*Student Notification Begins*
Summer Qtr. 1983	Feb. 1, 1983	Each campus accepts applications until capacities are reached. Most campuses accept applications up to a month	March 1983
Fall Sem. or Qtr. 1983	Nov. 1, 1982		Dec. 1982

Winter Qtr. 1984	June 1, 1983	prior to the opening day of the term. Some campuses will close	July 1983
Spring Sem. or Qtr. 1984	Aug. 1, 1983	individual programs as they reach capacity.	Sept. 1983

Space Reservation Notices

Most applicants will receive some form of space reservation notice from their first choice campus within two months of filing the application. A notice that space has been reserved is also a request for records necessary to make the final admission decision. It is an assurance of admission *only* if evaluation of the applicant's previous academic record indicates that admission requirements have been met. Such a notice is not transferable to another term or to another campus.

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 write 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, not counting physical education and military science; and the ACT composite, or the SAT total score. The table of grade point averages, with corresponding test scores and the equation by which the index is computed, is reproduced on p. 30.

Registration forms and test dates for either test may be obtained from school or college counselors, from the address 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	SAT Address
American College Testing Program, Inc. Registration Unit, P.O. Box 168 Iowa City, Iowa 52240	The College Board Box 592 Princeton, New Jersey 08541

First-Time Freshman Applicants (California High School Graduates and Residents)

Applicants who are graduates of a California high school or legal residents for tuition purposes need a minimum eligibility index of 741 (ACT) or 3072 (SAT). The following table illustrates grade point averages and scores needed to qualify for admission.

EXCERPTS FROM ADMISSIONS ELIGIBILITY TABLE FOR CALIFORNIA HIGH SCHOOL GRADUATES

GPA	2.00 *	2.20	2.40	2.60	2.80	3.00	3.20 **
ACT Score	35	31	27	23	19	15	11
SAT Score	1472	1312	1152	992	832	672	512

* Below 2.0 not eligible.
** Above 3.20 exempt from test requirement.

First-Time Freshman Applicants (Nonresident)

Applicants who are neither residents for tuition purposes nor graduates of a California high school need a minimum eligibility index of 826 (ACT) or 3402 (SAT).

Undergraduate Transfer Applicants (Resident and Nonresident)

Transfer admission eligibility is based on TRANSFERABLE college units attempted, rather than on all college units attempted. California community college transfers should consult their counselors for information on transferability of courses. If you are in good standing at the last institution attended you may be admitted as an undergraduate transfer if you meet either of the following provisions:

1. You were eligible as a freshman (see freshman requirements) and have a GPA of "C" (2.0 on a scale where A = 4.0) or better in all transferable college units attempted.
2. You have completed at least 56 transferable semester units or 84 transferable quarter units with a grade point average of "C" (2.0 on a scale where A = 4.0) or better if a California resident; nonresidents must have a grade point average of 2.4 or better.

ADMISSION OF FORMER STUDENTS

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

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

High School Students

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

Early Admission Program

California State College, Bakersfield will recognize outstanding academic achievement (3.75 GPA or higher) of high school students by issuing an early admissions commitment to such applicants conditional upon the earning of the high school diploma or its equivalent.

Details about the Early Admission Program may be obtained from the Director of Admissions and School Relations.

ADMISSION OF POSTBACCALAUREATE AND GRADUATE STUDENTS

Postbaccalaureate Standing. Unclassified

For admission to unclassified postbaccalaureate standing, a student must: (a) 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; (b) have attained a grade point of at least 2.5 (A = 4.0) in the last 60 semester (90 quarter) units attempted; and, (c) have been in good standing at the last college attended. Admission to a California State University campus with postbaccalaureate unclassified standing does not constitute admission to graduate degree curricula.

Postbaccalaureate Standing. Classified

A student who is eligible for admission to a California State University campus in unclassified standing may be admitted to classified postbaccalaureate standing for the purpose of enrolling in a particular postbaccalaureate credential or certificate program, provided that such additional professional, personal, scholastic, and other standards, including qualifying examinations, as may be prescribed for the particular program by the appropriate campus authority, are satisfied.

Graduate Standing. Conditionally Classified

A student eligible for admission to a California State University campus under unclassified postbaccalaureate standard above, but who has deficiencies in prerequisite preparation which in the opinion of the appropriate campus authority can be remedied by specified additional preparation, including qualifying examinations, may be admitted to an authorized graduate degree curriculum with conditionally classified graduate standing.

Graduate Standing. Classified.

A student eligible for admission to a California State University campus in unclassified or conditionally classified standing may be admitted to an authorized graduate degree

curriculum of the campus as a classified graduate student if he or she satisfactorily meets the professional, personal, scholastic, or other standards for admission to the graduate degree curriculum including qualifying examinations, as the appropriate campus authority 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 shall be eligible to proceed in such curricula.

IMPACTED PROGRAMS

Impacted programs are undergraduate programs in which the number of applications received in the first month of the filing period exceeds the total spaces available, either locally (at individual campuses) or systemwide. You must make application for an impacted program during the first month of the filing period and may file more than one application and fee for additional programs. Nonresidents, foreign or domestic, are not considered for admission to impacted programs. High school and community college counselors are advised before the opening of the fall filing period which programs will be impacted.

Supplementary Admission Criteria

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Campuses are authorized to use a freshman applicant's ranking on the eligibility index, the transfer applicant's overall GPA (Grade Point Average), or a combination of campus-developed supplementary criteria in selecting those to be admitted. If you are a freshman applicant and plan to apply to an impacted program, you should take the ACT or SAT test at the earliest date. Your test scores and your grades earned in the final three years of high school may be used in determining admission to the program. The supplementary admission criteria used by the individual campuses to screen applicants appear periodically in the CSU *Counselors Digest* and are sent by the campuses to all applicants seeking admission to an impacted program.

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

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 School of Education for information.

OTHER APPLICANTS

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.

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.

ELIGIBILITY TABLE FOR RESIDENT APPLICANTS

GPA	*ACT Score*	*SAT Score*	*GPA*	*ACT Score*	*SAT Score*	*GPA*	*ACT Score*	*SAT Score*	*GPA*	*ACT Score*	*SAT Score*	*GPA*	*ACT Score*	*SAT 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.

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.

NON-RESIDENT

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. (Please refer to statement regarding Determination of Residence.)

If you are neither a resident for tuition purposes nor a graduate of a California high school you need a minimum eligibility index of 826 (ACT) or 3402 (SAT). If your high school GPA is above 3.60 you are exempt from the test requirements.

New Admission Requirements Effective Fall 1984

If you plan to apply for admission during 1983–84 or later you should be aware that additional admission requirements become effective for applicants for fall 1984 and later. A first-time freshman will still need to meet the GPA test score requirements described above and in addition must have completed eight semesters of college preparatory English and four semesters of college preparatory mathematics. Your school will know what courses will count toward these requirements and when you should take them.

A few applicants may not have had the opportunity to take all of the required courses by 1984. The CSU will make some exceptions to these requirements during 1984–85 and 1985–86 for those who cannot schedule all of them in the time remaining in high school. If you are one of those few, your school will know about possible flexibility.

If you plan to enroll as a transfer from another college, you may also need to meet the new subject requirements, as well as the regular college unit and grade requirements. If you did not take the right courses in high school, you can take equivalent courses in college. Your counselor can advise whether the new policy will apply to you.

Don't assume that English and mathematics are the only important subjects in high school. In order to be well prepared you should plan to take a full college preparatory program including additional courses in mathematics, science, social science, foreign language, and the humanities/fine arts.

ADMISSION OF INTERNATIONAL (FOREIGN) STUDENTS

Foreign students applying to this college must submit an application for admission, an application fee, official transcripts with certified English translations, and results of the TOEFL Examination (Test of English as a Foreign Language). The minimum required TOEFL score is 500 for undergraduates and 550 for graduates. These materials 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 the 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/her results on the TOEFL, demonstrating that his/her command of English is sufficient to permit him/her 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 part of his/her application a statement as to the availability of financial resources in the United States for his/her support as a student while attending the College. This statement must be certified as accurate by an embassy official or a recognized governmental agency.

Transfer credit for undergraduate students will be evaluated during the student's first academic quarter. Students admitted as graduates do not receive a formal evaluation.

Students applying to graduate level programs (Master's degree) in Behavioral Sciences, Education, History, or Psychology must meet these minimum requirements prior to admission: Bachelor of Arts or Bachelor of Science degree from a recognized college or university; 2.50 GPA in last two years of college work; and TOEFL score of 550. Students applying to the School of Business and Public Administration for any of its graduate degrees (Master of Business Administration, Master of Public Administration, Master of Science Administration) must meet these requirements: Bachelor of Arts or Bachelor of Science degree from a recognized college or university; 2.50 GPA for all college work; 2.75 GPA in last two years of college work; TOEFL score of 550; and Graduate Management Aptitude Test score of 450 or Graduate Record Exam score of 960.

If previous graduate work has been done in the United States, students need to submit in addition to meeting the graduate requirements, two official copies of graduate work transcripts and proof of Bachelor of Arts or Bachelor of Science degree.

However, if previous graduate work has been done in a foreign country, students need to submit two official copies of graduate work transcripts, two copies of high school transcripts plus proof of Bachelor of Arts or Bachelor of Science degree in addition to meeting the graduate requirements. All graduate transfer credit is evaluated by the respective department.

All foreign students must be enrolled in a full-time course of study through the regular college program. Students who wish to enroll in Extended Studies must have permission from the Dean of Admissions. Advisors are also 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/her arrival at the College, present himself/herself with his/her passport and visa to the Office of Student Programs.

ADMISSION OF SUMMER SESSION AND EXTENDED STUDIES STUDENTS

It is not necessary for students planning to enroll only in summer session or extension 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.

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.

Visitors Within CSUC

Students enrolled at any California State University campus may transfer temporarily to another CSU campus in visitor status, if they completed twelve units with a 2.0 grade point average at the home campus, are in good standing, and are eligible to register under continuing status. Visitor transfers are approved for one term only and are subject to space availability and enrollment priority policies at the host campus. Visitor applications may be obtained from the Admissions Office, Student Services 111.

Concurrent Enrollment Within CSUC

Students enrolled in any California State University campus may enroll concurrently at another CSUC campus if they have completed twelve units at the home campus with a 2.0 grade point average and are in good standing. Concurrent enrollment is approved for a specific term, subject to space availability and registration priority policies at the host campus. Because of overlap in academic terms of campuses on semester and quarter calendars, concurrent enrollment is subject to combinations and conditions described in the concurrent enrollment application forms available from the Admissions Office, Student Services 111.

Applicants Not Regularly Eligible

Applicants not admissible under one of the above provisions should enroll in Extended Studies courses, a community college, or another appropriate institution in order to meet eligibility requirements. Only under the most unusual circumstances and only by special action will such applicants be admitted to California State College, Bakersfield.

AUDITORS

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

Recommended High School Preparation

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 their high school program:

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

MINIMUM ENGLISH COMPETENCE FOR STUDENTS WHOSE PREPARATORY EDUCATION WAS PRINCIPALLY IN A LANGUAGE OTHER THAN ENGLISH

Applicants should be given the option of passing either the English Placement Test (EPT) or meeting the standards below as a prerequisite to admission.

1. To be admitted to a campus as a first-time freshman or undergraduate transfer, an applicant whose preparatory education was principally in a language other than English must receive a minimum score of 500 on the Test of English as a Foreign Language (TOEFL).

2. To be admitted to a campus as a postbaccalaureate or graduate student, an applicant whose preparatory education was principally in a language other than English must receive a minimum score of 550 on the Test of English as a Foreign Language.

ENGLISH PLACEMENT TEST

All entering freshmen and lower division students who enroll with fewer than 56 transferable semester units must complete the CSU English Placement Test (EPT) with the exception of students who present one of the following:

1. Satisfactory scores on the CSU English Equivalency Examination.
2. Score of 3, 4, or 5 on the English Composition Examination of the College Board Advanced Placement Program.
3. A score of 600 or above on the College Board Achievement Test in English Composition with Essay.
4. A score of 510 or above on the Verbal section of the College Board Scholastic Aptitude Test (SAT-Verbal).
5. A score of 23 or above on the ACT English Usage Test.
6. Completion of an acceptable college course in English composition of four-quarter or three-semester units with a grade of C or better.

Failure to take the English Placement Test at the earliest opportunity after admission may lead to administrative probation which, according to Section 41300.1 of Title 5, *California Administrative Code,* and CSU Executive Order 186, may lead to disqualification from further attendance. The results of the EPT will not affect admissions eligibility but will be used to identify students who need special help in reading and writing in order to do college-level work.

Information bulletins and registration materials for the EPT will be mailed to all students subject to the requirement. The materials may also be obtained from the Office of Admissions and Records.

What Happens to Those Who Do Not Take the EPT?

Students who have not taken the EPT and are not exempt from the requirement will not be allowed to register for English 100 or 110. Further, such students will not be allowed to complete their registration in the College until they have made arrangements to take the EPT during their first quarter of enrollment and will not be allowed to register for a subsequent quarter until they have taken the EPT. A list of the dates on which the EPT will be offered is available from Counseling and Testing or the Department of English and Communication Studies.

GRADUATION REQUIREMENT IN WRITING PROFICIENCY

All students subject to degree requirements listed in the 1977–78 and subsequent general catalogs must demonstrate competency in writing skills as a requirement for graduation. Information on currently available ways to meet this graduation requirement may be obtained from the English Department.

ENTRY-LEVEL MATHEMATICS REQUIREMENT

All students entering CSU as of fall 1983–84 must demonstrate basic competence in mathematics. New freshmen must demonstrate competence by successful completion of the CSU Entry-Level Mathematics (ELM) Examination. Transfer students must demonstrate competence either by successful completion (a grade of C or better) of a mathematics course certified for General Education (Intermediate Algebra or above) or by taking the CSU ELM Examination. Students required to take this examination should do so as soon as possible after admission. (The results of this examination *do not* affect admission.) Failure to take the examination before the end of the first term may lead to probation and disqualification according to Section 41300.1 of Title 5, *California Administrative Code* and CSU Executive Order 338.

Students who cannot demonstrate basic competence on the examination are required to take steps to overcome deficiencies early in their enrollment. Students who do not pass the ELM will be advised into one of several remediation options. The Department of Math, the Division of General Studies, and the students' academic adivisors will provide information

about the options. Students who arrive with fewer than 45 quarter units will be required to pass the ELM before they complete 45 quarter units at CSB. Students with more than 45 quarter units will need to pass the ELM before accumulating 30 quarter units at CSB. First-time freshmen and students who have not satisfied the CSU mathematical reasoning requirement must pass the ELM before enrolling in any CSB baccalaureate level mathematics course. Any coursework undertaken primarily to acquire the required competence shall not be applicable to the baccalaureate degree.

Information bulletins and registration materials for the ELM Examination will be mailed to all students who may be subject to the requirement or they may be obtained from the Office of Admissions and Records. Further information regarding the examination and possible exemptions may be obtained from the Testing Office.

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 from the Division of General Studies and staff in the Counseling and Testing Center and Career Planning and Placement Center, who encourage investigation of various academic areas while the general education program of lower division requirements is being satisfied.

Students may indicate an intended major at any time, although formal declaration of a major is not required until the end of the sophomore year. This would assist in the assignment of an advisor in the general field of interest. Students may formally declare a major when they have completed 60 units of work, and must declare a major after completing 90 units. The following exceptions to the above may declare a major in the freshman year:

Biology	Fine Arts
Chemistry	Health Sci.-Med. Tech.
Child Development	Liberal Studies
Criminal Justice	Mathematics

The following exceptions may declare after completion of 45 units:

Business	Physics and Geology
English and Communications	Political Science
Nursing	Public Administration

* Nursing majors must be formally admitted to the program, which may occur as early as the sophmore year.

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.

WITHDRAWAL FROM COLLEGE

MEDICAL WITHDRAWAL

A student who finds it necessary to withdraw from the College for medical reasons must report to the Health Services 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 Registrar's Office 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 two full quarters have 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 Registrar's Office for withdrawal. No academic penalties will be assessed under these conditions, and a mark of "W" will be entered on the student's permanent record.

OTHER WITHDRAWALS

A student contemplating withdrawal from the 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.

HEALTH REQUIREMENTS

A Medical Self-Evaluation and Health History form is required of all students before any type of medical treatment is given. Students under age 18 must have the form signed by a parent or guardian and should request a form from the Health Center prior to enrollment. The Departments of Nursing, Medical Technology, Education and Athletics have specific health requirements including physical exams. These individual departments should be contacted for their specific requirements. Appropriate Health History forms are available by calling the Health Center.

REQUIRED DOCUMENTS AND TRANSCRIPTS

TRANSCRIPTS REQUIRED

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

No determination of admission eligibility will be made until all required documents have been received. Official transcripts must include a complete record of all previous high school and college work attempted, whether or not the applicant desires to enroll for college credit. Two separate official transcripts are required from each college 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.

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

Applicants with Courses in Progress

An applicant who is in attendance at a school or college at the time of application must file a transcript which includes a listing of the subjects in which 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

The campus Admissions Office determines the residence status of all new and returning students for nonresident tuition purposes. Responses to items 29–45 on the Application for Admission and, if necessary, other evidence furnished by the student are used in making this determination.

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 is found in *Education Code* Sections 68000–68090, 90403, 89705–89707.5, 68124, 68123, and 68121, and in Title 5 of the *California Administrative Code,* Article 4 (commencing with Section 41900) 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 and who, at the same time, intends to make California his or her permanent home. Steps must be taken at least one year prior to the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residence. The steps necessary to show California residency intent will vary from case to case. Included among the steps may be registering to vote and voting in elections in California; filing resident California state income tax forms on total income; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service, etc.

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

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

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

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

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term. The residence determination dates for the 1983–84 academic year are:

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

Questions regarding residence determination dates should be directed to the campus Admissions Office. They can give you the residence determination date for the term for which you are registering.

There are several exceptions from nonresident tuition, including:

1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues for one year to enable the student to qualify as a resident student.
2. Persons who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and entirely self-supporting for that period of time.
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year.
4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. 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, once attained, is not affected by retirement or transfer of the military person outside the state.

5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. 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 California school districts.
8. Full-time State University 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.

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

The California State University
Office of General Counsel
400 Golden Shore
Long Beach, California 90802

within 120 calendar days of notification of the final decision on campus of the classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to the campus for further review. Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the *California 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.

ADD/DROP

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" or "U". 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 $25.00 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 provides financing for the following student services programs not covered by state funding:

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

PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (45 C.F.R. 99) and California Education Code Section 67100 et seq, set out requirements designed to protect the privacy of students concerning their records maintained by the campus. Specifically, the statute and regulations govern 1) access to student records maintained by the campus, and 2) the release of such records. In brief, the law provides that the campus must provide students access to official records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate; the right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than a specified list of exceptions. The institution has adopted a set of policies and procedures concerning implementation of the statutes and the regulations on the campus. Copies of these policies and procedures may be obtained at the Dean of Students' Office. Among the types of information included in the campus statement of policies and procedures is: 1) the types of student records and the information contained therein; 2) the official responsible for the maintenance of each type of record; 3) the location of access lists which indicate persons requesting or receiving information from the

record; 4) policies for reviewing and expunging records; 5) the access rights of students; 6) the procedures for challenging the content of student records; 7) the cost which will be charged for reproducing copies of records, and 8) the right of the student to file a complaint with the Department of Education. An office and review board have been established by the Department to investigate and adjudicate violations and complaints. The office designated for this purpose is: The Family Educational Rights and Privacy Act Office (FERPA), U.S. Department of Education, 330 "C" St., Room 4511, Washington, D.C. 20202.

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

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

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 $4.00 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.

SCHEDULE OF FEES, 1983–84 *

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		$30
		Per Quarter
Student Services Fee		$72
State University Fee	(0–5.9 units)	$16
	(6.0 or more units)	$50
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:	
Per Quarter unit	$70

Special Session

Standard course fee per summer quarter unit	$40

Note: Fees are subject to change without advance notice.

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

Student Association Fees

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

FALL QUARTER	WINTER QUARTER	SPRING QUARTER
$7.00	$7.00	$6.00

Instructionally Related Activities Fee

FALL QUARTER	WINTER QUARTER	SPRING QUARTER
$4.00	$3.00	$3.00

Insurance Fee

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

Other Fees and Charges (in Addition to Registration)

Identification Card (per quarter)	$1.00
Application Fee (non-transferable and non-refundable)	30.00
Late Registration Fee (non-refundable)	25.00
Graduation Fee	10.00
Diploma Fee	10.00
Evaluation Fee for Credential Candidates	10.00
Check Returned from Bank for any Cause	10.00
Transcript of Record	4.00
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	40.00
External Degree (per quarter unit)	Varies with Program

* Subject to revision for 1984–85.

Parking Fees:

Non-reserved spaces, autos	
Regular students, per quarter	15.00
Six-week session or period	8.00
Four-week session or period	6.00
Two-wheeled, self-propelled vehicles licensed by State Department of Motor Vehicles, per quarter	25% of above
Parking meter (per day)	0.50
Locker usage fee (optional for lower division students)	2.00
Resident Hall fee (per academic year)	2,407.00

(approx., subject to change)

ESTIMATED COSTS PER QUARTER

It is estimated that commuter students will pay from $85 to $95 for books and from $145 to $180 for fees, plus parking costs, each quarter. On-campus housing costs which include room and board in the new residence facilities will be approximately $750 each quarter. Students who live in off-campus private housing should allow $600 to $825 each quarter for room and board. Tuition for non-residents of California is paid in addition to the above costs.

DEBTS OWED TO THE INSTITUTION

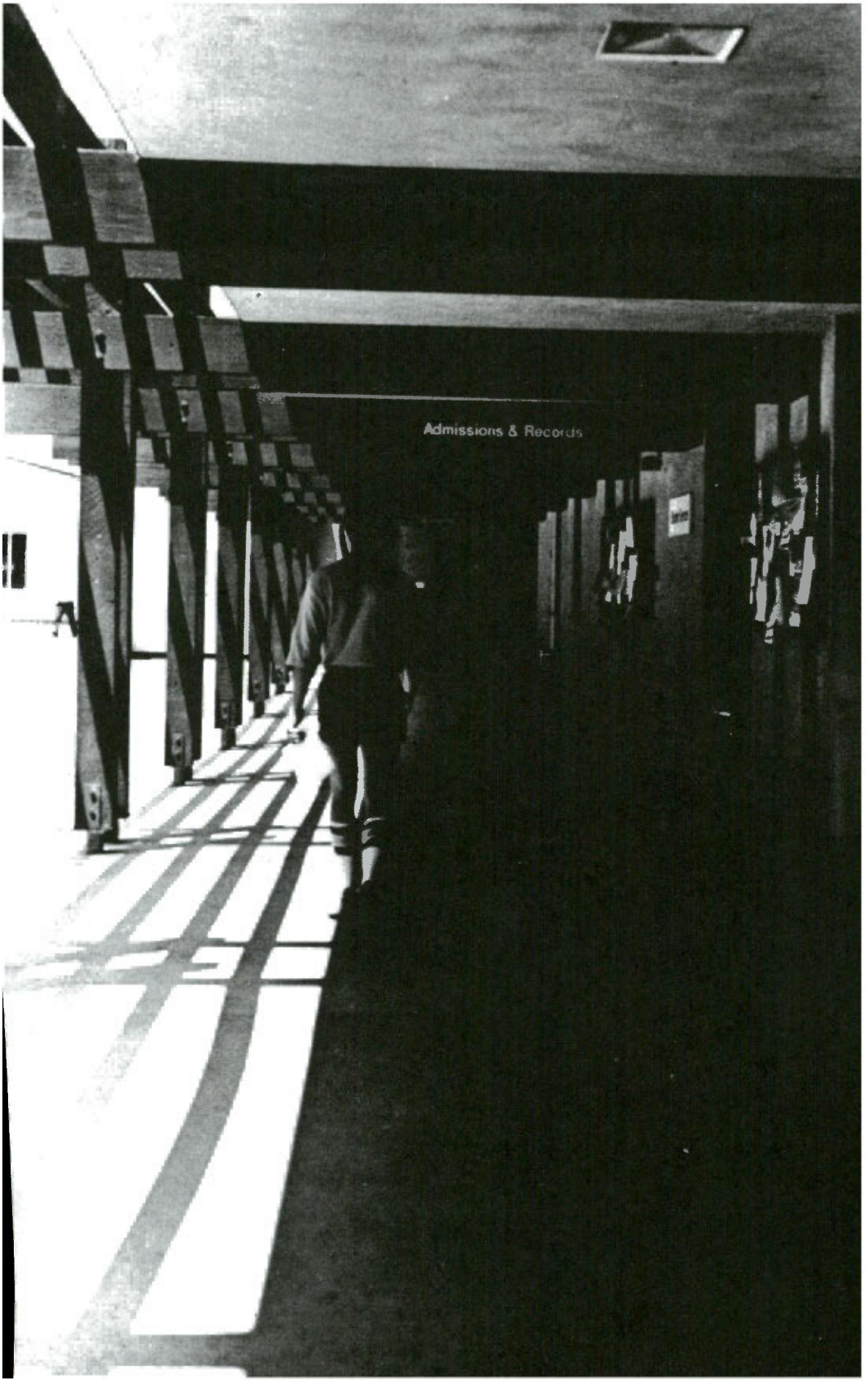
Should a student or former student fail to pay a debt owed to the institution, the institution may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing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

REFUND OF FEES

Details concerning fees which may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to be followed in seeking refunds may be obtained by consulting Section 41803 (parking fees), 41913 (nonresident tuition), 42019 (housing charges), and 41802 (all other fees) of Title 5, *California Administrative Code.* In all cases it is important to act quickly in applying for a refund. Information concerning any aspect of the refund of fees may be obtained from the Registrar.

PROCEDURE FOR THE ESTABLISHMENT OR ABOLISHMENT OF A STUDENT BODY FEE

The law governing The California State University provides that a student body fee may be established by student referendum with the approval of ⅔ of those students voting. The Student Body Fee was established at California State College, Bakersfield by student referendum on October 10, 1977. The same fee can be abolished by a similar ⅔ approval of students voting on a referendum called for by a petition signed by 10% of the regularly enrolled students (Education Code, Section 89300). The level of the fee is set by the Chancellor. An increase in the student body fee may be approved by the Chancellor only following a referendum on the fee increase approved by a majority of the students voting. Student body fees support a variety of cultural and recreational programs, child care centers, and special student support programs.


Admissions & Records

ACADEMIC ADVISING

Although the student's faculty advisor assists with class scheduling and answers questions pertaining to academic policies and procedures, assistance is also available with general academic concerns through the Counseling Center.

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. The annual Orientation Brochure details times and dates for each quarter's programs and indicates which sessions include preregistration options.

STANDARDIZED TESTS

Tests and inventories to measure aptitude, vocational interest and personality are available to students through the Counseling and Testing Center. The tests and inventories are administered to students upon the recommendation of a member of the Counseling staff.

NATIONAL TESTS

The College serves as a National Testing Center for the Graduate Record Examination (GRE), National Teachers Examination (NTE), Graduate Management Admission Test (GMAT), College Level Examination Program (CLEP), Miller Analogies Test (MAT), and the Doppelt Mathematical Reasoning Test (DMRT). Information about all types of tests and the necessary registration forms can be obtained at the Counseling and Testing Center.

DISABLED SERVICES

Special services are available to assist disabled students in pursuing their college education. The program provides special equipment in addition to individual assistance for students. Areas in which assistance is provided include:

1) admission and registration,
2) coordination with the Department of Rehabilitation,
3) assistance with auxiliary aids, including readers, interpreters and notetakers,
4) personal counseling,
5) coordination of services with various college and community departments, and individuals and agencies in the community.
6) issuance of Handicapped Parking Permits. The Student Health Services will issue a handicap parking permit to those persons submitting verification of need from private physicians or other responsible agencies.

CHILDREN'S CENTER

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

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

CAREER PLANNING AND 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.

PART-TIME AND SUMMER PLACEMENT

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

CAREER COUNSELING

Staff members are available for career counseling to assist students in exploring and reaching realistic career decisions by helping students in appraising their strengths and weaknesses relative to career goals and aspirations. In cooperation with the Counseling Center, the Career Planning and Placement Center staff assists students who have been referred to explore various occupational options available to them.

CAREER PLACEMENT INFORMATION

The campus may furnish, upon request, information concerning the subsequent employment of students who graduate from programs or courses of study which have the purpose of preparing students for a particular career field. This information includes data concerning average starting salary and the percentage of previously enrolled students who obtained employment. The information provided may include data collected from either graduates of the campus or graduates of all campuses in the California State University and Colleges. Copies of the published information are available from the Office of School Relations and the Career Planning and Placement Center.

CAREER LIBRARY

A career library is maintained to provide information in regards to careers, employment trends, and job search skills. Information concerning individual companies and agencies in addition to graduate school information is available. In addition video tapes on careers and job search skills are maintained in the Audio Visual Center and are available for viewing by students upon referral from the Placement Center.

ON-CAMPUS INTERVIEWS

A program providing on-campus interviews for seniors and graduates is offered. Since the College opened in 1970, approximately 650 recruiting visits have been conducted on campus by a variety of organizations, including private companies, school districts, and state and federal agencies. In addition, the Placement Center hosts an Annual Career Day. Employers are invited to visit our campus, giving students the opportunity to explore career paths and meet potential employers.

PLACEMENT FILE SERVICE

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

VACANCY LISTINGS AND REFERRALS

Each year over 5,000 jobs are listed with the Career Planning and Placement Center. Along with this service, direct referrals are made of seniors and graduates who have specific qualifications which are sought by individual employers.

SEMINARS AND WORKSHOPS

The Career Planning and Placement staff offers a village course designed to provide a broad overview of the basic elements of the job search process. It includes reviewing the steps taken in making career decisions, writing resumes and preparing for interviews. This course is normally offered at least once a year. Presentations are also made to classes and seminars relative to careers for specific curriculum areas.

SPECIAL PROGRAMS

EDUCATIONAL OPPORTUNITY PROGRAM

The Educational Opportunity Program at Cal State Bakersfield is designed to admit those students who do not meet the admissions requirements of the CSU System. Traditionally this eliminated the disadvantaged and/or low-income student. We are searching for students who have the potential and motivation to succeed in college, given proper assistance by EOP through our supportive services. The EOP Program does not use the traditional admissions standards because the admissions standards do not take into consideration such variables as language barriers, cultural differences, motivation and desire.

All application requirements must be completed as soon as possible since there are a limited number of admissions allocated for EOP. Deadline dates are as follows:

FALL QUARTER ..... April 1
WINTER QUARTER ..... December 1
SPRING QUARTER ..... March 1

STUDENT SPECIAL SERVICES

Student Special Services provides assistance to students in strengthening their academic skills. These skills are provided through the following programs:

Tutorial Services

Tutors are available in most academic disciplines. The tutors are recommended and work together with the faculty in their academic departments and are trained to provide academic assistance outside of the classroom.

Basic Skills Development

In addition to the subject tutorials, Special Services provides assistance in basic skills development in the following areas:

Writing
Study Skills
Reading
Math

Counseling Services

Counseling services include: academic assistance, career counseling, personal counseling, cultural enrichment activities, bilingual counseling, special services for handicapped students.

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.

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.

STUDENT AFFIRMATIVE ACTION

The Student Affirmative Action Program is part of the CSU systemwide Student Affirmative Action Plan designed to increase the enrollment of women, ethnic minorities, the disabled, and other underrepresented groups in postsecondary education.

The program has three facets: outreach, retention, and educational enhancement. The outreach program is directed to the high school student as well as to the community at large to inform them of educational opportunities and to assist them through the admission process. Retention efforts are designed to identify students who need assistance in the areas of academic skills, academic advising, and personal counseling. Educational enhancement activities are designed to provide a college experience which is more conducive to the personal and scholastic needs of students.

OFFICE OF FINANCIAL AID

The Office of Financial Aid administers a number of financial aid programs to enable students without adequate financial resources to attend California State College, Bakersfield. Students may contact their high school counselor, community college financial aid office or California State College, Bakersfield's Financial Aid Office for filing instructions. The priority filing date for financial aid consideration for all CSU campuses is March 1. Applications for financial aid will be accepted after the priority date but awards to eligible late applicants are dependent upon the availability of limited funds.

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

GRANTS

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

PELL GRANT (FORMERLY BEOG-BASIC EDUCATIONAL OPPORTUNITY GRANT)

Undergraduate students working on their first degree, carrying at least six units and who are making satisfactory progress toward completion of their degree objective are eligible to apply by filing a Student Aid Application for California (SAAC) and checking the appropriate section, or by submitting a separate Pell Grant application (Application for Federal Student Aid). Within four weeks an eligibility report (Student Aid Report-SAR) will be returned to the student. This report should be submitted to the Financial Aid Office for processing. All undergraduate students who wish to be considered for financial aid must apply for the Pell Grant.

STATE UNIVERSITY GRANT

This grant is intended specifically to offset the recent legislative fee increase for needy California State University (CSU) students. Applicants must be California residents and carrying at least a half-time course load in either an undergraduate or graduate course of study. Recipients must demonstrate a minimum Net Financial Aid Eligibility (NFAE) of $400 determined in accordance with the Uniform Methodology of need analysis. Subject to available funding, students who meet the required eligibility criteria are awarded State University Grants (SUG) of $100 per academic year.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT

SEOG is awarded at CSB according to a formula based on student need and generally will range from $200 to $1,000 per academic year. The SEOG program can aid eligible students until they receive their first undergraduate degree, subject to the standards of normal progress.

CALIFORNIA EDUCATIONAL OPPORTUNITY GRANT

This program provides up to a maximum of $1,000 per year to a limited number of full-time students. Recipients of this grant must be admitted to the College's Educational Opportunity Program.

LOANS

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

NATIONAL DIRECT STUDENT LOAN

This is a long-term government loan, interest free while students are enrolled in college. A limit of $6000 is placed on the total that may accrue during the student's undergraduate program. An additional $6000 may be borrowed for graduate study, or a maximum aggregate of $12,000 for undergraduate and graduate borrowing.

NURSING STUDENT LOAN

This loan program provides up to $2,500 per academic year to full-time undergraduate students accepted into the nursing program. Funds are renewable annually until the receipt of a degree, provided financial need is demonstrated.

CALIFORNIA GUARANTEED AND FEDERALLY INSURED STUDENT LOANS

These loans are made available to students by participating lending institutions and are guaranteed by the State/Federal government. Loan amounts vary among lenders, but all loans carry a 9% simple interest rate, a 5% origination fee, and an insurance fee which varies between ¼ and 1%. These loans must be repaid beginning six months after the borrower ceases to be a full-time student or leaves a standard deferment situation. Eligibility for these loans is determined by financial needs analysis. Continued receipt of the loans is subject to the standards of normal progress.

CALIFORNIA LOANS TO ASSIST STUDENTS

These loans are made available by private lenders, such as banks and credit unions, to graduate and professional students, independent undergraduate students, and parents of dependent undergraduate students. Currently, only persons with customer relationships with CLAS lenders are able to obtain CLAS loan applications. Loan amounts vary among lenders, but all loans currently carry a 12% interest rate and must be repaid beginning sixty days after the loan is made. Additional information concerning CLAS borrower eligibility and loan limits, and terms and conditions of the loans is available at participating lending institutions.

WORK

Part-time employment opportunities on and off-campus.

COLLEGE WORK-STUDY

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

ACADEMIC SCHOLARSHIPS

A limited number of academic scholarships is 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 and are subject to change dependent upon the availability of funds. These awards are administered by the Campus Scholarship Committee and include but are not limited to the following:

CALIFORNIA REPUBLIC BANK (Victor Machado Memorial)

The California Republic Bank provides support for a $500 scholarship each year to be awarded to an outstanding first-time freshman student. This scholarship was initiated in memory of the late Victor Machado.

GOLDEN STATE HONOR SCHOLARSHIPS

Scholarships up to $1,200 each 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, Doré Scholarship Fund, Mrs. R. E. Frasch, Sr., and the Kern District Federation of Women's Clubs, Bakersfield Chapter.

G. A. HOLTZ SCHOLARSHIPS

Scholarships of up to $1,200 each are awarded to first-time freshmen students who have demonstrated outstanding academic ability, citizenship, and leadership potential.

HAROLD S. HULL MEMORIAL SCHOLARSHIPS

Two $400 scholarships are awarded to first-time freshmen who have demonstrated outstanding academic ability and exemplary citizenship.

KIWANIS CLUB OF BAKERSFIELD SCHOLARSHIPS

The Kiwanis Club of Bakersfield provides support for two $500 scholarships each year to be awarded to outstanding first-time freshmen.

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, according to the Alan Pattee Scholarship Act, Education Code Section 68121. Students qualifying for these benefits are known as Alan Pattee scholars. For further information, contact the Admissions/Registrar's Office, which determines eligibility.

Other Awards

In addition to the scholarships listed above, the following awards are available from various private donors and organizations who wish to assist students majoring in specific academic disciplines in meeting their educational expenses. Interested students should make inquiries for such awards directly to the appropriate academic area, or to the Financial Aids Office.

Athletics:	Ayars Brothers Memorial
	Sean Baxter Memorial
	Kneif Lovelace Memorial
Business and Public Administration:	American Society for Personnel Administration
	American Society for Public Administration
	Bank of America
	California Society of Certified Public Accountants
	Getty Oil Company
	National Association of Accountants
	J.A. and Flossie Mae Smith
	Society of California Accountants
	Valley Federal Savings and Loan Association
	Brent Waterman Memorial
Criminal Justice	California State PTA
Education:	Bank of America
	California Retired Teachers Association (Laura E. Settle Memorial)
	California State PTA
	Schuetz Special Education
English/Communication Studies:	Special Projects Debate
Fine Arts:	Dorian Society (Art, Music, Theatre)
	Instrumental Music
	Margaret Rogers Lovallo
	Village Artisans (Art)

Natural Science and Mathematics:	Bank of America California Federation of Mineralogical Societies Earl J. Cecil Kenneth Darbyshire Memorial Getty Oil Company San Joaquin Geological Society San Joaquin Valley Chapter of the American Petroleum Institute C. E. Strange Brent Waterman Memorial
Nursing:	American Heart Association (Kern County Chapter) Blue Cross of Southern California Kern Medical Center Auxiliary Nursing Book Scholarship Operating Room Nurses Association The Woman's Club of Bakersfield

SHORT-TERM EMERGENCY LOANS

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

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 400 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, veterans work-study, and information concerning College 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
¾ Time	9–11½ units
½ Time	6–8½ units

Less than ½ 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 DISCIPLINE

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, *California Administrative Code.* These sections are as follows:

Article 1.1, Title 5, *California Administrative Code*

41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

(a) Cheating or plagiarism in connection with an academic program at a campus.

(b) Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus.

(c) Misrepresentation of oneself or of an organization to be an agent of a campus.

(d) Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.

(e) Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.

(f) Theft, of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.

(g) Unauthorized entry into, unauthorized use of, or misuse of campus property.

(h) On-campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.

(i) Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus president.

(j) Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.

(k) Abusive behavior directed toward, or hazing of, a member of the campus community.

(l) Violation of any order of a campus president, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.

(m) Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this Section.

(n) For purposes of this Article, the following terms are defined:

(1) The term "member of the campus community" is defined as meaning California State University Trustees, academic, non-academic and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.

(2) The term "campus property" includes:

(A) Real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and

(B) All campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.

(3) The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, sling shot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.

(4) The term "behavior" includes conduct and expression.

(5) The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.

(o) This Section is not adopted pursuant to Education Code Section 89031.

(p) Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

41302. Disposition of Fees: Campus Emergency; Interim Suspension. The President of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall

be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

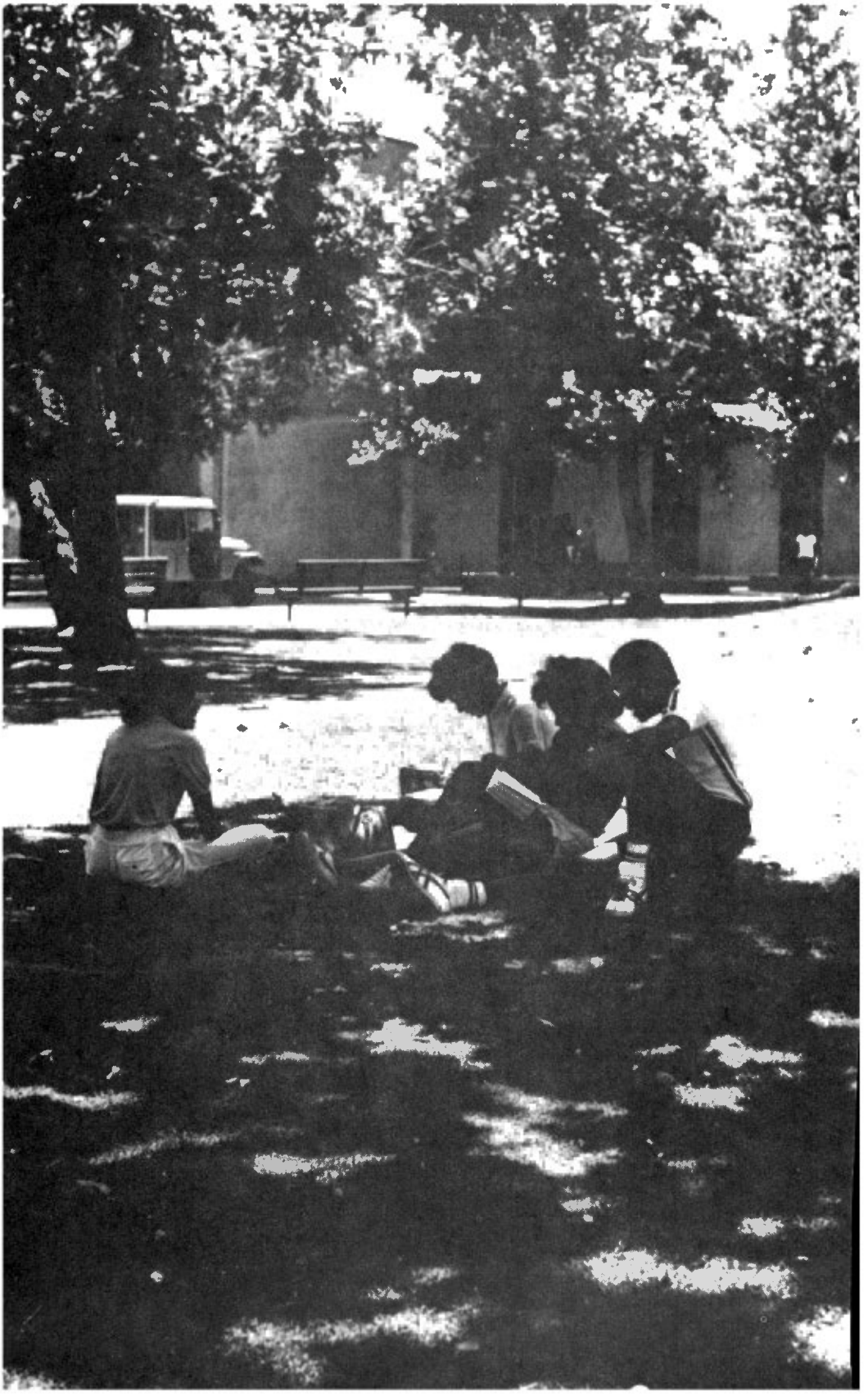
The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

41303. Conduct by Applicants for Admission. Notwithstanding any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he enrolled as a student, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

41304. Student Disciplinary Procedures for the California State University. The Chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus President in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The Chancellor shall report to the Board her actions taken under this section.

STUDENT OPINIONNAIRE ON COURSES AND INSTRUCTION

Students in each regular class offered at the College are asked to fill out questionnaires which report their assessment of the course content and the instruction in that class. These Student Opinionnaires on Courses and Instruction (SOCI) are used both by individual faculty members and the College's administration in a continuing effort to insure that the instructional program at CSB is as effective as possible.



ACADEMIC INFORMATION

Academic Plan

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

Academic Advising

The college prides itself on its advising system. The faculty are trained to provide accurate information and empathetic advice. Every student is assigned to a faculty advisor in the student's area of interest. Students are encouraged to meet with their advisors every quarter; lower division students are required to do so before they can register for classes. Advising is particularly important during the pre-registration periods. This period, normally the seventh and eighth week of the quarter, allows students to reserve a place for themselves in the next quarter's classes.

The Dean of General Studies assigns each freshman and sophomore to a General Studies Fellow who serves as the faculty advisor until the student formally declares a major. The Fellow, given released time, is readily available to provide assistance. Although students may indicate an intended major at any time, the formal declaration does not normally occur until after the completion of 60 units. Students are required to declare a major after the completion of 90 units. Exceptions to the above are majors in Child Development, Liberal Studies and Medical Technology who can declare in the freshman year and majors in Nursing who can declare at the start of the sophomore year.

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

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

Orientation

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

The orientation program operates throughout the year. In the summer there are several day-long sessions. During the year, orientation for the upcoming quarter occurs on Tuesday evening of the eight weeks and the day before the quarter begins. All students are encouraged to attend one of these sessions.

The college offers a special orientation option to first-time freshmen. This option is our two day Freshman Mountain Retreat. During the weekend prior to the opening of the academic year, new freshmen are able to meet with faculty in a relaxed atmosphere to learn about the college and to plan their upcoming year.

To gain specific information about the orientation options, students can call the Division of General Studies or the Counseling and Testing Office.

Preregistration

The college utilizes a system of preregistration to permit students to plan their upcoming quarter's academic program. Preregistration occurs during the seventh and eighth week of the quarter. Students meet with their academic advisor and select the courses to be taken the next quarter. The selections are placed on an approved form; the form is turned into the Registrar's office. Through the preregistration procedure students are able to guarantee themselves a place in preferred classes.

ALTERNATIVES TO CLASSROOM STRUCTURE

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 to progress 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.

A student may receive credit for the same knowledge or experience through only one route, and more specifically through only one of the alternatives to the classroom structure. Thus, for example, Advanced Placement and CLEP credit cannot be given in the same area.

Students are urged to explore, through their academic advisors, various options available through this program.

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. 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.

Credit by Examination

Currently enrolled students who, through previous formal or independent study, have thorough knowledge of the facts, ideas and concepts of a course may petition to receive course credit by examination. In this manner, they may accelerate their 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.

Experiential Prior Learning Credit

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

A student who has had prior off-campus experience relevant to the curriculum of this college may petition for academic credit to be awarded for the learning which has occurred. The amount of credit is determined only after self- and faculty-assessment of the scope and quality of this learning. The amount of credit for all experiential learning may not exceed 20 quarter units. 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. Experiential learning credit, which is counted as resident credit, is awarded on a credit, no-credit basis only. Such courses may not be counted for graduate credit.

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 the 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 students' knowledge of fundamental facts and concepts, their ability to perceive relationships, and their understanding of the basic principles of the subject. There also are approximately eighteen Subject Examinations from which promising students may avail themselves 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.

Students are ineligible to receive credit through the CLEP general or subject examinations if they have previously received college credit in the testing area in which they seek to gain credit.

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

English Equivalency Test

The English Equivalency test provides an opportunity to first-time freshman students (or students who have not been awarded equivalent degree credit for regular course work, credit by examination, or correspondence or military study) to receive college credit by examination in English. This system-wide test, administered on each campus, is offered at CSB in late April and May by the Office of Counseling and Testing.

The English Equivalency Examination consists of a 90-minute essay test and a 90-minute objective examination on the analysis and interpretation of literature. By passing this examination, a student may earn 9 quarter units of credit which, at CSB, are regarded as equivalent to successful completion of English 100, English Composition, and English 101, Introduction to the Nature of Literature.

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 appropriate school dean.

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 undergraduate students, and at the 500 or 600 level to graduate students, with the approval of the dean of the school in which the departmental 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 baccalaureate 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.

Waiver of Prerequisites

Admission to some courses, as indicated in particular course descriptions, is contingent on prior or, in some instances, concurrent enrollment in specified other courses. A student whose special circumstances may merit the waiver of these prerequisite requirements may request permission for such waiver from the instructor.

Academic Credit to Enhance Career Plans

The college is anxious to assist its students reach their career goals. All campus departments are aware of the students' career concerns. The campus has several special, all-college programs to facilitate students' efforts.

Cooperative Education

Cooperative Education is a type of education that integrates a student's undergraduate college academic study with career-related work experience with cooperating employers. Under the program, students either participate in part-time employment with concurrent attendance or alternate periods of attendance at college with periods of employment in business, industry, government, or service-type situations. Students enrolled in any major course of study, who are in good academic standing, are eligible to participate. Academic credit is awarded through enrollment in departmental Cooperative Education courses on a credit, no-credit basis. Students interested in this work-learn experience should consult the Cooperative Education Office.

Managment Internships Program

MIP has the same goals as Cooperative Education. The major difference between the two programs is that to participate in MIP students have to be economically disadvantaged. Once deemed eligible, participants are paid by MIP rather than the employers. Interested students should contact the Management Internship program or the Division of General Studies.

Internships

Many departments as well as the Division of General Studies offer students an opportunity to earn academic credit while they gain experience in career fields. Internships normally do not involve payment to the student. Students interested in an internship need to contact the appropriate department or General Studies.

ACADEMIC PROGRAMS

The academic program of the College provides for a student's course work to consist of three approximately equal segments: general education requirements, major requirements, and electives. The requirements for general education and for the major 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	72 quarter units
Minimum major, including Senior Seminar	55 quarter units
Electives	59 quarter units
Total hours required for graduation	186 quarter hours

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

STUDENT RESPONSIBILITY FOR CATALOG INFORMATION

The catalog represents the intention of the College at the time of its publication to present certain academic programs and requirements to its students. With the passing of time

modifications may be made—the addition of some offerings and the deletion of others—in which case some opportunities for students may be eliminated or other opportunities may be presented. The College reserves the right to make such additions, deletions and modifications as circumstances may dictate.

ACADEMIC OFFERINGS

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

	Undergraduate Programs			*Graduate Programs*		
	xx Denotes Interdisciplinary			*xx Denotes Interdisciplinary*		
	BA/BS	*Concentrations*	*Minors*	*MA/MS*	*MBA/MPA*	*Concentrations*
Accounting (BS-Bus Adm)		x				
Agricultural Biology (BS-Biol)		x				
Anthropology (BA)	x		x			
Art (BA-Fine Arts)		x	x			
Asian Studies			xx			
Behavioral Sciences (MA)				x		
Bilingual/Bicultural (MA-Educ)						x
Biochemistry (BS-Chemistry)		x				
Biology (BS)		x	x			
Black Studies			xx			
Business Administration (BS; MBA)		x	x		x	
Chemistry (BS)		x	x			
Chicano Studies		xx	xx			
Child Development (BA)	xx					
Communication	x		x			
Counseling & Personnel Services (MA-Educ)						x
Criminal Justice	xx					
Early Childhood Education (MA-Educ)						x
Economics (BA)	x		x			
Education				x		
Educational Administration (MA-Educ)						x
Elementary Curriculum & Instruction (MA-Educ)						x
English (BA; MA)	x		x	x		
Environmental Studies (BS-Biol; BS-Physics BA-Econ)		xx				
Finance (BS-Bus Adm)		x				
Fine Arts (BA)	x		x			
Geology (BS)	x	x	x			
Health Care Management (BA-Pub Adm; MS-Admin)		x		x		
Health Science (BS)		x				
History (BA; MA)	x		x	x		
Latin-American Studies			xx			
Liberal Studies	xx					
Management & Operations Analysis (BS-Bus Adm)		x				
Marketing (BS-Bus Adm)		x				
Mathematics (BS)		x	x			
Medical Technology (BS-Health Sci)		x				
Music (BA-Fine Arts)		x	x			
Nursing (BS)		x				

	BA/BS	Concentrations	Minors	MA/MS	MBA/MPA	Concentrations
Philosophy (BA)	x		x			
Physical Education (BS)		x				
Physics (BS)	x					
Political Science (BA)	x		x			
Psychology (BA; MS)	x		x	x		
Public Administration (BA; MPA)	x		x		x	
Reading (MA-Educ)						x
Religious Studies (BA-Philos)		x	x			
Secondary Curriculum & Instruction (MA-Educ)						x
Sociology (BA)	x		x			
Spanish (BA)	x		x			
Special Education, General (MA-Educ)						x
Special Major (BA)	x					
Speech & Theatre			xx			
Theatre Performance (BA-Fine Arts)		x	x			
Women's Studies			xx			

Special Major

The college is also authorized to award a baccalaureate 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 dean or deans of the school or schools involved and by the vice president on the request of the student and an advisor.

Program Emphases

Within the degree programs and concentrations offered by the Schools of Arts and Sciences and Business and Public Administration, there are the following program emphases:

Arts and Sciences

Within the concentration in Art (BA in Fine Arts), the student may emphasize:
- Art Studio
- Art History

Within the Behavioral Sciences program (MA in Behavioral Sciences), the student may emphasize:
- Social Science Teaching
- Human Services

Within the English M.A. program, the student may emphasize:
- Writing
- Literature

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

Business and Public Administration

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

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

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

General Management
Personnel Management
Operations and Systems Management
Small Business Management

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 and the individual Schools.

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 pre-law advisor in the Political Science Department.

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 pre-medical students may major in any area of interest to them, 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, 311, 312, and 313; Biology 201, 202, 203, 302, 304, and 354 or other upper division electives; Physics 201, 202, 203; or equivalent. Course work in mathematics (Mathematics 140, 201, 202, 210) is highly recommended.

Although application to medical school may be made after three years of college work, competition is severe and students are advised to select courses so that, should admission be denied, they would be able to complete requirements for the B.S. degree, including a major, within one additional year. Interested students should contact the office of the dean of Arts and Sciences 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 from members of the Health Careers Advisory Committee or from the Office of the Dean, School of Arts and Sciences.

INTERNATIONAL PROGRAMS

The California State University (CSU) Intenational Programs offers students the opportunity to continue their studies overseas for a full academic year while they remain enrolled at their home CSU campus. The International Programs' primary purposes are to enable selected students to gain a firsthand understanding of other areas of the world and to advance their knowledge and skills within specific academic disciplines in pursuit of established degree objectives.

A wide variety of academic majors may be accommodated by the 25 foreign universities cooperating with the International Programs in 15 countries around the globe. The affiliated institutions are: the University of São Paulo, (Brazil); the universities of the Province of Quebec (Canada); the University of Copenhagen (through Denmark's International Student Committee's Study Division); the University of Provence, (France); the Universities of Hamburg, Heidelberg, and Tübingen, (Germany); the Hebrew University of Jerusalem, Israel; the University of Florence (Italy); Waseda University (Japan); the Ibero-Americana University (Mexico); Massey University and Lincoln University College (New Zealand); the Catholic University of Lima (Peru); National Chengchi University (Republic of China/Taiwan); the Universities of Granada and Madrid (Spain); the University of Uppsala (Sweden), and Bradford University (the United Kingdom). Information on academic course offerings available at these locations is in the International Programs Bulletin which may be obtained from the International Programs representative on campus.

Eligibility for application is limited to those students who will have upper division or graduate standing at CSU campus by September 1984, who possess a cumulative grade point average of 2.75 for all college level work completed at the time of application (some programs require a 3.0 cumulative grade point average), and who will have completed required language study where applicable. Selection is competitive and is based on home campus recommendations and the applicant's academic record. Final selection is made by the Office of International Programs in consultation with a statewide faculty selection committee.

The International Programs supports all tuition and administrative costs overseas for each of its participants to the same extent that such funds would be expended to support similar costs in California. Students assume responsibility for all personal costs, such as transportation, room and board, and living expenses, as well as for home campus fees. Because they remain enrolled at their home CSU campus while studying overseas, International Programs students earn full resident credit for all academic work completed while abroad and remain eligible to receive any form of financial aid (other than work-study) for which they can individually qualify.

Information and application materials may be obtained from the campus International Programs Coordinator, in the Student Programs Office or by writing to The California State University International Programs, 400 Golden Shore, Suite 300, Long Beach, California 90802. Applications for the 1984–85 academic year overseas must be submitted by February 9, 1984 (except for the New Zealand program where applications are due by May 15, 1984).

NATIONAL STUDENT EXCHANGE

Cal State Bakersfield is one of over 50 state colleges and universities within the United States that participate in the National Student Exchange program. Students may spend a year or part of a year at one of these institutions and return to CSB to complete their undergraduate education. This program provides the student with new academic and social experiences through a simplified admissions process and assurance of full academic credit at CSB during the term of exchange at a minimal cost to the student.

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

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

Tuition assessed is the in-state (resident) tuition at either CSB or the host campus, depending upon the exchange plan or the member college or university. Participants must also pay for room and board, books, transportation, and personal expenses at the host school.

Students are encouraged to consult with the Financial Aids Office early in the National Student Exchange application process to determine financial needs for the exchange period.

Catalogs, detailed information, and applications are available from the National Student Exchange Coordinator in the School Relations Office.

EXTENSION AND SUMMER SESSION PROGRAMS

Courses are available through the Division of Extended Studies and are offered separately 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 Division of Extended Studies 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 and special 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; non-transferable courses, numbered X800 to X899, graded in continuing education units (CEU's) designed for relicensure requirements, not applicable to a degree; and non-transferable 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.

THE CONSORTIUM OF THE CALIFORNIA STATE UNIVERSITY

The Consortium of the CSU—"The 1,000-Mile Campus"—is a separate, fully accredited, degree-granting entity of the CSU. It draws on the combined resources of the 19 campuses to offer external statewide and regional degree, certificate, and teaching credential programs.

The Consortium was established in 1973 to meet the needs of adults who find it difficult or impossible to participate in regular on-campus programs. Instruction is thus provided students in convenient places at convenient times. Currently, programs are offered in more than 20 geographic areas throughout California.

Full- and part-time CSU faculty, as well as qualified experienced practitioners, go where the students are, or provide opportunities for individualized home study. Programs can be tailored to meet the specific needs of employees in business, industry, education, or government.

Consortium programs are upper division or graduate level. All courses offer residence credit leading to bachelor's or master's degrees. Credit and course work are transferable statewide. Programs are financed by student fees.

Academic policy for The Consortium is established by the statewide Academic Senate of the CSU. Degrees or certificates are awarded by The Consortium in the name of the Board of Trustees of the CSU. The Consortium is accredited by the Western Association of Schools and Colleges.

For more information contact: The Consortium of The California State University, 400 Golden Shore, Long Beach, California 90802; (213) 590-5696.

The statewide Admission and Records Office may be reached by dialing the following numbers: Los Angeles and Long Beach areas (213) 590-5696; all other areas in California toll free (800) 352-5717.

EXTERNAL AND CONSORTIUM DEGREE PROGRAMS

Through the Division of Extended Studies, CSB is authorized to provide a B.S. in Business Administration and an MPA in Public Administration in China Lake-Ridgecrest; and an M.A. degree in Education in the Porterville/Lindsay area, B.A. in Liberal Studies in the service area.

DEGREE REQUIREMENTS

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 CSB
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 college or California community college
3. During the term in which graduation requirements are completed

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

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

Units

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

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

Residence

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

Scholarship

Each student must complete, with a grade point average (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 of 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.

GENERAL EDUCATION PROGRAM

I. PURPOSE OF GENERAL EDUCATION

General education-breadth requirements in the California State University and Colleges are so designed that, taken with the major-depth program and elective credits presented by each candidate for the bachelor's degree, they will assure that graduates from the several campuses in the system have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of the breadth requirements is to provide means whereby graduates:

A. will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions;

B. will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization;

C. will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

The general education-breadth requirements are planned and organized in such a manner that students will acquire the abilities, knowledge, understanding, and appreciation as inter-related elements and not as isolated fragments.

II. CURRICULUM AND IMPLEMENTATION

A. The general education curriculum is designed to satisfy thirteen goals and to emphasize six processes. The first four goals comprise the basic skills area:

1. Writing and reading
2. Speaking, listening, and reading

3. Logical reasoning
4. Mathematical reasoning

The remaining nine goals comprise the breadth/integration area:

5. Understanding the physical sciences
6. Understanding the life sciences
7. Understanding the social sciences
8. Understanding Western Civilization
9. Understanding a non-western culture
10. Understanding philosophical ideas
11. Appreciation of the fine arts
12. Appreciation of literature
13. Understanding technology

B. For purposes of coordination with CSUC regulations:
   1. Those courses satisfying goals 1–3 fall under section (a): ". . . in communiction in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning." (Minimum of 12 units)
   2. Those courses satisfying goals 4–6 fall under section (b): ". . . inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications." (Minimum of 15 units)
   3. Those courses satisfying goals 7–9 under section (d): ". . . human social, political, and economic institutions and behavior and their historical background." (Minimum of 15 units)
   4. Those courses satisfying goals 10–12 fall under section (c): ". . . the arts, literature, philosophy and foreign languages." (Minimum of 15 units)

   Specifications for purposes of coordination notwithstanding, any of the above goals may be satisfied by any appropriate course or courses from any academic department or, in the case of interdisciplinary courses, departments.

C. The College has established several policies effecting the General Education Program.
   1. Students must satisfy all 13 goals, and take as many additional units as are needed to reach a total of 72 units, selected from: courses satisfying goals 5 to 13; courses satisfying the upper division writing requirement (5 units maximum); courses satisfying a portion of the American Institutions requirement (5 units maximum).
   2. In satisfying Goal 13, students must take a minimum of 5 units.
   3. At least three of the general education courses (15 units) must be upper division courses and taken no sooner than the term in which the candidate achieves upper-division status. Three upper division general education must be completed at the College; the three must be selected from three of the following four areas—Goals 4–6, Goals 7–9, Goals 10–12 or Goal 13.
   4. A single course may satisfy more than one goal.
   5. Courses that are approved for general education may be double-counted for the major, minor, cognate, foundation or American Institutions requirements.
   6. For Goals 4–13, students can satisfy no ore than two goals with courses from the same department. Courses labeled Science, Humanities, Behavioral Science, or Interdisciplinary Studies are not considered as courses from a single department.
   7. Goals 1–4 may be satisfied by a test designed or selected specifically for that goal by a sub-committee of faculty members, appointed by the General Education Committee. The test would also be administered by that sub-committee. Students interested in the examinations should contact the Division of General Studies.
   8. *Passage of the Entry Level Mathematics examination is pre-requisite to the Goal IV courses.*

D. The above general education requirements apply to first-time students beginning their college program in the fall 1981 and subsequent quarters, to students not

attending a college during the previous academic year, or any transfer student entering without certification of having met the CSUC general education requirements. California State College, Bakersfield will accept partial certification of one or more of the areas defined by the CSUC as basic skills, science and mathematics, behavioral sciences, and humanities, or full certification of lower-division requirements. All students, however, must meet the upper-division course requirement. In unusual circumstances, individual students may petition for exemption from specific general education requirements. Requests for exceptions should be addressed to either the Division of General Studies or the School of Arts and Sciences.

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

Students who enter California State College, Bakersfield with fewer than 45 units must satisfy the basic skills requirement within the first 45 units completed at CSB for graduation; students who enter with 45 or more units must satisfy the requirement within the first 30 units completed here for graduation. Courses satisfying the basic skills will presume a reasonable prior attainment in the skills in question, and therefore some students may require remedial course work prior to entry into these courses.

TOTAL—72 quarter units.

(See "College Certification of General Education" on p. 73)

III. GENERAL EDUCATION COURSES

The General Education Committee has approved the following courses as satisfying particular general education goals. During the next two years additional courses will be approved. A list of those subsequently approved courses can be obtained from the Office of the Vice President, the Office of the Division of General Studies, or the Evaluations Office. The quarterly CSB Class Schedule will also list all approved general education courses being offered that quarter.

GOAL I — WRITING AND READING COMPETENCY IN THE ENGLISH LANGUAGE
English 110—Expository Writing

GOAL II — SPEAKING, LISTENING, AND READING COMPETENCY IN THE ENGLISH LANGUAGE
English 108—Rhetorical Strategies in Communication
English 272—Reading and Writing Poetry
ED-GE 250—Beyond Literacy: Speaking, Listening, and Reading
Theatre 232—Acting I

GOAL III — LOGICAL REASONING COMPETENCY
Math 103—Mathematical Analysis with Application
Philosophy 102—Introduction to Traditional Logic
Philosophy 103—Introduction to Symbolic Logic

GOAL IV — MATHEMATICAL REASONING COMPETENCY
Pre-requisite: Passage of the ELM—
Math 102—Mathematics and the Physical World
Math 103—Mathematical Analysis with Application
Math 140—Elementary Statistics
Psych 200—Introduction to Statistical Methodology in Psychological Research

GOAL V — GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH AN UNDERSTANDING OF BASIC PRINCIPLES AND CONCEPTS OF CONTEMPORARY PHYSICAL SCIENCES
Chemistry 100—Perspectives in Chemistry

Chemistry 313—Concepts of Biochemistry
Geology 100—Perspectives in Geology
Geology 205—Environmental Geology
Geology 308—Geomorphology
In. St. 353—Understanding Science Achievements and Limitations
Physics 105—Stars, Planets, and Civilization
Physics 110—Introduction to Astronomy
Science 314—Science for Elementary School Teachers

GOAL VI GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THEORETICAL AND PRACTICAL EXPERIENCE IN THE LIFE SCIENCES

Biology 100—Perspectives in Biology
Biology 203—Principles of Ecology
Biology 353—Comparative Physiology of Animals
Science 314—Science for Elementary School Teachers

GOAL VII GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH BOTH THEORETICAL AND PRACTICAL UNDERSTANDINGS OF THE SOCIAL SCIENCES

Anthropology 100—Cultural Anthropology
Behavioral Science 312—Social Psychology
In. St. 101—Human Social Behavior
Political Science 218—Politics in the Novel and Film
Sociology 100—Perspectives in Sociology
Sociology 323—Sociology of Power
Economics 100—the Economic Way of Thinking
Economics 101/102—Micro/Macro Economics (Both must be taken to complete Goal VII)
Psychology 100—Exploration in Psychology

GOAL VIII GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THE OPPORTUNITY TO STUDY WESTERN CIVILIZATION

History 102—The Making of the Modern World, 1750 to the Present
Humanities 320 & 321—The Social History of Ideas I and II (Both are required)
In. St. 212—Plagues and Peoples
Religious Studies 110—Religion in Western Civilization
Spanish 320—Hispanic-American Culture & Civilization

GOAL IX GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THE OPPORTUNITY TO STUDY AT LEAST ONE EXTANT NON-WESTERN CULTURE

Anthropology 250—Peoples of the World
Behavioral Science 246—Faces of Change
History 268—The History of Native Americans
Political Science 208—The Politics of Change in Asian Societies
Religious Studies 111—Religion in Eastern Cultures

GOAL X GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH AN OPPORTUNITY TO GAIN A CRITICAL UNDERSTANDING OF SIGNIFICANT PHILOSOPHICAL IDEAS AND PREPARE THEM TO MAKE REASONED INQUIRIES ABOUT THE NATURE OF REALITY AND THE HUMAN CONDITION

Economics 200—Economic Philosophy and Political Economy
Humanities 320 & 321—The Social History of Ideas I & II (Both are required)
Philosophy/Religious Studies 100—Philosophical Ideas

GOAL XI GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH SOME EXPERIENCE AND APPRECIATION OF THE FINE ARTS

Art 401.001—The Theory and Practice of Art
Fine Arts 101.001—The Practice and Appreciation of the Visual Arts
Fine Arts 101.002—The Understanding and Appreciation of Music

Fine Arts 101.003—Introduction to the Study of Theatre
Fine Arts 201.001—A Survey of Western Art History
Fine Arts 201.002—A Survey of Music History
Fine Arts 201.003—A Survey of Theatre History
Fine Arts 320—A Survey of the Art India, China and Japan
Theatre 383—Modern Drama

GOAL XII GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH SOME EXPERIENCE AND APPRECIATION OF LITERATURE
English 101—An Introduction to Literature
English 235—Shakespeare's World
English 294—Masterpieces of Western World Literature
English 373—Images of Women in Literature and Film
History 364—Youth and the Journey to Awareness
Political Science 218—Politics in the Novel and Film

GOAL XIII GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THE BACKGROUND AND PERSPECTIVE FOR DEALING WITH THE COMPLEXITIES OF THE MODERN WORLD
BPA 310—Technology and Public Policy
History 450—Economic and Technologic History of the United States
In. St. 362—Psychotechnology and Human Values
Philosophy 315—Philosophy, Technology, and Our Future
Sociology 405—The Sociology of Technology

AMERICAN INSTITUTIONS REQUIREMENT

The California Education Code requires that each student qualifying for graduation with a bachelor's degree shall demonstrate competence in the areas of United States History and national, state and local government, including the rights and obligations of citizens.

Satisfaction of this requirement shall be met by no less than one course in United States History and one course in United States Government or by examinations administered respectively by the History and Political Science Departments.

Courses that satisfy the United States History requirement include:

History 231 U.S. History to 1865
History 232. U.S. History from 1865
History 370. Early California
History 371. Modern California
History 445. History of the American West
History 455. The Social Fabric: A History of American Life
History 465. History of Black America to 1865
History 475. Constitutional History of the United States

Courses that satisfy the United States government requirement include:
Political Science 101. American Government Politics
Interdisciplinary Studies 375. Administrative Processes in Government

GENERAL STUDIES ORIENTATION REQUIREMENT

All new lower division students with fewer than twenty-one (21) quarter units must take and successfully complete with a credit ("CR") grade the one quarter unit General Studies Orientation course, General Studies 160. This course must be taken within the first thirty (30) quarter units completed at CSB.

WRITING SKILLS REQUIREMENT

UPPER DIVISION AND GRADUATE WRITING COMPETENCY REQUIREMENT

In May 1976, the CSU Board of Trustees established a systemwide policy that all degree candidates (bachelor's and master's) demonstrate upper division writing competency as part of the graduation requirement.

All students (undergraduate and graduate) who apply for a degree or a teaching credential must demonstrate upper division writing competency either by passing the college-wide Upper Division Writing Compentency Examination or by achieving a grade of "C",

(CR) or better in any of the following courses: English 310, 304, 306, 405, 410, or 505, or History 300.

1. *THE COLLEGE-WIDE UPPER DIVISION WRITING COMPETENCY EXAMINATION*

   The college-wide competency examination, open to all students who have earned at least 90 quarter units of undergraduate college work, including the Basic Subjects requirement in English (English 110), will be given at least three times a year.

   Information concerning dates and registration for the examination can be obtained from the office of Counseling and Testing or the English Department office.

   Eligible students may attempt the exam as often as necessary.

2. *SPECIAL PROVISIONS FOR THE HANDICAPPED*

   In compliance with Section 504 of the Rehabilitation Act of 1973, individual arrangements and accommodations for testing and course work will be made for handicapped students to meet the upper division writing competency requirement. These arrangements will be made in such a manner as to assure that the English competency of handicapped students be tested and not the limitations imposed by their disabilities.

3. *EXAMINATION RESULTS*

   Examination results will be mailed to each registrant who completes all three parts of the examination at one administration. Results will be sent to the addresses registrants provide on the day of the examination.

BACHELOR OF ARTS

To be eligible for the Bachelor of Arts degree, the candidate shall have completed the following requirements:

(a) General Education, minimum of 72 quarter units (see p. 73).

(b) A major, minimum of 36 quarter units, exclusive of courses used to satisfy the 72 quarter units in general education.

And one of the four options below:

(c) A minor consisting of 20 or more units, of which 15 quarter units must be upper division.

(d) An augmented major consisting of 20 or more units, 15 quarter units of which must be upper division approved by the candidate's advisor and taken outside the major discipline.

(e) 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.

(f) A second major.

Candidates shall take as many additional units as necessary to reach 186 units.

BACHELOR OF SCIENCE

To be eligible for the Bachelor of Science degree, the candidate shall have completed the following requirements:

(a) General Education, minimum of 72 quarter units (see p. 73).

(b) A major, minimum of 55 quarter units, exclusive of courses used to satisfy the 72 quarter units in general education. Candidates are not required to have a minor, although course work in a related area may be counted toward the major with the approval of the candidate's advisor.

Candidates shall take as many additional units as necessary to reach 186 units.

DOUBLE MAJORS

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

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

Students graduating with a double major are required to complete all components of each major, including the Senior Seminar.

SECOND BACCALAUREATE 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. Exceptions may be made under the following the guidelines:

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

REQUIREMENTS FOR THE MASTER'S DEGREE

For each graduate degree program, a minimum of thirty-two quarter units must be completed in resident study at the college. *A program will consist of a minimum of 45 quarter units, and not less than one-half of the units required for the degree shall be in courses organized primarily for graduate students. Each student must satisfactorily complete a thesis project or comprehensive examination to qualify for a master's degree. Satisfactory completion will mean compliance with Title 5, Part V, Chapter 1, Subchapter 2, Article 7 of the California Administrative Code, Section 40510:*

(3) Satisfactory completion of a thesis, project, or comprehensive examination, defined as follows:

(A) A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.

(B) A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.

(C) A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis and accuracy of documentation. A record of the examination questions and responses shall be maintained.

CONTINUOUS REGISTRATION—master's students: Candidates for a master's degree are required to remain in continuous enrollment at CSB until the degree is awarded. Those students who have completed all requirements for the master's degree except the thesis, project, or examination, and who are not enrolled in any other course, are required to enroll in the 700-numbered course, Continuous Enrollment, offered in each master's program.

A graduate student desiring to work for a SECOND MASTER'S DEGREE must apply for admission as a new graduate student. All requirements for the new degree must be met, including residency. Transfer of units from first degree is limited and can be considered only upon petition and approval of the graduate department of the new degree. In case of program requirement substitution, the total unit requirement remains the same.

Information on requirements for each master's degree offered by the college is available from the Graduate Studies Office, the dean of the appropriate

school, or in the appropriate section of this catalog. The college also publishes a Graduate Bulletin which incorporates information on all master's programs presently available.

EVALUATION AND ACCEPTANCE OF TRANSFER CREDIT *

After a student has been accepted for admission, the Evaluations Office of Admissions and Records will evaluate any previous college work and issue an evaluation of transfer credit to the student and to the student's major department. The evaluation remains valid as long as the student matriculates at the date specified and remains in continuous enrollment. 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 no error has been made.

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.

For graduate programs, up to thirteen quarter units may be transferred from other colleges and universities, provided they meet the time limit requirements for the degree.

CREDIT FROM A COMMUNITY COLLEGE *

The College will accept for full transfer credit all course work taken at a California community college which has been indicated by that college as designed or appropriate for baccalaureate credit. Community college credit is allowed 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 be used to fulfill course requirements but do not carry unit credit towards total units required for the degree. No upper division credit may be allowed for courses from a community college.

COLLEGE CERTIFICATION OF GENERAL EDUCATION

Community colleges may certify through established procedures that a student has completed the State University and Colleges general education requirements in one or more areas. Courses and examinations used to certify units must be baccalaureate level and have been completed at the certifying institution. However, any participating institution may report completion of courses or examinations taken at other participating institutions provided that all such courses and examinaitons would be certified by the institution offering them. Such courses and examinations shall be deemed to have been certified. The student should request the college to send the certification to the Evaluations Office of Admissions and Records at CSB. All students, however, must meet the upper division course requirement (3 courses or 15 units) and must satisfy the basic skills requirement. (See General Education Requirements, p. 73.)

CREDIT FROM NON-ACCREDITED COLLEGES *

Credits earned in non-accredited colleges may be accepted upon petition by the student to the appropriate dean.

CREDIT FOR EXTENSION, CORRESPONDENCE, AND DANTES WORK

The 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, correspondence, and/or DANTES (Defense Activity for Non-Traditional Educational Support) courses. No more than 13 quarter units may be accepted toward a master's program.

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

CREDIT FOR MILITARY SERVICE

Students with active military service of one year or more will receive 9 quarter units of lower division elective credit and additional units for specified service training and courses. A copy of service separation papers (service form DD-214) should be submitted to the Admissions Office during the admissions process.

CREDIT FOR PEACE CORPS SERVICE

Students with Peace Corps service of one year or more will receive 9 quarter units of lower division elective credit and additional units for training courses completed at an accredited college. Written certification by recognized authorities of service and training should be filed with the Admissions Office during the admissions process.

SUBSEQUENT ENROLLMENT AT OTHER INSTITUTIONS

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

CHANGE OF DEGREE OBJECTIVE

Students wishing to change their degree objective from "Undeclared" or any specified major to another major area of study are required to submit the "change of degree objective" form to the Registrar's Office with the required signatures from each department chair.

APPLICATION FOR GRADUATION

Candidates for baccalaureate and master's degrees to be awarded at the end of a regular term must file applications with the Evaluations 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 with the Evaluations 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.

All students are urged to apply for graduation at least one full quarter before they plan to graduate, because a reply to the application may take six to eight weeks. They may thus be notified prior to the registration period for their last quarter of any deficiencies in graduation requirements.

GRADUATION DATES

There are four graduation dates each year. They coincide with the last day of the final examination period in the fall, winter, and spring terms and with the last day of the final examination period for the second summer session.

COMMENCEMENT

A single commencement ceremony is held in June of each year.

PROVISIONAL POST-BACCALAUREATE CREDIT

Courses taken by a student during the quarter in which the degree is earned, that are not needed to fulfill degree requirements, can be recorded as provisional post-baccalaureate credit. The student's request for this credit is part of the Application for Baccalaureate Degree. The student's request for provisional post-baccalaureate credit may not be made retroactively. Units for any one course must be applied either wholly to the baccalaureate degree or wholly to provisional post-baccalaureate credit and may not be divided.

GRADUATION WITH HONORS

A student must have completed at least 60 letter-graded units of resident credit at CSB to be eligible for graduation with honors. Honors are awarded if the student's overall grade point average and CSB grade point average *both* reach the following standard:

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

DEAN'S LIST

A full-time, undergraduate student, carrying at least eight units of letter-graded work, who earns a G.P.A. of 3.25 or above in an academic quarter will be placed on the Dean's List.

ACADEMIC COURSE LOAD

A student is normally permitted to enroll in a maximum of 17 units. 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 the appropriate school dean. A full-time student with a CSB grade point average of 3.3 or better may carry extra courses without petition. Loads in excess of 17 units are not permitted for first-quarter CSB students.

CONCURRENT ENROLLMENT

A student at CSB who desires to enroll for concurrent work at another institution or in this college's extension program may file a request with the Director of Admissions and Records. 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 overload prior to the time for such enrollment.

Concurrent enrollment in regular CSB courses by nonmatriculated students is on a space available basis through the Division of Extended Studies. Courses carry extension credit and are limited to 36 quarter units toward a baccalaureate and 13 quarter units toward the master's degree.

CLASS SCHEDULE

An official class schedule prepared each term by the College includes the registration schedule, precedure 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.

CLASS ATTENDANCE

Class attendance is expected of all students enrolled at the College. The instructor in each course sets the standard expected of students in this regard. When students are absent from classes, it is their responsibility to inform instructors of the reason for the absence and to arrange to make up missed class work and assignments. If a student is to be absent for the remainder of a term, withdrawal from the course or from the 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.

COURSE NUMBERING SYSTEM

1– 99	Courses which carry no credit toward a degree or a credential
100–199	Lower division courses designed as freshman level, but also open to other students
200–299	Lower division courses designed as sophomore level, but also open to other students
300–399	Upper division courses of junior and senior level, but may also be open to lower division students, which do not give graduate credit

400–499 Upper division courses of junior and senior level, not open to lower division students, which may give post-baccalaureate or graduate credit

500–599 Graduate courses also open to seniors and credential candidates

600–699 Courses designed primarily for graduate students (may be restricted to graduate students)

700–799 Continuous enrollment courses designed for those students who have completed all requirements for the Master's Degree except the thesis, project or examination, and who are not enrolled in any other course. These are offered in each Master's program.

800–899 Courses graded in Continuing Education Units (CEU's) designed for relicensure requirements; not applicable to a degree

900–999 Courses designed for professional groups seeking vocational improvement or career development. Credit for these courses would not apply to degrees or credentials

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.

GRADING SYSTEM

Grade Symbol	*Explanation*	*Grade Points Per Quarter Unit*
A	Excellent	4.0
A–		3.7
B+		3.3
B	Good	3.0
B–		2.7
C+		2.3
C	Average	2.0
C–		1.7
D+		1.3
D	Passing	1.0
D–		0.7
F	Failing	0
W	Withdraw	0
I	Incomplete	0
CR	Credit	0
NC	No Credit	0
RD	Report Delayed	0
AU	Audit	0
SP	Satisfactory Progress	0
U	Unauthorized Incomplete	0

Grade point averages are computed by dividing the number of grade points earned by the number of units attempted. Only units and grade points earned by a student while enrolled at this 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 third full week of classes. A course with a "W" grade is not counted as work attempted. It carries no connotation of quality of student's performance and is not used in calculating grade point average or progress points. Withdrawals after the third week of classes and prior to the last three weeks of classes are permissible only for serious and compelling reasons. Permission to withdraw during this period is granted only with the approval of the instructor and the department chairman or school dean. All requests for permission to withdraw during this period and all approvals must be made in writing on prescribed forms which state the reasons for the withdrawal. Withdrawals are not permitted during the final three weeks of instruction except in cases such as accident or serious illness, where the cause of withdrawal is clearly beyond the student's control and the

assignment of an "Incomplete" is not practicable. Ordinarily withdrawals in this time period involve total withdrawal from the campus. They must be endorsed by the dean of students.

I (Incomplete) is recorded when a student has been doing satisfactory work in a course, but for unforeseen reasons judged appropriate by the instructor should be permitted additional time to complete the requirements. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. The instructor will submit an "Incomplete" notice and the symbol "I" will be entered on the student's permanent record. A final grade is assigned upon completion and evaluation of the work agreed upon. Each incomplete grade must be 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 the student's responsibility to submit a corrected official transcript and to make the request for credit from the Office of Admissions. "Incompletes" earned in summer session must be completed in the next quarter of resident study.

The "SP" symbol is used in connection with courses, such as the master's thesis and certain modularized courses, which may be designed to extend beyond one academic term. The symbol indicates that work in progress has been evaluated as satisfactory to date but that the assignment of a precise grade must await the completion of additional course work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student's educational objective. Work is to be completed within a stipulated time period. This may not exceed one year except for graduate degree theses, for which the time may be up to two years but may not exceed the overall time limit for completion of all master's degree requirements. Any extension of time limit must receive prior authorization by the appropriate school dean.

The symbol "U" indicates that an enrolled student did not withdraw from the course but failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average and progress point computation this symbol is equivalent to an "F."

"C", "NC" for undergraduate credit:

A 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 advisor's signature and, if a student is requesting permission to take more than one course in a single term on an optional credit, no-credit basis, the signature of the appropriate school dean.

Students may change their enrollment among credit, no-credit grading and letter grading up to census date which is the 15th instructional day. A grade of "CR" is awarded for work of "C" or better; the grade "NC" is awarded for the grade of C— or below.

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

Credit, no-credit registration is also used for all students enrolled in courses numbered 0–99, not counting toward graduation, and in some special courses such as Music 423, Individual Instruction, where letter grades are not deemed appropriate.

Up to a maximum of 45 units of credit, no-credit course work completed at CSB may be counted toward a baccalaureate.

"C", "NC" for graduate credit:

A student enrolled in a one-year, 45-quarter-unit master's degree program may complete up to 10 quarter units of course work on a non-optional credit, no-credit basis. A student in the two-year, 90-quarter-unit master's degree program may complete no more than 15 quarter units of non-optional credit, no-credit course work.

For all graduate level courses, the grade "CR" is awarded for the grades "A" and "B" and the grade "NC" for the grades "C", "D", and "F".

AUDITORS

Admitted students may file a request with the Office of Admissions and Records to register in courses as auditors without credit with permission of the instructor, provided there is room. Auditors must pay the same registration fees as other students and may not change their registration to obtain credit after the last day to add a course. Likewise students registered for credit may not change to audit status after the last day to add a class. Auditors are not permitted to take examinations in the course. An audited course is not posted on a student's permanent academic record unless, in the opinion of the instructor, the student has attended a sufficient number of class meetings to receive the "AU" grade; otherwise, a "W" is recorded.

GRADE CHANGE POLICY

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

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 the student's 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. This policy does not apply to graduate students.

Current procedures regarding Academic Renewal are available in the Registrar's Office.

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 the instructor's 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 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.

SCHOLARSHIP STANDARDS

Students' academic standing is determined by the quality of their performance and progress toward their objective. Academic status is determined by a progress point scale based on the grade point computation for letter grades, set forth above at page 68, augmented by the assignment of two progress points per unit for the CR grade.

GOOD STANDING

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

PROBATION

Undergraduate students are subject to academic probation if in any quarter their cumulative grade point average in all college work attempted or in their CSB cumulative grade point average falls below 2.0. Freshmen in their first quarter of attendance are exempt. For graduate students, the minimum grade point average is 3.0. Students on probation are eligible to continue attendance at the college. Undergraduate students go off academic probation when their cumulative grade point average in all college work attempted and the cumulative grade point average at the College are 2.0 or higher (for graduate students 3.0 or higher).

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

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

Students on probation are eligible to continue attendance at the College. Students may be removed from administrative-academic probation by the appropriate dean upon the recommendation of their advisor.

ACADEMIC DISMISSAL

Undergraduate students on academic probation are subject to academic dismissal when:

1. As a lower division student (less than 90 quarter units of college work completed) they fall 15 or more grade points below a 2.0 average in all units attempted or in all units attempted at the College.
2. As a junior (90–134 quarter units of college work completed) they fall 9 or more grade points below a 2.0 average in all units attempted or in all units attempted at the College.
3. As a senior (135 or more quarter units completed) they fall 6 or more grade points below a 2.0 average in all units attempted or in all units at the College

Students are subject to administrative-academic dismissal by the appropriate dean if:

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

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

READMISSION OF 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 students were in the lower division (completed fewer than 90 quarter units), took college work elsewhere, or in CSB summer session or extension and
   a. brought their total college work completed to 90 or more quarter units with an overall grade point average of "C" or better, with recent work clearly indicating capability of performing college work with above average achievement, or
   b. earned college credits elsewhere, or in CSB summer session or extension, attaining at least a "B" average in not less than 15 quarter units
2. If the students were in the upper division (completed 90 quarter units or more), and
   a. earned college credit elsewhere, or in 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 they should have sought to remedy the conditions that may have contributed to their scholastic difficulty
3. If the students were in post-baccalaureate or graduate status, and demonstrated to the satisfaction of the appropriate dean and the vice president that their dismissal should be terminated.

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.

ACADEMIC PROBATION AND DISQUALIFICATION OF GRADUATE AND POST-BACCALAUREATE STUDENTS

A. Standards for Placing Graduate Students on Scholastic Probation
A graduate student will be placed on scholastic probation at the end of a quarter if the student's grade point average on all work attempted at California State College, Bakersfield, subsequent to the student's admission to a graduate program, falls below a 3.0 grade point average. Students enrolled in graduate programs may be subject to scholastic probation when performance is judged to be unsatisfactory with respect to scholastic or professional standards, as judged by the coordinator and/or dean of the respective graduate degree program. Students should consult with their respective departments regarding acceptable standards in those cases where departments have established a policy which is higher than the campus policy.

B. Disqualification of Graduate Students
A graduate student shall be subject to disqualification if while on probation the student fails to earn sufficient grade points to be removed from probationary status. Disqualification from further registration in a particular program will be determined by the coordinator or dean of the particular degree program.

C. Standards for Placing Post-Baccalaureate Students on Probation
A post-baccalaureate and/or credential student will be placed on scholastic probation at the end of a quarter if the student's grade point average on all work attempted at California State College, Bakersfield, subsequent to admission to the campus as a post-baccalaureate student, falls below 2.5 (students enrolled in a second baccalaureate are governed by the academic standards for undergraduates).

D. Standards for Disqualification for Undeclared Post-Baccalaureate Students
A post-baccalaureate student not working within a degree or credential area will be subject to disqualification if, while on probation, the student fails to earn sufficient grade points to be removed from probationary status and attain an overall grade point average of 2.5. Disqualification from further registration will be determined by the dean of graduate studies.

E. Petition for Readmission
Post-baccalaureate and graduate students disqualified from the college under the foregoing regulations may be readmitted through direct petitions addressed to the respective dean of the graduate program or (as under D above) the dean of graduate studies.

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
Post-Baccalaureate	Possesses acceptable baccalaureate or advanced degree; not admitted to a graduate degree curriculum
Graduate	Approved candidate for master's degree or admitted to a graduate degree curriculum

Quarter Unit: A quarter unit of credit normally represents no less than one hour of classwork and two or more hours of outside study per week for one quarter. One and one-half (1½) quarter units are equivalent to one (1) semester unit of credit. One quarter unit is equivalent to ⅔ semester unit of credit.

ADMISSION STATUS

Pre-Baccalaureate/General

Final	Met all admission requirements
Probational	Admitted with scholastic deficiency
Conditional	Permitted to register pending official verification of final admission status
Extension	Permitted to register for extension course work only (See Note, p. 79)
Summer	Permitted to register for summer session course work only

Post-Baccalaureate

Unclassified	Holds an acceptable baccalaureate degree or has completed equivalent academic preparation, or admitted by "Special Action"
Classified	Admitted for the purpose of enrolling in a particular post-baccalaureate credential or certificate program, subject to prerequisites

Graduate

Conditional	Admitted to an authorized graduate degree curriculum, but has deficiencies in prerequisite preparation which must be removed
Classified	Admitted to an authorized graduate degree curriculum and has met all conditions of classification

REGISTRATION STATUS

Continuing	Student enrolled in regular programs in last quarter, or a student resuming studies after an absence of no more than two consecutive quarters.
Former	Returning student who has not registered in three previous consecutive terms
New	Student who is registering in a regular term for the first time

Full-Time:

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

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

NONDISCRIMINATION ON THE BASIS OF RACE, COLOR, OR NATIONAL ORIGIN

The California State University and Colleges complies with the requirements of Title VI of the Civil Rights Act of 1964 and the regulations adopted thereunder. No person shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of The California State University and Colleges.

NONDISCRIMINATION ON THE BASIS OF SEX

The California State University and Colleges does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in education programs and activities operated by California State College, Bakersfield. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of CSB may be referred to the Dean for Administration, the campus officer assigned the administrative responsibility of reviewing such matters, or to the Regional Director of the Office of Civil Rights, Region 9, 1275 Market Street, 14th Floor, San Francisco 94103.

NONDISCRIMINATION ON THE BASIS OF HANDICAP

The California State University and Colleges does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder.

More specifically, The California State University and Colleges does not discriminate in admission or access to, or treatment or employment in, its programs and activities. A Counselor and Coordinator of Disabled Services has been designated to coordinate the efforts of California State College, Bakersfield to comply with the Act and its implementing regulations. Inquiries concerning compliance may be addressed to this person at the Counseling and Testing Office, 833-2131.

CENTERS AND INSTITUTES

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

The Center for Environmental Studies is administered by a board. 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. It has developed a unique Environmental Studies Area, a 40-acre tract with a variety of habitats, on the campus, that is used by campus and community groups and individuals. Information may be obtained from the Department of Biology.

The Center for Business and Economic Research 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, which is administered by a board, publishes a regular newsletter, *Administrative Commentary,* and periodical *Supplements* of a topical nature, as well as monographs on selected research topics. Three special service institutes have been organized under the auspices of the Center for Business and Economic Research: the Institute of Accounting, the Institute for Insurance Studies, and the Public Administration Institute. Each of these institutes provides specialized teaching and research services for its own special constituents. Information may be obtained from the office of the dean of Business and Public Administration.

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, 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. Information may be obtained from the Department of Economics.

The Center for the California Well Repository is administered by an advisory board. The purposes of this facility are to collect, classify or process, store, and make available to investigators representative samples of California rocks, especially subsurface rocks from oil wells, and other subsurface information. Information may be obtained from the office of the dean of Arts and Sciences.

The Center for Social and Educational Research encourages and coordinates a wide variety of research and demonstration projects. Included in the Center's areas of expertise are the following: survey research; needs assessment studies; demographic and population projections; social, legal, and political impact studies; policy research and consultation; basic social and educational research; and evaluation research. Although the Center for Social and Educational Research is primarily engaged in projects of regional and state importancy, the supporting faculty are involved in research and instructional programs in both national and foreign contexts. The Center is governed by a board consisting of respresentatives from the School of Arts & Sciences, and the School of Education.

The Center for Physiological Research is administered by a board. The major objectives of the Center are to encourage participating faculty members to develop joint research projects and to assist them in seeking the appropriate means by which to pursue these studies. The focus of the Center is such that it provides a more organized and coordinated interchange of ideas and information between local scholars who share an active interest in physiology. Through the development of a solid core of basic physiological research, the Center provides projects in which undergraduate students can gain valuable experience by guided participation. Information may be obtained from the office of the dean of Arts and Sciences.

INTER-SCHOOL PROGRAMS

DIVISION OF GENERAL STUDIES

The Division of General Studies at California State College, Bakersfield is unique in the California State University and Colleges system. It is designed to insure that the classroom and non-classroom portion of the students' college experiences supplement each other. The Division includes all lower division students and offers special opportunities for resident and community students.

The most important feature of the Division are the so-called General Studies Fellows. They are regular faculty who are selected to be advisors to lower division students. Specially trained and concerned about the academic progress and career planning of the students, they provide the link between the academic and the co-curriculum portions of the students' college experience. The Fellows have offices in the dormitories and have extended office hours in order to be available whenever needed.

The Division also offers special General Studies courses. Most of these one or two unit courses focus on material unavailable in the academic departments (i.e. Biblical Greek) or on topics in which lower division students express an interest. Students interested in having a special course need only to contact the Division of General Studies. The courses also provide for orientation to the college, instruction on study skills, and personal development. The course format is always informal and conducive to student-faculty exchange.

PERSONALIZED HONORS PROGRAM

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

The students invited into the Honors program are awarded "Honors at Entrance" and receive a quarterly stipend during their first six quarters at CSB. The awarding of "Honors at Entrance" and quarterly stipend are not dependent upon student participation in the two-year Honors program.

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

The sophomore year component of the Personalized Honors Program consists of three different learning experiences, *all three of which are required for completion of the program.* During the Fall Quarter, each participant enrolls in an independent study course covering a topic in which she or he has developed a special interest during the freshman year. This experience is intended to help the student appreciate the demands and rewards of seeking knowledge in depth about a relatively narrow topic. Moreover, it is intended to provide a vehicle encouraging the participant's practice not only in gathering and evaluating information, but also in developing an independent approach to problems and issues and in communicating effectively the results of his or her study.

During the second quarter, participants are placed in an internship experience relating to the student's vocational or avocational interests. The Honors Council will assist in arranging the placements, each of which will be approved by the Honors Council. A cooperative education experience may be accepted by the Honors Council in lieu of an internship. The experience is expected to enable participants to compare academic theory with practice in an applied situation, to explore career options, develop professional skills, and discover strengths and weaknesses in their academic backgrounds so that they may better plan their academic programs.

During the third quarter, sophomores participating in the program will enroll in the honors seminar along with the freshmen honor students. By expanding the number of students and their levels of formal education while maintaining the intellectual caliber of students involved, we hope to make this seminar experience even more stimulating than the others. In addition, it should provide a vehicle to socialize the freshmen to the sophomore component of the program and to increase the *esprit de corps* within the program.

Exceptions to completing the full, three quarters of the sophomore year component must be approved by the Honors Council.

The Honors Council is composed of three faculty members from the School of Arts and Sciences who supervise the Honors program and act as academic advisors to the participating students. They also teach the seminars and assist the students in arranging the sophomore independent study courses.

Information regarding the Personalized Honors Program is available in the office of the General Studies Dean.

GENERAL STUDIES COURSE

General Studies 121 Introduction to College Studies (2)

A series of seminars designed to aid the transition to college for studies with non-traditional backgrounds. The course will emphasize college survival skills and will utilize faculty and staff from the various disciplines and student services. Offered on a credit, no-credit basis.

General Studies 137 Film Appreciation (1)

This course enhances students' understanding and appreciation of film as an art form and develops their sense of film criticism.

General Studies 150 Lecture Series (1)

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

General Studies 160 Orientation to California State College, Bakersfield (1)

This course introduces students to the college, provides an opportunity to check basic study skills, and begins the process of career and life goal clarification. Students who enter the college with less than 20 quarter units are required to take this course.

General Studies 2XX Multi-Disciplinary Topics

Most of these five unit classes are designed to meet the general education requirements of the 1976–1981 catalogs. Courses meeting the requirement are so designated in the quarterly class schedule.

Various topics are available from year to year. Topics offered in 1981–83 include the following:

Perspectives on Women in Society
Technology, Science & Human Values
Spirituality
Plagues and Peoples
Latin America Through Films
Politics in the Novel & Film
Challenges
The Rhetoric of the Soap Opera
Man, Science, Society
The Faces of Change
Introduction to Public Service

Course descriptions are available in the Division of General Studies.

General Studies 277 Special Topics: "Bulletin Board" Courses (1 & 2)

Courses provide students with an opportunity to examine areas of special interest and/or to allow investigation of topics not ordinarily covered in regular five unit courses. Topics may be proposed by students as well as faculty. May be repeated for different offerings. Special Topics courses do not satisfy any general education requirements. Students in General Studies are given enrollment preference. Offered on a credit, no-credit basis only.

Topics offered in 1981–83 included the following:

Exploration in Community
Coping with Text Anxiety
Intimate Communications
Effective Parenting
Chicano Awareness
Black History
Human Sexuality Seminar
Weight Control
Conversations About China
UFO's: Jokes or Folks?
Tapping Your Athletic Potential
California Life Styles
Tension Reduction
Career Exploration
Yoga & American Society
Loneliness
Barriers to Female Success
Woman Role Models for Change
Mathematical Puzzles & Games
Psychology of Men
Eating Control
Minorities on Films
Minority Achievement Program
Communication Between the Sexes

Course descriptions are available in the Division of General Studies.

General Studies 296 Community Service: Internship & Tutoring Program (2 or 3)

The course provides students an experience with community service agencies that allows them to offer their services to the less fortunate but also to test their interest in social service career fields.

INTER-SCHOOL MAJORS

Child Development..... Administered by the Dean of the Division of General Studies
Criminal Justice..... Administered by the Dean of the School of Arts and Sciences
Liberal Studies..... Administered by the Dean of the Division of General Studies

CHILD DEVELOPMENT MAJOR

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

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

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

REQUIREMENTS FOR THE MAJOR

For the Bachelor of Arts degree in Child Development, a student must demonstrate competency with the basic theoretical, conceptual, and methodological perspectives underlying a broad interdisciplinary approach to the study of child development. To fulfill the major requirements, the student must complete at least 12 courses as specified below.

All students desiring to major in Child Development, and especially those who desire also to fulfill the requirements for the multiple subjects credential in the State of California, must plan a program of study in consultation with an advisor assigned by the program coordinator.

A. Prerequisite lower-division courses
   1. Psychology 100. Perspectives in Psychology
   2. Biology 255. Human Physiology
   3. A college-level statistics course approved by the program coordinator

B. Upper-division core courses
   1. Child Development 300. Introduction to Developmental Research Methods
   2. Psychology 310. Developmental Psychology
   3. Biology 371. Nutrition
   4. Child Development 490. Senior Seminar

C. Upper-division area courses
   1. *One* course from the following which deal with the sociological aspects of child development:
      Behavioral Science 318. Culture and Personality
      Sociology 466. Childhood and Society
   2. *Three* courses from the following which deal with the behavioral aspects of child development, including at least one course from each of the following two categories:
      a. Emphasis upon developmental processes
         Behavioral Science 430. Psycholinguistics
         Psychology 411. Cognitive and Perceptual Development
         Psychology 412. Personality and Social Development
      b. Emphasis upon developmental stages
         ED-EC 412. Growth and Development of Young Children
         ED-EC 413. Adolescent Growth and Development
         IN ST 415. Infant Stimulation and Development

D. Elective Courses
   Four courses. The following courses may be taken as elective units. However, students may also elect courses not on this list, with advisor approval.
   Biology 250. Human Anatomy
   Biology 304. Concepts of Genetics
   Child Development 210. Practicum in Child Development
   ED-EC 443. Supervision and Administration of Early Childhood Education
   History 463. The Family in History
   Nursing 213. Health Problems: Conception through Infancy
   Nursing 315. Health Problems of Children and Adolescents
   Philosophy 332. Ethical Theory
   Philosophy/Religious Studies 360. The Meaning of Death
   Physical Education 405. Motor Development
   Psychology 410. Theories of Development
   Psychology 527. Childhood and Family Psychopathology
   Sociology 365. Sex Roles and Society

TEACHING CREDENTIAL—MULTIPLE SUBJECTS

The CSB degree in Child Development has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Multiple Subjects Credential. A degree requires a minimum of 186 quarter units, including at least 60 upper division. This degree requires 126 quarter units of course work in four areas: behavioral sciences, science, English, and humanities. For a B.A. in child development with a subject-matter examination waiver leading to a teaching credential, the student must complete the following requirements:

Natural Science and Mathematics (27 to 36 units)

1. Biology 100
2. Math 140 or Psych 200
3. Math 320
4. Biology 255
5. One of the following three courses:
   a. Phy. Sci. 101
   b. Life Sci. 102
   c. Env. Sci. 103
6. Biology 370 and Biology 371

Humanities (27 to 36 units)

1. One course required from 3 of the following areas:

a. Fine Arts
b. Foreign Language
c. Philosophy
d. Religious Studies

2. One upper-division course
3. Additional courses to reach 27 to 36 units

English (27 to 36 units)

1. Majors must demonstrate competency in the following areas by completing appropriate coursework.
   a. Composition: Students must earn a grade of B in English 410
   b. Speech: Communications 108, 376 or an approved public speaking course
   c. Literature: At least one course in literature
2. Other English courses

Behavioral Sciences (27 to 36 units)

1. Psychology 100
2. Beh. Sci. 317/Beh. Sci. 318
3. Child Dev. 300
4. Psychology 310
5. Child Dev. 490
6. Other courses to reach 27 to 36 units

Additional Courses Required for a B.A.

Three courses, at least one from each category.

1. Beh. Sci. 430
   Psychology 411
   Psychology 412
2. Educ. 412
   Educ. 413
   In. St. 415

COURSES

NOTE: Among the courses comprising the Child Development major (see above), those not found elsewhere in this catalog are listed below. All courses not otherwise designated carry five quarter units of credit.

Child Development 210. Practicum in Child Development (2)

Supervised field work with preschool children (2½ to 5 years) in campus day care center. May be repeated for a maximum of 3 units. Prerequisite: Permission of instructor.

Child Development 289/489. Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-baccalaureate students. Interested students should contact the program office.

Child Development 300. Introduction to Developmental Research Methods

Assumptions and methods of scientific research and evaluation in the area of child development. Topics include data collection techniques, measurement and assessment principles, and analysis of data in longitudinal, cross-sectional, cross-cultural, and experimental research. Lectures and six hours of laboratory, and field work. Prerequisite: One college-level course in statistics and Psychology 310 or equivalent.

Child Development 481. Directed Research in Child Development (1–5)

Students conduct research investigation in the area of child development under faculty supervision. Strongly suggested for majors who are considering graduate study in child development. Prerequisite: Consent of instructor who will serve as sponsor, approved by the Child Development Program Coordinator and Dean of the School of Education.

Child Development 490. Senior Seminar (6)

Consideration of the nature of child development. Integration of materials from other courses. Examination of child development as a profession and its relationships to other fields of study, from historical and contemporary viewpoint. Prerequisites: Child Development 300 and permission of instructor.

Child Development 497. Cooperative Education (1–5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the program. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the program faculty. Credit, no-credit grading.

Child Development 499. Individual Study (1–5)

Exploration of a specific topic, primarily through directed reading and discussion meetings with a faculty sponsor. Prerequisite: Consent of instructor who will serve as sponsor, approval by the Child Development Program Coordinator and Dean of the School of Education.

CRIMINAL JUSTICE MAJOR

For the Bachelor of Arts degree 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. To fulfill the requirement for the major, a student must complete at least eleven courses acceptable to the program coordinator, in addition to a minor, interdisciplinary concentration, or augmented major. Students are encouraged to take the augmented major involving twenty additional units selected from among courses relevant to personal and professional goals.

A student who declares Criminal Justice as a major is expected to plan a program of study in consultation with an advisor assigned by the program coordinator.

REQUIREMENTS FOR THE MAJOR

A. Upper Division Core Requirements:
   Criminal Justice 300. Research Methods in Criminal Justice
   Criminal Justice 371. Theoretical Perspectives in Criminal Justice
   Criminal Justice 490. Senior Seminar in Criminal Justice

B. Two courses directly related to the criminal justice system, selected from the following:
   Criminal Justice 376. Police Processes and Systems
   Criminal Justice 378. Court Processes and Systems
   Criminal Justice 379. Corrections Processes and Systems
   Criminal Justice 380. Juvenile Justice Processes and Systems
   Criminal Justice 401. Private Security

C. Two courses (one in psychology and one in sociology) which deal with issues related to definitions, development of, and response to criminal or delinquent behavior, selected from the following:
   Psychology 315. Abnormal Psychology
   Psychology 316. Personality
   Psychology 444. Psychology of Aggression
   Sociology 324. Sociology of Deviance
   Sociology 325. Sociology of Crime
   Sociology 326. Juvenile Delinquency

D. Two courses (one of which must be in history) which have relevance for the relationship between the public and criminal justice agencies, selected from the following:
   Behavioral Science 327. Race and Ethnic Relations
   Behavioral Science 351. Social Psychology of the Ghetto/Barrio
   History 458. Law, Order and Violence in the American Past

History 459. Crime in America
History 466. History of Black America Since 1865
History 468. The Chicano Experience
Sociology 443. Collective Behavior
Sociology 464. Family and Stress

E. Two courses (from two departments) which relate to the environment in which the criminal justice system functions, selected from the following:

Behavioral Science 321. Community Politics
PA 471. Administration in the Criminal Justice System
PA 475. Policy and Planning in the Criminal Justice System
IN ST 310. Criminal Law
IN ST 375. Administrative Processes in Government
Philosophy 334. Law and Morality: Rights and Responsibilities
Political Science 315. Civil Liberties
Sociology 426. Sociology of Corrections
Sociology 450. Social Organization of Probation and Parole
Sociology 465. Sociology of Law

MINOR, CONCENTRATION, AUGMENTATION

In addition to meeting the requirements for the major, the student must satisfactorily complete one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," pp. 98–102).

CRIMINAL JUSTICE COURSES

NOTE: Among the courses comprising the Criminal Justice major (see above), those not found elsewhere in the catalog are listed below.

Criminal Justice 240 (formerly Village 240). Introduction to Criminal Justice

The study of the criminal justice system and how the system deals with the American crime problem. The police, prosecution, trial courts, prisons and the juvenile justice system will be examined in relation to the control of crime.

Criminal Justice 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Criminal Justice 296. Internship in Criminal Justice (1–5)

Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

Criminal Justice 300. Research Methods in Criminal Justice

Assumptions of scientific research and issues in philosophy of science. Examination of the relationship between theory and research within the field of criminal justice, with emphasis on basic principles of research design, development of research instruments, and data collection, plus statistical analysis of data and familiarization with computer capability in criminal justice research.

IN ST 310. Criminal Law

(For course description, see listing under "Interdisciplinary Courses," p. 108.)

Criminal Justice 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 to the relationship between day-to-day functions of the police, courts, and corrections on the one hand and theoretical schemes on the other.

Criminal Justice 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.

Criminal Justice 378. Court Processes and Systems

Philosophy, theory, and processes of American criminal adjudication at federal and state levels. Consideration of prosecution and defense strategies, with special regard to both micro and macro political factors. Discussion of proposals for reform in criminal adjudication.

Criminal Justice 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.

Criminal Justice 380. Juvenile Justice Processes and Systems

Philosophy, theory, and processes of juvenile justice in the criminal justice system and the specialized area of dealing with youth as contrasted with adults, from apprehension through courts and detention, including probation and parole.

Criminal Justice 401. Private Security

This course provides students an opportunity to learn about the security and law enforcement that protects multinational and small American industries. The course deals with the business and private sector of our economy as contrasted with public or government agencies. Careers in this field range from private investigators to corporate security managers. Course work will include guest lecturers from business and industry, field trips, and career opportunity discussions.

Criminal Justice 477. Selected Topics in Criminal Justice (1–5)

Offered periodically as announced. May be repeated for dirrerent course content.

Criminal Justice 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Criminal Justice 490. Senior Seminar in Criminal Justice (6)

Consideration of the nature of criminal justice and its relationship to other fields of study, with integration of material from other courses. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor, or permission of instructor.

Criminal Justice 496. Internship in Criminal Justice (1–5)

Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

Criminal Justice 497. Cooperative Education

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor, working with the field supervisor). Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Criminal Justice 499. Individual Study (1–5)

Individual projects or directed reading for students qualified to carry on independent work. Prerequisite: permission of program coordinator.

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. Through course selection from the four areas, students are able to design a major meeting their particular needs.

The Liberal Studies degree also provides waiver of the subject matter examination required for licensing for multiple subjects instruction in the public schools. To qualify for a waiver, a student must take several required courses (see below).

REQUIREMENTS FOR THE MAJOR

A. Breadth requirements: *

1. 27 to 36 quarter units in natural sciences and mathematics. For students pursuing a multiple subjects teaching credential, this requirement is to be satisfied by one lower-division science course; one of the following courses: Science 101 (Physical Science) or Science 102 (Life Science) *or* Science 103 (Environmental Science) [the course selected must come from a discipline different from the one lower-division science course]; Science 314; Mathematics 320 *and* 321; and other science or math courses to reach a minimum of 27 units. For students not pursuing a teaching credential, this requirement is to be satisfied by completing a minimum of 27 units, including at least one science and one math course. All Liberal Studies majors must take at least two upper-division science or math courses. Note: Health Science and Nursing courses are not applicable.
2. 27 to 36 quarter units in behavioral sciences. This requirement is to be satisfied by at least one course from three of the following areas: Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology. Two five-unit upper-division courses are required.
3. 27 to 36 quarter units in Humanities. This requirement is to be satisfied by at least one course from each of three of the following areas: Fine Arts, Foreign Languages, Philosophy, or Religious Studies. Two five-unit upper-division courses are required. A student pursuing a credential is also to take either Art 401.001 or Music 310. One or more courses in Spanish is recommended.
4. 27 to 36 quarter units in English. This requirement is to be satisfied by course work that demonstrates competency in composition, grammar, literature, and speech. Two five-unit upper division courses are required. To demonstrate competency in composition, a student pursuing a teaching credential must receive an appropriate score on the Upper Division Writing Competency Test *or* a "B" in English 310 *or* a "B" in English 410. To demonstrate competency in grammar, a student must complete English 318 *or* 319 *or* 415. To demonstrate competency in literature, a student must complete at least one upper-division literature course. To demonstrate competency in speech, a student must complete *either* Communications 108 *or* 409.

* Students must at the same time meet the general education requirements of the college.

5. Additional upper-division course work as necessary to bring breadth requirements to a total of 126 quarter units.

B. The 126 units must include at least 40 upper-division units, including a Liberal Studies Senior Seminar. There must be at least two five-unit upper-division courses in each of these areas: natural sciences and mathematics, behavioral sciences, humanities, and English.

BILINGUAL EMPHASIS WITHIN THE LIBERAL STUDIES MAJOR

To gain admittance to the Bilingual Emphasis Program, the student must pass at the 2 (40%) level a formal assessment of his/her written and oral knowledge of the Spanish language and of his/her written knowledge of the Chicano/Hispanic Culture. After passing the assessments and gaining formal admittance, the student must complete Ed-BI 475 and 476. These courses ideally should be taken during the junior year and must be completed prior to student teaching. The Bilingual Emphasis student must also teach one quarter in a bilingual classroom as part of the student teaching experience. Finally after completing student teaching, the student must retake the two assessments and pass them at the 3 (60%) level.

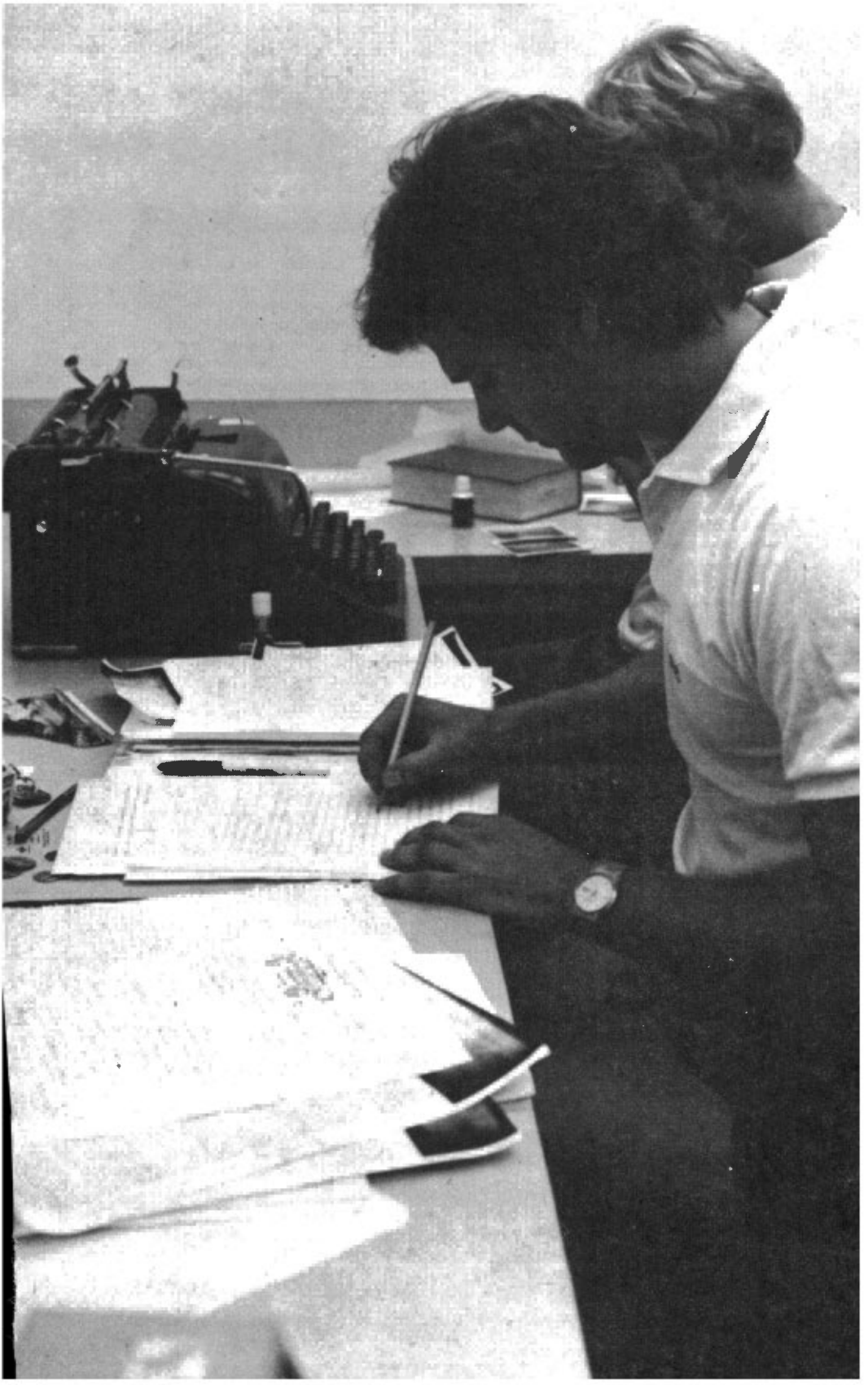
A student interested in the bilingual emphasis needs to contact the Division of General Studies.

LIBERAL STUDIES COURSE

Liberal Studies 490. Senior Seminar (6)

Consideration of the nature of the Liberal Studies major. Integration of the course work taken as part of the major. Prerequisites: At least one five-unit, upper-division course taken in each of the four areas of the major. Suffixes identify the disciplinary orientation of the instructor:

Liberal Studies	490.001	(Humanist)
	490.002	(Behavioral Scientist)
	490.003	(Natural or Physical Scientist)



SCHOOL OF ARTS AND SCIENCES

Dean: J. R. Coash

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

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

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

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

INTERDISCIPLINARY PROGRAMS

In addition to programs in individual disciplines which culminate in departmental majors and minors, the College plan provides for a wide variety of programs in interdisciplinary fields. These take the form of interdisciplinary majors, concentrations, minors and certificate programs as well as individual courses.

INTERDISCIPLINARY MAJORS

Interdisciplinary majors are administered by program committees headed by a coordinator. For further information contact the office of the dean of Arts and Sciences.

MASTER OF ARTS IN BEHAVIORAL SCIENCES

Admission to the Program

A prospective student seeking a Master of Arts in Behavioral Sciences must apply to the office of Admissions and Records for general admission *to the College* and must also make separate formal application for admission *to the program,* to the Program Committee. (Admission as a post-baccalaureate student by the College does not constitute acceptance in the M.A. program.) Students are admitted to the program in either **conditionally classified** or **classified** status.

Conditionally Classified Status

For admission to the M.A. program in **conditionally classified** 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

1000 as a total score on the mathematics and verbal Graduate Record Examinations, with no less than 450 on either test.

Under exceptional circumstances when these criteria are not met, admission to **condi-**

tionally classified status may also be achieved by petition (along with the formal application) to the Program Committee.

Classified Status

For admission to the M.A. program in classified status, the following are required:

(1) Completion of the baccalaureate degree
(2) A GPA in undergraduate work of 3.0 overall and 3.0 in the major *and*
(3) A total score of 1000 on the mathematics and verbal Graduate Record Examinations, with no less than 450 on either test.

Program Emphases

Two emphases are available for students in the Master of Arts program in Behavioral Sciences. The Social Science Teaching emphasis is designed for social science teachers from the secondary to the community college level. The Human Services emphasis is designed for members of those service occupations which are based on the behavioral sciences, e.g., probation officers, social welfare workers, etc. Both emphases provide a strong basis for advanced graduate or professional training at other institutions. The required courses for each emphasis are:

Social Science Teaching Emphasis

(1) Behavioral Science 500. Quantitative Methods in the Behavioral Sciences
(2) Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences
(3) Thirty-five units of electives selected from 400, 500 and/or 600 level Behavioral Science course offerings.

Human Services Emphasis

(1) Behavioral Science 500. Quantitative Methods in the Behavioral Sciences
(2) Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences
(3) Behavioral Science 512. Advanced Social Psychology
(4) Behavioral Science 540. Social Organization
(5) Twenty-five units of electives selected from 400, 500 and/or 600 level Behavioral Science course offerings selected in consultation with the advisor.

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 32 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.

Marriage, Family and Child Counseling Licensure

The education requirements for the State License in Marriage, Family and Child Counseling, issued by the Board of Behavioral Science Examiners, can be met with an approved series of courses within this master's program.

INTERDISCIPLINARY CONCENTRATIONS

CONCENTRATION IN CHICANO STUDIES

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

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

credits previously earned accepted in replacement of equivalent courses approved for the concentration.

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 chair. No more than four courses may be selected from the same department.

A. Three of the nine courses will be those listed on page 100 as required courses for the Chicano Studies Minor.
B. Six optional courses chosen from those listed on page 100 for the Chicano Studies Minor.

CONCENTRATION IN ENVIRONMENTAL STUDIES

The Departments of Biology, Economics, and Physics and Geology offer a degree concentration in Environmental Studies which integrates classroom studies and practical problem-solving, with major emphasis on responsible decision-making on environmental matters. A major concern throughout the program is the development of an awareness of the importance of a deliberate, systematic approach to the study of environmental problems as they relate to the balance between nature and 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 Geology (B.S.). Interested students should contact the chair of the appropriate department for additional information.

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.

ASIAN STUDIES MINOR

Four courses are required for the Asian Studies Minor, selected from the following:

Fine Arts 320. Survey of the Art of India, China, and Japan
Philosophy 343. Eastern Philosophy
Political Science 208. The Politics of Change in Asian Societies
Political Science 308. Government and Politics in China
Religious Studies 111. Religion in Eastern Cultures
Religious Studies 345. India
Religious Studies 348. China and Japan

The student may count either Religious Studies 111 or Religious Studies 345–348, but not all three courses, toward the Minor.

The student may also elect to take any two courses from the next group in place of one course from the first group:

Behavioral Science 246. Faces of Change
Behavioral Science 307. Developing Political Systems
Behavioral Science 318. Culture and Personality
BA 460. International Marketing

BLACK STUDIES MINOR

The purpose of the Black Studies Minor is to provide opportunity for students to study a wide range of interdiciplinary subject matter pertaining to the lives and particular experiences of Black people in America and Africa. A more specific goal is to encourage students to expand and deepen their knowledge and experience of various problems and accomplishments of Black people in both historical and contemporary perspective. Courses are geared toward creating a factual, relevant knowledge base and learning atmosphere which fosters critical thinking and provides guidance for students in examining their attitudes and values. The courses also provide skills appropriate for preparation for various careers, especially in the area of social services.

Courses for the Black Studies Minor are offered in eight areas. The minor requires four courses from three different departments, as follows:

Required courses:

IN ST 207. Perspectives on Blacks in American Society
History 465, History of Black America to 1865, *or* History 466, History of Black America since 1865

Optional courses (select two from the following. The student may petition the chair of the Black Studies Committee to accept a relevant course, such as an irregularly offered special topics course, which is not included in the listing):

Anthropology 250.001. Peoples of the World: Africa
Behavioral Science 327. Race and Ethnic Relations
Behavioral Science 351. Social Psychology of the Ghetto/Barrio
ED-CI 588. Education and Ethnic Diversity
English 469. Modern African Literature
History 330. A History of Africa
History 437. The Afro-Creole Caribbean
Music 381. Music of Black Americans
Political Science 377. Contemporary Political Issues: Black Politics
Sociology 440. Class, Status and Privilege

CHICANO STUDIES MINOR

Four courses are required for the Chicano Studies Minor.

Required courses: Three courses (one from each group)

1. **History 468, The Chicano Experience**
2. **Sociology 333, Mexican Americans in Contemporary Society, *or* Behavioral Science 327, Race and Ethnic Relations, *or* Behavioral Science 351, Social Psychology of the Ghetto/Barrio**
3. **Spanish 425, Chicano Literature, *or* Spanish 420, Barrio Spanish**

Optional Courses (select one additional course):
Anthropology 353. Peoples of Mexico
History 344. Ancient Mexico
History 345. Colonial Mexico
History 346. Modern Mexico
Spanish 303. Introduction to Hispanic-American Literature
Spanish 416. Contemporary Hispanic-American Poetry
Spanish 419. The Contemporary Hispanic-American Novel
Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican Americans
Spanish 495. Workshop in Chicano Literature

Or other courses approved individually by the Committee

LATIN-AMERICAN STUDIES MINOR

Four courses are required for the Latin-American Studies Minor. The four courses, which must be distributed across at least three departments, should be selected from the following:

Anthropology 250.002. Peoples of the World: South American Indians
Anthropology 353. Peoples of Mexico
History 340. Reform and Revolution in Latin America
History 344. Ancient Mexico
History 345. Colonial Mexico
History 346. Modern Mexico
History 435. The Latin American Mind
History 436. Inter-American Relations
History 437. The Afro-Creole Caribbean
Spanish 303. Introduction to Hispanic-American Literature
Spanish 320. Culture and Civilization of Latin America
Spanish 416. Contemporary Hispanic-American Poetry
Spanish 419. The Contemporary Hispanic-American Novel
Spanish 420. Barrio Spanish
Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican Americans

Additional courses which are recommended but which do *not* fulfill the four-course requirement are listed below:

Behavioral Science 307. Developing Political Systems
Behavioral Science 351. Social Psychology of the Ghetto/Barrio
History 468. The Chicano Experience
Spanish 304.910. Culture and Civilization of Pre-Columbian America (1)
Spanish 304.911. Spanish-American Cities: Old and New (1)
Behavioral Science 246. Faces of Change

Students may petition the Latin-American Studies Committee to have non-listed or recommended courses considered for acceptance for the minor.

SOCIAL GERONTOLOGY MINOR

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

A. *Required*

Behavioral Science 382. The Aged
Public Administration 419. Aging Services Administration

B. *Electives* (select two additional courses)

Anthropology 460. Seminar in Aging: Culture and Ethnicity
Behavioral Science 317. Adult Socialization
In St 496. Internship in Gerontology
Philosophy/Religious Studies 360. The Meaning of Death

Total of 20 quarter units required.

SPEECH AND THEATRE MINOR

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

A. Prerequisite for the Minor: (5 quarter units)
Theatre 235. Stage Speech I

B. Performance (6 quarter units)
Completion of six credit units from among any combination of the following:
Communications 108. Rhetorical Strategies of Communication
Communications 212/412. Intercollegiate Forensics (2)
Theatre 231.001/431.001. Rehearsal and Performance (1)
Theatre 232. Acting I

C. Speech (5 quarter units)
One course from among the following:

Communications 303. Principles of Communication Criticism
Communications 309. Theories of Communication
Communications 316. Principles of Group Discussion

Communications 376. Interpersonal Communication
Communications 377. Studies in Public Communication
Communications 409. Argumentation

D. Theatre (5 quarter units)
One course from among the following:
Fine Arts 201.003. A Survey of Theatre History
Theatre 224. Stage Movement
Theatre 332. Acting II
Theatre 333. Directing I
Theatre 335. Stage Speech II
Theatre 336. Directing II
Theatre 383. Modern Drama

E. An upper division course selected from among the courses listed in C or D above (5 quarter units)

WOMEN'S STUDIES MINOR

Required course

IN ST 205. Perspectives on Women in Society

Optional courses (select three of the following courses)
Anthropology 338. Anthropology of Women
Anthropology 339. Sexual Behavior in Cross-Cultural Perspective
English 373. Women in Literature
Fine Arts 401.002 Contemporary Women in the Fine Arts
History 462. Women in History
History 463. The Family in History
Humanities 395. Women in European Literature
Physical Education 430. Women in Sport
Psychology 421. Psychology of Women
Sociology 364. Family and Society
Sociology 365. Sex Roles and Society
Sociology 464. Family and Stress

INTERDISCIPLINARY COURSES

For a variety of reasons, some courses in the College are offered on an interdisciplinary basis. For 1983–85 the following indicated courses are so designated. Each may carry credit in one of the indicated academic areas.

Behavioral Science 246. Faces of Change

An introduction to one of the significant issues of our time, the conflict between traditional, rural societies and industrialized, urban societies. Of special concern is the process of "modernization." The principal resource for the course is a series of films dealing with five different societies around the world, from the high mountains of Bolivia to the plateau of Kenya, to the steppes of Afghanistan, to coastal Taiwan and the Sopo Islands in the South China Sea. The learning focus is multidisciplinary. Carries credit in either Anthropology or Political Science.

Behavioral Science 300. Introduction to Research Methods

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. Also includes the examination of selected statistical techniques used in designing, analyzing, and interpreting behavioral science data. Recommended: One course in anthropology or sociology. Carries credit in either Anthropology or Sociology.

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. Recommended: One course in anthropology or political science. Carries credit in either Anthropology or Political Science.

Behavioral Science 311. Small Group Dynamics

Application of principles of social psychology to the understanding of small groups; experimentation and observation in group situations. Lectures and three hours of laboratory. Recommended: One course in political science, psychology, or sociology. Carries credit in Political Science, Psychology, or Sociology.

Behavioral Science 312. Social Psychology

Group affiliation, group standards, social perception, reference groups, and other social influences on the behavior of individuals. Topics include: the self and society, attitudes and an attitude change, social perception, attraction and love, aggression and violence, and group dynamics. Lectures and discussion. Recommended: One course in psychology or sociology. Carries credit in either Psychology or Sociology.

Behavioral Science 317. Adult Socialization

Provides an overview of the social and cultural dynamics by which peoples' lives unfold during the adult life cycle. Primary emphasis is on the inner changes that occur across the life span including early adulthood, the mid-life decade, and the later years. Areas discussed include transition into adulthood, the mid-life crisis, and growing old in America. Recommended: One course in psychology or sociology. Carries credit in either Psychology or Sociology.

Behavioral Science 318. Culture and Personality

A survey of the impact of psychology on anthropological studies, focusing on the relationship between cultural processes and personality characteristics in tribal and modernizing societies. Recommended: One course in anthropology, psychology, or sociology. Carries credit in Anthropology, Psychology, or Sociology.

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. Lecture and discussion. Recommended: One course in political science or sociology. Carries credit in either Political Science or Sociology.

Behavioral Science 327. Race and Ethnic Relations

Examination of dominant and minority group relations in contemporary American society. While the emphasis is on studying the modes of interaction between peoples of differing race and ethnic backgrounds in American society, some comparisons are made with such relationships in other societies. Includes an inquiry into the extent to which unequal distribution of opportunities and resources in American society has created problems for minority groups. Recommended: One course in anthropology or sociology. Carries credit in either Anthropology or Sociology.

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. Recommended: One course in political science or psychology. Carries credit in either Political Science or Psychology.

Behavioral Science 331. Political Sociology

The cultural and social bases of politics. Political processes in organized groups and social systems. Role of minorities in politics. Selected investigations. Lectures and discussion. Recommended: One course in anthropology, political science, or sociology. Carries credit in Anthropology, Political Science, or Sociology.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

An analysis of the effects of the cultural, political, economic, and social environment of ghettos and barrios on the values, personal development, and life styles of its residents. Both sociological and social-psychological approaches to explaining the existence of ghettos and barrios and their effects on individuals and society are explored. In addition to using participant observation studies as readings, the course attempts to draw some of its data from study of current conditions in the local community and from the experiences of individual students. Recommended: One course in anthropology, psychology, or sociology. Carries credit in Anthropology, Psychology, or Sociology.

Behavioral Science 382. The Aged

An overview of the aged and the aging process in diverse social settings. The course covers biological, intellectual, sexual, and social effects of aging as well as the role of the aged within the family, community, and institutions for the aged. It compares the aged of various cultures, including those few societies around the world where elderly people have found their Shangri-la. Finally, the course considers the different ways in which the aged prepare for (or ignore) the final life process, dying. Recommended: One course in anthropology, psychology, or sociology. Carries credit in Anthropology, Psychology, or Sociology.

Behavioral Science 400. Data Processing in the Behavioral Sciences

The course familiarizes 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 is modularized so that those who already have certain knowledge may skip those modules. Although extensive math is not required (the course does not focus primarily on programming), some background in statistics and methodology is expected. Carries credit in Anthropology, Economics, Political Science, Psychology, or Sociology.

Behavioral Science 430. 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. Prerequisite: One course in anthropology, psychology, or sociology, *or* English 415. Carries credit in Anthropology, Psychology, or Sociology.

Behavioral Science 435. Family and Kin Around the World

An introduction to alternate family style and kin networks in non-Western and Western societies. Primary attention given to exploring the relationships between types of domestic groups and their cultural context. Recommend:ed: One course in anthropology or sociology. Carries credit in either Anthropology or Sociology.

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. Recommended: One course in anthropology or political science. Carries credit in either Anthropology or Political Science.

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

An examination of the major techniques used for quantitative analysis in contemporary behavioral science, including basic tests of significance, measures of association, measurement, factor analysis, analysis of variance, nonparametric statistics, and techniques of data compilation and analysis. Students in the M.S. in Psychology program will be required to cover advanced analysis of variance in place of measurement section of this course. Prerequisite: A college-level course in statistics. Carries credit in Anthropology, Economics, Political Science, Psychology, or Sociology.

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences

An examination in depth of the philosophical and methodological bases of the behavioral sciences as empirically grounded sciences. Carries credit in Anthropology, Economics, Political Science, or Sociology, although not applicable toward requirements for the major.

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 *and* consent of instructor. Carries credit in either Psychology or Sociology.

Behavioral Science 540. Social Organization

Studies and theories of social organization. Includes analyses of large-scale organization in relation to participating individuals, within the context of social change. Carries credit in either Anthropology or Sociology, although not applicable toward requirements for the major.

Behavioral Science 695. Master's Thesis in Behavioral Science (5–9)

Behavioral 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 interest; regular meetings to be arranged with professor.

Geography 201. World Natural Environments

Systematic study of the natural environments of the world and the elements and processes that create them. Development of basic skills in the use of globes, maps, atlases, aerial and other photographs, graphs, and tables, and problem solving and the scientific method.

Geography 203. Cultural Geography of the World's Regions

Study of the cultural regions and selected countries and peoples of the world. Comparison of human patterns, institutions, and demographic factors underlying the use of the natural environment and resources bases. Development of basic skills in the use of globes, maps, atlases, aerial and other photographs, graphs, and tables in problem solving. Recommended: one course in physical geography.

Geography 477. Special Topics in Geography (1–5)

Topics and prerequisites to be announced. May be repeated for different topics.

Humanities 320. The Social History of Ideas I

The leading ideas in forming the cultural life of classical (Greco-Roman) and medieval (Christian) civilization are studied in relation to one another and to their social (political-economic) setting. The primary data of this study consist in representative philosophical, scientific, religious, artistic, and literary works of the successive stages of these civilizations and in representative historical works in the social history of ideas. Carries credit in either History or Philosophy.

Humanities 321. The Social History of Ideas II

The leading ideas in forming the cultural life of European civilization from the birth of modern science to the present are studied in relation to one another and to their social (political-economic) setting. The primary data of this study consist in representative philosophical, scientific, religious, and literary works of the successive stages of this civilization and in representative historical works in the social history of ideas. Carries credit in either History or Philosophy.

Humanities 363. Philosophy and Religion in Literature

An examination of such major ideas as love, freedom, selfhood, loneliness, man as moral being, man with or without God, which are found in the literary works of such writers as Plato, Augustine, Dante, Goethe, Kafka, Hesse, Dostoevsky, T. S. Eliot, and Sartre. Carries credit in either Philosophy or Religious Studies. May be used for elective credit or minor credit in English, but not for credit toward the English major.

Humanities 374. History of Christian Thought I

An examination of the theological and philosophical issues involved in the development of Christian thought from its beginnings to the fourteenth century. Special attention will be given to the evolution of Christian dogmas such as the Trinity and the dogma of Christ in their historical context. The ideas of some of the following will be analyzed: Irenaeus, Tertullian, Origen, Augustine, Anselm, Abelard, Thomas Aquinas, and Duns Scotus. Carries credit in Religious Studies.

Humanities 375. History of Christian Thought II

Beginning with the disintegration of scholastic theology and the rise of the *via moderna,* we will examine the evolution of Christian thought through the eighteenth century. Attention will be paid to the roots of the Protestant reformation, the theology of Luther, Calvin, and other reformers. The development of the Roman Catholic reformation, Protestant scholasticism and pietism, deism and the impact of the Enlightenment on Christian thought will be analyzed. Carries credit in Religious Studies.

Humanities 376. History of Christian Thought III

The story of the impact of the "acids of modernity" on Christian thinking will be studied beginning with the rise of romanticism and ending with the contemporary situation. Among the thinkers analyzed are Schleiermarcher, Hegel, Nietzsche, Kierkegaard, Barth, Bultmann, Tillich and the Niebuhrs. Special attention will be paid to the Darwinian controversy, the rise of biblical criticism, the rise of fundamentalism, the liberal/conservative controversies, neo-orthodoxy, Christian existentialism, secular theology and liberation theology. Carries credit in Religious Studies.

Humanities 377 (formerly Humanities 376). Philosophy of History

The course covers both critical and speculative philosophy of history. It deals with such topics as historical fact, explanation, and law; historical objectivity; and causal judgments in history. It also examines philosophies of history such as those of Hegel, Marx, and Toynbee. Carries credit in Philosophy.

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 are considered with reference to archaeological remains, Biblical traditions, and the records of Israel's neighbors.

Humanities 395. Comparative Literature: Mirror of Western Civilization

A course with variable emphasis expressly designed to give students an understanding of the contributions to Western Civilization made by the peoples of Europe, in terms of philosophical thought, literature, and fine arts. These contributions are mirrored in the various national literatures, and constitute the key to language, culture, customs, and fine arts of the European peoples. The course may treat a genre, a motif, or an aspect either as it originates in a given country and is reflected in other countries in all its guises, or examine a genre, a concept, or an idea as it is given expression almost simultaneously in the European world. May be repeated for different course content. May carry credit in English, French, or Spanish. Prerequisite for English credit: English 101 or the equivalent. Approval of the chair of the Foreign Language Department is needed for credit in French or Spanish. To receive credit in the major or minor field, students are expected to do the readings in their target language. Possible topics to be covered are:

Don 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 Commedia*
Twenty-Century Spanish Novel in Translation
The Theories of Love in the *Medioevo: El libro de buen amor, La Celestina* in conflict with Dante's and Cervantes' theories of love
French Poetry: Sight and Sound
Women in European Literature
The Modern French Novel

The Picaresque Novel in Spain, France, England
The Don Juan Theme in Literature, Theatre, and Music
The Mystic Poets of Spain and Germany: From Lulio, Eckhart, St. John of the Cross, and Saint Theresa of Avila to and including Rilke

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. Carries credit in either English or Fine Arts. Prerequisite for English credit: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent. Prior approval of the department needed for credit in Fine Arts.

IN ST 101. An Examination of Models of Human Social Behavior

An examination of various models used to explain human social behavior. The differences between scientific and non-scientific, natural and nurtural, and religious and non-religious models are examined. The logical implications and underlying assumptions of these models are discussed. Carries credit in either Anthropology or sociology, but does not count as an introductory course.

IN ST 104. Human Sexuality

The course looks at the development of the physical bases and changes in sexuality and sexual behavior at various ages, examining the psychological variables and the societal views, attitudes, problems, and dilemmas which influence this development.

IN ST 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. Subjects for discussion and lecture include women in art, music, law, literature, psychology, sociology, religion, and various other areas of interest. Students of both sexes are welcome to participate.

IN ST 207. Perspectives on Blacks in American Society

An interdisciplinary analysis focusing on the role of Black men and women in contemporary American society. Subjects for discussion and lecture include the degree to which Black people are involved in and influence such diverse areas as business, politics, religion, the arts, law, poverty and affluence, and the future of Black people in America.

IN ST 212. Plagues and People: A Biohistorical Examination of Mankind and Disease

This course analyzes the relationship between pestilence and population, between man's historical achievements and his biological weaknesses, and between history's most dramatic episodes and biology's most significant contributions. Carries credit in History.

IN ST 219. Art: Society and Man

An experiential study of man and his relationships to art and society. These relationships are studied through personal contact in cultural events, art exhibits, and museum trips, and the students' academic involvement.

IN ST 232. Cosmology Through Astronomy

Fifty centuries of efforts to understand the composition and behavior of the extraterrestrial universe are examined by means of selected case studies of prevailing astronomical observations and models. The central theme is based on temporal developments in astronomy, and emphasis is placed upon the impact of astronomy on the religious, literary, and philosophical thinking of the times. Beginning with the most rudimentary solar, lunar, and stellar observations of the shepherd or the cave-dweller and the influence of these observations on art and thought, refinements in perceptions and understanding are accumulated in an historic development. Case studies span the ages from the mysteries of ancient megalithic structures such as Stonehenge to current problems associated with extraterrestrial life and black holes.

IN ST 310. Criminal Law

An examination of the general doctrines of criminal liability in the United States and the classification of crimes as against persons and property and the public welfare, with special emphasis on the definition of crime and the nature of acceptable evidence in the state of California. The course includes a study of prosecution and defense decision making in the criminal law process. Carries credit in either Criminal Justice or Political Science.

IN ST 311. Psychology of Religion

A study of the psychological dimension of religion, Western and Eastern. Attention given to various psychological theories of religion, including those of Freud, Jung, and James. Such topics as religious experiences, meditation, psychic phenomena, and the role of religion in personality development are studied. Carries credit in either Psychology or Religious Studies.

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, are examined. Such topics as religion and social change, the social aspects of religious experience, and religious institutionalization are studied, with particular attention to the function of religion in contemporary secular societies. Lecture and discussion. Carries credit in either Religious Studies or Sociology.

IN ST 319. Anthropology of Religion

Theoretical and substantive analysis of religious ideology and ritual, emphasizing comparative study from selected non-Western societies. Carries credit in either Anthropology or Religious Studies.

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, utility. Lecture and discussion. Carries credit in either Philosophy or Political Science.

IN ST 353. Understanding Science: Achievements and Limitations

Through historical study, philosophical analysis, and laboratory experience, the student is acquainted with the methodological tools of science as well as concepts—both historical and modern—of matter in its many forms and interactions, and of energy and its transformations. The relationship of science to technology and current issues concerning human values which are raised by science and technology are also examined. Carries credit in Philosophy.

IN ST 362. Psychotechnology and Human Values

The scientific and philosophical-humanistic implications of psychotechnology are explored. Topics include electrical stimulation of the brain, psychosurgery, artificial intelligence, man-machine systems, behavior change technology, and biochemical analysis/treatment of psychological disorders. Carries credit in either Philosophy or Psychology.

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 focuses on readings and cases pertaining to local and state administration, although issues involving the federal level are discussed where appropriate. Carries credit in Public Administration or Political Science.

IN ST 377. Special Topics (1–5)

Usable toward concentrations in more than one school.

IN ST 415. Infant Stimulation and Development

Interdisciplinary focus on growth and development from conception through the first two years of life. Special emphasis is given to contemporary research in physiological and motor development, socio-emotional development, cognitive development, health and nutrition, child rearing practices and infant stimulation. Cultural and ethnic influences are also considered. Lecture and discussion. Prerequisite: Psychology 100 or permission of instructor. Carries credit in Child Development or Education.

IN ST 463. Socio-Cultural Aspects of International Business

Analysis of selected societies, focusing on the ways in which socio-cultural and economic factors help shape and constrain business operations and organizations. Case studies are drawn from the Middle East, Africa, Asia, and Latin America. Carries credit in either Anthropology or Business Administration.

IN ST 477. Special Topics (1–5)

Usable toward concentrations in more than one school.

IN ST 486. Educational Anthropology

A study of American education from a cultural perspective. The application of anthropological theories and methodologies to the study of education. Carries credit in either Anthropology or Education.

IN ST 496. Internship in Gerontology

Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

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. Carries credit in either Business Administration or Economics.

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

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

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

Science 101. Principles of Physical Sciences

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

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

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 mature, serious, and highly qualified students seeking understanding of the relation of their 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 Arts and Sciences.

Science 314. Science for Elementary School Teachers

Development and experience with scientific processes common to the physical and biological sciences. Emphasis on subject matter appropriate for the application of science processes to science teaching. Laboratory activities focus on the inquiry approach, using equipment and materials from NSF curriculum designs. May not be used for science major and cognate requirements. Three lecture-discussions and two three-hour laboratories. Prerequisite: Science 101, 102, or 103.

Science 477. Special Topics in Science (1–5)

Special Topics and prerequisites to be announced. May be repeated for different topics.

BIOLOGY DEPARTMENT

Chair: D. H. Ost
Faculty: F. D. Blume, D. S. Hinds, J. C. Horton, B. E. Michals, L. M. Moe, T. D. Murphy, E. A. Weinheimer

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. Students are encouraged to select the courses best suited to their interests. Possible areas of study in addition to the concentration in Agricultural Biology and the concentration in Environmental Studies (see page 99) include pre-professional biology (e.g. pre-medical, pre-dental) and preparation for teaching.

REQUIREMENTS FOR THE MAJOR

Requirements for the Bachelor of Science degree in Biology are:

1. A minimum of 55 units of lower and upper division * course work in biology:
   a. Biology 210, 211, 212, 301, 304, and 490
   b. One five-unit course selected from Biology 302, 303, 353, and 362 or the combination of 370 and 371
   c. One five-unit course selected from 311, 321, 322, and 351
   d. One five-unit course selected from 410, 411, and 412
   e. At least ten units of additional upper division course work.
2. Five units of computer science
3. At least twenty units in appropriate cognate areas, subject to the approval of the advisor.

REQUIREMENTS FOR THE MAJOR WITH A CONCENTRATION IN AGRICULTURAL BIOLOGY

A. Biology 210; 211, 212; 301; 304; 321 and 362 *or* 322 and 353; three five-unit courses, with appropriate focus, numbered 410, 411, and 412; and 490
B. Chemistry 201, 202, 203
C. Five units of computer science
D. Business Administration 322, 340, Economics 367
E. An internship in field work experience is recommended.

REQUIREMENTS FOR THE MINOR

Although no minors are required for the B.S. degree, a minor in Biology is available, consisting of twenty units in Biology (ten of which must be upper division) approved by the Department of Biology.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Biology has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Life Science has been approved for a CSB graduate with an *approved* major in Biology. In addition, the student must be admitted to and must complete the Single Subject Credential program.

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

* Up to three upper division courses from outside of the department may be substituted, with approval of the advisor.

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 and have a laboratory component.

Lower Division Courses

Biology 100. Perspectives in Biology

Issues of modern biology; relevance of selected biologic concepts to society; investigative laboratory projects; four lectures and one three-hour laboratory.

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 110. Natural History of Plants and Animals

Characteristics, classification, and natural histories, including reproduction, habitat preference, and ecological tolerance, of the major groups of California plants and animals. Students study local plants and animals to learn techniques of observation, collection, preservation, and maintenance of living specimens. Four lecture-discussions and one three-hour laboratory.

Biology 203. Principles of Ecology

Basic relationships of populations of plants and animals to each other and to their physical environment. Topics include limiting factors, population dynamics, and evolutionary processes, including food chains, energy flow, and bio-geochemical cycles. Four lecture-discussions and one three-hour laboratories.

Biology 210. Principles of Animal Biology

Study of function, form and diversity of animals. Emphasis placed on the solutions to problems of survival and reproduction and the evolutionary relationships among various animal groups. Three lecture-discussions and two three-hour laboratories.

Biology 211. Principles of Plant Biology

Fundamentals of plant structure, function and diversity. Emphasis placed on ecological relationships and seed plants. Three lecture-discussions and two three-hour laboratories.

Biology 212. Principles of Cellular Biology

Study of cell structure and function. Emphasis on molecular aspects. Three lecture-discussions and two three-hour laboratories. Prerequisite: Chemistry 201.

Biology 250. 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, muscular, nervous, circulatory, respiratory, digestive, excretory, reproductive and endocrine systems. Three lecture-discussions and two three-hour laboratories.

Biology 255. Human Physiology

A study of the functions of major body systems with emphasis on mechanics, control and integration. The course includes discussion of the nervous, muscle, circulatory, respiratory, urinary, reproductive, gastrointestinal and endocrine systems. Five hours of lectures per week.

Biology 256. Laboratory in Human Physiology (1)

Laboratory investigations into the functions of major systems of the human body. Experiments dealing with the physiology of muscles, the circulatory and respiratory systems, metabolism and body fluids are included. One three-hour laboratory per week. Corequisite: Biology 255.

Biology 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division Courses

Students taking *upper division courses* will have the option of taking a course for five units using the instructor-designated behavioral objectives (i.e. 302.001) or to select within a course topic an area of interest and develop their own behavioral objectives (i.e. 302.002). 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 302.001 and 302.002 for a total of ten units, but only five units will count toward the major requirements.

Each upper division course meets for two lecture-discussions and three three-hour laboratories, unless otherwise designated.

Biology 301. Design of Biologic Investigations

Study of basic experimental design used in biologic research, as illustrated in present-day literature. Student development of experimental designs of selected research projects, including measurements required, quantitative analysis, and interpretation of data. Special emphasis is placed upon the written presentation of the investigation. Prerequisites: Biol 210 and 211, Engl 110, Math 104 or level B mathematics placement test score; recommended: Math 140.

Biology 302. Concepts of Cell Physiology

A molecular approach to cell physiology covering bioenergetics, regulation of cell activity and cell specialization. Recommended: Biol 210 or 211, and 212, Chem 203.

Biology 303. Concepts of Developmental Biology

Development and growth of plants and animals at the cellular and organismic level. Embryogenesis of organisms from fertilization to the establishment of organ systems. Recommended: Biol 210 or 211, and 212.

Biology 304. Concepts of Genetics

Physical and chemical bases of inheritance in organisms at the cellular and population levels. Prerequisites: Biol 210 or 211, and 212.

Biology 311. Microbiology

Physiochemical organization and function of microorganisms including bacteria, viruses, and fungi; concepts of environmental applied and pathogenic microbiology are considered. Three lecture-discussions and two laboratories. Recommended: Biol 212, Chem 150 or 202.

Biology 314. Medical Microbiology

The isolation and identification procedures, and the clinical significance of medically important microorganisms (mainly bacteria) will be emphasized. The key points of these organisms' epidemiology, and pathogenic mechanisms will be discussed. The development of laboratory skills by the student concerning the isolation and identification of medically important bacteria will be emphasized in laboratory. Three lecture-discussions, two three-hour laboratories. Prerequisite: Biology 311.

Biology 321. Vascular Plant Diversity

Phylogeny and classification of ferns, conifers, and flowering plants. Historical and ecological factors influencing development of Western flora. Laboratory and field work illustrating taxonomic principles and methods. Collection and identification of local plants. Prerequisite: Biol 203 or 211.

Biology 322. Structure and Diversity of Animals

Comparative and functional anatomy of animals, with emphasis on the relationship between structure and environmental conditions. Evolutionary relationships of major phyla and identification of local species. Recommended: Biol 210.

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. Recommended: Biol 210.

Biology 353. Comparative Physiology of Animals

Investigations into the comparative physiological responses of animals to a variety of environments. Description, analysis, and measurement of whole animal physiology related to survival. Although emphasis is on vertebrates, the invertebrates are discussed to illustrate the diversity of functional adaptation. Prerequisites: Biol 210 or 211, and 212.

Biology 355. Human Pathophysiology

A study of human physiology with emphasis on the mechanisms of disease. Lecture topics include physical responses to injury, disturbances of homeostasis in major body systems, and both physical and chemical stressors. Five hours of lecture per week. Prerequisite: Biology 212, 255 or equivalent.

Biology 362. Plant Physiology

Structure, function, and physiological mechanisms of vascular plants. Topics include water relationships in plants, photosynthesis respirations, hormones and growth regulators. Prerequisites: Biol 211 and 212.

Biology 370. Nutrition (3)

The study of the basic principles of nutrition and the role of nutrition in growth, development, and disease. Current topics, such as food fads and fallacies, food additives, and ethnic, regional, and religious influences on food habits, also included. Three lecture-discussions. Prerequisite: Biol 212 or 255.

Biology 371. Problems in Nutrition (2)

The study of nutritional imbalances as they affect development, growth, and disease, with special emphasis on the child from birth to adolescence. Two lecture-discussions. Corequisite: Biol 370.

Biology 377. Special Topics in Biology (1–5)

Studies of topics of current interest in biology. May be repeated for different topics. Not restricted to Biology majors.

Upper Division Elective Courses

Biology 410. Analysis of Biologic Problems (1–5)

Emphasis is placed on developing methods of analysis in various areas of biologic problems. Techniques of measurement and description of variables, their interaction and relative value, and assessment of the interaction between organisms and their environment. Field and laboratory investigations, including computer-assisted methods. May be repeated for different topics, such as Advanced Ecology, Agricultural Biology, Renewable Resources, Microbial Ecology. Prerequisite: Biol 301; recommended: Math 210.

Biology 411. Application of Biologic Principles to Contemporary Problems (1–5)

Definition and study of contemporary problems and application of biologic principles to their solutions; determination of their benefits, costs, and consequences. May be repeated for different topics, such as Agricultural Pest Management, Microbial Biology, and Economic Botany. Prerequisites: Biol 210 and 211.

Biology 412. Modeling of Biologic Systems

Investigations into the formulation, development, use, and testing of models describing biologic phenomena. Modeling will include computer and non-computer techniques to obtain more realistic explanations of the problems. Prerequisites: Biol 301, Math 210.

Biology 477. Special Topics in Biologic Science (1–5)

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 (1–5)

Independent research: the student formulates a problem and research design in consultation with the faculty, conducts the investigation, compiles and analyzes the data, and presents the findings in written form. Although repeatable, a maximum of five units may be applied towards the major. Open to Biology majors and minors only.

Biology 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Biology 490. Senior Seminar

Integration of principles and concepts of biology, with emphasis on evolutionary mechanisms. Five discussions. Open to senior Biology majors and minors only.

Biology 496. Internship in Biology (1-5)

Internships may be arranged by the department with varous agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

Biology 497. Cooperative Education

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Graduate Courses

Biology 577. Advanced Topics in Biologic Science (1–5)

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Biology.

Biology 580. Advanced Research Participation (1–5)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) May be repeated. Prerequisite: Consent of instructor.

CHEMISTRY DEPARTMENT

Chair: M. L. Dutton
Faculty: K. Cohn, F. T. Fang, M. J. Gilleland

Modern chemistry occupies a central position among the sciences. The goal of chemical science is to discover the fundamental regularities by which matter in its multitude of aggregations interacts with energy in its many forms. Mathematical models and physical principles are utilized in the interpretation of chemical concepts. The organization of chemical knowledge leads to an understanding of natural phenomena in the real world of earth and life sciences.

The departmental academic program is 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.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY

The Bachelor of Science degree in Chemistry requires twelve courses in chemistry, including the following (or the equivalent):

A. Chemistry 201, 202, 203, and 210
B. Three 300-level courses in chemistry
C. Chemistry 480, Research Participation, *or* Chemistry 496, Internship in Chemistry (5 units)
   Chemistry 490. Senior Seminar
D. Three additional upper division courses in chemistry (up to three upper division courses in related disciplines may be substituted, with approval of academic advisor)
E. Cognate areas:
   Math 140 and 210, and prerequisites for individual courses

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY WITH A CONCENTRATION IN BIOCHEMISTRY

A. The following twelve courses in chemistry (or the equivalent): Chemistry 201, 202, 203, 210, 302, 303, 311, 312, 313, 412, 480 *or* 496 (5 units), 490
B. Four of the following courses in biology: Biology 210, 211, 302, 311, 353, or 355
C. Cognate areas:
   Math 140, 201, 202, 203, 210
   Physics 201, 202, 203

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.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY CERTIFIED BY THE AMERICAN CHEMICAL SOCIETY

A. The following eleven courses in chemistry (or the equivalent): Chemistry 201, 202, 203, 210, 301, 302, 303, 311, 312, 480 *or* 496 (5 units), 490
B. Chemistry 313 or 423
C. Cognate areas:
   Math 140, 201, 202, 203, 210
   Physics 201, 202, 203

REQUIREMENTS FOR THE MINOR

Although no minor is required for the B.S. degree, a minor in Chemistry is available, consisting of 20 units, 10 of which must be in upper division courses.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Chemistry has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for both Physical Science and Life Science has been approved for a CSB graduate with an *approved* major in Chemistry. In addition, the student must be admitted to and must complete the Single Subject Credential program.

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

A course in general chemistry with emphasis on molecular structure and reactivity of organic compounds, with special applications to health and life sciences. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Chem 150 or 202.

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 (1–5)

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Chemistry 289. Experiential Prior Learning (1–5)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division Core Courses

All upper division courses 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 investigaton 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 202 and 203.

Chemistry 321. Concepts of Environmental Chemistry

Chemical processes occurring in air, soil, and water, and the effects of foreign substances on these processes. Laboratory investigation includes chemical analyses of authentic environmental samples. Prerequisite: Chem 202.

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.

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.

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.

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.

Chemistry 477. Special Topics in Chemical Science (1–5)

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 489. Experiential Prior Learning (1–5)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Chemistry 496. Internship in Chemistry (1–5)

Students are assigned to various industries, institutions, or agencies and work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and projects where appropriate. (Arrangements should be made one quarter in advance with the department.) Course may be repeated twice with permission of instructor and department chair. Normally a maximum of six units may be used for major department credit. Units in excess of five may be used for upper division elective credit. Offered on a credit, no-credit basis only.

Chemistry 497. Cooperative Education (0–5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Required Senior 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.

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.

CRIMINOLOGY DEPARTMENT

Chair: J. Webster

(See Criminal Justice interdisciplinary major, p. 90)

ECONOMICS DEPARTMENT

Chair: R. A. Bilas
Faculty: M. O. Evans, F. Falero, D. Oswald

The study of economics leads to an understanding of contemporary social and business problems. Many of the courses involve students in original research and assume, at the very least, minimal quantitative skills. Most of the courses 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 an option including 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 96 for details.

REQUIREMENTS FOR THE MAJOR

Requirements for the Bachelor of Arts in Economics are:

A. Lower Division Requirements
   1. One introductory course in economics (Economics 100, 101, or 102).
   2. BA 201. Introduction to Financial Accounting.
   3. Mathematics 120. Introduction to Quantitative Methods in Business.
   4. Mathematics 140. Elementary Statistics.
   5. One introductory course in computer science or programming (e.g., Mathematics 109, 111, or 210).

B. Upper Division Core Requirements
   1. BA 381. Financial Management.
   2. Economics 301. Intermediate Microeconomics.
   3. Economics 302. Intermediate Macroeconomics.
   4. Economics 350. Economics Philosophy and Political Economy.
   5. Economics 412. International Economics.
   6. Economics 460. Introduction to Econometrics and Forecasting.
   7. Economics 490. Senior Seminar in Economics.

C. Elective Requirement

   Two (2) additional courses, at least one upper division, chosen from BA 382 (Money and Capital Markets) or any economics courses except Economics 467 (Selected Topics in Economic Education).

D. Minor or Augmented Major
   1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline.
   2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
   3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," pp. 98–102).

REQUIREMENTS FOR THE MINOR IN ECONOMICS

Four courses totaling 20 quarter units in Economics, at least three of which must be upper division, with a grade of "C" or better.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Economics has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Social Sciences has been approved for a CSB graduate in Economics. In addition, the student must be admitted to and must complete the Single-Subject Credential program.

COURSES

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

Lower Division

Economics 100. The Economic Way of Thinking

Introduction to economic analysis, economic philosophy, and the application of economic analysis to policy problems. In-depth investigation into selected problems as determined by current events.

Economics 101. Essentials of Economic Theory: Micro-Economics

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

Economics 102. Essentials of Economic Theory: Macro-Economics

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

Economics 277. A Survey of Contemporary Economic Problems (1–5)

An overview of several contemporary problems such as pollution, tax reform, welfare reform, inflation. Subjects 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.

Economics 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

Economics 301. Intermediate Microeconomics

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. Intermediate Macroeconomics

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 350. Economic Philosophy and Political Economy

Introduction to the economic perspective and economic goals clarification. Comparison of competing economic world views and examination of major economists (e.g., Smith, Marx, Keynes) in their historical context. Case studies of contemporary issues included. Prerequisite: At least junior class standing or permission of instructor.

Economics 367. Agricultural Economics

This course examines agricultural policy from an economic perspective. The following topies are covered: agri-business structure, production and marketing, agricultural financial institutions, government policies, consumerism, and the world food problem. Prerequisite: one course in economics or permission of instructor.

Economics 377. Contemporary Economic Issues (1–5)

An in-depth study of various social and economic issues of current interest, such as inflation, unemployment, welfare reform, and the environment. Lectures and discussions. May be repeated for different course content. Prerequisite: Permission of the instructor.

Behavioral Science 400. Data Processing in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses," p. 104.)

Economics 412. 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 425. 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. Prerequisite: One course in economics or permission of instructor.

Economics 445. Public Policy Evaluation

Topics to be covered include project evaluation and cost-benefit analysis, cost-effectiveness analysis, measurement of externalities, economic-demographic impact and forecasting models, tax revenues and tax revenue forecasts, and program-specific demand and expenditure models. A major portion of class time will be devoted to examining actual case studies. Prerequisite: One course in microeconomic theory or permission of instructor.

Economics 460. Introduction to Econometrics and Forecasting

An introduction into the estimation techniques used in economic theory to arrive at testable models which explain economic reality and provide the basis for a forecasting process. Selected investigations using computer software packages. Prerequisites: Mathematics 120 and 140 or their equivalent.

Economics 461. 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 467. Selected Topics in Economic Education (1–5)

Selected economic concepts and their relevance to the education curriculum. Potential topics include U.S. History, World History, American Government, Literature, Consumer Education, and Elementary School Social Studies. This course may not be used to satisfy requirements for an Economics major. Prerequisite: At least junior standing or permission of instructor.

Economics 477. Selected Topics in Economics (1–5)

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 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

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 496. Internship in Economics (1–5)

Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, and the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

Economics 497. Cooperative Education

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Economics 499. Individual Study (1–5)

Consent of department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses," 104.)

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 the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses," p. 105. Not applicable toward requirements for the major.)

IN ST 661. Managerial Economics

(For course description, see listing under "Interdisciplinary Courses", p. 109.)

Behavioral Science 695. Master's Thesis in Behavioral Science (5–9)

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.

ENGLISH AND COMMUNICATIONS DEPARTMENT

Chair: D. C. Green
Faculty: P. Bozek, G. W. Byrd, M. P. Cartwright, B. Epperson, K. Flachmann, M. Flachmann, M. W. M. Iyasere, S. O. Iyasere, V. K. Lasseter, A. W. Passel, R. Simard, D. G. Spencer, J. B. Spencer, R. E. Stockton, S. M. Weiss.

Study in the Department of English and Communications leads to an understanding of the nature of English and American literature and of the English language, its aesthetic and functional properties, its uses, and the methods by which impressions and ideas are articulated and communicated from one person to another.

The curriculum is divided into two degree programs: Bachelor of Arts in English or Bachelor of Arts in Communications. The B.A. in English emphasizes study of the nature of the English language, the English and American literary traditions, creative writing, and critical approaches to literature. The B.A. in Communications presents a combination of theoretical knowledge and analytical skill oriented to the recognition and solution of communication problems as they occur in their various forms and within diverse contexts and media; students have the opportunity to apply what they have learned in related activity and production courses as well as internships; they may concentrate their study in one of three areas of emphasis (Print Media; Speech Communication; Radio-Television-Film), with a requirement for general familiarity in the other two areas. The general emphasis of both degree programs is upon breadth and flexibility in preparation for a diversity of career opportunities.

The department also offers a minor in English, a minor in Communications and, in cooperation with the Fine Arts Department, an interdisciplinary Speech and Theatre minor.

REQUIREMENTS FOR THE MAJOR IN ENGLISH

Prerequisite: One course from the 203, 204, 205 series or its equivalent.
Requirements:

A. English 300. Approaches to Literature
B. A minimum of six courses from the department's offerings in language and literature distributed as follows:
   I. At least one course from each of the following groups:
      a. Early literary periods: 450–1798 (e.g., 320, 330, 340).
      b. Later literary periods: 1798–present (e.g., 350, 351, 360, 361, 380, 381).
      c. Genres (e.g., 367, 475).
      d. Major figures and groups (e.g., 325, 335, 336, 337, 375).
   II. At least one course from any group below:
      a. Background courses (e.g., 391, 393).
      b. Theme courses (e.g., 477, Hum. 479).
      c. Language (e.g., 318, 319, 415).
   III. At least one other course from the courses listed in I or II above or one course from these special electives: 373, 402, 403, 404, 469.
C. English 490. Senior Seminar
D. One of the three options listed below:
   1. An augmented major consisting of at least 20 quarter units, approved by the student's advisor, 15 of which must be upper division, taken outside the major discipline.
   2. A minor consisting of at least 20 quarter units.
   3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," pp. 98–102).

REQUIREMENTS FOR THE MINOR IN ENGLISH LITERATURE

The minimum requirements for a minor in English Literature are: Four courses totaling 20 quarter units, at the 200 level or above, at least three of which must be upper division. Lists of appropriate courses are available in the department office.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in English has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for English has been approved for a CSB graduate with an *approved* major in English. In addition, the student must be admitted to and must complete the Single Subject Credential program.

POST-BACCALAUREATE CERTIFICATE IN WRITING

Certifies the completion of specialized training in writing by those who hold a B.A. degree or an M.A. degree, whether or not they are involved in a graduate degree program. Candidates for this certificate must successfully complete three specific graduate writing courses, English 504, 505, and 506, and one other writing course at 400 or 500 level offered by the English and Communication Studies Department.

MASTER OF ARTS IN ENGLISH

The Degree Program

The M.A. degree program in English provides the following: (1) well-balanced programs in literature, literary criticism, and writing for those who wish to end their studies at the master's level and whose primary aim is to teach in a secondary school or community college or to enter a career or profession outside of teaching; (2) advanced training for in-service teachers in this area who wish to improve their professional skills and status; (3) graduate courses for those who wish to continue towards the Ph.D. degree at another institution; (4) continuing education for those who wish to extend their knowledge as an end in itself.

Basic Pattern for the Master of Arts in English with an Emphasis on Literature or on Writing

The M.A. in English seeks to accomplish the above objectives through: (1) a carefully planned and integrated core of courses which insures a basic foundation of professional skills; (2) some uniform degree of coverage of English and American literature or of literature and language; (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 with literature and language; (5) flexibility in type of courses to aid students in their teaching, scholarship, or professional lives.

Description of the Basic Pattern

For an emphasis on literature, the basic pattern includes nine courses of five units each, plus English 690 and English 691, chosen in consultation with advisor and distributed as follows:

1. Methods of Scholarly Research (English 500)
2. Criticism (English 570)
3. Theories of Grammar (English 515) *or* History of the English Language (English 518)
4. American Literature to the Civil War
5. American Literature after the Civil War
6. English Literature, 450–1500
7. English Literature, 1500–1798
8. English Literature, 1798–Present
9. Elective
10. Comprehensive Examination [English 690 (3)]
11. Master's Paper [English 691 (3)]

For an emphasis on writing, the basic pattern includes nine courses of five units each, plus English 690 and English 691, chosen in consultation with advisor and distributed as follows:

1. Methods of Scholarly Research (English 500)
2. Criticism (English 570)

3. Theories of Grammar (English 515) *or* History of the English Language (English 518)
4. Rhetorical and Linguistic Approaches to Writing (English 504)
5. Proficiency in Writing (English 505)
6. Problems in the Instruction of Composition Skills (English 506)
7. American Literature (one course)
8. English Literature (one course)
9. Elective
10. Comprehensive Examination [English 690 (3)]
11. Master's Paper [English 691 (3)]

NOTE: a) Students are strongly advised to take English 500, Methods of Scholarly Research, in their first quarter of graduate studies. b) Two courses must be completed from at least two professors before the student requests advancement to classified status. Students should request advancement to classified status as soon as possible after completing their second course. c) At least a 3.0 average must be maintained in the program.

ADMISSION TO THE PROGRAM

(See Post-Baccalaureate Admission Requirements, p. 74.)

Persons seeking an M.A. in English must first apply to the office of Admissions and 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 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 AND CLASSIFIED STANDING

To be considered for "conditionally classified" status, a post-baccalaureate student must present all his/her college transcripts for evaluation by the English Department Graduate Committee.

To be considered for "classified" status, post-baccalaureate student must:

(a) complete two graduate courses with at least a 3.0 average from two different professors, and
(b) request such advancement by notifying the chair of the Graduate Studies Committee who will present the student's request to the Graduate Committee.

Completion of the Master of Arts Degree

1) After advancement to **classified** standing, the student must successfully complete all courses in an approved program with at least a 3.0 average.
2) The student must successfully complete English 690 and 691.

COURSES

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

Lower Division

English 51. Basic Verbal Skills

Concentration on reading, writing, and critical thinking, with special attention to perceptual problems, phonics, spelling, and basic decoding skills. A combination of lecture, discussion, and workshop. Required for students whose English Placement Test scores indicate that they will benefit from special work in reading, writing, and phonics prior to enrollment in English 100. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 52. Basic Reading Skills

Designed to improve reading comprehension and speed before or while students undertake courses that involve substantial amounts of required reading. A combination of lecture, discussion, and workshop. Required for students whose English Placement Test scores indicate that they will benefit from special work in reading prior to enrollment in English 100. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 53. Basic Writing Skills

Designed to develop skills in writing, speaking, and discussing. A combination of lecture, discussion and workshops for students whose previous records or English Placement Test scores indicate that they will benefit from special work in writing prior to enrollment in English 100. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 99. Writing Workshop (1)

A combination of lectures, small group meetings, and tutoring designed to supplement English 100 and English 110. Concentration on drills and additional writing practice when necessary. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 100. English Composition

Study of essential rhetorical patterns to help students develop effective college level writing skills. Frequent exercises to review fundamentals of spelling, punctuation, grammar, and syntax. Frequent short papers in a variety of essay modes. Prerequisite: English Placement Test score of 140 or better; students scoring below 150 will be required to register concurrently in English 99 (1 unit).

English 101. Introduction to Literature: Texts and Contexts

An introduction to major literary works as they embody traditional forms and enduring themes and as they occur in social, historical, or aesthetic contexts. Includes the study of the four basic genres (poetry, fiction, drama, and non-fiction prose), specific critical approaches to literary analysis and interpretation, and the use of basic research techniques to achieve an understanding of the ideas and methods implicit in great literature.

English 110. Expository Writing

Practice in expository writing, including the college term paper. Frequent writing assignments. Prerequisite: English 100 with a grade of "C—" or better or equivalent; *or* CEEB-APT score of 3, 4, 5; CEEB Achievement Test in English with essay score of 600 or above; SAT verbal section score of 510 or above; ACT English Usage test score of 23 or above; CSUC-EEE score of "Pass" or "EPT-Exemption"; or CSUC-EPT score of 160 or better.

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, Johnson, 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 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 235. Shakespeare's World

An introduction to the world in which Shakespeare lived and wrote. Using an interdisciplinary approach which brings together English literature, theatre, and media (video-tapes of the plays), the class is designed to examine Renaissance England's historical, social, artistic, literary, theatrical, moral, and ethical milieu through a detailed study/video-viewing of five selected plays.

English 272. Reading and Writing Poetry

Contemporary poetry from 1960 to the present. Reading and studying various contemporary poets and then using the knowledge gained to develop individual poetic styles. Prerequisite: English 110 or its equivalent.

English 289. Experiential Prior Learning (Variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

English 294. Masterpieces of Western World Literature

Representative masterworks selected from six key periods of western culture (including all the major genres—poetry, drama, fiction) studied from the vantage point of both their historical context and their enduring aesthetic significance. Discussion and application of critical techniques to enlarge the student's understanding and appreciation of literature and to increase skill in interpretation.

Upper Division

English 300. Approaches to Literature

The practical application of various critical approaches to the study of poetry, fiction, and dramatic literature.

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 the behavioral and natural sciences and in Business and Public Administration. Prerequisite: English 110 or its equivalent, and upper division standing. Does not count toward the major or the minor in English.

English 310. College Composition

Comprehensive study of the techniques of effective expository writing. Emphasis on development of general prose style. Frequent writing exercises both in and out of class. Prerequisite: upper division standing and English 110 or its equivalent. Does not count toward the major or the minor.

English 318. History of the Language

The development of English phonology, morphology, syntax, spelling, and punctuation, from the Old English period to the present. Prerequisite: English 110 or its equivalent.

English 319. Structure of English

A systematic examination of Modern English phonology, morphology and syntax, regional and social dialects, and the conventions of writing. Prerequisite: English 110 or its equivalent.

English 320. Medieval 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 the equivalent, or one course from the 200 series in literature 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 the equivalent; or one course from the 200 series in literature or its equivalent.

English 330. Renaissance 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 the equivalent, or one course from the 200 series in literature or its equivalent.

English 335. Shakespeare I

Selected readings in the tragedies, comedies, histories and poems. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature 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 the equivalent, or one course from the 200 series in literature or its equivalent.

English 337. Milton

A study of the artistic development of the Renaissance epic poet, with emphasis on his major poems. Prerequisite: English 101 or its equivalent, or one course from the 200 series in literature or its equivalent.

English 340. Restoration and Eighteenth Century English Literature: 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 the equivalent, or one course from the 200 series in literature or its equivalent.

English 350. Romantic English Literature: 1798–1837

Studies in Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron. New directions in criticism. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 351. Victorian English Literature: 1837–1901

Studies in Tennyson and Browning, Meredith, the Pre-Raphaelites, Hopkins, and other major figures. Literature, criticism, and social history. Prerequisite: English 101 or the equivalent; or one course from the 200 series in literature or its equivalent.

English 360. Modern English and American Literature: 1901–1945

The literature of withdrawal and of engagement. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 361. Contemporary English and American Literature: 1945 to the Present

The literature of the post-World War II era of social and political analysis and change. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 367. Film Analysis

A study of contemporary films. Basic principles of visual and audio communication; idea development using image, movement, pace, the spoken word and other sounds, action and sound relationships. Students will attend local film theatres as part of course assignments.

English 373. Women in Literature

The presentation of woman and her role in society, as seen by important women writers of the Twentieth Century. Students of both sexes are welcome to participate. Prerequisites: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 375. Studies in a Major Author or Group

Intensive study of the works of a single major author or of a group of closely associated writers. Specific topic determined by instructor. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent. May be repeated for different course content.

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 the equivalent, or one course from the 200 series in literature or its equivalent.

English 381. American Literature from the Civil War to 1900

Whitman, Twain, Crane, Norris, Howells, Dickinson, and others. The rise of realism. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 391. Bible as Literature

Extensive readings from both the Old and New Testaments designed to prepare the student to recognize and understand Biblical allusions in later European literature, to appreciate the texts as literature, and also to show the differences between ancient Hebrew rhetoric and our own.

English 393. Classical Mythology

Homer, Virgil, and Ovid analyzed to show the development of various kinds of mythical discourse and the changing nature of "myth" itself. The recurrence of ancient myths in modern thought and literature stressed. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

Humanities 395. Comparative Literature: Mirror of Western Civilization

(For course description, see listing under "Interdisciplinary Courses", p. 106.)

English 402. Creative Writing: Poetry

Experimental writing, investigation, and discussion of poetry and the creative process, with individual and group analysis of student work. May be repeated for credit.

English 403. Creative Writing: Short Fiction

Experimental writing, investigation, and discussion of the short story and the creative process, with individual and group analysis of student work. May be repeated for credit.

English 404. Creative Writing: Plays

Experimental writing, investigation, and discussion of plays and the creative process, with individual and group analysis of student work. May be repeated for credit.

English 410. Modes of Writing

Study of and frequent exercises in the use of different modes of writing and in the techniques of modifying written communication to suit the purposes of the writer and the needs of the audience. Development of polished prose style. Prerequisite: Grade of "C—" or better in English 110 or its equivalent, and upper division standing. Does not count toward the major or minor.

English 410.900. Modes of Writing—Modularized

Study of and exercises in the use of different modes of writing and in the techniques of modifying written communication to suit the purposes of the writer and the needs of the audience. Development of polished prose style. Regularly scheduled conferences with instructor over independently prepared modules plus a limited number of class meetings. Up to three additional units may be obtained through individual study (499). Prerequisite: Grade of "B—" or better in English 110 or its equivalent, and upper division standing. This modularized version of 410 may be attempted only once. Does not count toward the major or minor.

English 415. Introduction to Linguistics

Basic concepts, theories, and issues in the study of language, with emphasis on the sound system, principles of word formation, and the semantic and syntactic patterns of English; consideration is given to the relationship between language and culture. Prerequisite: English 110 or its equivalent.

English 469. Modern African Literature

An examination of the works of contemporary African writers. Selected literary works of such authors as Chinua Achebe, Wole Soyinka, and Yambo Ouoloquem studied. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 475. Genre Studies

Studies in the novel, drama, poetry, and criticism. Specific topic to be determined by instructor. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent. May be repeated for different course content.

English 477. Studies in Literature and Society

Selected topics in literature dealing with literary response to philosophical or sociological questions. Specific topic determined by instructor. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent. May be repeated for different course content.

Humanities 479. Literature and the Other Arts

(For course description, see listing under "Interdisciplinary Courses", p. 107.)

English 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

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 497. Cooperative Education

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

English 499. Individual Study (1–5)

Special projects developed by the individual student in consultation with the designated instructor. Admission with consent of department chair.

Graduate Courses

English 500. Methods of Scholarly Research

The study of the nature and function of imaginative, expository, and argumentative writing. The resources for scholarship in composition and in literature and the problems of method in the major areas of research in English.

English 502. Advanced Creative Writing Workshop

Concentrated creative work on one mode of expression (poetry, short fiction, the novel, plays), to be designated by the instructor. Offers opportunity for advanced creative writing and for critical evaluation by instructor and other students. Course may be repeated for credit. Prerequisite: permission of the instructor.

English 504. Rhetorical and Linguistic Approaches to Writing

Theories and principles of composition with emphasis on the aspects of rhetoric and theories of grammar and linguistics basic to communication.

English 505. Proficiency in Writing

A course designed to sharpen the writing skills of the graduate student. Emphasizes adaptability to audience, organization, presentation, choice of appropriate language, patterning of forceful sentences, structuring of a unified whole, and avoidance of common weaknesses in grammar and syntax.

English 506. Problems in the Instruction of Composition Skills

Emphasis on the understanding of grammar, syntax, structure, and form, in principle, as well as of the problems in communicating effective and acceptable language usage in a classroom situation.

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. History of the English Language

Studies in the development of English phonology, morphology, and syntax from the Old English period to the present.

English 521. Introduction to Old English Language and Literature

Study of Old English phonology, morphology, and syntax, with readings in Old English prose and selected short poetry.

English 525. Chaucer

Studies in The Canterbury Tales and/or Troilus and Criseyde, and a selection of Chaucer's shorter poems.

English 533. Seventeenth Century Literature

Study of seventeenth century poetry, prose, and/or drama.

English 535. Shakespeare

Study of selected plays. Prerequisite: English 335 or consent of the instructor.

English 541. Eighteenth Century Literature

Study of eighteenth century poetry, prose, and/or drama.

English 552. Nineteenth Century Literature

Study of nineteenth century poetry, non-fiction prose, fiction, and/or drama.

English 564. Twentieth Century Poetry

Survey of major British and American poets from about 1914 to the present.

English 568. Modern British Novel

Survey of major British novelists from about 1900 to 1945.

English 570. Criticism

Problems in the application of critical methods in both literature and language studies, with emphasis on the formation and development of major trends in critical theory.

English 572. Poetry and Poetics

Study of selected poets, their works, and their poetics.

English 576. Development of the English Novel

Study of continuity and change in the structure and style of the English novel and novella.

English 582. Early American Literature

Survey of major writers from the Colonial Period to the Civil War.

English 586. Later American Literature

Survey of important writers and literary movements in American literature from the post-Civil War period to about 1930.

English 690. Comprehensive Examination (3)

A comprehensive examination (oral or written) on a reading list covering major works of English and American Literature. Readings selected in consultation with the student's graduate committee. Prerequisite: successful completion of the graduate course work.

English 691. Master's Paper (3)

A carefully designed study of a selected area/topic in literature. Emphasis placed on original insights as contributions to graduate scholarship. Prerequisites: Classified Standing and approval of topic for investigation by the student's graduate committee.

English 699. Individual Study (1–5)

Admission with consent of department chair.

REQUIREMENTS FOR THE MAJOR IN COMMUNICATIONS

Prerequisites: Students must have satisfied General Education Goals I (Writing and Reading) and II (Speaking, Listening, and Reading) before declaring a major in Communications.

A 2.0 average must be maintained in the major. The following courses are required (total of 51 units):

A. Communications 309. Theories of Communication
   Communications 315. Communication Ethics
B. Seven upper division courses from the department's offerings in communications selected in conformance with one of the following options:
   1. *Electronic Media*—20 or more units (at least 4 different courses) selected from the following "core" courses: Communications 307, 367, 378, 406, 411, 474.001, 474.003, 496*, 497*. *Plus* 10 or more units selected from the following: Communications 305 or BA 352*, Communications 306, 303 *or* 377, 316 *or* 376 *or* Behavioral Science 311*, Communications 409, 412*, 414*, 418*, 420*. *Plus* 5 or more units selected from the following: English 304, 318, 319, 415, Communications 405.
   2. *Print Media*—20 or more units (at least 4 different courses) selected from the following "core" courses: Comunications 305 *or* BA 352, Communications 306, 311, 313, 314, 414*, 418*, 420*, 496*, 497*.*Plus* 10 or more units selected from the following: Communications 303 *or* 377, 307, 316 *or* 376 *or* Behavioral Science 311*, Communications 378, 406, 409, 411, 412*. *Plus* 5 or more units selected from the following: English 304, 318, 319, 415, Communications 405.
   3. *Speech Communication*—20 or more units (at least 4 different courses) selected from the following "core" courses: Communications 303, 316 *or* 376 *or* Behavioral Science 311, Communications 377, 409, 412*, 496*, 497*. *Plus* 10 or more units selected from the following: Communications 305 *or* BA 352, Communications 306, 307, 313, 378, 406, 411, 414*, 418*, 420*. *Plus* 5 or more units selected from the following: English 304, 318, 319, 415, Communications 405.
C. Communications 490. Senior Seminar
D. One of the three options listed below:
   1. An augmented major consisting of at least 20 quarter units approved by the student's advisor, 15 of which must be upper division, taken outside the major discipline.
   2. A minor consisting of at least 20 quarter units.
   3. An interdisciplinary concentration or minor in one of the specially developed areas such as Asian Studies, Black Studies, Chicano Studies, Latin-American Studies, Social Gerontology, Women's Studies, and Speech and Theatre.

CERTIFICATE IN COMMUNICATIONS

A student completing 20 or more units within any one of the four designated areas, while completing the degree concentration, is eligible to receive a certificate recognizing the area of study.

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* Up to 5 units in internship (496, 497), 6 units in activities courses (412, 414, 418, 420), and 5 units from approved offerings outside the department may be counted toward the major.

REQUIREMENTS FOR THE MINOR IN COMMUNICATIONS

The minimum requirements for a minor in Communications are: Four courses totaling 20 quarter units, at the 200 level or above, including Communications 309 and two other upper division courses. List of appropriate courses is available in the department office. Up to six units of credit in activities courses (212/412, 214/414, 218/418, 220/420, Theatre 231/431) may be counted toward the minor.

SPEECH AND THEATRE MINOR

(For requirements, see listing under "Interdisciplinary Minors," pp. 98–102.)

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Communications has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Communications has been approved for a CSB graduate with an *approved* major in Communications. In addition, the student must be admitted to and must complete the Single Subject Credential program.

COURSES

Communications 108 (formerly English 108). Rhetorical Strategies of Communication

An introduction to practical communication problems with training in the principles involved in listening, public speaking, and advocacy.

Communications 212 (formerly English 212). Intercollegiate Forensics (2)

Participation in intercollegiate debate and individual speaking competition. Practice and theory of debate, extemporaneous speaking, persuasive speaking, oral interpretation, impromptu speaking. Four activity hours per week. Prerequisite: permission of the instructor. May be repeated for credit.

Communications 214 (formerly English 214). Newspaper Production (2)

Production of a weekly laboratory newspaper, *The Runner,* to provide practical experience in news writing and editing, proofreading, photography, advertising, layout, paste-up, circulation. Minimum of six class hours per week. May be repeated three times for credit.

Communications 218 (formerly English 218). Copy Editing (1)

Essentials of newspaper copy editing, including newswriting, proofreading, and headline writing. Includes work on material submitted for publication in the weekly laboratory paper, *The Runner.* Two activity hours per week. May be repeated three times for credit.

Communications 220 (formerly English 220). Page Layout (1)

Focus on the principles of effective page composition to determine those patterns most effective for the readers, writers, and advertisers in both tabloid and standard newspapers. Two activity hours per week. May be repeated three times for credit.

Communications 274 (formerly English 277). Studies in Communication (1–5)

Selected topics in communications. Specific formal study and course content to be determined by instructor each quarter. May be repeated for different course content.

Communications 289. Experiential Prior Learning (Variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Communications 303 (formerly English 303). Principles of Communication Criticism

Introduction to methods of assessing the effectiveness and impact of various forms of public communication. Emphasis upon the social role of public communications and the importance of critical-evaluative methods in both recognizing and shaping that role. Prerequisite: English 110 or its equivalent.

Communications 305 (formerly English 305). Public Relations

A study of public relations emphasizing mass communications, and including communications among such entities as business, education, labor, and their various audiences. Expository writing, publicity releases, photography and use of news media in two-way communication.

Communications 306 (formerly English 306). News Writing

Study of contemporary journalism techniques and their influence on the audience they serve. Exercises in the development of newspaper writing style and the operation of video display terminals. Prerequisite: English 110 or its equivalent, and upper division standing.

Communications 307 (formerly English 307). Television Production

Examination of the theories and development of the skills necessary to work with studio as well as mobile television equipment. Practice in writing, designing, producing, and editing television programs. Three lecture-discussion and four activity hours per week.

Communications 309 (formerly 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.

Communications 311 (formerly English 311). Feature Writing

Study of newspaper feature stories—their resources, their methods, and their appeal. Frequent exercises in the art of writing feature stories, with concentration on the human interest feature. Prerequisite: English 110 or its equivalent.

Communications 313 (formerly English 313). News Editing

Analysis of current news editing theories and their application in the publication of a major daily newspaper. Focus on the role of the managing editor. Frequent exercises to develop students' ability to make sound editing decisions.

Communications 314 (formerly English 314). Photojournalism

Analysis of major theories and techniques of photojournalism combined with practice in their application. Three lecture-discussion and four activity hours per week.

Communications 315 (formerly English 315). Ethics

Investigation of the ethical issues involved in the production and analysis of human communication systems.

Communications 316 (formerly English 316). 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.

Communications 367. Film Analysis

A study of contemporary films. Basic principles of visual and audio communication; idea development using image, movement, pace, the spoken word and other sounds, action and sound relationships. Students will attend local film theatres as part of course assignments.

Communications 376 (formerly 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.

Communications 377 (formerly English 377). Studies in Public Communication (1–5)

Examines the public communicator in action and the laws, strategies, and situations that influence the process of public persuasion. Specific topic determined by instructor. Prerequisite: English 110 or its equivalent. May be repeated for different course content.

Communications 378 (formerly 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.

Communications 405 (formerly English 405). Communication in the Organization

The nature and flow of communication in organizations and institutions. Theory and techniques of solving communication problems in organizations; practical experience in writing and speaking. Prerequisite: upper division standing.

Communications 406 (formerly English 406). Radio and Television Copywriting

Writing non-dramatic, straight copy for radio-television station release. Students prepare written materials for the electronic media with exercises in informational and persuasive writing. An exploration of basic news releases, public service programs, the documentary, and the writing of informational messages for local and national release.

Communications 409 (formerly English 409). Argumentation

Uses of ordinary language examined in light of theories of rhetoric and argumentation. Practical experience in advocacy, reasoning, and analysis.

Communications 411 (formerly English 411). Multimedia Production

Development of "visual literacy" through analysis of effective mixed media presentations; exploration of a variety of techniques and equipment leading to the construction of coordinated programs combining visual, auditory, and written elements for a variety of practical applications. Three lecture-discussion and four activity hours per week.

Communications 412 (formerly English 412). Intercollegiate Forensics (2)

Participation in intercollegiate debate and individual speaking competition. Practice and theory of debate, extemporaneous speaking, persuasive speaking, oral interpretation, impromptu speaking. Four activity hours per week. Prerequisite: permission of the instructor. May be repeated for credit.

Communications 414 (formerly English 414). Newspaper Production (2)

Production of a weekly laboratory newspaper, *The Runner,* to provide practical experience in news writing and editing, proofreading, photography, advertising, layout, paste-up, circulation. Minimum of six class hours per week. May be repeated three times for credit.

Communications 418 (Formerly English 418). Copy Editing (1)

Essentials of newspaper copy editing, including news writing, proofreading, and headline writing. Includes work on material submitted for publication in the weekly laboratory paper, *The Runner.* Two activity hours per week. May be repeated three times for credit.

Communications 420 (formerly English 420). Page Layout (1)

Focus on the principles of effective page composition to determine those patterns most effective for the readers, writers, and advertisers in both tabloid and standard newspapers. Two activity hours per week. May be repeated three times for credit.

Communications 474. Special Topics in Communication

Study, analysis and/or production in various media or in speech communication. Specific course content to be determined by the instructor. May be repeated for different course content.

Communications 490. Senior Seminar (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Prerequisite: Senior standing and consent of instructor.

Communications 496 (formerly English 496). Internship in Applied and Professional Communication (1–5)

Designed to permit the student to gain practical experience in the field of professional communication, primarily at an off-campus site. Students are assigned to various business firms or agencies and work under joint supervision of supervisors and the course instructor-internship coordinator. Requires participation in staff and internship conferences, assigned readings/projects where appropriate. (Arrangements should be made with the internship

coordinator well in advance of the quarter in which the internship is to be taken, as the number of available internships is limited.)

Communications 497. Cooperative Education

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to the approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

Communications 499. Individual Study (1–5)

Special projects developed by the individual student in consultation with the designated instructor. Admission with consent of department chair.

FINE ARTS DEPARTMENT

Chair: J. Kleinsasser
Faculty: A. Cowan, J. D. Davis, P. Grego, M. Heivly, T. Kerzie, G. Ketterl, G. R. Mehling, M. Walker

The Fine Arts Department offers work in Art, Music, Theatre, and Dance.

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, Music, and Theatre Performance as well as minors in Fine Arts, Art, Music, and Theatre Performance. It also participates in the offering of an interdepartmental 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, two from Fine Arts 101.001, 101.002, and 101.003; one from Fine Arts 201.001, 201.002, and 201.003. Concentrators *must* take the 101-level courses in the areas outside their concentration *and* the 201-level course in their area of concentration. (Transfer students may, with the approval of the department, substitute appropriate work taken previously.)

B. At least six five-quarter-unit courses (30 hours) in Art, or seven five-quarter-unit courses in Music (35 hours), or seven five-quarter-unit courses in Theatre (35 hours), plus appropriate work in applied music and performance for Music concentration or appropriate work in rehearsal and performance for Theatre Performance concentration.

C. One of the following options:
   1. An augmented major consisting of at least twenty quarter units, 15 of which must be upper division, taken outside the concentration (Note: Art, Music, and Theatre Performance are separate concentrations)
   2. A minor consisting of at least 20 quarter units in another discipline (Note: Art, Music, and Theatre are separate disciplines)
   3. One of the interdisciplinary concentrations or minors (see "Interdisciplinary Concentrations and Minors," pp. 98–102).

D. Attendance each quarter in residence at a minimum of three performances or gallery shows presented under the auspices of the Fine Arts Department.

E. Fine Arts 490, Senior Seminar

REQUIREMENTS FOR THE MINOR IN FINE ARTS

The minimum requirements for a Fine Arts minor are: Four courses (20 units) at the 200 level or above, at least two of which must be upper division courses from at least two of the five subject areas within the Department of Fine Arts (Art, Dance, Fine Arts, Music, Theatre).

SPEECH AND THEATRE MINOR

(For requirements, see listing under "Interdisciplinary Minors," p. 101.)

COURSES

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

Lower Division

Fine Arts 100. Introduction to the Study of Dance

A study of the styles and forms of dance and of its relationship and meaning in the life of the individual and his culture.

Fine Arts 101.001. Practice and Appreciation of the Visual Arts

Introduction to the elements and nature of the visual arts and to critical awareness of the content, purpose, and value of particular works.

Fine Arts 101.002. Understanding and Appreciation of Music

Introduction to the elements and nature of music and musical expression; assessment of music's artistic content and its role in society.

Fine Arts 101.003. Introduction to the Study of Theatre

Study of the aesthetic process by which plays of various types, styles, and periods are translated into theatrical terms and are projected from a stage to an audience, and the relevance of that process to the world of which it is a part. Studies of the form and nature of the art of the theatre.

Fine Arts 201.001. Survey of Western Art History, 1300–1940

Selected key monuments of art in western civilization from 1300 to 1940, with attention to philosophical foundations and immediate practical needs in the historical context of each art period.

Fine Arts 201.002. Survey of Music History

Examination of the important figures and periods in the history of music, from Gregorian Chant to the Twentieth Century. For the Music Concentrator or the general student with basic (treble and bass clefs) music reading skills.

Fine Arts 201.003. Survey of Theatre History

A survey of the structures and production practices of theatres and of the ideas behind them, from the Golden Age of Greece to the present, with references to the significant periods, plays, and playwrights. Plays from the various periods studied will be read.

Fine Arts 201.004. Survey of Dance History

An overview of main ideas and developments in the history of dance, from early times to the twentieth century.

Fine Arts 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Fine Arts 299. Individual Study (1–5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

Upper Division

Fine Arts 320. Survey of the Art of India, China, and Japan

Art and architecture from the early Indus valley, neolithic China, and early Japan through the development of the great civilizations in each area, to about 1600, with brief considerations of later developments.

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

(For course description, see listing under "Interdisciplinary Courses", p. 107.)

Fine Arts 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

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 department chair.

Fine Arts 496. Internship in Fine Arts (1–5)

Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

Fine Arts 497. Cooperative Education

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Fine Arts 499. Individual Study (1–5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

CONCENTRATION IN ART

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

A. Three Fine Arts courses (101.002, 101.003, 201.001). Transfer students may, with the approval of the department, substitute appropriate work taken previously.
B. Eight five-quarter-unit courses in Art Studio or Art History, including: (1) Art 483 and 484; (2) *either* six studio courses—two drawn from Art 312–319 and four advanced courses from Art 343–347, 477—*or* six art history courses drawn from Art 381–387, 478, 482. (Note: Students desiring a mix of Art Studio and Art History may consult their advisor.)
C. One of the following options:
   1. An augmented major consisting of at least twenty quarter units, at least 15 of which must be upper division, taken outside the concentration (Note: Art, Music, and Theatre Performance are separate concentrations)
   2. A minor consisting of at least 20 quarter units designated by another discipline (Note: Art, Music, and Theatre are separate disciplines)
   3. One of the interdisciplinary concentrations or minors (see "Interdisciplinary Concentrations and Minors," pp. 98–102).
D. Art 470, a Senior Show, acceptable to the department (required only in the Art Studio emphasis)
E. Attendance each quarter in residence at a minimum of three performances or gallery shows presented under the auspices of the Fine Arts Department.
F. Fine Arts 490, Senior Seminar.

REQUIREMENTS FOR THE MINOR IN ART

Four five-unit courses in either art history or art studio, three of which must be upper division.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Fine Arts, with a concentration in Art, has been certified by the Commission for Teacher Credentialing as satisfying single-subject examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for art has been approved for a CSB graduate in Fine Arts, with a

concentration in art. In addition the student must be admitted to and must complete the Single Subject Credential program.

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 provides essential background for the upper division curriculum in Art. Three lecture-discussion and four studio-laboratory hours per week.

Art 213. Beginning Drawing

Introduction to drawing and composition including drawing from the human figure. Three lecture-discussion and four studio-laboratory hours per week.

Art 214. Beginning Painting

An introduction to basic skills in painting as well as to the selection of materials and the preparation of canvas. The student works with oils, acrylics, latex and synthetic pigments. Three lecture-discussion and four studio-laboratory hours per week.

Art 218. Beginning Photography

An introduction to basic skills of camera use, negative development and printing for the artist photographer. Emphasis on the use of photography as a method of visual documentation. Three lecture-discussion and four studio-laboratory hours per week.

Art 242. Basic Three-Dimensional Design

A lecture-laboratory course exploring theory, materials and techniques in three dimensional design. Students develop proficiency in materials such as clay, wood, metal and plastics. The relationship between spatial concepts and industrial design is examined. The course provides essential background for the upper division curriculum in Art. Three lecture-discussion and four studio-laboratory hours per week.

Art 277. Special Studies in Art (1–5)

Classes, individual research, and/or group investigation of selected topics in art. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

Art 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Art 299. Individual Study (1–5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

Art 312.001. Screen Printing I

Basic screen processes, including screen construction, block-out techniques, color registration, and basic photo-screen techniques. Three lecture-discussion and four studio-laboratory hours per week.

Art 312.002. Screen Printing II

Advanced screen processes, including color applications, advanced photographic technology, three-dimensional printing technology, and ink body formulation. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 312.001 or departmental consent.

Art 312.003. Screen Printing III

Advanced screen processes, including photo preparation, copy camera technology, and advanced printing techniques including impasto, printing on irregular surfaces, and three-dimensional applications. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 312.001 and 312.002 or departmental consent.

Art 313.001. Drawing I

Continuation of figure drawing using detailed approach. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 213 or departmental consent.

Art 313.002. Drawing II

Advanced drawing based on concepts and ideas pertaining to drawing. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 213 and 313.001 or departmental consent.

Art 313.003. Drawing III

Continuation of advanced drawing concepts. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 213, 313.001, and 313.002 or departmental consent.

Art 314.001. Painting I

Continuation of beginning painting, using detailed approach. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 214 or departmental consent.

Art 314.002. Painting II

Advanced painting based on concepts and ideas pertaining to painting. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 214 and 314.001 or departmental consent.

Art 314.003. Painting III

Continuation of advanced painting concepts. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 214, 314.001, and 314.002 or departmental consent.

Art 315.001. Sculpture I

An introduction to materials, technologies, and aesthetic attitudes. Emphasis on an exploratory examination of sculptural concerns within the modern period. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 242 or departmental consent.

Art 315.002. Sculpture II

A second-level sculpture course that introduces additional materials, technologies, and aesthetic concerns. The student is involved with exploratory projects as well as with the development of a specific sculptural ideal. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 242 and 315.001 or departmental consent.

Art 315.003. Sculpture III

A fundamental course. Sculpture focused on projects designed to develop the personal aesthetic concerns of the students themselves. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 242, 315.001, and 315.002 or departmental consent.

Art 317.001. Intaglio I

Basic black and white processes, including engraving, aqua-tint, acids, grounds, and basic printing technology. Three lecture-discussion and four studio-laboratory hours per week.

Art 317.002. Intaglio II

Color intaglio processes, including multiple plate, viscosity and poupé. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 317.001.

Art 317.003. Intaglio III

Advanced color processes and basic photo processes, including copy camera technology, photo engraving, and basic paper technology. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 317.001, 317.002.

Art 318.001. Photography I

Basic black and white photo processes, including photo negative development, camera technology, exposure, photo printing procedures, and presentation. Three lecture-discussion and four studio-laboratory hours per week.

Art 318.002. Photography II

Advanced camera technology, negative manipulation, photo montage, and solarization zone system applications. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 318.001.

Art 318.003. Photography III

Advanced photo processes and aesthetic development, printing, coloring, addition of other graphic processes at the option of the student, elementary color processes, and copy camera technology. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 318.001, 318.002.

Art 319.001. Lithography I

Basic black and white stone processing techniques, including etching, roll-up, and stone preparation. Three lecture-discussion and four studio-laboratory hours per week.

Art 319.002. Lithography II

Advanced black and white stone processing techniques, including editioning, ink body formulation, paper technology, and basic color processes. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 319.001.

Art 319.003. Lithography III

Advanced color processes, photo-lithography, and basic copy camera technology. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 319.001, 319.002.

Art 343. Drawing Studio

Studio experience in the problems and concepts in drawing, using a variety of media. Three lecture-discussion and four studio-laboratory hours per week. 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. Three lecture-discussion and four studio-laboratory hours per week. 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. Three lecture-discussion and four studio-laboratory hours per week. Prerequisite: Art 315 or its equivalent. May be taken only once for credit.

Art 347. Printmaking Studio

Problems in printmaking in a variety of media. Three lecture-discussion and four studio-laboratory hours per week. Prerequisites: Art 317 and/or 319 or equivalent. May be taken only once for credit.

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. Seventeenth and Eighteenth Century Art in Western Europe

The major artists and their followers in the Seventeenth and 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 primitive to the present.

Art 401.001. Theory and Practice of Art

Using selected studio experiences in drawing, painting, and design and wide reading and viewing, students consider human development in art, the great themes and purposes of art in various societies, the philosophy of the aesthetic experience, and fundamental criteria for making judgments about the quality and value of art around us.

Art 470. Senior Show (0)

Must be undertaken in residence. Proposal for Senior Show must be submitted to the department two quarters prior to graduation. The work will be shown in the art gallery spring quarter each year. No unit credit.

Art 477. Special Studies in Art (1–5)

Classes, individual research, and/or group investigation of selected topics in art. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content. Possible fields of study are:

Drawing
Life drawing
Painting
Photography
Printmaking
Sculpture
Art Education

Art 478. Special Studies in Art History

The period and subject matter of this course will be designated before the time of registration. May be repeated for different course content. Possible areas which may be covered by this course are:

The Art of the North American Indian
European Baroque Art

Art 482. The Roman Empire East and West

Art in Rome and among Europeans to 400.

Art 483. Early Twentieth Century Art

A study of the major artists and movements in Europe and the United States, 1890–1945.

Art 484. Art Since 1945

Major artists and trends world-wide, from the abstract impressionists in New York to present developments.

Art 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petitition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Art 499. Individual Study (1–5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

CONCENTRATION IN MUSIC

Requirements for the Bachelor of Arts degree in Fine Arts with a Concentration in Music:

A. Three Fine Arts courses (101.001, 101.003, 201.002). Transfer students may, with the approval of the department, substitute appropriate work taken previously.
B. Seven five-quarter-unit courses in music, five of which must be upper division courses including 352 and at least one course from the 481–485 series, selected with the approval of the department.
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, Cal State Wind Ensemble, Chamber Orchestra, Jazz Ensemble. Music concentrators may apply a maximum of six units of these and other activity courses toward the major.
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. Music 470. Senior Performance and Paper, or, with the consent of the department, Music 471, Senior Recital
G. Attendance each quarter in residence of a minimum of three performances or gallery shows presented under the auspices of the Fine Arts Department.
H. Fine Arts 490, Senior Seminar
I. One of the following options:
   1. An augmented major consisting of at least twenty quarter units, at least 15 of which must be upper division, taken outside the concentration (Note: Art, Music, and Theatre Performance are separate concentrations)
   2. A minor consisting of at least 20 quarter units in another discipline (Note: Art, Music, and Theatre are separate disciplines).
   3. One of the interdisciplinary concentrations or minors (see "Interdisciplinary Concentrations and Minors," pp. 98–102).

REQUIREMENTS FOR THE MINOR IN MUSIC

A total of 24 quarter units comprised of: four five-unit music courses (at least two of which must be upper division) including at least one theory course such as Music 122 or 152 or 222; two units of applied music, and two units of work in a performing organization.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Fine Arts, with a concentration in Music, has been certified by the Commission for Teacher Credentialing as satisfying single-subject examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Music has been approved for a CSB graduate in Fine Arts, with a concentration in Music. In addition, the student must be admitted to and must complete the single subject credential program.

COURSES

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

Lower Division

Music 120. Introduction to Music Theory (2)

Basic concepts of Western musical practice: keys, scales, intervals, chords, notation, rhythm, and meter. Open to all students. May not be used to satisfy requirements of the concentration or minor.

Music 122. Theory I

In-depth study of Western tonal practice, c. 1650–1800: Four-part harmony through dominant seventh chords. Prerequisite: Music 120 or Theory Placement Examination.

Music 123. Individual Instruction (1)

Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to Fine Arts music concentrators or minors, on a proficiency placement basis. One unit of credit per quarter.

Music 124. Basic Theory Skills (1)

Practice in melodic, harmonic, timbral, and rhythmic dictation; sight singing. Prerequisite: Music 120 or Theory Placement Examination.

Music 152. Theory II

Continued examination of tonal practice through 1900: modulation, altered chords. Prerequisite: Music 122 or departmental consent.

Music 154. Intermediate Theory Skills (1)

Intermediate-level melodic, harmonic, timbral, and rhythmic dictation; sight singing. Prerequisite: Music 124 or departmental consent.

Music 220. Chamber Music (1)

Study and performance of various instrumental chamber combinations. Groups formed according to instrumentation registering for the class. Performance majors should consult with the applied faculty. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Music 222. Theory III

Twentieth century techniques: polytonality, atonality, serialism, aleatory and stochastic processes. Prerequisite: Music 152 or departmental consent.

Music 223. Individual Instruction (1)

Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to Fine Arts music concentrators or minors, on a proficiency placement basis. One unit of credit per quarter.

Music 224. Advanced Theory Skills (1)

Advanced-level melodic, harmonic, timbral, and rhythmic dictation; sight singing; score reading; keyboard harmony. Prerequisite: Music 154 or departmental consent.

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 227. Basic Singing Techniques (2)

Class instruction in the fundamental techniques of singing. Problems of breath control, tone production, diction, song repertoire, and interpretation. Historical theories of vocal production. No previous background required.

Music 228. Intermediate Singing Techniques (2)

Intermediate-level class instruction in fundamental techniques of singing. Problems of breath control, tone production, diction, song repertoire, and interpretation.

Music 251. Cal State Choir (1)

Group performance of choral music from various periods of the choral repertoire. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Music 253. Cal State Wind Ensemble (1)

Group performance of music from various periods of the repertoire. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Music 254. Chamber Orchestra (1)

Group performance of music from various periods of the repertoire. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Music 256. Jazz Ensemble (1)

Group performance of stage band repertoire. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Music 277. Special Studies in Music (1–5)

Classes, individual research, and/or group investigation of selected topics in music. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

Music 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Music 299. Individual Study (1–5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

Music 310. Foundations of Music Education

Study and development of musical skills necessary for musical independence. Participation in activities designed to improve all areas of music, including: listening, singing, playing (performing), moving, creating, and reading. The student, through class participation, is made familiar with various methodologies used in elementary music education. Specific curricula introduced include: the Orff approach, the Kodály method, the Manhattanville Curriculum, and Suzuki Talent Education. Not applicable toward requirements for the Fine Arts major.

Music 322. Theory IV

Exploration of practices of modal and non-Western music: modes, Medieval notations, instrumental and pitch resources of selected Third World cultures. Prerequisite: Music 152 or departmental consent.

Music 323. Individual Instruction (1)

Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to Fine Arts music concentrators or minors, on a proficiency placement basis. One unit of credit per quarter.

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 and styles; experience in development of individual works. Prerequisite: Music 222, 224 and 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 357. Pedagogy: Principles and Practice (3)

Principles involved in the playing and teaching of the regular orchestral instruments. Students are required to play each instrument studied in the class and demonstrate a working acquaintance with the pedagogical knowledge necessary to adequately instruct another person in the following areas:

.001. *Strings:* Violin, Viola, Cello, String Bass
.002. *Woodwinds:* Flute, Oboe, B$^{\flat}$ Clarinet, Bassoon, Saxophone
.003. *Brass:* B$^{\flat}$ Trumpet, French Horn, Trombone, Euphonium, Tuba
.004. *Percussion:* Appropriate definite- and indefinite-pitched instruments, as determined by the instructor

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. Two activity hours per week. One quarter unit of credit per quarter, on a credit, no-credit basis. Admission with the consent of instructor. Anticipated sections include the following:

Brass
"New Music"
Keyboard
Recorder
String
Woodwind
Small Jazz Ensemble
Early Music

Music 423. Individual Instruction (1)

Individual instruction in voice and in various musical instruments. Information regarding offerings each quarter, as well as registration procedures and admission approval, must be obtained from the department for each registration. Admission only to Fine Arts music concentrators or minors, on a proficiency placement basis. One unit of credit per quarter.

Music 451. Cal State Choir (1)

Group performance of choral music from various periods of the choral repertoire. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis.

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. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Music 453. Cal State Wind Ensemble (1)

Group performance of music from various periods of the repertoire. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Music 454. Chamber Orchestra (1)

Group performance of music from various periods of the repertoire. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Music 456. Jazz Ensemble (1)

Group performance of stage band repertoire. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Music 470. Senior Performance and Paper (0)

Exhibition of proficiency in major medium of performance; a substantial paper pertaining to the performance. Must be undertaken in residence. No unit 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 (0)

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 unit 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 in Music (1–5)

Classes, individual research, and/or group investigation of selected topics in music. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content. Possible fields of study are: keyboard musicianship, seminars in composition and projects in musicology, the development of music for the solo voice after 1600, the symphony and symphonic poems from their inception to the present.

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 composed since the Second World War; the relationship among composer, performer and audience explored. Prerequisite: Permission of the department.

Music 485. 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 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Music 499. Individual Study (1–5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

CONCENTRATION IN THEATRE PERFORMANCE

Requirements for the Bachelor of Arts degree in Fine Arts with a Concentration in Theatre Performance:

A. Three Fine Arts courses (101.001, 101.002, 201.003). Transfer students may, with the approval of the department, substitute appropriate work taken previously

B. Seven five-quarter-unit courses in Theatre, five of which must be upper division, selected with the approval of the department, to include courses in acting, speech, voice, movement, and/or dance.
C. Six units of Theatre 231 and 431; (a) a minimum of two units must be in Technical Theatre (.002), and (b) three units must be in upper division.
D. Attendance each quarter in residence at a minimum of three performances or gallery shows presented under the auspices of the Fine Arts Department.
E. Fine Arts 490, Senior Seminar
F. One of the following options:
   1. An augmented major consisting of at least 20 quarter units, at least 15 of which must be upper division, taken outside the concentration. (Note: Art, Music, and Theatre Performance are separate concentrations.)
   2. A minor consisting of at least 20 quarter units in another discipline. (Note: Art, Music, and Theatre are separate disciplines.)
   3. One of the interdisciplinary concentrations or minors such as (see "Interdisciplinary Concentrations and Minors," pp. 98–102).

REQUIREMENTS FOR A MINOR IN THEATRE PERFORMANCE

Four five-unit courses in Theatre, three of which must be upper division.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Fine Arts, with a concentration in Theatre performance, has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination waiver for Drama/Theatre has been approved for a CSB graduate with an *approved* major in Fine Arts, with a concentration in Theatre Performance. In addition, the student must be admitted to and must complete the Single Subject Credential program.

COURSES

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

Lower Division

Theatre 132. Introduction to Acting

General training and experience in acting for the non-professionally oriented acting student.

Theatre 222. Stage Voice

The development of an effective stage voice through the achievement of proper relaxation, breathing, vocal resonance, and voice placement.

Theatre 224. Stage Movement

Study of the principles of body dynamics and movement techniques necessary for stage performance.

Theatre 226. Stage Makeup (2)

Practical work in all types of theatrical makeup. One lecture and two activity hours per week.

Theatre 231.001. Rehearsal and Performance (1)

Acting in stage performances, major production assignments, participation in television or children's theatre offerings. Open to all students; entrance by audition. Assignments according to needs of plays produced. A minimum of three class hours per week. One unit of credit per quarter.

Theatre 231.002. Technical Theatre Production Laboratory (1)

Practical work in the various areas of technical theatre production (scenery, properties, costumes, lighting), including pre-production and running crew assignments. Assignments according to the needs of plays produced. A minimum of three class hours per week. One unit of credit per quarter.

Theatre 232. Acting I

Introduction and development of the actor as the physical, vocal, and creative tool of his work. Introduction of improvisation techniques, text analysis, and psychophysical techniques in scene study.

Theatre 235. Stage Speech I

Development of stage speech through exercises in the production, description, and classification of sounds of spoken English. Work in overcoming regional speech habits through the comprehensive study and application of the International Phonetic Alphabet.

Theatre 277. Special Studies in Theatre (1–5)

Classes, individual research, and/or group investigation of selected topics in theatre. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

Theatre 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Theatre 299. Individual Study (1–5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

Upper Division

Theatre 324. Stage Movement II

Advanced study of the principles of body dynamics and movement techniques as developed from various periods and plays. Prerequisite: Theatre 224.

Theatre 332. Acting II

Characterization. Advanced work on improvisation, using the dramatic text as the foundation of the acting process. Analysis of character and execution of such through physical and vocal exercises. Prerequisite: Theatre 232.

Theatre 333. Directing I

The fundamentals of play direction. An introductory course exploring elements of interpretation and the techniques used to transfer the directorial idea into practical terms of composition, picturization, movement, rhythm, and stage business.

Theatre 335. Stage Speech II

Advanced study of pronunciation and intonation; practice in presentation of various forms of literature. Prerequisite: Theatre 235.

Theatre 383. Modern Drama

Development of the theatre in the modern period, from the advent of naturalism to the contemporary mixture of realistic and non-realistic styles.

Theatre 422. Stage Voice II

Continued development of an effective stage voice through the use of classical texts. Prerequisite: Theatre 222.

Theatre 431.001. Rehearsal and Performance (1)

Acting in stage performances, major production assignments, participation in television or children's theatre offerings. Entrance by audition. Assignments according to the needs of plays produced. A minimum of three class hours per week. Prerequisite: Permission of the department. One unit of credit per quarter.

Theatre 431.002. Technical Theatre Production Laboratory (1)

Practical work in the various areas of technical theatre production (scenery, properties, costumes, lighting), including pre-production and running crew assignments. Assignments according to the needs of plays produced. A minimum of three class hours per week. One unit of credit per quarter.

Theatre 432. Acting III

Style. Study and application of various techniques and considerations that influence the various major theatrical periods. Execution of such in scenes from these periods. Prerequisites: Theatre 222, 224, 235 and 332, or permission of the instructor.

Theatre 433. Directing II

Advanced study of the principles and techniques in directing plays of different types; directing and criticism of one-act plays. Problems in dealing with the actor. Prerequisite: Theatre 233.

Theatre 435. Stage Speech III

Study of regional and foreign dialects for character impersonation. Prerequisite: Writing and speaking proficiency in International Phonetic Alphabet (IPA).

Theatre 477. Special Studies (1–5)

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	Filmmaking
Children's Theatre	Stage Managing
Dramatic Criticism	Movement for Actors

Theatre 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Theatre 499. Individual Study (1–5)

Special projects developed by the individual student in consultation with the designated instructor. Prerequisite: 3.0 GPA and consent of department chair.

COURSES IN DANCE

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

Lower Division

Dance 222. Technique and Theory of Dance I

Awareness, practice, and control in elementary dance technique, and study of elements space, time, weight, and flow. Three lecture-discussion and four activity hours per week.

Dance 232. Dance Rehearsal and Performance (1)

Dance performance and production of programs ranging from informal studio presentation to school programs to formal dance concerts. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Audition or departmental consent.

Dance 250. Modern Dance I (1)

Basic modern dance technique: floor, barre, center, traveling sequences. Improvisation in space, time, energy. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Dance 251. Modern Dance II (1)

Continuation of modern dance technique: floor, barre, center, and traveling sequences. Group dance improvisation and creation of dance studies. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Dance 250 or departmental consent.

Dance 252. Technique and Theory of Dance II

Awareness, practice, and control in intermediate dance technique, and study of the kinesphere and dynamic, rhythmic harmonies in movement. Three lecture-discussion and four activity hours per week. Prerequisite: Dance 222 or departmental consent.

Dance 270. Ballet I (1)

Fundamentals of ballet technique: barre, center, traveling sequences. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Dance 271. Ballet II (1)

Continuation of ballet fundamentals, with additional focus on style of hands, arms, and head. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Dance 270 or departmental consent.

Dance 277. Special Studies in Dance (1–5)

Classes, individual research, and/or group investigation of selected topics in dance. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

Dance 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

Dance 432. Dance Rehearsal and Performance (1)

Dance performance and production of programs ranging from informal studio presentation to school programs to formal dance concerts. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Audition or departmental consent.

Dance 450. Modern Dance I (1)

Basic modern dance technique: floor, barre, center, traveling sequences. Improvisation in space, time, energy. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Dance 451. Modern Dance II (1)

Continuation of modern dance technique: floor, barre, center, and traveling sequences. Group dance improvisation and creation of dance studies. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Dance 450 or departmental consent.

Dance 470. Ballet I (1)

Fundamentals of ballet technique: barre, center, traveling sequences. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Dance 471. Ballet II (1)

Continuation of ballet fundamentals, with additional focus on style of hands, arms, and head. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Dance 470 or departmental consent.

Dance 477. Special Studies in Dance (1–5)

Classes, individual research, and/or group investigation of selected topics in dance. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content. Possible focus of studies:

Choreography	Dance Notation
Ballet	Ethnic Dance
Dance Education	Costumes for Dance

Dance 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Dance 499. Individual Study (1–5)

Special projects developed by the individual student in consultation with the designated instructor. 3.0 GPA and consent of department chair.

FOREIGN LANGUAGES DEPARTMENT

Chair: S. Ramondino
Faculty: H. M. Corral, C. Lozano (Emeritus), J. Yviricu.

The Department of Foreign Languages has the following objectives:

To teach students the four basic skills of understanding, speaking, reading, and writing the languages offered; to foster an interest in and an understanding of other cultures and civilizations; to enhance a student's understanding and control of English through a comparison with the structures of other languages.

According to the area of concentration selected by the student, the Department of Foreign Languages:

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 a major in Spanish, and minors in French and Spanish.

REQUIREMENTS FOR THE MAJOR IN SPANISH

All courses to be counted toward the major in Spanish must be completed with a grade of "C" or better.

The minimum requirements for a Bachelor of Arts degree in Spanish are:

A. Seven courses from the 300 and 400 series, in addition to the Senior Seminar (Spanish 490). Students are required to plan an acceptable program, in consultation with their advisor, which will include 301–302, (Introduction to Spanish Literature), 311 (Advanced Spanish Grammar), and four other courses designed to develop and enrich their major interest.

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

1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," pp. 98–102.)

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 Pronunciation; Spanish 311, Advanced Spanish Grammar; Spanish 415, Art of Translation; Spanish 409, Advanced Spanish Syntax; Spanish 413, Introduction to Spanish Linguistics and Contrastive Structures of Spanish and English.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Spanish has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Foreign Languages has been approved for a CSB graduate in Spanish. In addition, the student must be admitted to and must complete the Single Subject Credential program.

BILINGUAL/CROSS-CULTURAL SPECIALIST CREDENTIAL

The Bilingual/Cross-Cultural Specialist credential is administered by the School of Education in cooperation and consultation with departments in the 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 320, Hispanic-American Culture and Civilization (in English); Spanish 409, Advanced Spanish Syntax; Spanish 413, Introduction to Spanish Linguistics and Contras-

tive Structures of Spanish and English; Spanish 420, Barrio Spanish; Spanish 422, Children's Literature in Spanish; Spanish 424, Culture and Civilization of Mexico and the Chicano/Mexican-Americans (in English).

REQUIREMENTS FOR THE MINOR IN FRENCH

A minimum of 20 quarter units of which no more than 10 may be chosen from courses at the 200 level, with the remainder to be selected from courses at the upper division levels. Courses at the 100 level do not count toward the minor.

REQUIREMENTS FOR THE MINOR IN SPANISH

A minimum of 20 quarter units of which no more than 10 may be chosen from courses at the 200 level, with the remainder to be selected from courses at the upper division levels. Courses at the 100 level do not count toward the minor.

FRENCH COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

French 101. Introductory French

An introduction to the nature of the discipline and the fundamentals of language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

French 102. Introductory French

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

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 104.9xx. 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. Permission to take a grade of Incomplete and to extend the course(s) beyond one quarter may be granted by the instructor upon evidence of satisfactory progress.

Student proceeds at own pace in completing achievement levels centered around modules of learning, with self-correcting oral and written chapter tests. Midterm and final taken under supervision. Each achievement level is equivalent to one quarter. Regular weekly consultations with the instructor are required. Students may be registered at any level at any time.

French 204.9xx. Individualized Instruction (1–20)

Opportunity for a student to earn credit for French 201 and 202 (10 credits) in one or more quarters. Students must complete at least one equivalent module for five (5) credits.

The two five-credit modules (204.901 and 204.902) constitute a complete intermediate review stressing oral and written expression as well as reading. This aspect of the program includes self-paced study of modularized materials, independent laboratory practice, consultation and guidance with the instructor, periodic testing and evaluation.

A student may also earn one to ten units of credit in mini-modularized courses numbered 204.910 to 204.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of French culture. Materials used include an automated slide or film-strip program with taped commentary in English. The student will write, in consultation with the instructor, a short research paper, *in English,* on a selected subject. (See Class Schedule for specific topics offered.)

French 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

NOTE: Upper division courses are normally taught in French.

French 301. Introduction to French Literature

An overview of French literature from the Middle Ages to 1800. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

French 302. Introduction to French Literature

An overview of French literature from 1800 to the present. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

French 304.9xx. Individualized Instruction (1–10)

Opportunity for a student to earn one to ten units of credit in mini-modularized courses numbered 304.910 to 304.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of French culture. Materials used include an automated slide or film-strip program with taped commentary in French. The student will write, *in French,* a short research paper on a selected subject. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor. (See Class Schedule for specific topics offered.)

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.

Humanities 395. Comparative Literature: Mirror of Western Civilization

(For course description, see listing under "Interdisciplinary Courses," p. 106.)

French 409. Advanced French Syntax

A course in written and verbal stylistics with emphasis on French syntax. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

French 410. Introduction to French Linguistics

An introduction to conventional and theoretical linguistics, with a contrastive approach to French and English structure. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

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. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

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. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

French 477. Selected Topics in French (1–5)

Studies in French language or literature, with varying subjects such as Explication of Texts. May be repeated for different course content. Prerequisite: competency in French at the 202 level or equivalent, or permission of the instructor.

French 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

French 497. Cooperative Education

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individal basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

French 499. Individual Study (1–5)

Admission with consent of instructor and department chair.

SPANISH COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Spanish 101. Introductory Spanish

An introduction to the nature of the discipline and the fundamentals of Spanish language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

Spanish 102. Introductory Spanish

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

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 104.9xx. 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. Permission to take a grade of Incomplete and to extend the course(s) beyond one quarter may be granted by the instructor upon evidence of satisfactory progress.

Student proceeds at own pace in completing achievement levels centered around modules of learning, with self-correcting oral and written chapter tests. Each achievement level is equivalent to one quarter. Regular weekly consultations with the instructor are required. Students may register at any level at any time.

Spanish 201. Intermediate Spanish Grammar

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

A continuation of Spanish 201, designed especially to prepare students for upper division work in language and literature.

Spanish 204.9xx. Individualized Instruction (1–10)

Opportunity for a student to earn one to ten units of credit in mini-modularized courses numbered 204.910 to 204.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of Spanish peninsular or Latin-American culture. Materials used include an automated slide or film-strip program with taped commentary in English. The student will write, in consultation with the instructor, a short research paper, *in English,* on a selected subject. (See Class Schedule for specific topics offered.)

Spanish 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

NOTE: Upper division courses are normally taught in Spanish.

Spanish 300. Explication of Texts

An introduction to the methodology of the analysis of texts in prose and poetry. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 301. Introduction to Spanish Literature

An overview of Spanish literature from the *Cantar de Mio Cid* to Calderón. Prerequisite: Spanish 202 or the equivalent. (Offered fall quarter.) Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 302. Introduction to Spanish Literature

An overview of Spanish literature from the ideological renewal of the 18th century to the present. (Offered winter quarter.) Prerequisite: competency in Spanish at the 202 level equivalent, or permission of the instructor.

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. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 304.9xx. Individualized Instruction (1–10)

Opportunity for a student to earn one to ten units of credit in mini-modularized courses numbered 304.910 to 304.920. Each one-credit packaged self-paced course is designed to aid the student in developing an understanding of an aspect of Spanish culture. Materials used include an automated slide or film-strip program with taped commentary in Spanish. The student will write, *in Spanish,* a short research paper on a selected subject. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor. (See Class Schedule for specific topics offered.)

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. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 320. Hispanic-American Culture and Civilization

An overview of music, arts, literature, customs, institutions and technology, past and present, as they affect the development of Hispanic-American culture and civilization from its beginning to the present day. Course given in English.

Humanities 395. Comparative Literature: Mirror of Western Civilization

(For course description, see listing under "Interdisciplinary Courses," p. 106.)

Spanish 409. Advanced Spanish Syntax

A course in written and verbal stylistics, with emphasis on Spanish syntax. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 413. Introduction to Spanish Linguistics and 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. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

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. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

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. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 416. Contemporary Hispanic-American Poetry

Aesthetic pronouncements and movements. Reading of representative poets: Vallejo, Mistral, Agustini, Storni, Ibarbourou, Neruda and the New Generation. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 419. The Contemporary Hispanic-American Novel

The works of Güiraldes, Asturias, Cortázar, García Márquez, Sábato, Vargas Llosa. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 420. Barrio Spanish

An in-depth view of the linguistic, cultural, and psychological facets of selected varieties of non-standard Spanish. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

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. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

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 the Chicano/Mexican-American. Course given in English and/or Spanish.

Spanish 425. Chicano Literature

Textual reading and examination of Chicano literature, to include poetry, short story, novel, and theatre. Course given in English.

Spanish 477. Selected Topics in Spanish (1–5)

Studies in Spanish language or literature. Examples of topics dealt with are:

History of the Spanish Language
Cervantes: Don Quijote
Spanish Literature of the Golden Age

May be repeated for different course content. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Spanish 490. Senior Seminar in Spanish (6)

Consideration of the nature of the discipline. Integration of knowledge and experience acquired within the student's major area. Prerequisite: Senior standing and consent of the instructor.

Spanish 495. Workshop in Mexican-American Literature

A workshop designed to make Spanish speakers aware of their language, history, and cultural heritage. Analysis, discussion, and laboratory work dealing with the problems associated with writing about and by the Mexican-American in the United States. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 497. Cooperative Education

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Spanish 499. Individual Study (1–5)

Admission with consent of department chair.

SPECIAL COURSES

Foreign Languages 280. Independent Study (1–5)

Designed to meet the needs of students wishing to do work in classical and other languages not normally offered by CSB. Study on an individual basis under the guidance of an instructor. May be taken on successive levels.

HEALTH SCIENCES DEPARTMENT

Chair: B. P. Yearout
Program Director: S. K. Roberts
Medical Director: S. I. Freedman, M.D.

The Department of Health Sciences offers a concentration in Medical Technology leading to a Bachelor of Science degree. The program is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association. There is a strong clinical element together with a scientific background, all within the liberal arts and sciences focus of the College. Completion of the degree requirements beyond the preclinical course work is accomplished in the senior (clinical) year. The clinical year is a full year in length and is offered at affiliated clinical laboratories approved by the State of California Department of Health Services. Upon successful completion of the program, students are eligible to seek state licensure and national certification in Medical Technology.

Declaration of Major

Students in the Health Sciences major with a concentration in Medical Technology may declare their major as freshmen or at any time thereafter. It is strongly recommended that this be done early to obtain a Health Sciences advisor. Careful planning is essential to complete the program within four years.

Admission Policies

Admission to the Medical Technology concentration is contingent upon admission to the College. However, admission to the College and to the concentration do not constitute admission to the clinical year in Medical Technology. Because approved clinical facilities for use in the Medical Technology program are limited, it is necessary to limit the number of students accepted into the clinical year of the program. For any single year there may be more eligible applicants that can be accommodated.

Applications for admission to the clinical year are handled through the department and are accepted until November 30 of the year preceding expected entry into the clinical year of the program. If all positions are not filled, applications will be considered through May 15. A description of procedures, criteria and application forms will be available each year from the department.

The Medical Technology Admissions Committee will notify the applicant of its decision in writing. In order to retain admission status, students must communicate their intention to the committee, in writing, within 15 days following notification of admission. Admission status assumes continued eligibility under supplementary and basic admission standards.

Transportation

Students are required to provide their own transportation to and from clinical areas.

Liability Insurance

Liability insurance prior to enrollment in Medical Technology 151 and all clinical upper division Medical Technology courses is required. Information may be obtained by contacting the department.

Health Insurance

Student health and accident insurance is required prior to entry into the senior (clinical) year courses and is the responsibility of the student.

Uniforms

Uniforms or laboratory coats are required for entrance to Medical Technology 151 and 400 level Medical Technology courses.

Academic Regulations

A grade of "C" is the minimal grade acceptable in any Medical Technology cognate or major course. If an unsatisfactory grade is received in any of the clinical courses it will be

Med T 430. Clinical Laboratory Procedures and Instrumentation (2)

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. Two lecture-discussions.

Med T 451. Clinical Microscopy II (1)

Experience with performance of procedures and recognition of formed elements of urine to extend understanding of theory of urinalysis and renal function. Threee hours laboratory experience.

Med T 453. Serology II (2)

Serological test reactions. Relationship to stages of disease. To include syphilis serology, infectious mononucleosis, antistreptolysin titer, and febrile agglutination. Principles and methods. One lecture-discussion, three hours laboratory experience.

Med T 477. Special Topics in Medical Technology (1–5)

Topics and prerequisites to be announced.

Med T 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Prerequisite: Acceptance into the senior (clinical) year in Medical Technology.

Med T 497. Cooperative Education (0–5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Med T 352. Immunology (2)

This course comprises the study of the organs, cells, and molecules responsible for the recognition and disposal of foreign or "non-self" materials that enter the human body. How these systems respond and interact, the consequences (desirable or otherwise) of their activity and the ways in which they can be advantageously increased or reduced are included. Emphasis is placed on human models and medical applications. Two lecture-discussions. Prerequisites: Biology 210 (recommended Biology 212), Chemistry 201, Med T 321 (or concurrent).

Med T 353. Serology I (2)

The serological reactions commonly performed in the routine clinical setting will be the focus of study for this course. The basic mechanism and the purpose of each test will be discussed. The clinical significance of various test results and the typical human immune response associated with each disease for which each test is performed will also be discussed. The class will perform as many of the serological tests as possible. Common tests that require sophisticated instrumentation will be discussed and/or demonstrated on a site visit. One lecture-discussion, one three-hour laboratory. Prerequisite: Med T 352.

Clinical Year

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 Services as a Clinical Laboratory Technologist Trainee.

Med T 414. Clinical Microbiology (8)

Normal flora and human pathogens. Identification and characterization of pathogenic microorganisms. Disease processes and isolation techniques are approached according to clinical site. Two lecture-discussions, eighteen hours laboratory experience.

Med T 416. Medical Parasitology (2)

Isolation and identification techniques of the more common medically important parasites. Life cycles and clinical manifestations of disease will be emphasized. Two lecture-discussions.

Med T 418. Medical Mycology (2)

Culture, identification criteria, and clinical relevance of the more common medically important fungi. A brief summary of clinical procedures related to viral, rickettsial, and chlamydial organisms affecting the human host. Two lecture-discussions.

Med T 421. Hematology II (7)

Applied hematology procedures, with emphasis on understanding of theory and application. Performance of hematology procedures, including familiarity with automated instruments and special techniques. Two lecture-discussions, fifteen hours laboratory experience.

Med T 422. Immunohematology II (3)

Applied immunohematology; quality control; solving compatibility problems; donor selection and phlebotomy; component therapy. Nine hours laboratory experience.

Med T 426. Clinical Chemistry II (8)

Applied clinical chemistry. Multiphasic screening. To include blood gases, electrolytes, acid-base balance, liver function tests, special procedures. Two lecture-discussions, eighteen hours laboratory experience.

Med T 428. Special Chemistry

Applied clinical chemistry emphasizing the more specialized procedures. To include endocrinology, cytogenetics, toxicology, and examination of body fluids. Emphasis on test methodology and clinical correlation. Two lecture-discussions, nine hours laboratory experience.

Health Sciences 496. Internship in Health Sciences (1–5)

Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

Health Sciences 497. Cooperative Education (0–5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

MEDICAL TECHNOLOGY COURSES

Pre-Clinical

Med T 151. Phlebotomy Laboratory (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 251. Clinical Microscopy I (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 253. Immunology/Serology Laboratory (1)

Study of immunological reactions. Laboratory procedures used in clinical serology. One three-hour laboratory. Prerequisite: Med T 252.

Med T 314. Medical Microbiology

The isolation and identification procedures, and the clinical significance of medically important microorganisms (mainly bacteria) will be emphasized. The key points of these organisms' epidemiology, and pathogenic mechanisms will be discussed. The development of laboratory skills by the student concerning the isolation and identification of medically important bacteria will be emphasized in laboratory. Three lecture-discussions, two three-hour laboratories. prerequisite: Biology 311.

Med T 321. Hematology I

Study of formed elements of human blood: their formation, maturation, function, laboratory procedures used in enumeration and identification, and blood dyscrasias. Study of the hemostasic mechanism and alteration in disease states; analysis of coagulation factors. Three lecture-discussions, two three-hour laboratories. Prerequisites: Biol 212, Chem 203.

Med T 322. Immunohematology I

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 lecture-discussions, two three-hour laboratories. Prerequisite: Med T 321, 352.

Med T 326. Clinical Chemistry I

Clinical chemistry with emphasis on quantitation of body constituents of normal and abnormal metabolism. Methodology evaluation and comparison. Quality control. Three lecture-discussions, two three-hour laboratories. Prerequisite or concurrent: Chemistry 313.

necessary for the student to petition the Review Committee which will include the medical director, program director, education coordinator, and department chair in order to obtain permission to repeat the class. Clinical courses may be repeated only once.

REQUIREMENTS FOR THE MAJOR IN HEALTH SCIENCES

CONCENTRATION IN MEDICAL TECHNOLOGY

Major requirements:

A. Pre-clinical:
   1. Med T 151, 251, 314, 321, 322, 326, 352, 353
B. Clinical:
   1. Med T 414, 416, 418, 421, 422, 426, 428, 430, 451, 453, 490

Cognate requirements:

A. Four courses in Chemistry, 201, 202, 203, and 313.
B. Three courses in Biology, 210, 212, and 311.
C. Physics 211
D. Two courses in Mathematics: computer science and statistics
E. Three additional courses in Chemistry (excluding 100), Biology (excluding 100 and 110), or computer science (no duplication in D above). No more than two courses in any single area. Subject to the approval of the Health Sciences advisor.

COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

HEALTH SCIENCES COURSES

Lower Division

Health Sciences 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

Health Sciences 320. Current Health Problems (2)

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.

Health Sciences 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: Math 140 or equivalent.

Health Sciences 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

HISTORY DEPARTMENT

Chair: R. H. Dolkart
Faculty: D. F. Buttrick, H. C. Chaney, J. H. George, H. F. Graham, J. Harrie, P. M. Rice, O. A. Rink, G. Stanley, F. G. Wood

PROGRAM DESCRIPTION

History has been called the memory of human group experience, the collective respository of all that has gone on in the past and the emotions, ideals, and values that have given human experience its sense of continuity, causation, and meaning. As an academic discipline it is perhaps the broadest of the liberal arts, certainly the least restricted by subject and scope. It requires the development of analytical skills, the use of deductive and inductive reasoning, the mastery of knowlege from different cultures and epochs, and the ability to express ideas in clear, readable prose. The study of history has practical rewards as well. It provides students with a broad cultural background and inculcates skills of analysis and composition that are considered essential to the study of education, literature, law, government, communications, journalism, public service, and business.

The undergraduate curriculum in History consists of three interlocking but distinct parts. Lower division courses (History 102–299) are developmental courses designed for potential history majors, for students who wish to satisfy specific goals in the College General Education Program, for students seeking courses to fulfill American History and Institutions requirements, and for those simply want to explore a historical period, topic, or theme. History courses numbered 300–399 are courses designed for students with at least junior standing but are open to sophomores also. Courses numbered 400–499 are courses for juniors and seniors which may, with departmental approval, also be taken by graduate students for graduate credit. History 499 (Independent Study) may be taken only with the consent of the department chair. History 490 (Senior Seminar) may be taken only by senior majors.

AMERICAN HISTORY AND INSTITUTIONS REQUIREMENTS

Satisfaction of the American Institutions requirements (see p. 70) shall be met by no less than one course in United States History and one other course in United States Government, or respective examinations administered by the History and Political Science Departments. For information about the United States competency examination, see below. For courses that satisfy the United States history portion of the American Institutions requirement, see p. 70.

Examination Procedure Statement

While the Department of History strongly advises all students to meet the history portion of the American Institutions Requirement through classroom experience, alternative methods are offered to those who need to fulfill the requirement by challenge examination. A student who intends to challenge the requirement by examination must apply to the Department of History during the first three weeks of the quarter. A student who waits until the senior year to challenge the history requirement may jeopardize graduating on schedule. The form of examination is determined in consultation with the American Institutions advisor. Among the choices are the following:

1. SOCRATES Objective Examination (computerized test of pertinent material from American history)
2. Essay examination prepared and evaluated by the American Institutions advisor in the Department of History
3. An alternative examination agreed upon after consultation between the student and the American Institutions advisor

REQUIREMENTS FOR THE MAJOR

The minimum requirements for a Bachelor of Arts degree in History are:

A. Satisfactory completion of two lower division courses, one of which must be History 202, 204, or the equivalent
B. Seven upper division courses: In addition to Senior Seminar, History 490, students

will distribute course work to include three in United States History, two in European History, and one in Latin-American History.

C. The satisfactory completion of one of the three options listed below:
   1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
   2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
   3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentration and Minors," pp. 98–102).

REQUIREMENTS FOR THE MINOR

The minimum requirements for a History minor are four courses totaling 20 quarter units; three of these courses must be upper division.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in History has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for both History and Social Sciences has been approved for a CSB graduate with an *approved* major in History. In addition, the student must be admitted to and must complete the Single Subject Credential program.

MASTER OF ARTS IN HISTORY

Admission to the Program

Persons seeking an M.A. in History must first apply to the Office of Admissions and Records for general admission. Upon acceptance by the college students will be considered as unclassified graduate students until they are classified by the Graduate Committee of the History Department. Acceptance by the college does not constitute acceptance in an M.A. program. Students must notify the History Department of their intention to pursue an M.A. degree to ensure the assignment of a graduate advisor. The graduate advisor will ordinarily represent the same field of history as the student's area of emphasis. It is the responsibility of the students to familiarize themselves with the requirements and timetable of the M.A. program. Carelessness in planning can easily delay students' progress. Students should work closely with their advisor in selecting and scheduling courses.

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 students have 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 their 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. Students will then, in consultation with their graduate advisor, submit to the Graduate Committee 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 students who expect 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 areas of emphasis are American History, European History, and Latin-American History.

1. The Thesis Plan candidate must complete History 501; 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 697).
2. The Comprehensive Examination Plan candidate must complete History 501; 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 emphasis, and an oral examination.

Limitations and Other Requirements

1. No grade lower than a C may be counted toward the M.A. in History.
2. Credit/No-Credit courses may not be used.
3. Students who have attained classified status may not pursue the M.A. degree piecemeal. They are required to register for course work each quarter. Students who have only their comprehensive examinations or thesis to complete may enroll in History 697 or 698 to maintain residency. Students may apply for a formal leave of absence if extenuating circumstances prevent them from continuing residency.
4. M.A. candidates have five years from their date of their classification to complete all the requirements for the degree. They may request an extension if there are extenuating circumstances.
5. Not less than 25 quarter units shall be in courses organized primarily for graduate students (courses numbered 500 and above). (TITLE 5, Sec. 40504)
6. Throughout the course of study, a student must maintain a 3.25 history grade point average and a 3.0 overall grade point average.

COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

History 102. The Making of the Modern World, 1750 to the Present

An introduction to the major historical events in Western culture which contributed to the shaping of the modern world. Emphasis on the process of modernization in the transformation of Europe, the United States, and the Third World.

History 110.800. The Western Tradition, the Renaissance to the French Revolution (Honors)

The Western tradition from the Renaissance to the French Revolution. Emphasis will be on key themes in the development of Western civilization and on significant figures whose lives exemplify those themes. Using readings from the period under investigation, e.g., More's *Utopia,* and modern literary works, e.g., Bolt's *A Man for All Seasons,* the relevance of Early Modern history to contemporary concerns will be highlighted.

History 202. The Rise of Western Culture I

This course examines the cultural, political, social, economic, and intellectual development of European civilization from its origins in the ancient Mediterranean world to the age of Europe's world-wide expansion, with the aim of understanding western civilization's current problems and values. Readings in the literature and audio-visual explorations of the arts of western civilization supplement the lectures.

History 204. The Rise of Western Culture II

The cultural, political, social, economic, and intellectual development of European civilization from the age of European expansion to the contemporary period.

History 206. The Rise of the Modern World

Such themes as Imperialism, Colonialism, Third World Reaction, Change and Challenge are examined by utilizing central themes such as: Man in Society; Theories of State; The Technological Explosion; Economic Typologies; and The Clash of Civilizational Values.

IN ST 212. Plagues and People: A Biohistorical Examination of Mankind and Disease

(For course description, see listing under "Interdisciplinary Courses," p. 107.)

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 240. The Cultural History of Latin America

The evolution of Latin America's high culture, folk culture, and popular culture from the Pre-Hispanic period to the present. Emphasis is on Indian, Afro-Creole, and Mestizo achievements in architecture, painting, ceramics, and sculpture, in music and dance, and in oral traditions.

History 268. The History of Native Americans

The history of Native Americans, their cultures and societies, their ideas and lifestyles, and how they have persisted, in modified forms, from the Pre-Columbian period to the present.

History 277. Lower Division Special Topics (1–5)

Group investigation of a specific era or topic with individual research work, papers, and/or examinations as the instructor may require; consultation with instructor necessary prior to registration. May be repeated for different course content.

History 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

History 300. Historical Writing

Advanced expository writing focusing on historical subjects; techniques of narrative writing; practical exercises in style, form, and argumentation; improvement of critical skills and powers of synthesis and analysis. Prerequisite: upper division standing.

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, intellectual, economic and political development from the fall of Rome to the Twelfth Century.

History 304. Medieval Europe, 1100 to Renaissance

European social, intellectual, economic, and political development during the High Middle Ages.

History 305. The Renaissance

Major figures and movements of the Renaissance.

History 306. The Reformation

The origins, course, and consequences of the Protestant Revolt examined within the context of sixteenth-century society. The course focuses upon major figures, forces, and ideas of the age: Luther, Calvin, Loyola; European expansion, the commercial revolution, the religious wars; divine right, toleration, skepticism.

History 307. The Triumph of Science and Reason

Major ideas, figures, and influence of the scientific revolution and the enlightenment. The course traces intellectual and social changes which prepared for and accompanied the development of modern science. Emphasis upon the scientific view as a catalyst for intellectual, political and social change from the Renaissance to the French Revolution.

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 development, 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. Spain

The Spanish nation from the Reconquest to the Civil War, with emphasis on its cultural history.

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.

Humanities 320. The Social History of Ideas I

(For course description, see listing under "Interdisciplinary Courses," p. 105.)

Humanities 321. The Social History of Ideas II

(For course description, see listing under "Interdisciplinary Courses," p. 105.)

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 330. A History of Africa

A survey of African history from the Paleolithic era through classical and neo-classical Egypt; the Bantu dispersion and the Iron Age; the Islamic hegemony and the Sudanic empires of Ghana, Mali, and Songhay; European exploitation and the slave trade; colonization and partition; and the modern liberation and independence movements.

History 340. Reform and Revolution in Latin America

Introduction to Latin-American history, with emphasis on the historical and environmental factors conditioning political, social, and economic change in the Twentieth Century.

History 344. Ancient Mexico

The development of Pre-Hispanic civilizations in Mexico from the Olmec to the Aztec.

History 345. 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. Modern Mexico

The political, economic, social, and cultural development of the peoples of Mexico in the Nineteenth and Twentieth Centuries.

History 351. Colonial America, 1600–1750

Beginnings of English colonization, Puritanism and the southern slave system. Political, social, and economic development of the Colonies to 1750.

History 352. Revolutionary America, 1750–1789

Mercantilism and imperial politics. Background and theory of the American Revolution. Politics under the Confederation and origins of the Federal Constitution.

History 355. Early National Period, 1789–1828

Origins of political parties and a national political life. Economic, social, and foreign policy problems in the first four decades of the new Republic.

History 356. The Civil War Era, 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. Modern America, 1920 to Present

American society during depression, prosperity, and world responsibility.

History 364 (formerly History 464). Youth and the Journey to Awareness

A social and cultural history of youth's journey from adolescence to young adulthood as seen in literature.

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.

History 427. The Era of the French Revolution and Napoleon

An analysis of the nature and significance of the Revolutionary and Napoleonic periods and of their impact on the history of France and modern Europe.

History 433. Hitler's Germany

An analysis of German society and politics between the two world wars. Topics considered are the failure of democracy, the Nazi rise to power, Nazi social and cultural values, preparation for war, and the character of leadership.

History 435. The Latin-American Mind

Intellectual and cultural evolution of the Americas. Special emphasis given to the novel as a social document.

History 436. Inter-American Relations

The evolution of the concept of an American Hemisphere and the role of the United States in Latin America.

History 437. The Afro-Creole Caribbean

The development of Black culture in the West Indies and its relation to European colonization from 1500 to the present.

History 440. Growth and Decline of an American Empire

An examination of the American world role from the United States' invasion of Latin America in the 1890s to the Vietnamese War of the 1960s.

History 445. The American West

An analytical history of the American West from the colonial period to the present, covering expansion and development, politics, economics, geography, ethnic and social groups, and the effect of western expansion on foreign policy; and including special topics, such as the Turner Thesis, Native Americans, and the image of the cowboy.

History 450. The Economic and Technological History of the United States

The history of the American economy from the colonial period to the present. An exploration of the changes that occurred in the evolution from a simple agrarian economy to an industrial superpower. Special attention is focused on technological developments and the concomitant material and ethical problems.

History 451. History of the Middle Class in America

A search attempting to define the American middle class; its composite nature, life styles, standards, values, and goals as these have been created, satisfied, and thwarted since the beginning of the present century. Students explore middle class history through class discussions based on historical and literary readings.

History 453. History of the City

The evolution of urban communities.

History 455. The Social Fabric: A History of American Life

American social and cultural history. An examination of the daily life and much of the diversity of American life from early settlement to the present.

History 457. Radicals and Radicalisms of Twentieth Century America

An examination of American radicalism of both the Left and Right. Topics covered range from the "Wobblies" of the World War I period to the Birchers and Weathermen of the 1960s.

History 458. Law, Order and Violence in the American Past

An examination of such causal factors as politics, economics, and geography which relate to violence in the history of the United States. Special emphasis is given to the impact of social groups, racial issues, industrialism, and urbanization on American violence.

History 459. Crime in America

Notorious crimes and criminals and their relationship to American life from the Civil War to the present. Course covers murder, robbery, prostitution, bootlegging, extortion, and others.

History 460. American Intellectual History to 1800: Saints and Sinners

Old World Traditions in New World Conditions; development of the American character; origins of the American Mind.

History 461. Social History of American Thought, 1800 to the Present

An analysis of the changes in the predominant American values and ideas.

History 462. Women in History

A general history of women in European society from early Greece to the present, designed to add an historical perspective to the study of women. The course investigates changes in the status, social roles, and behavior of both ordinary women and those who chose not to conform to social norms, and examines the impact upon society of Western attitudes toward women. Students of both sexes are welcome to participate.

History 463. 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 include the status of women, childhood, demographic patterns, and historical forms of parenthood.

History 465. History of Black America to 1865

The history of Black America during the slavery era: African origins, the slave trade, slavery during the colonial and national periods, the Civil War, and emancipation.

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.

History 468. The Chicano Experience

The Chicano in the Southwest from the foundations of Aztlan in the Indian period through the Spanish colonization, Mexican governance, Anglo occupation to contemporary Mexican-American society. Emphasis may be on cultural evolution or on socio-political developments.

History 472. History of Scientific Thought

Seminar in selected areas in the aspects of scientific thought.

History 475. Constitutional History of the United States

An examination of the historical evolution of the United States Constitution from its formulation in the 1780s to the present. Emphasis is given to the historical changes governing such concepts as due process, rights of the accused, guarantees of equal justice for racial, ethnic, and other minority groups, and the forces in American history that have brought about these changes.

History 477. Special Topics (1–5)

Group investigation of a specific era or topic, with individual research work, papers, and/or examinations as the instructor may require. May be repeated for different course content.

History 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

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.

History 497. Cooperative Education

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

History 499. Individual Study (1–5)

Admission with consent of department chair.

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 525. Reading Seminar in European 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 565. Reading Seminar in Mexican History and Chicano History

Reading in selected topics to be announced each quarter. Special emphasis on materials suitable for prospective teachers. May be repeated if topic is different.

History 602. Research Seminar in European 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 697. Master's Thesis (1–5)

May be repeated to a maximum of 5 quarter units.

History 698. Comprehensive Examination (1-5)

May be repeated to a maximum of 5 quarter units.

History 699. Individual Study (1–5)

Admission with consent of department chair.

MATHEMATICS DEPARTMENT

Chair: L. F. Webb
Faculty: J. P. Dirkse, J. W. Hardy, G. Nipp, R. Patenaude, K. E. Secor, M. B. Smith, L. E. Taylor, M. P. Thomas

Mathematics is a unique and valuable science that can be exciting, enjoyable, and rewarding. The Department of Mathematics provides a collection of mathematics courses designed to challenge and stimulate all open-minded and thoughtful students regardless of individual backgrounds or major interest areas. This is done by combining flexibility, applicability, and 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, students are better equipped to be participants in a highly technological, scientifically complex environment. From a subjective point of view, they should have an improved grasp of the art and beauty of rational reasoning and discourse both as an observer and a participant. From an objective point of view, they should have acquired new skills which, alone or in combination with others, will enhance both an understanding of and performance in the scientific world.

With the completion of a mathematics major, a student will, depending upon the choice of upper division courses, either be prepared to pursue a career in the mathematical sciences, computer science or to embark upon a course of graduate study leading to an advanced degree. Specific concentrations that may be selected are: applied mathematics, computer science, 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 analysis and statistics. 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

Students seeking a Bachelor of Science degree in Mathematics must complete at least sixty units in Mathematics, including the following (or equivalent):

A. Mathematics 201, 202, 203, 204, and 210
B. Two of the following:
   1. Mathematics 303
   2. Mathematics 331
   3. Mathematics 339 or 340
C. Mathematics 300 and 330
D. Mathematics 490. Senior Seminar
E. Two other upper division courses (not to include 320, 321, 477, 497).

Cognate areas:

Competency, including one upper division course, approved by the department, in a related discipline

Students wishing to supplement their Mathematics major in the area of Computer Science are advised to take the following courses:

Mathematics 310
Mathematics 311
Mathematics 409
Mathematics 410

Students may substitute these courses for required upper division courses and Mathematics 204 in the major listed above with the permission of the Chair of the department.

REQUIREMENTS FOR THE MINOR

Although no minor is required for the B.S. degree, a minor in Mathematics is available, consisting of 20 units, 10 of which must be in upper division courses. These courses are to be chosen by the student subject to the approval of a Mathematics department advisor. They may be chosen entirely from departmental offerings in computer science.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Mathematics has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Mathematics has been approved for a CSB graduate in Mathematics. In addition, the student must be admitted to and must complete the Single Subject Credential program.

COURSES

NOTE: Each course carries five quarter units of credit and meets for two lectures, two discussions, and one three-hour laboratory 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.

Lower Division

Mathematics 54. Elementary Algebra

Operations with fractions and signed numbers; ratio and percentage; prime factorization; polynomials; proportion; linear equations; word problems. Offered only on a credit, no-credit basis. Does not count toward graduation.

Mathematics 102. Mathematics and the Physical World

Concepts of length, area, and volume; functional relationships; co-ordinate geometry; related changes and the calculus; real data and interpretation of graphs; probabilistic reasoning; abstract graphs; applications integrated into the preceding topics. Prerequisite: Pass ELM * and one of the following: one year of high school algebra; Math 54, or equivalent.

Mathematics 103. Mathematical Analysis with Applications

Some aspects of elementary logic; axiomatic approach to the structure of number systems, emphasizing deductive reasoning and algebraic manipulation; functions; analytic geometry as a synthesis of disciplines; applications integrated into the above topics. Prerequisite: Pass ELM * and one of the following: two years of high school algebra and/or geometry; Math 105, or equivalent.

Mathematics 105. Intermediate Algebra

Systems of linear equations; inequalities; quadratic equations; complex numbers; laws of exponents; applied problems. Prerequisite: Pass ELM * and one of the following: one year of high school algebra or its equivalent; Math 54. 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: Pass ELM * and one of the following: two years of high school algebra and one year of high school geometry; Math 105, or equivalent.

* Exemption from ELM only by other test scores (such as SAT) or by certification of completion of general education requirement. (See p. 34 for explanation of ELM.)

Mathematics 109. Introduction to Computer Programming (2)

Techniques of solution of problems on computers using the BASIC language. One lecture and one two-hour laboratory. Prerequisite: Pass ELM * and one of the following: one year of high school algebra; Math 54, or equivalent.

Mathematics 111. COBOL Programming (2)

Techniques and applications of COBOL programming. One lecture and one two-hour laboratory. Students who have taken this course may only take Math 211 for 3 units (file structure part). Prerequisites: Pass ELM * and two years of high school algebra, Math 105, or equivalent.

Mathematics 120. Introduction to Quantitative Methods in Business

Matrix algebra and systems of equations, analytic geometry, basic concepts of differential calculus and introduction to integral calculus. Applications from the areas of business and economics. Prerequisite: Pass ELM * and one of the following: two years of high school algebra and/or geometry; Math 105, or equivalent.

Mathematics 140. Elementary Statistics

Description of sample data; elementary probability; mean and standard deviation; binomial, normal, student's t and chi-square distributions; basic concepts of sampling and estimation; tests of hypotheses, non-parametric methods; linear correlation and regression; applications to business and natural and behavioral sciences. Prerequisite: Pass ELM * and one of the following: two years of high school algebra; Math 105, or equivalent.

Mathematics 201. Calculus I

Introduction to differential and integral calculus of elementary functions with associated analytic geometry. Prerequisite: Pass ELM * and Math 106 or the equivalent.

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: Pass ELM * and one of the following: two years of high school algebra and/or geometry; Math 105, or equivalent.

Mathematics 211. COBOL Programming and File Structures (2–5)

Techniques and applications of COBOL programming. File structures, design and manipulation. May be taken for one or two 2-hour labs. Students with credit for Math 111 may take for only 3 units. Prerequisite: Math 210.

Mathematics 277. Contemporary Topics in Mathematics (1–5)

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced.

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* Exemption from ELM only by other test scores (such as SAT) or by certification of completion of general education requirement. (See p. 34 for explanation of ELM.)

Mathematics 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

Mathematics 300. Methods of Problem Solving in Mathematics

An investigation of methods of reasoning in mathematics: logic; naive set theory; mathematical induction; use of axioms to explore abstract systems. This course heavily relies on student participation in the solution of problems. It is recommended that students have at least a course in calculus prior to enrolling in Mathematics 300.

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. Math 300 is strongly recommended.

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.

Mathematics 310. 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. Advanced Programming and Data Structures

Generalized data management systems, data structures, symbol tables, searching techniques; sorting; laboratory problems in several languages; experience in microprogramming. Prerequisite: Math 210 or consent of instructor.

Mathematics 320. An Introduction to Number-Systems

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: Pass ELM * and one of the following: one year of high school algebra or equivalent; Math 54.

Mathematics 321. Elements of Geometry, Probability, and Statistics

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, or equivalent.

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* Exemption from ELM only by other test scores (such as SAT) or by certification of completion of general education requirement. (See p. 34 for explanation of ELM.)

Mathematics 330. Linear Algebra

Systems of linear equations, matrices, vector spaces, dimensions, determinants, linear transformations, eigenvalues and eigenvectors. Prerequisite: Math 203. Math 300 is strongly recommended.

Mathematics 331. Algebraic Structures

Mappings, relations, binary operations; groups; rings; integral domains and fields. Prerequisite: Math 203. Math 300 is strongly recommended.

Mathematics 339. Intermediate Statistics

Techniques of data analysis; analysis of variance and designing experiments including one-way, two-way, and multi-way ANOVA; linear regression and correlation; multiple and non-linear regression; Chi-square and goodness-of-fit tests. Parametric and non-parametric versions of analyses. Introduction to statistical computer packages. Prerequisite: Math 140 or permission of 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 203. Math 300 is strongly recommended.

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.

Mathematics 409. Computer Architecture

Design parameters of memories, central processors, and I/O devices, contrasting major design implementations. Laboratory work with logical circuits. Prerequisite: Math 310.

Mathematics 410. Systems Programming

Batch processing systems programming, including loading and subroutine linkage; multiprogramming and multiprocessing systems; traffic control; extensive computer solution of problems in topical areas. Prerequisite: Math 210.

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. Math 300 is strongly recommended.

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. Math 300 is strongly recommended.

Mathematics 460. Theory of Computability

Turing and other machines. Recursive function theory, computability and complexity classification; relative uncomputability. Godel's unsolvability results. Prerequisite: Math 300 or consent of instructor.

Mathematics 477. Special Topics in Mathematics (1–5)

Topics and prerequisites to be announced. May be repeated for different topics.

Mathematics 480. Research Participation

Individual study, under supervision, in mathematical investigation. May be repeated. Prerequisite: Consent of instructor.

Mathematics 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Mathematics 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Prerequisite: Major or minor in Mathematics; Math 300.

Mathematics 496. Internship in Mathematics (1–5)

Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

Mathematics 497. Cooperative Education (0–5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Graduate Courses

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.

ADMISSION WITH ADVANCED STANDING

Students wishing to transfer from another college or university may apply for admission with advanced standing. Applicants who are registered nurses must be graduates of an accredited college or hospital school of nursing.

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.

Registered nurses may petition to receive credit by challenge examination for courses in the Nursing major. (For details see catalog description of Credit by Examination procedure.) Interested students should contact the Nursing Department Office.

L.V.N. 45-UNIT OPTION

The Board of Registered Nursing specifies that the additional nursing courses licensed vocational nurses are required to take for the registered nurse licensure examination shall not exceed a maximum of forty-five (45) quarter units. Licensed vocational nurses who wish to use this option must take Biology 255, 256, 311, Nursing 319, Nursing 320, Nursing 321, and Nursing 322—a total of 31 quarter units.

MEDICAL CORPSMEN

Veterans who have had experience as United States medical corpsmen in the service and who wish to become registered nurses are encouraged to apply for admission. Credit may be given for previous experience, knowledge, and skills on the basis of challenge examinations. (For details see catalog description of Credit by Examination procedure.)

HANDICAPPED STUDENTS

A physical handicap or chronic illness will not of itself bar a student from admission to the Nursing program if the student is capable of meeting the course requirements applicable to all students. Minor adjustments of schedule or assignments consistent with the needs of the individual student may be made by the Nursing faculty.

GENERAL INFORMATION

Malpractice Insurance: Malpractice insurance must be obtained prior to registration for nursing courses. Insurance can be obtained through the Foundation Accounting Office Administration Building, Room 105.

UNIFORMS

Uniforms: Uniforms are required for entrance to Nursing 212. Students are advised to contact the Department of Nursing for information on where the uniforms can be obtained, and for the Student Policy Manual which describes the uniform code..

TRANSPORTATION

Students are required to have a valid California Driver's License and to provide their own transportation to clinical and other field areas. Students in clinical courses involving community experiences must have access to a car.

HEALTH REQUIREMENTS

Health clearance requirements must be completed and reported to the Student Health Center prior to registration for nursing courses each year. The physical examination may be done at the Student Health Center, CSB, *if done prior to September 1,* or it may be done by a physician of the student's choice, at the student's expense. A student must keep the chair of the Department of Nursing informed of all chronic or contagious conditions which limit the student's ability to give nursing care. Following a student's illness, the Department of Nursing may request health certification by a physician.

Initial Health Clearance for Newly-Admitted Sophomores:

1. Complete physical examination, including routine hemoglobin or hematocrit & UA (within the preceding 6 months)
2. Chest X-Ray (within preceding 6 months)
3. T.B. Skin Test (within preceding 6 weeks)

4. Coccidioidomycosis Skin Test (within the preceding 12 months)
5. Immunizations (verification required) Polio, typhoid, diphtheria, tetanus, rubella

Health Clearance for Returning Juniors & Seniors

In order to be eligible for registration Fall quarter, students must present Health Clearance from Student Health Center attesting to the following:

1. Chest X-Ray (within preceding 6 months)
2. T.B. Skin Test (within preceding 6 weeks)
3. Coccidioidomycosis Skin Test (within preceding 6 months)
4. Up-dated immunizations

FINANCIAL AIDS

Nursing Student Loan and Scholarship Program. The loan program provides up to $2,500 annually, based upon need, to full-time undergraduate students enrolled in Nursing curricula. Loans are repayable over a ten-year period which begins nine months after completion of the course of study. Loan is interest-free while the student is enrolled in the program, and under federal law certain cancellation procedures are available to students who received this program.

The scholarship program provides up to $2,000 during the academic year, is based upon need, and is given to undergraduate students enrolled in the Nursing major. Interested students should contact the financial aids office.

Special Scholarships. Various organizations make money available to student nurses in need of financial assistance. These scholarships are normally used to defray the expenses of books, uniforms, and student fees. Interested students should complete an application form at the Financial Aids Office.

ACADEMIC REGULATIONS

The grade of "C" in nursing as well as cognate courses is the minimal grade acceptable for progression into subsequent nursing courses. Students who fail to achieve at least a "C" in a nursing or cognate course may repeat the course once. Students who fail to achieve at least a "C" in a nursing or cognate course a second time are ineligible to remain in the Nursing major. If a course is satisfactorily completed, the prior unsatisfactory grade will no longer bar a student from continuing in the Nursing program although it will still be counted in computing the overall grade point average.

Students who drop out of the Nursing program for academic reasons or for personal reasons must petition the Admissions Committee of the Department of Nursing for readmission to the program. Forms for petitioning to be readmitted to the Nursing program may be obtained from the department, and must be submitted to the Admissions Committee of the Department of Nursing one quarter prior to desired readmission.

ABSENTEE POLICY

I. Clinical Attendance
   A. Excused absence consists of time missed due to illness or extenuating circumstances. The student is responsible for notifying the instructor about the illness prior to the start of the assigned clinical day. In clinical courses students are permitted two days of excused absence. All excused absences in excess of two days must be made up during the quarter, by arrangement with instructor; otherwise, an "Incomplete" will be issued at the end of the quarter.
   B. Unexcused absence is any absence not due to illness or extenuating circumstances, and without prior notification of the instructor. All unexcused absences must be made up. An unexcused absence which is not made up will result in a failure of the course.
   C. Provision for make-up labs will be offered, with priority given to those students with excused absences before students with unexcused absences.

II. Lecture Attendance
   A. Class attendance is expected of all students enrolled at the college. The instructor in each course sets the standard expected in this regard. When students are absent from classes, it is their responsibility to inform instructors of the reason for the absence and to arrange to make up missed class work and assignments.
   B. Students must obtain permission prior to using tape recorders in the classroom.

ILLNESS POLICY

Students whose condition limits their ability to give nursing care or who have an illness of a chronic or contagious nature must submit a doctor's certificate stating that it is safe for them to give nursing care before returning to the clinical area.

REQUIREMENTS FOR THE NURSING MAJOR

(Requirements for the Special Track for Registered Nurses are on p. 190)

The Bachelor of Science degree in Nursing requires the following courses in Nursing, taken sequentially:

Nursing 210
Nursing 211, 212
Nursing 213, 214
Nursing 315, 316
Nursing 319, 320
Nursing 321, 322
Nursing 411, 412
Nursing 481, 490
Nursing 496

Required Cognate Courses:

1. English: Nine quarter units which include principles of verbal, written, and group communication. This requirement must be met by taking English 110 *, plus one of the following courses: Communications 108 **, Communications 316, Communications 376, or Behavioral Science 311.
2. One course (five quarter units) in Sociology or Anthropology:* Recommended courses: Sociology 100, Anthropology 100, Behavioral Science 318
3. Biology 250 *, 255 *, 256 *, 311 **, 355 and 370
4. Chemistry 150 *, 203 *
5. Psychology 100 *, 310 **, 315 **
6. Nursing 337 (Pharmacology)
7. Mathematics 140 or Psychology 200
8. Behavioral Science 317 *or* Behavioral Science 382

* Cognate courses or their equivalents which must be completed, with a grade of "C" or better prior to entrance into Nursing 210.

** Cognate courses which may be corequisites to Nursing 210 and are prerequisites to Nursing 211 and 212. It is highly recommended that cognate courses be taken within the past ten years prior to entering Nursing courses.

NOTE: Students who have completed all of the cognate requirements, with the exception of Mathematics 140, and all Nursing courses through Nursing 321 and 322 are eligible to sit for the California State Board of Nursing Licensure Examination.

Recommended Elective Courses:

Behavioral Science 312. Social Psychology
Mathematics 210. Introduction to Computer Science
Philosophy 360. Death
Physics 150. Introduction to Principles of Physics
Psychology 401. Biofeedback
Sociology 327. Race and Ethnic Relations
Sociology 367. The Sociology of Health, Illness, and Medical Care
IN ST 104. Human Sexuality

COURSES

NOTE: Each course carries five quarter units unless otherwise designated.

Nursing 210. Perspectives in Nursing and Health

An introduction to the study of the nursing profession. Theoretical concepts that form part of the basic knowledge needed to care effectively for persons in need of health services are examined. Philosophies and models of nursing are introduced. Opportunities are provided for developing elementary skills of therapeutic communication, and for the study of legal aspects, historical aspects and current trends in the nursing profession. Three hours

lecture-discussion, two three-hour laboratory sessions. Prerequisites: English 100 or 110, Psychology 100, Psychology 310, Sociology 100, Chemistry 150, Chemistry 203, Biology 250, Biology 255, Biology 256. Prerequisite or corequisites: Verbal English and Psychology 310. Corequisites: Biology 311 and Psychology 315. Preference for admission to course given to Nursing majors. (Offered fall quarter only.)

Nursing 211. Concepts and Principles Basic to Professional Nursing Health Needs of People

In-depth examination of selected models and philosophies of nursing. The nursing process is introduced as the core of nursing practice. Issues in the delivery of health care to clients are examined. Group communication skills become a focus as leadership concepts are introduced. Four hours lecture-discussion, one three-hour communication skills laboratory. Prerequisites: Nursing 210, Verbal English, Psychology 310, Biology 311, and Psychology 315. Corequisites: Nursing 212 and Biology 355. (Offered winter quarter only.)

Nursing 212. Principles and Skills in the Practice of Nursing

Basic principles and skills of nursing care are presented and clinical applications made to patient-care situations. Students are given opportunities to practice nursing skills in a simulated laboratory setting before using them in the clinical setting. Skills studied are related to: creating a safe and therapeutic environment, infection control, physical assessment, personal hygiene, body mechanics, basics of pharmacology and the administration of medications, nutrition and elimination, cardio-pulmonary resuscitation, and pre- and post-operative care. Fifteen hours clinical practice. Prerequisites: Nursing 210, Verbal English, Psychology 310, Biology 311, and Psychology 315. Corequisites: Nursing 211 and Biology 355. (Offered winter quarter only.)

Nursing 213. Health Problems from Conception Through Infancy

Principles and concepts in health assessment, promotion, and maintenance (including health teaching) of pregnant families and infants to eighteen months are considered. Behavioral system stability during this period is studied, with emphasis on preventive and therapeutic aspects of nursing care. Concepts of human sexuality, paternal-maternal-infant bonding, attachment, pain, altered body image and child abuse are studied. Five hours lecture-discussion. Prerequisites: Nursing 211 and 212, Psychology 310, and Biology 355. Corequisite: Nursing 214. (Offered spring quarter only.)

Nursing 214. Nursing Care of Families from Conception Through Infancy

Clinical experiences are provided wherein the student applies nursing care principles and concepts in the care of pregnant families, newborn infants, and infants through eighteen months, in hospitals, clinics, and at home. Emphasis is placed on the assessment phase of the nursing process. Fifteen hours clinical practice. Prerequisites: Nursing 211 and 212, Psychology 310, and Biology 355. Corequisite: Nursing 213. (Offered spring quarter only. Open to Nursing majors only.)

Nursing 315. Health Problems of Children and Adolescents

Major health problems interfering with processes of assimilation and accommodation in children are studied in relation to promoting behavioral system stability. Sensory, motor, cognitive, and affiliative concepts are utilized to understand system stability. Health assessment and promotion; prevention of illness; therapeutic and rehabilitative care. Five hours lecture-discussion. Prerequisites: Nursing 213, 214, 337, Biology 370, and Psychology 315. Corequisite: Nursing 316. Non-majors must receive permission of instructor. (Offered fall quarter only.)

Nursing 316. Nursing 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 nursing needs of children, adolescents, and their families. Emphasis on use of the nursing process to reach a nursing diagnosis and identify nursing treatment. Fifteen hours clinical practice. Prerequisites: Nursing 213, 214, 337, Biology 370, and Psychology 315. Corequisite: Nursing 315. (Offered fall quarter only. Open to Nursing majors only.)

[redacted]
writing
planning
writing presenting
Psychology 2e
[redacted]

Nursing 331, 332
Nursing 333, 334
Nursing 335, 336
Nursing 411, 412
Nursing 481, 490
Nursing 496

Required Cognate Courses:

1. English*—nine quarter units which includes verbal, written, and group communication. This requirement must be met by taking English 110, plus one of the following courses: Communications 108, Communications 316, Communications 376, or Behavioral Science 311
2. One course (five quarter units) in Sociology or Anthropology:*—Recommended courses: Sociology 100, Anthropology 100, Behavioral Science 318
3. Biology 250*, 255*, 256*, 311*, 355, and 370*
4. Chemistry 150*, 203*
5. Psychology 100*, 310*, and 315*
6. Nursing 337*
7. Math 140 or Psychology 200
8. Behavioral Science 317 or Behavioral Science 382

COURSES FOR THE JUNIOR YEAR OF THE SPECIAL TRACK, OPEN TO REGISTERED NURSES ONLY

NOTE: Each course carries five quarter units unless otherwise designated.

Nursing 331. Introduction to Conceptual Models and Theories of Nursing

Nursing and the contributions of nursing to health care are examined from historical and current perspectives to identify nursing's role in the changing health care system. Philosophical, theoretical, and conceptual models are compared and analyzed as a background for presenting the philosophy, conceptual model, and nursing process in the CSB Nursing program. Significant concepts integrated throughout the program, such as man, development, family, community, culture, health, illness, life, and death, are analyzed. Five hours lecture-discussion. Prerequisites: English 100 or 110, Verbal English, Sociology 100 or Anthropology 100, Biology 250, 255, 256, 311, 370, Chemistry 150, 203, Psychology 100, 310, 315, and Nursing 337. (Offered fall quarter only.)

Nursing 332. Introduction to the Nursing Diagnosis with Emphasis on Client Perception

Identification and collection of data necessary for arriving at a nursing diagnosis about the client and family. Emphasis is given to the communication process as a significant tool for effectively using the nursing process. Students practice and evaluate communication skills using role-playing situations and audio-visual resources. Students also collect data and obtain the client's perception during laboratory experiences in a variety of community settings. Fifteen hours laboratory per week. Prerequisites: English 100 or 110, Verbal English, Sociology 100 or Anthropology 100, Biology 250, 255, 256, 311, 370, Chemistry 150, 203, Psychology 100, 310, 315, and Nursing 337. Corequisite: Behavioral Science 317 or Behavioral Science 382. (Offered fall quarter only.)

Nursing 333. Family Nursing Care from Conception Through Adolescence

Students use concepts about developmental processes while studying major nursing and health problems of individuals and families from conception through infancy, childhood, and adolescence. Behavioral system stability during this developmental period is studied with emphasis on preventative and therapeutic nursing care. Methods of health assessment and health education as well as methods of teaching family rearing practices are presented. Five hours lecture-discussion. Prerequisites: Nursing 331 and Nursing 332, and either Behavioral Science 317 or Behavioral Science 382. Corequisite: Biology 355. (Offered winter quarter only.)

* Cognate courses or their equivalents which must be completed, with a grade of "C" or bettor prior to entry into Nursing 331 and Nursing 332.

Nursing 334. Nursing Diagnosis with Focus on Nursing Inference

Application of knowledge about developmental processes and the nursing process to collect data and arrive at a nursing diagnosis about the client and family. Emphasis is given to nursing inferences about problems, strengths, and resources as part of the nursing diagnosis. Laboratory includes experiences with mothers, fathers, infants, children, and adolescents in a variety of community agencies. Fifteen hours clinical laboratory. Open to RN students only. Prerequisites: Nursing 331 and Nursing 332, and either Behavioral Science 317 or Behavioral Science 382. Corequisite: Biology 355. (Offered winter quarter only.)

Nursing 335. Nursing Care with Adult and Geriatric Clients

Continued use of concepts about developmental processes while studying major nursing and health problems occurring in young, middle-aged, and older adult clients. The use of the nursing process as a means of promoting behavioral system stability during this developmental period is emphasized. Continued study of health assessment and health education appropriate for clients and families in this age group. Five hours lecture-discussion. Prerequisites: Nursing 333 and 334 and Biology 355. (Offered spring quarter only.)

Nursing 336. Nursing Treatment and Evaluation of Treatment

Application of knowledge about nursing and health problems of young, middle-aged, and older adult clients in clinical laboratory experiences. Emphasis is given to establishing objectives for nursing treatment based on specific nursing diagnosis as well as providing and evaluating nursing treatment. Fifteen hours clinical laboratory per week. Prerequisites: Nursing 333 and 334 and Biology 355. (Offered spring quarter only.)

Courses for the senior year for registered nurses are the same as those courses for the basic major. See pp. 189–190 for course descriptions.

PHILOSOPHY/RELIGIOUS STUDIES DEPARTMENT

Chair: G. E. Kessler
Faculty: L. S. Betty, B. W. Jones, C. W. Kegley, J. A. Kegley, N. K. Prigge

The Department of Philosophy/Religious Studies offers a major and minor in Philosophy and a concentration and minor in Religious Studies. Some courses offered by the department may also fulfill general education or graduation requirements.

PHILOSOPHY

The unexamined life is not worth living.
—Socrates

The program in Philosophy is designed to satisfy the interests of students who aspire to be mature, responsible, and self-aware persons. The courses offered by this department seek to cultivate the critical and creative thinking which is one of the prerequisites of all educated persons. 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.

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.
   2. One course from *each* of the following groups:

      Group A
      Philosophy 331. Aesthetics
      Philosophy 332. Ethical Theory
      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
      IN ST 353. Understanding Science: Achievements and Limitations
   3. Three additional courses in Philosophy or Religious Studies.
   4. Philosophy/Religious Studies 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, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
   2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
   3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," p. 98–102.

REQUIREMENTS FOR THE MINOR IN PHILOSOPHY

Four courses, totaling twenty quarter units, at least three of which must be upper division.

PHILOSOPHY COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Philosophy 51. Fundamental Problem-Solving

A course designed to develop skills in analyzing statements, the relations among statements, class relations, and elementary problem-solving. Open by special permission to students whose previous records or test scores indicate that they will benefit from special work prior to or concurrent with enrolling in Philosophy 102. Course may be repeated. Offered only on a credit, no-credit basis. Does not count toward graduation.

Philosophy/Religious Studies 100. Philosophical Ideas

A study of philosophical method and of some of the major philosophical ideas which have resulted from the application of that method. These ideas are taken from the past as well as the present, from the East as well as the West. They concern the kinds, sources, and tests of knowledge; the nature of reality, of self and God; and the various kinds of value that ought to inform our lives.

Philosophy 102. Logical Reasoning

A study of the fundamentals of traditional logic. Subjects studied include the basic concepts of logic, the nature and kinds of knowledge, informal fallacies, categorical propositions, the square of opposition, categorical syllogisms and techniques for testing their validity, formal fallacies, translation from ordinary language, induction and especially analogical and causal reasoning, and scientific methodology and decision making.

Philosophy 103. Introduction to Symbolic Logic

A study of the fundamentals of symbolic logic. Subjects studied include contemporary formulations of basic epistemological and logical distinctions, ambiguity and definition, sentential operators and truth-tables, deductive proofs, quantification, and probability.

Philosophy/Religious Studies 201. Ethics

A critical study of representative philosophical and religious 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.

Philosophy 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

Philosophy 300. Philosophy of Life

The overlapping and partial philosophical viewpoints which have dominated contemporary philosophy, viewpoints such as naturalism, materialism, existentialism, theism, mysticism, positivism, pragmatism, humanism, and communism, will be examined critically with the purpose of providing students the elements necessary to forge a philosophy of life for the contemporary world, that is, a philosophy which synthesizes theories of knowledge, reality, and goodness into an organic system whose primary aim is to invest life in the contemporary world with the greatest meaning rationally possible.

Philosophy 302. History of Western Philosophy I

A study of the development of Western philosophy from its Greek origins to the fall of the Roman Empire, with emphasis on Plato and Aristotle.

Philosophy 303. History of Western 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. History of Western Philosophy III

A study of the development of Western philosophy from the beginning of the Nineteenth Century to the present. The course examines such dominant schools as absolute idealism, existentialism, dialectical materialism, naturalism, phenomenology, positivism, pragmatism, and modern-day analysis. Among the philosophers who may be studied are Hegel, Kierkegaard, Marx, Nietzsche, Husserl, Heidegger, Sartre, James, Whitehead, Russell, Ayer, and Wittgenstein.

Philosophy 310. Existentialism

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 315. Philosophy, Technology, and Our Future

The nature of technology, its recent history, and probable future are explored, and questions of human goals and the quality of life are raised. Value clarification and projection of alternative futures are emphasized.

Humanities 320. The Social History of Ideas I

(For course description, see listing under "Interdisciplinary Courses," p. 105)

Humanities 321. The Social History of Ideas II

(For course description, see listing under "Interdisciplinary Courses," p. 105)

Philosophy 331. Aesthetics

An examination of the main problems of aesthetic creation, contemplation, and criticism, including an analysis of aesthetic experience and of the work of art.

Philosophy 332. Ethical Theory

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

(For course description, see listing under "Interdisciplinary Courses", p. 108.)

Philosophy 334. Law and Morality: Rights and Responsibilities

The course first examines several major philosophies of law, asking, What *is* law? What is a legal system? How are laws justified? How is law related to politics and religion? It then inquires into the relation between law and morality, the enforcement of morality by law, civil disobedience, the death penalty, obscenity and pornography, and related issues.

Philosophy 340. Metaphysics

A critical examination of classical metaphysical positions such as materialism, idealism, realism, and naturalism, coupled with a study of methods and problems in contemporary metaphysical thinking.

Philosophy 341. Dimensions of Self and Mind

A critical analysis of various concepts of self, mind, and person. Subjects typically studied include the relation of mind and body, personal immortality, the nature of self-knowledge, and the relation between the self and moral values.

Philosophy/Religious Studies 342. Philosophy of Religion

An examination of the following issues: the nature of religion and of religious experiences, various conceptions of God, evidence for the existence of God including the classical arguments, faith and its relationship to knowledge, the problem of evil, meaning and the logical status of religious language, the possibility and nature of personal immortality.

Philosophy/Religious Studies 343. Eastern Philosophy

A study of the major Confucian philosophers: Confucius, Mencius, and Haun Tzu; of the great Taoist masters Lao Tzu and Chuang Tzu; of the chief sources of Hindu philosophy—the Upanishads, the Bhagavadgita—and the three major Vedanta philosophies which grew

Philosophy 499. Individual Study (1–5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of department chair.

RELIGIOUS STUDIES

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 religions in human life and culture. The program includes courses of three general types: those which study religious issues from a philosophical point of view; those which explore the history and literature of particular religions, for example, Judaism, Christianity, Islam, Hinduism, and Buddhism; and those which examine, from a social scientific point of view, the nature and function of religion, for example, psychology and sociology of religion. The courses of all three types are analytical, critical, and sympathetic, but in no case dogmatic or sectarian.

REQUIREMENTS FOR THE CONCENTRATION IN RELIGIOUS STUDIES

A. A minimum of nine courses, including:
   1. Religious Studies 110 (or an upper division course in Western religions)
      Religious Studies 111 (or an upper division course in Eastern religions)
   2. One course from *each* of the following groups:

      Group A (History and Literature of Religion)
      Religious Studies 301. Hebrew Bible
      Religious Studies 302. New Testament
      Religious Studies 345. Religions of India
      Religious Studies 348. Religions of China and Japan
      Humanities 378. History of Israel: Ancient

      Group B (Social Scientific Study of Religion)
      IN ST 311. Psychology of Religion
      IN ST 313. Sociology of Religion
      IN ST 319. Anthropology of Religion
      Religious Studies 361. Mythology and Symbolism in Religion
      Religious Studies 381. New Religious Movements

      Group C (Philosophical and Religious Thought)
      Philosophy 302. History of Western Philosophy I
      Philosophy 303. History of Western Philosophy II
      Philosophy 332. Ethical Theory
      Philosophy/Religious Studies 342. Philosophy of Religion
      Philosophy/Religious Studies 343. Eastern Philosophy
      Humanities 374. History of Christian Thought I
      Humanities 375. History of Christian Thought II
      Humanities 376. History of Christian Thought III
   3. Three upper division courses in Philosophy or Religious Studies, with the approval of the advisor.
   4. Philosophy/Religious Studies 490. Senior Seminar

B. The satisfactory completion of one of the three options listed under B of the "Requirements for the Major in Philosophy."

REQUIREMENTS FOR THE MINOR IN RELIGIOUS STUDIES

Four courses, totaling twenty quarter units, at least two of which must be upper division.

RELIGIOUS STUDIES COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Religious Studies/Philosophy 100. Philosophical Ideas

A study of philosophical method and of some of the major philosophical ideas which have resulted from the application of that method. These ideas are taken from the past as well

as the present, from the East as well as the West. They concern the kinds, sources, and tests of knowledge; the nature of reality, of self and God; and the various kinds of value that ought to inform our lives.

Religious Studies 101. Introduction to Religion: The Religious Quest

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 are 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 110. Religion in Western Civilization

A comparative study of the religions and cultures which have shaped Western civilization. Beginning with the religion and cultures of ancient Near East, Greece, Rome, and ancient Europe, this course traces the development and interaction of religions and various aspects of Western civilization. Judaism, Christianity, and Islam and the role they have played in shaping the values and world views of Western civilization receive special attention.

Religious Studies 111. Religion in Eastern Cultures

A comparative study of religions and cultures in India, China, and Japan. The origins and development of selected religious traditions such as Hinduism, Buddhism, Taoism, Confucianism, and Shintoism are examined. The interaction between religion and various aspects of culture such as art, literature, politics, and economics is emphasized. Special attention is paid to the role religion and culture play in the formation of personal and communal identity, values, and world views.

Religious Studies/Philosophy 201. Ethics

A critical study of representative philosophical and religous 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.

Religious Studies 289. Experiential Prior Learning (various no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

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 are examined, such as poetic, narrative, prophetic, historical, legal, wisdom, and apocalyptic. Various scholarly methods of interpretation are 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 are analyzed and discussed.

IN ST 311. Psychology of Religion

(For course description, see listing under "Interdisciplinary Courses", p. 108.)

IN ST 313. Sociology of Religion

(For course description, see listing under "Interdisciplinary Courses", p. 108.)

IN ST 319. Anthropology of Religion

(For course description, see listing under "Interdisciplinary Courses", p. 108.)

Religious Studies/Philosophy 342. Philosophy of Religion

An examination of the following issues: the nature of religion and of religious experiences, various conceptions of God, evidence for the existence of God including the classical arguments, faith and its relationship to knowledge, the problem of evil, meaning and the logical status of religious language, the possibility and nature of personal immortality.

Philosophy/Religious Studies 343. Eastern Philosophy

A study of the major Confucian philosophers: Confucius, Mencius, and Ḥaụn Tzu; of the great Taoist masters Lao Tzu and Chuang Tzu; of the chief sources of Hindu philosophy—the Upanishads, the Bhagavadgita—and the three major Vedanta philosophies which grew out of them; and of Buddhist thought, in both the Theravada and Mahayana (including Zen) traditions. Attention given to comparisons and contrasts between East and West and between China and India; also to the influence of their distinctive philosophies on present-day conditions in those countries and the interaction between philosophy and culture.

Religious Studies 345. India

A study of Hinduism, the predominant religion of India; Theravada Buddhism, the predominant religion of Southeast Asia; Islam as it is found in India; Jainism and Sikhism. The beliefs, rituals, ethics, and religious art forms of India are surveyed. Hinduism's relevance to American religious life is highlighted.

Religious Studies 348. China and Japan

A study of the cultures of China and Japan. Emphasis will be placed on their philosophical, religious, and artistic expressions, as well as on typical oriental attitudes towards family, community, and state. The events leading up to the creation of the Chinese People's Republic will be especially stressed. The overall objective of the course is to understand something of the Chinese and Japanese people as they perceive themselves today, both individually and socially.

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. The course examines the way attitudes towards death affect styles of living.

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 are studied. Source readings are 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, are studied.

Humanities 363. Philosophy and Religion in Literature

(For course description, see listing under "Interdisciplinary Courses", p. 105.)

Humanities 374. History of Christian Thought I

(For course description, see listing under "Interdisciplinary Courses", p. 106.)

Humanities 375. History of Christian Thought II

(For course description, see listing under "Interdisciplinary Courses", p. 106.)

Humanities 376. History of Christian Thought III

(For course description, see listing under "Interdisciplinary Courses", p 106.)

Religious Studies 377. Special Studies in Religion (1–5)

Topics to be offered will be announced prior to registration. May be repeated for different course content.

PHYSICS AND GEOLOGY DEPARTMENT

Chair: A. C. Greene
Faculty: J. R. Coash, B. M. Cordell, D. P. Detwiler, J. P. Frankel, D. J. Jones (Emeritus), E. A. Laskowski, J. C. Manning (Emeritus), S. G. Mitchell

PHYSICS

The Physics program serves multiple roles in the College's educational system. Not only does it prepare students for advanced study and professional work in physics and other physical sciences such as geophysics, atmospheric physics, etc., but it also provides the necessary education in physics for students of other sciences.

In view of the highly technological nature of the society in which we live, the department also places high priority on the education of the non-science student. The 100-level Physics courses are designed to help these students achieve an understanding of the methods and goals of science and to provide them an opportunity to seriously consider and discuss important socio-scientific-technological questions.

Although the minimum degree requirements are stated below, majors in Physics who plan to pursue careers as professional physicists are advised to take additional physics and mathematics courses. Members of the Physics faculty will be pleased to provide counseling on recommended programs to any students who may wish to pursue this major.

REQUIREMENTS FOR THE MAJOR IN PHYSICS

Requirements for the Bachelor of Science degree in Physics are:
Twelve courses, including the following or equivalent:

A. Physics 201, 202, 203
B. Four 300 level courses, selected from the following:
   Physics 301, 302, 303, 307, 311, 312, 313
C. Three additional upper division courses selected from the above, or from the following: (at least two in Physics)
   Physics 325, 404, 477, 489, 496, 497
   Chemistry 301, 302, 303, 311, 423
   Geology 303, 306, 307
D. Physics 480
E. Physics 490

Cognates: Mathematics 201, 202, 203, 204, 210, and 302. Chemistry 201, 202.

Additional courses in Mathematics may be advised, depending upon the program needs of the individual student.

PRE-ENGINEERING

Although the college does not offer a degree in engineering, many students find it beneficial to complete at this campus a substantial portion of required courses for engineering programs elsewhere. Most engineering programs are highly structured and demanding, and careful selection of courses for transfer to other institutions is urged.

Minimum requirements at most institutions include the following courses:

A. Mathematics 201, 202, 203, 204, 210, 302
B. Physics 201, 202, 203, 240, 241, 244, 245
C. Chemistry 201, 202

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

REQUIREMENTS FOR THE MINOR IN PHYSICS

Although no minor is required for the B.S. degree, a minor in Physics is available, consisting of 20 units, 10 of which must be in upper division courses.

Physics 240. Analytic Mechanics, Statics I (3)

Fundamental principles of force systems acting on particles and rigid bodies in static equilibrium. Applications to structural and mechanical problems. Three hours lecture-discussion. Prerequisite: Physics 201.

Physics 241. Analytic Mechanics, Statics II (2)

Continuation of Physics 240. More advanced applications to two and three dimensional structural and mechanical problems. Two hours lecture-discussion. Prerequisite: Physics 240.

Physics 244. Properties of Materials I (3)

Application of physical principles to materials, their basic structures and properties. Emphasis on mechanical and chemical properties. Three hours lecture-discussion. Prerequisites: Chemistry 201, Physics 201.

Physics 245. Properties of Materials II (2)

Continuation of Physics 244. Emphasis on physical and electrical properties. Two hours lecture-discussion. Prerequisites: Physics 202 and Physics 244.

Physics 277. Contemporary Topics in Physics (1–5)

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Physics 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division Core Courses

All upper division courses meet for two hours lecture-discussion and three three-hour laboratories per week, 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 202, Math 202.

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.

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.

Physics 307. Concepts of Electronics

Circuit laws, theorems, equivalent circuits. Physical properties, electrical characteristics and circuits of electrical and electronic devices, discrete and integrated. Design and construction of analog and digital circuits with instrumentation applications. Prerequisite: Physics 202, Math 202.

Physics 311. Concepts of Atomic and Molecular Physics

Development of modern atomic and molecular theories. Quantum phenomena in atomic and molecular physics. Laboratory investigation and presentation. Prerequisites: Physics 203, Math 202.

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.

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 310. Principles of Radioactivity (2)

The study of different types of nuclear decay, radiation, and detection. Emphasis on beta, gamma, and alpha emissions; half-life, energy spectra, statistical, and range measurements. One lecture and one laboratory. Prerequisite: Chem 201 or Physics 201 or 211.

Physics/Geology 325. Geophysics

Introduction to the earth's interior structure, origin, and evolution, and a survey of geophysical exploration methods. Topics include earthquakes, gravity, geomagnetism, convection, and petroleum/mineral exploration. Some discussion of plate tectonics, planetary interiors, and geologic hazards. Three hours lecture-discussion and two three-hour laboratories per week. Prerequisite: Physics 202 or permission of the instructor.

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 (1–5)

Topics and prerequisites to be announced. Typical courses include astro-physics, advanced electronic systems, advanced mechanics, and statistical physics. May be repeated in different topics.

Physics 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Physics 496. Internship in Physics (1–5)

Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

Physics 497. Cooperative Education (0–5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Required Senior Courses

Physics 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.

Physics 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Prerequisite: Major or minor in physics.

Graduate Courses

Physics 577. Advanced Topics in Physics (3)

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in physics.

Physics 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

GEOLOGY

Geology is the study of this planet and our neighboring planets in space—their composition, processes, and history. The degree offered is the Bachelor of Science in Geology. The curriculum includes basic courses in geology and other cognate subjects and provides for independent research, field application, and interdepartmental programs, such as Environmental Studies (see p. 99), when desired.

The curriculum and courses offered in Geology stress the physical framework of the environment and its relationships to organisms and to man. The college is located in an excellent geologic area with easy access to deserts, several mountain ranges, oil fields, agricultural areas, and the Pacific Coast.

Graduates with the B.S. degree in Geology have excellent employment opportunities both locally and elsewhere as the result of increased petroleum and mineral exploration efforts throughout the world. Water resources, land use, and waste disposal management provide additional career opportunities for the professional geologist. The degree program also provides a strong foundation for secondary school science teaching or more advanced graduate work in geology.

REQUIREMENTS FOR THE MAJOR IN GEOLOGY

The requirements for the Bachelor of Science degree in Geology are:

A. A minimum of twelve courses (60 units) in geology:
   1. Geology 201, 204, 205, 303, 477, 480, 490, 495
   2. Four courses selected from the following: Geology 304, 305, 306, 307, 308, 309, 325

B. A minimum of seven courses (35 units) in cognate areas:
   1. Chemistry 201, 202, Mathematics 106, Physics 201, 202
   2. Two courses (10 units) from (all three strongly recommended): Mathematics 140, 201, 210

The following elective courses are strongly recommended for the major:
Mathematics 202
Chemistry 203
Physics 203
Biology 203, 210
English 304

REQUIREMENTS FOR THE MINOR IN GEOLOGY

Although no minor is required for the B.S. degree, a minor in Geology is available, consisting of 20 units, at least 10 of which must be in upper division courses.

COURSES

NOTE: Each course not otherwise designated carriers 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

Geology 100. Perspectives in Geology

A survey of geologic principles and theories concerning the evolution of the Earth, including the origin of the universe, continents, oceans, atmosphere, and life; practical application of these concepts to societal problems. Introduction to the scientific method of inquiry, including local field trips and the laboratory investigation of various physical science topics. Two lectures, one discussion, and two three-hour laboratories per week.

Geology 201. Physical Geology

Evolution of the earth as a planet, emphasizing processes that affect the surface, its landforms, earth materials, earthquakes, and the earth's interior. Field and laboratory investigation of physical processes and materials. Three hours lecture-discussion and two three-hour laboratories per week.

Geology 204. Historical Geology

Evolution of the earth's atmosphere, oceans, and life, and their relationship to continental drift. Recognition, distribution, and significance of environments through geologic time. Introduction to present environments, including earthquake and climate prediction and the environmental effects of energy production. Field and laboratory introduction to techniques used in recognizing and interpreting environments and ecologic associations. Three hours lecture-discussion and two three-hour laboratories per week. Recommended: Geology 201 or consent of instructor.

Geology 205. Environmental Geology

The relation of physical geologic processes to man's use of the environment, with particular emphasis on land use planning and geologic hazards. Three hours lecture-discussion and two three-hour laboratories per week. Recommended: Geology 201 or consent of instructor.

Geology 277. Contemporary Topics in Geology

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Geology 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division Core Courses

All upper division courses meet for two hours lecture-discussion and three three-hour laboratories per week, unless otherwise designated.

Geology 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 Geology 201.

Geology 304. Concepts of Sedimentation

Study and interpretation of modern and ancient sedimentary environments. Introduction to sedimentologic field and laboratory techniques, with emphasis on the Cenozoic sediments of southern California. Prerequisite: Geology 201 or Geology 204. Recommended: Math 140.

Geology 305. Concepts of Paleontology

Study of major invertebrate fossil groups with emphasis on comparative morphology, paleoecology, and evolution. Introduction to laboratory, statistical, and computer techniques for the study of fossil morphology and paleoecology. Field trips will examine fossil and recent ecologic associations. Prerequisite: Geology 204. Recommended: Math 140 and Biology 203 or Biology 210.

Geology 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: Geology 303.

Geology 307. Concepts of 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. Prerequisites: Geology 201 and Physics 202.

Geology 308. Geomorphology

Origin of the topography of the continents, with emphasis on the recent evolution of the present land forms and the implications for man. Field and laboratory investigation and presentation. Prerequisites: Geology 201 and Geology 205.

Geology 309. Concepts of Stratigraphy

Principles of stratigraphic analysis, facies relationships, and correlation; environmental reconstruction of stratigraphic sequences. Emphasis on the Mesozoic and Cenozoic stratigraphy of southern California. Prerequisite: Geology 204. Recommended: Geology 304 and Geology 305, Math 210, or consent of instructor.

Geology/Physics 325. Geophysics

Introduction to the earth's interior structure, origin, and evolution, and a survey of geophysical exploration methods. Topics include earthquakes, gravity, geomagnetism, convection, and petroleum/mineral exploration. Some discussion of plate tectonics, planetary interiors, and geologic hazards. Three hours lecture-discussion and two three-hour laboratories per week. Prerequisite: Physics 202 or permission of the instructor.

Geology 477. Special Topics in Geology (1–5)

Topics and prerequisites to be announced. May be repeated for different topics. These will include from time to time such subjects as: geology of petroleum; oceanography; advanced environmental geology; soils geochemistry; hydrology; paleobiology; and paleoecology. Specific areas designated when offered, and prerequisites listed depending on the specific areas.

Geology 489. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Geology 496. Internship in Geology (1–5)

Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

Geology 497. Cooperative Education (0–5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the

cooperative education coordinator and the faculty liaison (or course instructor, working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Required Senior Courses

Geology 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: 30 units in Geology and consent of instructor.

Geology 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interest. Five discussions. Prerequisite: 40 units in Geology.

Geology 495. Field Course in Geology

Fundamentals of surveying and mapping and methods of field investigation in geology. An approved summer field course may be used to satisfy the field course requirement, and is strongly recommended. Prerequisites: Math 106 and 20 units in Geology (including Geology 201).

Graduate Courses

Geology 577. Advanced Topics in Geology (1–3)

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Geology.

Geology 580. Advanced Research Participation (1–3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

POLITICAL SCIENCE DEPARTMENT

Chair: R. A Geigle
Faculty: S. E. Clark, C. H. McCall, T. M. Watts

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 others in the behavioral sciences bear the major responsibility for helping students gain the kind of understanding of their political and social environment which enables them to identify possible alternatives and to predict their probable consequences. Our objective is not 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 full courses in political science of which at least eight must be at the upper division level. Students must also complete at least two units in political science laboratory courses and a senior paper commenced in a substantive upper division course and completed for presentation in a senior seminar colloquium. Course programs for majors in political science are developed in close consultation with a faculty advisor interested in the student's intellectual growth and development and in his/her eventual career plans. Required courses for the Bachelor of Arts in Political Science are:

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 380 (2–5 units). Political Science Laboratory
D. At least one course in political theory, chosen from among:
   IN ST 333. Political Philosophy and Thought
   Political Science 334. Democratic Theory
   Political Science 435. Contemporary Empirical Theory
   Political Science 477. Selected Topics (appropriate topic)
E. At least one course in international or comparative politics, chosen from among:
   Political Science 302. American Foreign Policy
   Political Science 304. International Politics
   Political Science 305. Government and Politics in Western Europe
   Political Science 306. Government and Politics in the Soviet Union
   Political Science 307. Developing Political Systems
   Political Science 308. Government and Politics in China
F. At least one course in American politics, chosen from among:
   Political Science 312. Political Parties and Elections
   Political Science 314. Judicial Politics
   Political Science 316. Legislative Politics
   Political Science 317. The Presidency

Political Science 320. Social Groups and Political Power in America
Political Science 321. Community Politics
IN ST 375. Administrative Processes in Government.

G. Three additional courses in political science—all of which must be upper division.
H. The satisfactory completion of one of the three options listed below:
   1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the students 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 (see "Interdisciplinary Concentrations and Minors," pp. 98–102)
I. A "pass" grade from the Departmental faculty in a senior paper commenced in an upper division course meeting the requirements of D, E, or F above and completed for presentation in a Senior Seminar colloquium.
J. Political Science 490. Senior Seminar in Political Science

AMERICAN INSTITUTIONS REQUIREMENT

Satisfaction of the American Institutions requirement (see p. 70) shall be met by no less than one course in United States History and one other course in United States government or by examinations administered respectively by the History and Political Science Departments. For courses in the Political Science Department which satisfy the United States and California Government portions of the American Institutions requirement, see p. 70.

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE

Four courses totaling 20 quarter units in Political Science—at least three of which must be upper division—with a grade of "C" or better.

Courses which will be of special interest to students without substantial quantitative skills include Political Science 302, Political Science 306, Political Science 308, Political Science 312, Political Science 315, Political Science 317, Behavioral Science 321, Political Science 328, IN ST 333, and Political Science 334. Other courses may be suitable depending on the instructor's announced objectives and approach.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Political Science has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for both Social Sciences and Government has been approved for a CSB graduate in Political Science. In addition, the student must be admitted to and must complete the Single Subject Credential program.

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.

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 208. The Politics of Change in Asian Societies

An examination of the economic, social, and geographical factors of political cultures in China and Japan. The focus of the course is on a comparative study of change in the two societies, particularly on the interaction of cultures and politics in the processes of modernization.

Political Science 218. Politics in the Novel and Film

An examination of the form, content, and effect of various sorts of political novels and films, paying special attention to the emergence and success of various sorts of political expression at different points in American political experience. Students can expect to gain an acquaintance with the conventions of novels and films, a basis for systematic, informed criticism of such works, and some understanding of the nature of political life.

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.

Behavioral Science 246. Faces of Change

(For course description, see listing under "Interdisciplinary Courses," p. 102.)

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. Offered on a credit, no-credit basis only.

Political Science 277. Contemporary Political Topics (1–5)

An examination of selected contemporary political problems. Subjects vary from term to term but might include such topics as the politics of Black America, the politics of student protest, the politics of ecology, etc. Prerequisite: One course in behavioral science or consent of instructor. May be repeated once for credit.

Political Science 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division Courses

Political Science 300. Political Inquiry

An examination of political science methods and the design of political research. Includes an examination of problems of measurement, data manipulation, and analysis in politcal science. For related laboratory component, see Political Science 380. Prerequisite for Political Science 300: 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 304. International Politics

An examination of inter-nation actions and strategies with regard to status, defense, peace, development, etc. This course examines ways of explaining how national elites prioritize goals and select means to achieve them through relations with other nations.

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

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

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.

IN ST 310. Criminal Law

(For course description, see listing under "Interdisciplinary Courses," p. 108.)

Political Science 310. Political Campaign Management

An examination of the strategy and techniques of campaigning for public office. Special attention will be focused on campaign finance, voter persuasion, state and national election law, media in campaigns, and recruitment and effective use of volunteer campaign staffs. Lecture discussion, case law, where appropriate, laboratory.

Behavioral Science 311. Small Group Dynamics

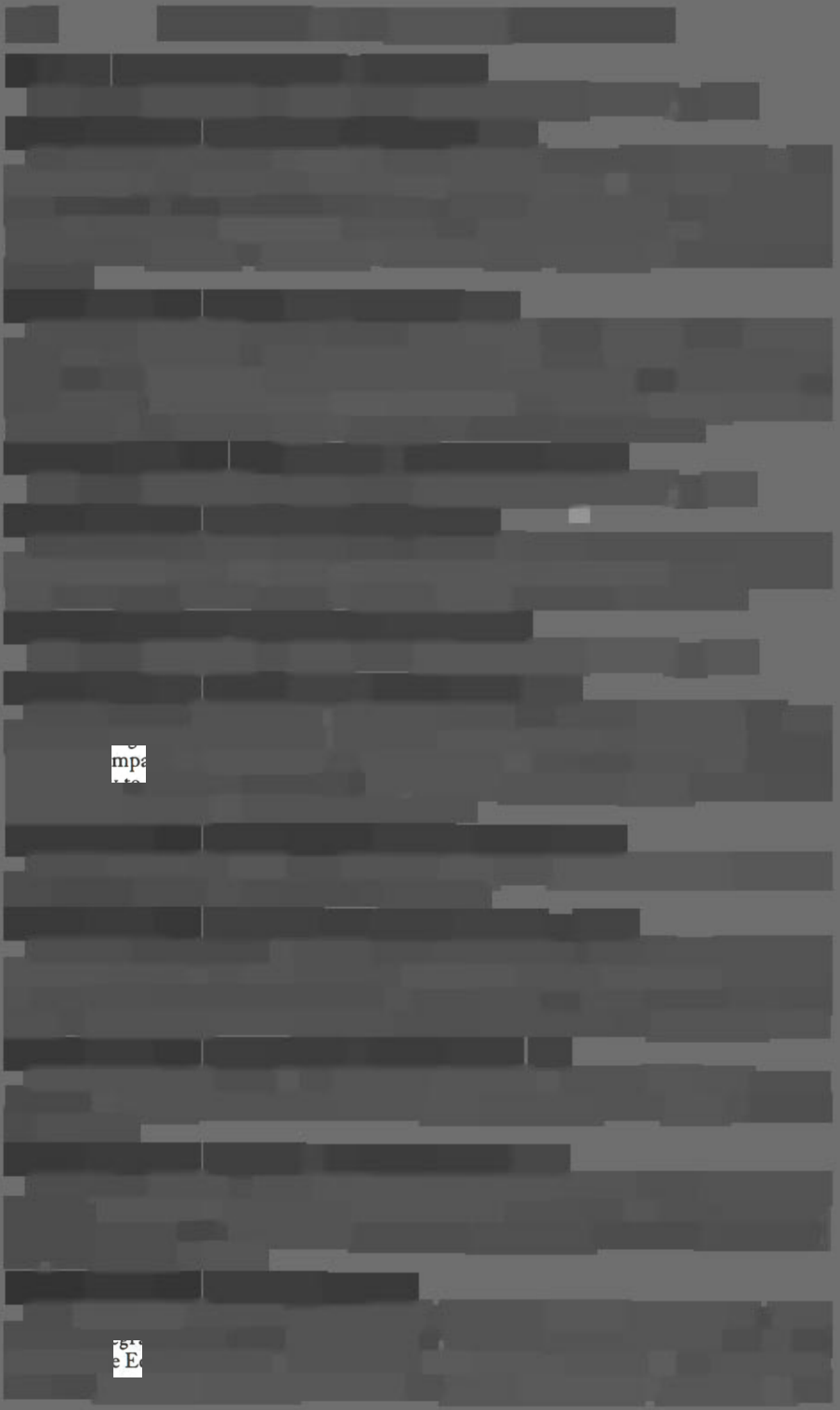
(For course description, see listing under "Interdisciplinary Courses", p. 103.)

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. 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.



cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Political Science 499. Individual Study (1–5)

Consent of department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 105.)

Behavioral Science 695. Master's Thesis in Behavioral Science (5–9)

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

Chair: E. H. Sasaki
Faculty: M. J. Allen, D. C. Cohen, K. E. Dietiker, K. L. Hartlep, R. C. Noel, A. L. Seltzer, S. E. Suter

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 are as broad as possible, most of the basic course orientations treat the discipline as a social science.

Students who study psychology at the College will later pursue a wide range of careers. The Psychology Department attempts 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 involve students in laboratory, field, and case study work and 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 Psychology as a major the student should plan a specific program of study in consultation with an advisor. Required courses for the Bachelor of Arts in Psychology are:

A. Psychology 100. Perspectives in Psychology
B. One college-level course in statistics, approved by the department. This may be Psychology 200, Mathematics 140, 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. Introduction to Research Methods in Psychology
D. One advanced laboratory course in psychology. Select from:
   Psychology 301. Psychology of Learning
   Psychology 302. Human Perception and Information Processing
   Psychology 303. Human Psychophysiology
E. Two courses with emphasis on personal and interpersonal psychology
   Select from:
   Psychology 310. Developmental Psychology
   Behavioral Science 312. Social Psychology
   Psychology 315. Abnormal Psychology
   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, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
   2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
   3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," pp. 98–102).
H. Psychology 490. Senior Seminar

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

Four courses totaling 20 quarter units in Psychology, at least three of which must be upper division, completed with a grade of C or better.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Psychology has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Social Sciences has been approved for a CSB graduate in Psychology. In addition, the student must be admitted to and must complete the Single Subject Credential program.

MASTER OF SCIENCE IN PSYCHOLOGY

The Department of Psychology offers a two-year, 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 Master of Science in Psychology program should first secure program application materials from the Department of Psychology. Application for standing in the Master of Science program will be processed by the Graduate Committee of the Department of Psychology. The student must also apply to the Office of Admissions and Records for general admission to the college. Application to the college for graduate standing will be processed by the college. Completed application materials must be filed with the Department of Psychology by March 1. Later applications will be considered until the positions available in the program are filled.

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. 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.

Although not required for admission, courses in introductory statistics, personality theory, and abnormal psychology are prerequisite to courses in the graduate program. Student progress in the program may be delayed if these courses are not completed prior to enrollment.

Admission is generally at the **conditionally classified** level. Advancement to **classified** level is required prior to enrollment in Psychology 619 and 629, the one-year traineeship in therapy techniques and psychological assessment. The evaluation for advancement to **classified** level includes a judgment concerning the student's demonstration of clinical competency and professional responsibility. The applicant should consult departmental notices concerning the specific 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, including working as a psychological assistant or an intern for the California license in Marriage and Family Counseling or entering a doctoral program in clinical psychology.

Course requirements and options for the Master of Science degree are as follows:

1. Quantitative and Content Area (11 units): Psychology 500 or Behavioral Science 500; Psychology 525, Psychology 592.
2. Breadth Area (20 units): May include: any 500- or 600-level courses in psychology, Psychology 401, 410, 411, 412, 421, 430, 444, 475; up to 5 units of extension courses at the 500 or 600 level in psychology, with approval of advisor

3. Assessment Area (18 units): Psychology 625.001, 625.002, 625.003
4. Treatment Area (21 units): Psychology 610, 611, and 613; Psychology 591 (1 unit); Psychology 639 (5 units)
5. Practicum Area (15 units): Psychology 619.001, 619.002, 619.003 (3 units each) and Psychology 629.001, 629.002, 629.003 (2 units each), with 619 and 629 to be taken concurrently
6. Clinical Competency Area (5 units): Psychology 696

Academic Advising

An academic advisor will be assigned to the student upon admission. 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 30 units can be at the 400 level, at least 60 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.

Marriage, Family and Child Counseling Licensure

The education requirements for the State license in Marriage, Family and Child Counseling, issued by the Board of Behvaioral Science Examiners, can be met with an approved series of courses within this master's program.

COURSES

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

Lower Division

Psychology 100. Explorations in Psychology

While exploring the person as a conscious, behaving, social organism, students examine the theories, evidence, and scientific methods of psychology and the implications of this science of psychology for understanding the individual within society.

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, regression, and commonly used parametric and nonparametric inferential statistical techniques. Prerequisite: Pass ELM* and two years of high school algebra or equivalent. (Credit cannot be earned for both Psychology 200 and Mathematics 140.)

Psychology 277. Contemporary Psychological Topics (1–5)

Examination of selected topics in contemporary psychology. Opportunity to work closely with a faculty member in a seminar early in the student's career. May be repeated for different course content. Prerequisite: Consent of instructor.

Psychology 289. Experiential Prior Learning (variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

* Exemption from ELM only by other test scores (such as SAT) or by certification of completion of general education requirement. (See p. 34 for explanation of ELM.)

Psychology 299. Individual Study (1–5)

Exploration of a specific topic, primarily through directed reading and discussion meetings with the faculty sponsor. Prerequisite: Consent of instructor, who will serve as sponsor, and approval by chair of the department.

Upper Division

Psychology 300. Introduction to Research Methods in Psychology

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, discussion and six hours of laboratory. Prerequisite: Psychology 200 (or equivalent) *and* Psychology 100. Primarily for majors.

Psychology 301. Psychology of Learning

The processes through which human behavior changes as a function of experience are examined and applied. Lectures, discussion, and six hours of laboratory. Recommended: Psychology 300.

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 six hours of laboratory. Recommended: Psychology 300.

Psychology 303. Human Psychophysiology

The psychophysiology of human emotion, motivation, learning, perception, and of disorders in these aspects of human behavior. Emphasis on the brain and behavior. Lectures, discussion, and six hours of laboratory. Recommended: Psychology 300.

Psychology 310. Developmental Psychology

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

Behavioral Science 311. Small Group Dynamics

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

IN ST 311. Psychology of Religion

(For course description, see listing under "Interdisciplinary Courses", p. 108.)

Behavioral Science 312. Social Psychology

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Psychology 315. Abnormal Psychology

Principal theories concerning abnormal behavior, from psychiatry, psychology, sociology, and other disciplines. Research methods and findings. Implications for treatment and prevention. Lectures and discussion. Prerequisite: One course in psychology or permission of instructor.

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 and discussions. Prerequisite: One course in psychology or permission of instructor.

Behavioral Science 317. Adult Socialization

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Behavioral Science 318. Culture and Personality

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Psychology 325. 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 instructor.

Behavioral Science 330. Political Psychology

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Psychology 360. Comparative Psychology

Behavior, animal and human, from an evolutionary perspective. Studies from psychology, zoology, ethology, and sociobiology of mating and reproduction, of care of offspring, of social behavior, territoriality, communication, etc. Prerequisite: One course in psychology or biology.

IN ST 362. Psychotechnology and Human Values

(For course description, see listing under "Interdisciplinary Courses," p. 108.)

Psychology 377. Contemporary Psychological Issues (1–5)

An intensive examination of contemporary psychological issues. Lectures and discussions. May be repeated for different course content.

Behavioral Science 382. The Aged

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Behavioral Sciences 400. Data Processing in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Psychology 401. Biofeedback and Self-Regulation

An exploration of self-regulation of normally involuntary mental and physiological processes. Basic principles, theories, and therapeutic/humanistic applications. Lectures, discussion, and three hours of laboratory. Prerequisite: One course in psychology.

Psychology 403. Health Psychophysiology: Mind-Body Interactions

Integration of mind and body in the acquisition of good health and in the development and treatment of illness. Topics include stress, relaxation and self-regulation techniques, optimum performance, psychosomatic disorders, pain and the role of positive mind-body interactions in personal growth. Prerequisite: Psychology 100.

Psychology 410. Theories of Development

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

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. Personality and Social Development

Intensive exploration of the child's development of emotions, motivations, and interpersonal behaviors. May include psychodynamic, psychosocial, behavioral, cognitive, and biological perspectives. Prerequisite: Psychology 310 or Psychology 410.

Psychology 421. Psychology of Women

Theory and research on the development of sex roles and sex differences, with an emphasis on the roles of women. Students of both sexes are welcome to participate. Prerequisite: One course in psychology.

Psychology 429. Psychological Tests and Measurement

A survey of basic concepts in the assessment of ability, performance, and personality. Primarily concerned with construction, interpretation, and application of objective, group-administered assessment instruments. Prerequisite: Psychology 200 (or equivalent) or permission of instructor.

Behavioral Science 430. Psycholinguistics

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

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 451. Psychological Aspects of Human Sexuality

Consideration of the psychological, developmental, psychosocial, and psychopathological aspects of human sexuality. Discussion of the theories and research of Kinsey, Masters and Johnson, Money, Freud and others. Prerequisite: one course in psychology.

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 (1–5)

Offered periodically as announced. Examples of courses include: Prosocial Behavior, Interpersonal Behavior Laboratory, Developmental 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: Consent of instructor who will serve as sponsor, approval by chair of Department of Psychology.

Psychology 489. Experiential Prior Learning (Variable no. units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Psychology 490. Senior Seminar (6)

Consideration of enduring issues facing the discipline. Critical examination and evaluation of evidence and of the inferences drawn from such evidence. Integration of information from other courses. Prerequisites: Senior standing, Psychology 300, *and* three other upper-division psychology courses.

Psychology 497. Cooperative Education

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility

of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

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. Offered on a credit no-credit basis only. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Psychology.

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.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Psychology 500. Advanced Statistical Methods for Psychologists

An examination of analysis of variance techniques for the evaluation of simple and complex experimental designs. Prerequisite: Psychology 200 (or equivalent).

Behavioral Science 512. Advanced Social Psychology

(For course description, see listing under "Interdisciplinary Courses", p. 105.)

Psychology 525. 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 field placement as assigned. Prerequisite: Psychology 315 *and* consent of instructor.

Psychology 527. Childhood and Family Psychopathology

Examination of types of psychological disorder most frequently affecting children, including disorders of the relationship between the child and other family members. Descriptions of disordered behavior syndromes and major theories concerning causation. Implications for early detection, prevention and treatment. Emphasis on anxiety-based disorders, psychosis, disorders of familial and peer interpersonal relationships, anti-social behavior, subnormal intellectual functioning, and specific learning disabilities. Lectures, discussions, audio-visual presentations. Prerequisite: Psychology 315 *or* permission of instructor.

Psychology 577. Selected Advanced Topics in Psychology (1–5)

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 591. Clinical Ethics and Law (1)

Readings, lectures, and discussion of California state laws and professional codes of ethics relevant to clinical psychology and marriage and family therapy. Prerequisite: Senior or graduate standing.

Psychology 592. Diagnostic and Statistical Manual (1)

Structure and use of the Diagnostic and Statistical Manual of the American Psychiatric Association. Lectures, discussion, and representative case materials. Prerequisite: Psychology 315 *or* consent of instructor.

SOCIOLOGY/ANTHROPOLOGY DEPARTMENT

Chair: J. Julian
Faculty: J. E. Granskog, J. D. McMillin, W. R. Paap, J. L. Ross, P. Silverman, R. E. Travis

The degree programs offered by this department are intended to provide a basic understanding of how cultures, societies, communities, and smaller groups are organized and sustained. Some courses deal specifically with applied problems; others provide a more general understanding of culture, social organization and change, and social psychology. Students are encouraged to develop, in close consultation with a faculty advisor, a program to provide for intellectual growth, as well as to provide a useful background for their career plans. The two basic degree programs administered by the department are as follows:

(1) Bachelor of Arts in Sociology
(2) Bachelor of Arts in Anthropology

REQUIREMENTS FOR THE MAJOR IN ANTHROPOLOGY

To fulfill the requirements for the major in Anthropology, a student must complete nine courses in anthropology and cognate areas, acceptable to the department, including at least six at the upper division level. The following courses are required:

A. One introductory course in cultural anthropology
B. One introductory course in physical anthropology and prehistory
C. Behavioral Science 300. Introduction to Research Methods
D. Anthropology 490. Senior Seminar
E. One course dealing with culture as an adaptive system, selected from the following:
   Anthropology 250. Peoples of the World
   Anthropology 333. Culture and Environment
   Anthropology 353. Peoples of Mexico
   Anthropology 370. Third World Communities
   Anthropology 390. Principles of Archaeology
   IN ST 463. Socio-Cultural Aspects of International Business
F. One course dealing with culture as a symbolic system, selected from the following:
   Behavioral Science 318. Culture and Personality
   IN ST 319. Anthropology of Religion
   Anthropology 320. Culture and Communication
G. One course dealing with culture as an interactional system, including age/sex distributions and cultural dynamics, selected from the following:
   Anthropology 334. Community Anthropology
   Anthropology 338. The Anthropology of Women
   Anthropology 339. Sexual Behavior in Cross-Cultural Perspective
   Behavioral Science 382. The Aged
   Anthropology 403. Cross-Cultural Studies in Anthropology
   Behavioral Science 435. Family and Kin Around the World
   Behavioral Science 471. Colonialism and Culture Change
H. Two additional courses in anthropology or cognate areas (courses listed below). Courses in cognate areas should be selected in accordance with the student's emphasis. Students who intend to continue their studies at the graduate level are strongly encouraged to take a college-level course in the statistical analysis of data.
   Cognate Courses
   Behavioral Science 307. Developing Political Systems
   Behavioral Science 312. Social Psychology
   Behavioral Science 317. Adult Socialization
   Behavioral Science 327. Race and Ethnic Relations
   Behavioral Science 351. Social Psychology of the Ghetto/Barrio
   Behavioral Science 430. Psycholinguistics
   Biology 203. Principles of Ecology
   Geology 201. Physical Geology
   Geology 305. Concepts of Paleontology
   Communications 309. Theories of Communication
   Communications 376. Interpersonal Communication

English 415. Introduction to Linguistics
French 320. French Culture and Civilization
History 344. Ancient Mexico
History 368. American Indians
History 437. The Afro-Creole Caribbean
IN ST 311. Psychology of Religion
IN ST 313. Sociology of Religion
IN ST 486. Educational Anthropology
Mathematics 140. Elementary Statistics
Political Science 308. Government and Politics in China
Psychology 200. Introduction to Statistical Methods in Psychological Research
Sociology 333. Mexican-Americans in Contemporary Society
Spanish 424. Culture and Civilization of Mexico and the Chicano/Mexican-Americans

MINOR, CONCENTRATION, AUGMENTATION

In addition to meeting the requirements for the major, the student must satisfactorily complete one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," pp. 98–102.).

REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY

Four courses totaling 20 quarter units in anthropology, at least three of which must be upper division.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Anthropology has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver 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. In addition, the student must be admitted to and must complete the Single Subject Credential program.

ANTHROPOLOGY COURSES

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

Lower Division

Anthropology 100. Introduction to Cultural Anthropology

Survey of the field and the major concepts, theories, and methodologies employed in cultural anthropology and linguistics. The relationship between anthropology and other social sciences is examined. The emphasis is on the comparative analysis of major social institutions, how they function, and their response to changing circumstances in various cultural contexts. Lectures and discussion. May be used as a prerequisite for anthropology courses.

IN ST 101. An Examination of Models of Human Social Behavior

(For course description, see listing under "Interdisciplinary Courses," p. 107.)

Anthropology 102. Physical Anthropology and Prehistory

The course examines selected basic principles of the life sciences from a physical anthropological perspective. Emphasis is placed on the synthesis of present evidence concerning primate and human evolution, the interrelationships between the biological and cultural aspects of human adaptation and the development of culture to the emergence of agriculture. Three lecture-discussions and one three-hour laboratory.

Behavioral Science 246. Faces of Change

(For course description, see listing under "Interdisciplinary Courses," p. 102.)

Anthropology 250. Peoples of the World

The course examines selected societies in one of the major geographical areas into which anthropologists divide the world's cultures. Several major themes are explored: ethnic and racial diversity, ecological adaptation, marriage and family life, ideology and ritual expression, and problems of modernization. May be repeated for different geographical culture areas covered, which include Africa (sub-Sahara), South American Indians, and North American Indians.

Anthropology 277. Contemporary Anthropological Topics (1–5)

Extensive analysis of selected contemporary problems in anthropology. Subjects vary from term to term, but 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. May be repeated once on a different topic for credit.

Anthropology 289. Experiential Prior Learning (1–5)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

Behavioral Science 300. Introduction to Research Methods

(For course description, see listing under "Interdisciplinary Courses", p. 102.)

Behavioral Science 307. Developing Political Systems

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Behavioral Science 318. Culture and Personality

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

IN ST 319. Anthropology of Religion

(For course description, see listing under "Interdisciplinary Courses", p. 108.)

Anthropology 320. Culture and Communication

Examines both verbal and non-verbal modes of human communication, including the use of spatial relations, gestures, facial expressions, and language, from a cross-cultural perspective. The major emphasis of the course is on oral systems of communication and focuses on the historical and structural study of language, ethnosemantics, and the relationships between language and other aspects of culture. One course in anthropology recommended.

Behavioral Science 327. Race and Ethnic Relations

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Behavioral Science 331. Political Sociology

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Anthropology 333. Culture and Environment

An examination of selected societies around the world, focusing on the ways in which the surroundings in which people live affect their patterns of social interation, use of public and private space, and ideology. Includes an analysis from an ecological perspective of the problems faced by societies undergoing modernization. One course in anthropology recommended.

Anthropology 334. Community Anthropology

Focuses on the study of communities in complex societies from an anthropological perspective. Emphasis on ethnic groups and other sub-cultures in urban settings. Comparison of American urban centers with those in other world areas, both industrial and non-industrial. One course in anthropology recommended.

Anthropology 338. The Anthropology of Women

A cross-cultural examination of the variable roles of women in societies ranging from hunting and gathering bands to post-industrial society. Particular attention given to discovering the cultural forces that determine how sex roles are defined and how they change. Students of both sexes are welcome to participate. One course in anthropology or sociology recommended.

Anthropology 339. Sexual Behavior in Cross-Cultural Perspective

Considers the patterns of sexual behavior in non-Western societies. Deals with coitus, types of sexual stimulation, self-stimulation, homosexuality, and culturally specific ways of attracting a sex partner. Also explores the forms, meaning, and function of the sexual symbolism which commonly occurs during rites of passage. Prerequisite: Introductory course in one of the behavioral science disciplines. One course in anthropology recommended.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Anthropology 353. Peoples of Mexico

An examination of social, economic, political, and religious institutions in various contemporary rural Indian and Mestizo communities. One course in anthropology recommended.

Anthropology 370. Third World Communities

Most of the people in underdeveloped countries are found in rural communities—communities that are presently caught up in the processes of modernization. The focus of this course is on an examination of the lifeways of such communities from representative societies of the Third World (including India, Mexico, and the Middle East), and how they cope with the stresses and problems produced by modernization. One course in anthropology recommended.

Behavioral Science 382. The Aged

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Anthropology 390. Principles of Archaeology

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. One course in anthropology recommended.

Behavioral Science 400. Data Processing in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses," p. 104.)

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. 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 considered. Student projects used to develop skills in the techniques of cross-cultural research. Lectures and laboratory. Prerequisite: Behavioral Science 300; one course in anthropology recommended.

Behavioral Science 430. Psycholinguistics

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Behavioral Science 435. Family and Kin Around the World

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Anthropology 460. Seminar in Aging: Culture and Ethnicity

The seminar is concerned with the process and experience of aging in selected cultures throughout the world and ethnic groups within the United States. Cross-cultural studies are examined for generalizations regarding the role and treatment of the aged in a variety of cultural settings. With respect to the ethnic groups within the United States, major emphasis is given to Black and Hispanic elderly. Prerequisite: Behavioral Science 382 or permission of the instructor.

IN ST 463. Socio-Cultural Aspects of International Business

(For course description, see listing under "Interdisciplinary Courses," p. 109.)

Behavioral Science 471. Colonialism and Culture Change

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Anthropology 477. Selected Topics in Anthropology (1–5)

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

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

Students carry out a research project involving the collection and analysis of data. Typically, this course is taken following Anthropology 480, using the proposal designed in that course as a basis for completing the research project. Prerequisite: Permission of instructor.

IN ST 486. Educational Anthropology

(For course description, see listing under "Interdisciplinary Courses," p. 109.)

Anthropology 489. Experiential Prior Learning (1–5)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

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 instructor.

Anthropology 496. Internship in Community Anthropology (1–5)

Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

Anthropology 497. Cooperative Education

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

Anthropology 499. Individual Study (1–5)

Individual study under the direction of a faculty member. Prerequisite: Permission of the instructor and approval of the department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 105.)

Behavioral Science 540. Social Organization

(For course description, see listing under "Interdisciplinary Courses", p. 105.)

Anthropology 545. Theories of Culture

An examination of the major theoretical orientations in contemporary cultural anthropology. Attention is given to several basic controversies: materialism vs. idealism, synchronic vs. diachronic studies, positivist vs. interpretive approaches.

Anthropology 577. Advanced Topics in Anthropology (1–5)

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

Behavioral Science 695. Master's Thesis in Behavioral Science (5–9)

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

Sociology is concerned with understanding the sources and consequences of human social action. To this end, it deals with the way action is modified or altered by participation in differing and changing social contexts; the way relationships that constitute human groups are patterned; the way systems of belief and values affect behavior; the way these beliefs, values, norms, and expectations are acquired; and the way people seek their own identity, satisfy their basic needs, and find a sense of self and purpose. A related aim of study in sociology is the development of an appreciation for the ways of gaining such understanding of human behavior through disciplined inquiry, observation, and research.

To fulfill the requirements for the major in Sociology the student must complete nine courses in sociology acceptable to the department, including at least seven at the upper division level. In addition, a college level course in statistical analysis of data, and familiarity with computer programming and data processing are strongly recommended, particularly for students considering graduate work.

Required courses are:

A. One introductory course in sociology
B. Behavioral Science 300, Introduction to Research Methods.
C. Sociology 301, Theoretical Perspectives in Sociology.
D. One course which deals primarily with the relationship of the individual to social groups, selected from the following:
   Behavioral Science 311. Small Group Dynamics
   Behavioral Science 312. Social Psychology
   Behavioral Science 317. Adult Socialization
   Behavioral Science 318. Culture and Personality
   Behavioral Science 351. Social Psychology of the Ghetto/Barrio
E. One course which focuses on a major social institution, selected from the following:
   IN ST 313. Sociology of Religion
   Sociology 322. Social Services and Social Problems

Sociology 364. Family and Society
Sociology 367. The Sociology of Health, Illness, and Medical Care
Sociology 465. Sociology of Law
Behavioral Science 435. Family and Kin Around the World

F. One course which deals primarily with social structure or social process, selected from the following:

Sociology 323. Sociology of Power
Sociology 440. Class, Status, and Privilege
Sociology 441. The Sociology of Organizational and Administrative Behavior
Sociology 443. Collective Behavior
Sociology 444. Social Change

G. Two additional courses in sociology.
H. Sociology 490. Senior Seminar

MINOR, CONCENTRATION, AUGMENTATION

In addition to meeting the requirements for the major, the student must satisfactorily complete one of the three options listed below:

1. An augmented major consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline
2. A minor consisting of at least 20 quarter units within a minor program designed by another discipline
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," pp. 98–102).

REQUIREMENTS FOR THE MINOR IN SOCIOLOGY

Four courses in sociology, totaling 20 quarter units, at least three of which must be upper division.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Sociology has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Social Sciences has been approved for a CSB graduate in Sociology. In addition, the student must be admitted to and must complete the Single Subject Credential program.

SOCIOLOGY COURSES

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

Lower Division

Sociology 100. Perspectives in Sociology

An examination of the concepts and methodology used by sociologists in the study of social relationships, social institutions, and social processes. Emphasis is on the practical understanding of perspectives used in the study of social behavior and on conceptual relations to other disciplines.

IN ST 101. An Examination of Models of Human Social Behavior

(For course description, see listing under "Interdisciplinary Courses," p. 107.)

Sociology 220. Contemporary Social Problems in American Society

An examination of social problems currently affecting the lives of a wide range of the American people. This may include discussion of such current issues as poverty, unemployment, school desegregation, the women's movement, homosexuality, the disabled, drugs, crime, welfare, and alienation. The particular social problems discussed are examined, using sociological concepts. Students are encouraged to formulate their own views regarding present and future impact of the problems on American society. One course in sociology recommended.

Sociology 277. Contemporary Sociological Topics (1–5)

Extensive analysis of selected contemporary topics in sociology. Subjects vary from term to term, but 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. May be repeated for different course content.

Sociology 289. Experiential Prior Learning (1–5)

Evaluation and assessment of learning which has occurred as a result of priof off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

Behavioral Science 300. Introduction to Research Methods

(For course description, see listing under "Interdisciplinary Courses", p. 102.)

Sociology 301. Theoretical Perspectives in Sociology

An introduction to the major theoretical perspectives that provide the conceptual basis for sociological research and analysis. Emphasis on the terminology, assumptions, and implications of the dominant theoretical frameworks in contemporary sociology, such as conflict theory, structural-functionalism, and symbolic interaction. Prerequisite: One course in sociology, anthropology or Behavioral Science, or permission of instructor.

Behavioral Science 311. Small Group Dynamics

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Behavioral Science 312. Social Psychology

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

IN ST 313. Sociology of Religion

(For course description, see listing under "Interdisciplinary Courses", p. 108.)

Behavioral Science 317. Adult Socialization

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Behavioral Science 318. Culture and Personality

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Behavioral Science 321. Community Politics

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Sociology 322. Social Services and Social Problems

A sociological analysis of the social problems and issues currently addressed by human services agencies. Includes examination of the social philosophy upon which the emergence of the field of human services is based, as well as the role of community resources and values in the development of "helping services" agencies. Alternative models for organizing human services in the future are explored. One course in sociology recommended.

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. One course in sociology recommended.

Sociology 324. Sociology of Deviance

A consideration of sociological approaches to the study of deviance. Emphasis is on how deviant behavior is explained. One course in sociology recommended.

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. One course in sociology recommended.

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. One course in sociology recommended.

Behavioral Science 327. Race and Ethnic Relations

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Behavioral Science 331. Political Sociology

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Sociology 333. Mexican Americans in Contemporary Society

An exploration of the political, social, and cultural development of the Mexican-American. Emphasis is on modern social problems and sociological factors, with evaluation of various causes and solutions of problems. Lectures, discussions, and selected investigations. One course in sociology recommended.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Sociology 355. Alcohol and Society

Provides an overview of variations in drinking behavior in Western and non-Western societies. Emphasis is on problem drinking and alcoholism in America. Attention given to local community programs designed to cope with alcohol abuse. One course in sociology recommended.

Sociology 364. Family and Society

An introduction to various areas in the study of the family. Areas discussed include mate selection, marriage, parenthood and parent-child relations, family life during old age, and social class and ethnic variations in family patterns. Primary emphasis is on the contemporary American family. One course in sociology recommended.

Sociology 365. Sex Roles and Society

Analysis of the cultural and social institutional maintenance of sex role differences. Emphasis is on how sex role differences are maintained by the family, the economy, the political system, religion, and education. Also included is discussion of the ways that sex role differences are maintained through art and literature, games and sports, and advertising. One course in sociology recommended.

Sociology 366. Athletics and Society

Focuses on the emergence of athletics as a social institution, its relationship to other social institutions such as family, religion, education, politics, the economy, and its impact on contemporary American society. One course in sociology recommended.

Sociology 367. The Sociology of Health, Illness, and Medical Care

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. One course in sociology recommended.

Sociology 368. The Sociology of Mental Illness

This course focuses on the relationship between social group membership and mental illness. Topics covered include: differential social perceptions of mental illness; the nature of mental illness in other societies; the extent of mental illness in the United States; the

frequency and type of traditional psychiatric complaints in various age, sex, and social class groups; variations in the nature of treatment given to these social groups; psychiatric treatment as a method of social control; the social effects of institutionalization on patients; mental illness as a learned behavior. Possible field visits to mental health agencies. Prerequisite: One course in sociology or permission of instructor.

Behavioral Science 382. The Aged

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Behavioral Science 400. Data Processing in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Sociology 404. Sociology of Social Work

Examination of the basic concepts of social work practice in community and formal organizations; of implementation of social welfare policies of governmental and non-governmental agencies; of relationships and linkages among these various institutions; and of roles and goals of the practitioner in administering existing policies and programs. One course in sociology recommended.

Sociology 405. Technology and Society

This course examines the reciprocal relationship between technology and society, emphasizing the manner in which technological changes alter basic social institutions, including the family, religion and the military, and even science itself. Special attention is given to the positive and negative impacts of technology on the individual and the dilemmas posed by the creation of a technology dependent economy.

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. One course in sociology recommended.

Behavioral Science 430. Psycholinguistics

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Behavioral Science 435. Family and Kin Around the World

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Sociology 440. Class, Status, and Privilege

Consideration of the explanations and patterns of social stratification focusing on such phenomena as race, class, sex, power and prestige in contemporary America. Introduction to the study of mobility including trends in occupational mobility. One course in sociology recommended.

Sociology 441. The Sociology of Organizational and Administrative Behavior

Focus is on the behavior of persons operating within a variety of organizational settings such as hospitals, banks, insurance companies, penal institutions, social service institutions, and governmental units. While the perspective is sociological, examples and findings relevant to other academic fields (e.g., psychology, business administration, education) are employed, with emphasis on development of theoretical and methodological skills as strategies for organizational problem solving. Topics covered include: alternative models of organizational behavior; organizational power and authority; supervisory styles; work group behavior; communication networks; motivation, satisfaction, and morale of employees; and organizational change. One course in sociology recommended.

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. One course in sociology recommended.

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. One course in sociology recommended.

Sociology 450. 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. One course in sociology recommended.

Sociology 464. 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 focuses on, for example, the following kinds of stress situations: divorce, death of a spouse or child, physical disaster, long-term physical or mental illness, chronic unemployment, and imprisonment. One course in sociology recommended.

Sociology 465. Sociology of Law

An analysis of the role of law in society. Examination of 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. One course in sociology recommended.

Sociology 466. Childhood and Society

Focuses on a sociological approach to understanding the extent to which the larger social contexts and structures affect the contemporary child. Topics covered include childrearing in the commune, violence against children, factors that shape a child's social construction of reality, and the issue of children's rights. Prerequisite: One course in Behavioral Science; one course in sociology recommended.

Sociology 477. Selected Topics in Sociology (1–5)

Offered periodically as announced. Examples of possible topics include: Sociology of Mass Communications; Role and Reference Group Behavior; Social Movements. One course in sociology recommended. May be repeated for different course content.

Sociology 481. Directed Research in Sociology (1–5)

Students prepare and carry out a research proposal under faculty guidance. The preparation of the proposal includes defining the problem, reviewing relevant literature, developing a theoretical perspective and constructing a research design. Students then will be expected to complete their research project by collecting and analyzing data and writing up a final report. One course in sociology recommended.

Sociology 489. Experiential Prior Learning (1–5)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

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 instructor.

Sociology 496. Internship in Applied Sociology (1–5)

Supervised field experience in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences,

readings, and reports are arranged in consultation with work supervisor and faculty supervisor. Prerequisites vary depending on specific internship, but enrollment is limited to students with good academic records who are committed to development of professional skills in a given area.

Sociology 497. Cooperative Education

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

Sociology 499. Individual Study (1–5)

Individual study under the direction of a faculty member. Prerequisite: permission of instructor and approval of the department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 104.)

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences

(For course description, see listing under "Interdisciplinary Courses", p. 105.)

Behavioral Science 512. Advanced Social Psychology

(For course description, see listing under "Interdisciplinary Courses", p. 105.)

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.

Behavioral Science 540. Social Organization

(For course description, see listing under "Interdisciplinary Courses", p. 105.)

Sociology 541. The Sociology of Complex Organizations

Emphasis on intensive examination of service organizations, i.e., organizations which have people as their primary product (mental institutions, schools, hospitals, prisons, etc.). Analysis includes consideration of both formal and informal structure, the effect of the organization and its goals on both the staff and the people being served, as well as the implications for the larger society and service-oriented bureaucratic organizations. Field work required. Prerequisite: One course in complex organizations.

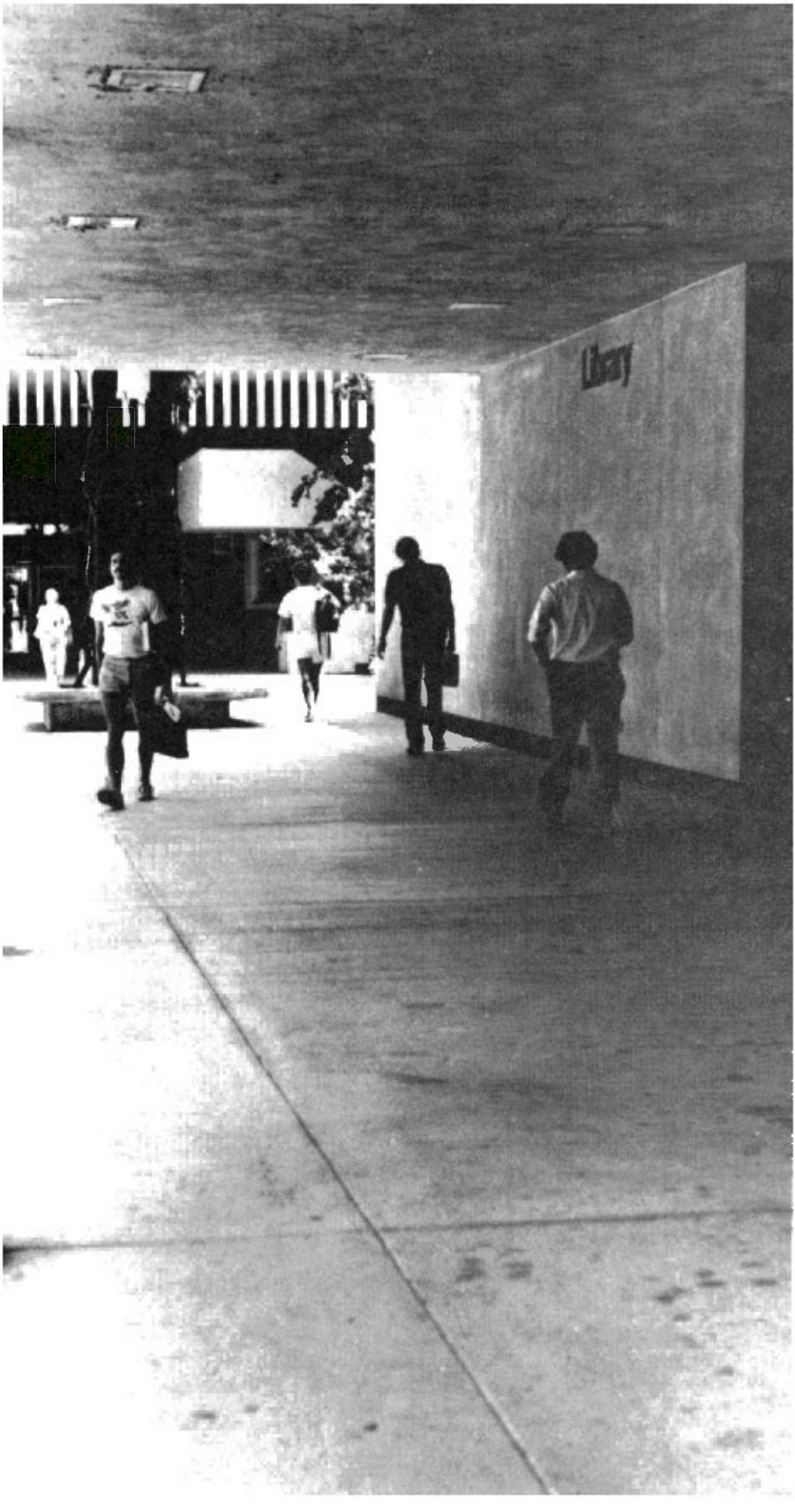
Sociology 577. Advanced Topics in Sociology (1–5)

Exploration at an advanced level of selected topics in sociology. May be repeated for different course content.

Behavioral Science 695. Master's Thesis in Behavioral Science (5–9)

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.


Library

SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

Acting Dean: Meryl Ruoss

The primary goal of the School of Business and Public Administration (BPA) is to educate managers capable of effective leadership in today's increasingly complex private and public sectors. The array of degree programs and concentrations offered shares a set of common educational objectives. All programs emphasize the development of college graduates 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 their decisions; and (3) analytic in orientation.

Pursuit of these objectives is achieved through faculty that continuously strive for excellence in classroom teaching and in tutorial relationships with students. This quest for quality instruction is reinforced by the on-going research interests of the faculty in their disciplines and areas of specialization. Our students share the benefits of faculty research activities as fresh knowledge and insights which are integrated into their classroom experiences.

The School accepts a special responsibility for providing service to the Greater Bakersfield community. The Center for Business and Economic Research (CBER) is the primary vehicle used to channel faculty energies into research and community service activities. The Center is the sponsoring organization for all grant-supported projects and for many of the contract services provided to local businesses and government and community agencies. Under the "umbrella" of CBER several institutes serve particular constituencies: the Institute for Accounting Studies, the Institute for Insurance Studies, the Public Administration Institute and the Small Business Institute.

For administrative purposes, the School is organized into five departments: Accounting, Finance, Management, Marketing, and Public Policy and Administration.

The faculty of these departments offers two undergraduate and three graduate degree programs. These are:

(1) Bachelor of Science in Business Administration with concentrations in:

Accounting	Management
Finance	Marketing

(2) Bachelor of Arts in Public Administration
(3) Master of Business Administration (MBA)
(4) Master of Public Administration (MPA)
(5) Master of Science in Administration—Health Care Management (MS-HCM)

The undergraduate and graduate Business Administration programs are accredited by the American Assembly of Collegiate Schools of Business. The School has active chapters of Beta Gamma Sigma, the national Business honorary, and Pi Alpha Alpha, the National honorary society for Public Affairs and Administration.

The Center and Institute

The Center for Business and Economic Research (CBER) conducts basic and applied research to serve the needs of the business, public and not-for-profit sectors of our community. The Institute of Accounting, formed through the generosity of accounting firms and other friends of CSB, provides augmented services to the professional Accounting Community and CSB students. The Institute for Insurance Studies is a cooperative effort between the School of Business and Public Administration and the Insurance Community, with a basic purpose of providing educational programs to increase the level of competence among Insurance professionals. The Public Adminstration Institute is a functional bridge between Cal State and the Public Administration Community.

The Small Business Institute (SBI) provides management guidance to small businesses in Kern County and part of Tulare County. Assistance is provided in the areas of marketing research and advertising, financial planning and budgeting, personnel and general management, feasibility studies for start-up or expansion, record keeping and accounting systems, and other areas of need for management improvement.

AMERICAN INSTITUTIONS REQUIREMENT

BPA offers the following course which satisfies the U.S. Government portion of the American Institutions requirement: INST 375: Administrative Processes in Government (see page 70).

PROGRAMS IN BUSINESS ADMINISTRATION

ACCOUNTING DEPARTMENT

Chair: H. I. Purcell
Faculty: L. Bacon, E. Bostick, C. J. Edgette, E. C. Erb, J. Patten

FINANCE DEPARTMENT

Chair: R. G. Fletcher
Faculty: F. Falero, G. L. Wood

MANAGEMENT DEPARTMENT

Chair: _____
Faculty: D. R. Denzler, H. F. Rudd, L. J. Shuster, K. A. Stucky, J. W. Vigen

MARKETING DEPARTMENT

Chair: J. D. Barnes
Faculty: W. B. Ayars, R. W. Graves, H. Amos, J. J. McNamara, B. Moscove

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 units in courses offered outside business and economics.

REQUIREMENTS FOR THE MAJOR IN BUSINESS ADMINISTRATION

The major consists of at least 93 quarter units to be completed with a minimum grade point average of 2.0 for all courses counted for the major. The Bachelor of Science degree requires 186 quarter units.

NOTE: Courses in parentheses are prerequisites.

A. REQUIRED LOWER DIVISION FOUNDATION COURSES

BA 201	Financial Accounting I
BA 202	Financial Accounting II (BA 201)
Econ 101	Microeconomics
Econ 102	Macroeconomics
Math 109	Computer Programming
Math 120	Quantitative Methods
Math 140	Statistics

NOTE: A business administration major *shall not* be enrolled in any upper-division business administration course if he/she has not completed the courses designated as the lower division core. Courses requiring a specific prerequisite(s) *may be taken only after* the prerequisite(s) has been completed. Where appropriate, prerequisites may be waived by permission of the instructor.

B. REQUIRED UPPER DIVISION CORE COURSES

BA 320	Quantitative and Information Systems
BA 321	Operations and Systems Management (BA 320)
BA 322	Organization Theory and Behavior

BA 340	Marketing Management
BA 370	Legal Environment of Business
BA 374	Business and Society
BA 381	Financial Management
BA 490	Senior Seminar in Business Administration (Completion of all upper division core courses)

C. UPPER DIVISION ELECTIVES

In addition to completing the foundation and core requirements specified above, students must complete at least four additional approved upper division courses in business and/or economics for a minimum of 61 quarter units. These electives may be taken to fulfill the General Business requirements *or* as part of a concentration area.

D. CONCENTRATIONS

Students may specialize in an area of concentration. These areas and their specific course requirements are listed below:

ACCOUNTING

Required of all students concentrating in Accounting:

BA 300	Intermediate Accounting I
BA 301	Intermediate Accounting II
BA 302	Intermediate Accounting III
BA 303	Managerial Accounting
BA 304	Federal Income Tax Accounting I

Electives recommended for students planning careers in public accounting:

BA 305	Federal Income Tax Accounting II
BA 372	Business Law
BA 400	Advanced Accounting
BA 408	Auditing

FINANCE

Required of all students concentrating in Finance:

BA 383	Investments
BA 481	Advanced Financial Management (BA 381)

Plus three courses listed below or in area of emphasis, selected from the following:

General Finance (any three courses):

BA 382	Money and Capital Markets
Econ 460	Introduction to Econometrics and Forecasting
BA 480	International Finance
BA 482	Security Analysis and Portfolio Management
BA 483	Bank Management
BA 484	Risk Management
BA 487	Employee Benefit Planning

Real Estate (any three courses):

BA 382	Money and Capital Markets
BA 389	Real Property Valuation
BA 485	Real Estate Financing and Investing
Econ 445	Public Policy Evaluation
PA 479	Urban Planning and Public Policy

In addition, the following meet the statutory college course requirements for the California Real Estate Broker's license:

BA 201 or 202	General Accounting
BA 372	Business Law
BA 389	Real Estate Appraisal
BA 485	Real Estate Finance

Economics and Banking (any three courses):

Econ 302	Intermediate Macroeconomics

Econ 461	Managerial Economics
BA 382	Money and Capital Markets
Econ 460	Introduction to Econometrics and Forecasting
BA 483	Bank Management

MARKETING

Required of all students concentrating in Marketing (either one or both):

BA 445	Marketing Research and Control
BA 450	Seminar in Marketing Planning and Problem Solving

Plus three courses in the area of emphasis, selected from the following:

General Marketing (any three courses):

BA 350	Consumer Behavior
BA 352	Marketing Communications Strategy
BA 353	Management of the Sales Function
BA 354	Marketing Channels and Institutions Management
BA 356	Creation and Management of Brands
BA 460	International Marketing
Econ 301	Advanced Value and Distribution Theory
Econ 361	Managerial Economics

Agrimarketing (any three courses):

BA 462	Marketing of Agricultural Products
BA 467	Interregional and International Trade in Agrimarketing
BA 468	Agricultural Policy
Econ 367	Agricultural Economics

MANAGEMENT

General Management

Four courses selected from any of the following emphases.

Personnel Management (Select 4 courses)

BA 323	Personnel Management
BA 325	Small Business Management
BA 420	Leadership and Management Development
BA 424	Labor Relations and Collective Bargaining
BA 426	Problems in Personnel Management
PA 510	Personnel Management and Labor Relations in Public Organizations

Operations and Systems Management (4 courses)

BA 303	Managerial Accounting
BA 430	Decision Analysis
BA 326	Analysis and Design of Information Systems
BA 358	Data Base and Decision Support Systems
BA 422	Advanced Systems Analysis
BA 452	Advanced Software and Hardware Interface
BA 435	Advanced Operations Management

Small Business Management

The following two courses are required for the emphasis:

BA 327	Entrepreneurship
BA 325	Small Business Management

Plus 2 courses selected from the following:

BA 303	Managerial Accounting
BA 323	Personnel Management
BA 428	Small Business Consulting
BA 445	Marketing Research and Control

GENERAL BUSINESS

Any four upper division courses in business administration, public administration, o economics selected from at least three concentration areas. (The following courses may no

be included: BA 496, Directed Study in Administration, BA 497, Cooperative Education, BA 499, Individual Study.)

MINOR IN BUSINESS ADMINISTRATION

A minor in Business Administration is available to 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 BA 210 and at least three upper division courses in Business Administration for which the required prerequisites are met after obtaining approval from his/her major department.

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration degree is designed to offer an opportunity for individuals to develop their managerial abilities and to advance their management careers. The program seeks to provide an understanding of contemporary issues affecting each of the functional areas of business operations. Special attention is given to the analytic and human processes and to the external forces which influence the decisions of operating managers. The MBA Degree Program is fully accredited by the American Assembly of Collegiate Schools of Business.

Admission to the MBA Program

To be eligible for admission to the program, a student must possess a baccalaureate degree from an accredited college or university and must show high promise of academic success. Typical standards for determining promise of academic success are:

(1) A satisfactory grade point average (based upon a four-point scale) comprised of 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.

(2) A satisfactory score on the Graduate Management Admissions Test.

The program is designed to accommodate the part-time as well as the full-time student.

MBA Course Requirements

The Master of Business Administration program has two interrelated sets of requirements: (1) a common body of knowledge which assures that each student begins graduate-level work with a basic understanding of business organizations and operations, and (2) a set of graduate courses designed to treat each of the management functions in depth and to broaden the student's awareness of contemporary issues affecting business enterprises.

A 1982 amendment to Title V of the California Administrative Code states that a culminating experience must be successfully completed before a master's degree is awarded.

Foundation Requirements

The following CSB courses constitute a common body of knowledge that is basic to understanding business operations. These courses, or their equivalents, must be completed before a student may be classified as a graduate student in business administration and enroll in graduate level courses:

Accounting:	BA 201 and BA 202
Economics:	Econ 101 and 102 or 500
Mathematics:	Math 109, 120 and 140
Management:	BA 320, BA 321 and BA 322
Finance:	BA 381
Marketing:	BA 340
Legal, Social, Ethical and Political Environment:	BA 370 and BA 374

Graduate Requirements

At least forty-six (46) units of approved graduate work (600 level courses) are required for the Master of Business Administration degree. All candidates for the degree must complete the following courses:

BA 613 Accounting for Management Decision Making

BA 622	Managerial and Organizational Performance
BA 631	Seminar in Operations and Systems Management
BA 640	Seminar in Marketing Management
BA 680	Seminar in Financial Policy
BA 690	Seminar in Business Policy

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 BA students.

BA 201. Financial Accounting I

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

BA 202. Financial Accounting II

A continuation of BA 201, including an emphasis on basic managerial accounting concepts and systems. Prerequisite: BA 201.

BA 210. Accounting Perspectives

A survey of accounting methods and concepts applicable to all types of activities in both the public and private sectors. May not be used to satisfy the requirements of the business administration major.

BA 220. Introduction to Structured Business Programming

An introduction to the fundamental principles of computer programming using COBOL. Topics include structured programming, top-down, and modular development. Programming exercises include data editing, reporting, file updating, and handling. Exercises will be used to introduce various design and implementation documentation required in business. Prerequisite: Math 109.

BA 250. Advanced Structured Business Programming

A continuation of BA 220. Techniques for the design and development of systems of programs. Topics include consequential access techniques, extended features of the COBOL language, multi-file and multi-table programming. Projects using COBOL in an on-line program development mode will be required.

Upper Division

BA 300. 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: BA 201 and BA 202 or equivalents.

BA 301. Intermediate Accounting II

Continuation of Intermediate Accounting. Prerequisite: BA 300.

BA 302. Intermediate Accounting III

Continuation of Intermediate Accounting. Prerequisite: BA 301.

BA 303. Managerial Accounting

Internal accounting, with emphasis on generation of information for managerial planning and control. Cost accumulation through conventional systems; comparison of budgeted and historical data; introduction of standards; and analyses of variances. The concepts of direct costing, responsibility accounting, by-product and joint product costing. Prerequisite: BA 201 and BA 202 or equivalents.

BA 304. Federal Income Tax Accounting I

Basic concepts applicable to all taxpayers, with particular emphasis on the individual taxpayer. Prerequisite: BA 202 or permission of instructor.

BA 305. Federal Income Tax Accounting II

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

BA 320. Quantitative and Information Systems

An introduction to the application of quantitative and information systems, including computer applications in business and industry. Information processing, allocation of resources, network analysis, and inventory planning are among the models examined as they relate to the management decision making process.

BA 321. Operations and Systems Management

Analysis of concepts and processes for planning, operations, and control of production systems with emphasis upon comprehensive problems relating to: design of production systems, production planning and control, plant layout, work measurement, quality control, and equipment utilization. Prerequisite: BA 320.

BA 322. Organization Theory and Behavior

An introduction to organizational and management concepts and theories with special attention to individual and group behavior, perception, motivation, influence processes, interpersonal communication, and international issues.

BA 323. Personnel Management

Policies and practices affecting the management of manpower resources in business organizations. An examination of employment processes, compensation and motivation systems, employee training and development practices, performance appraisal methods, and union management relations. Completion of BA 322 is recommended.

BA 325. Small Business Management

A comprehensive study of the managerial considerations for the small business manager. Ownership, marketing, location, analysis, legal considerations, staffing, finance, taxation, personnel management, and other topics of interest to small business management will be analyzed.

BA 326. Analysis and Design of Information Systems (Formerly BA 431)

Concepts and techniques for the analysis, design and implementation of computer-based information systems. Prerequisite: Math 109.

BA 327. Entrepreneurship

An examination of the considerations and decision-making process related to small business ventures and/or acquisitions. Topic areas include analysis of entrepreneurial characteristics, sources of venture ideas and capital, evaluation of venture feasibility, development of the business plan and financial package, and establishment of relationships necessary to initiate and foster the new venture.

BA 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.

BA 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: BA 340.

BA 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: BA 340.

BA 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: BA 340.

BA 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: BA 340.

BA 356. Creation and Management of Brands

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: BA 340.

BA 358. Data Base and Decision Support Systems

Principles of data base and decision support systems. File creation, organization, maintenance, and review of data structures. Evaluation of current data base management systems. Exercises in a high level language. Prerequisite: BA 220, BA 320, BA 326.

BA 370. Legal Environment of Business

Introduction to the legal process, recognizing law as an instrument of social and political control in society. Topics include legal philosophy, judicial and administrative processes, constitutional protection for individuals and government regulation of business.

BA 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.

BA 374. Business and Society

Focuses on the external environment within which the business firm must operate. Considers those situations where the market system fails to solve problems that society deems important. Topics include consumerism, ecology, quality of work life, ethics in business and corporate response to the environment.

BA 381. Financial Management

Theoretical and practical concepts underlying the analysis of the acquisition, management, and disposition of funds by the corporate financial manager.

BA 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.

BA 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: BA 381 or permission of instructor.

BA 389. Real Property Valuation

Examines the characteristics of real properties; the use of appraisal techniques; the influence of leverage; and the application of advanced statistical techniques to the valuation of real property.

BA 393. Intercollegiate Business Policy Games (2)

This course consists of a three-quarter sequence during which a team of students prepares for and competes in Intercollegiate Business Policy Games. The fall and winter quarter segments are taught locally and consist of lecture and discussion geared toward preparation of the student team to compete in the computerized game competition held in Reno, Nevada, in early spring. Offered on a credit, no-credit basis only. Prerequisite: Permission of instructor.

BA 400. Advanced Accounting

Special problems of accounting for combined corporate entities, fiduciaries, foreign transactions, bankruptcy, estates and trusts, nonprofit organizations, and governmental units. Prerequisite: BA 302.

BA 401. Seminar In Managerial Accounting

The generation, communication and use of accounting data in the management functions. The application of quantitative techniques to management problems such as segment reporting, distribution costs, capital budgeting, and pricing policy. Prerequisites: BA 303 or permission of instructor.

BA 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: Accounting Core.

BA 420. Leadership and Management Development

The examination of leadership practices and their effect on organizations. The emphasis is on both theories and techniques associated with effective leadership and how they may be used to develop management talent in both private and public organizations. This will include tools for analyzing leadership styles and approaches, and ways to improve or change these styles. Additionally, various communication and interpersonal relations concerns will be viewed as they impact on the leader-led relationship. Prerequisites: BA 322 or permission of the instructor.

BA 422. Advanced Systems Analysis

Application of concepts and techniques for planning, design, implementation, administration, and control of computer-based information systems. Project required using a high level language. Prerequisite: BA 358.

BA 424. Labor Relations and Collective Bargaining

A study of the relationship between unions and management. Emphasis is on understanding the forces affecting the decisions of parties to labor contracts and labor negotiations. Includes a study of labor organizations, labor legislation, and negotiating issues and practices. Prerequisite: BA 322.

BA 426. Seminar in Personnel Management

Current problems affecting personnel policy and strategy. Emphasis on organizational development and change, including recent management techniques: team building, conflict resolution, job design, and personnel appraisal. Prerequisite: BA 322 or permission of instructor.

BA 428. Small Business Consulting

Students are assigned to work with and provide consulting for area small business owners under the direction of a supervisor and in conjunction with the program director. This includes responsibility for progress and final reports with recommendations that are written both to and for the client.

BA 430. Decision Analysis

The application of methods employed in the making of managerial decisions. Emphasis is on the application of multivariate statistical techniques in collection and analysis of quantitative information relating to information systems and decision making.

BA 435. Advanced Operations Management

Development and operation of systems for production management with special emphasis upon comprehensive problems relating to the design of production systems, production planning and control, plant layout and materials handling, work measurement and incentive wages. Prerequisite: BA 321.

BA 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; BA 340. BA 320, BA 430 is also recommended.

BA 450. Seminar In 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: BA 340 and two additional marketing courses, or permission of instructor.

BA 452. Advanced Hardware and Software Interface

A comparative study of the history and trends of hardware/software and programming languages in the business context. Also public and private telecommunications networks, data transmission, information flow and control, message switching systems, networking, distributed data processing, and impact of service and regulatory agencies. Case studies. Prerequisite: BA 422.

BA 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: BA 340.

BA 462 Marketing of Agricultural Products

The firm or producer and the relationship with its external environment. Consumer and industrial marketing research including internal practices as well as external services available. Techniques for analyzing various agricultural products and markets. The internal organizational structure. Innovation of and management of agricultural products. The interrelationship of brand names, the design of packages, advertising, and promotion. Personal selling. Pricing the consumer and industrial product. Forecasting sales, profit and control of marketing costs.

BA 467 Interregional and International Trade in Agrimarketing

An analytical examination of problems associated with multi-plant and/or multi-market firms as related to agrimarketing. This will include importing of agricultural products to be sold in the U.S. as well as exporting of agricultural products to be sold in other countries. Emphasis will be on efficiencies developed through discovery and development of markets.

BA 468 Agricultural Policy

The growth, development and present status of governmental policies designed to control, restrict and subsidize the operation of the American farm. The course will trace the historical development of governmental intervention in the agricultural sector, analyze the political and economic rationale for such intervention and critically evaluate the present situation, with specific reference to the development and use of water resources.

BA 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. (Each department to determine application of units toward concentration.)

BA 480. International Finance

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

BA 481. Seminar In 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: BA 381.

BA 482. Seminar In 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: BA 383 or permission of instructor.

BA 483. Bank Management

This course is built around the management game for commercial banks BANKSIM, developed by the American Bankers Association. The class will be divided into bank teams, and each team will manage a bank over a simulated eight-quarter period. The course is offered primarily for active management personnel of local banks, but upper division and MBA students may register in limited numbers, with the instructor's permission.

BA 484. Risk Management

Risk management as it applies to the business setting. Use of both insurance and noninsurance techniques of handling business risks.

BA 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: BA 381.

BA 487. Employee Benefit Planning

A treatment of employee monetary compensation other than salary. Topics include group life and health insurance, pension plans, profit sharing plans, savings plans, HR10 plans, IRA's, tax deferred annuities and nonqualified deferred compensation. Also included is the impact of ERISA on benefit plans.

BA 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: BA 320, 321, 322, 340, 370, 374, 381, or permission of instructor.

BA 496. Directed Study in Administration (1-5)

Students are assigned to various business firms or agencies and work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and projects where appropriate. May not be used to satisfy the requirements of the Business Administration major. CR/NC only.

BA 497. Cooperative Education (1-5)

The Cooperative Education Program provides a sponsored learning experience in a work setting integrated with a field analysis seminar. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and a faculty liaison working with the field supervisor. May not be used to satisfy the requirements of the Business Administration major. CR/NC only.

BA 499. Individual Study (1-5)

Individual projects or directed reading projects for students qualified to carry on independent work. May not be used to satisfy the requirements of the Business Administration major.

GRADUATE COURSES

Note: Only students who are "Classified" may enroll in 600 level courses.

BA 613. 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. (Not open for credit to students who have completed BA 303 or students with an undergraduate Accounting major.)

BA 622. Managerial and Organizational Performance

Examination of major concepts and theories as they affect behavior and performance in organizations; interpersonal communication, motivation, decision making and organizational development.

BA 623. Seminar in Industrial Relations

Contemporary issues which focus upon personnel management and collective bargaining are examined.

BA 628. Small Business Graduate Consulting

Students are assigned as team leaders to supervise student counselors who provide consulting for area small business owners. This includes responsibility for supervising progress and final reports with recommendations that are written both to and for the client.

BA 630. Analysis for Managerial Decisions

A systematic treatment of selected multivariate statistical techniques relating to research design, acquisition and analysis of data as related to information systems and decision making.

BA 631. Seminar in Operations and Systems Management

Analytic models for the planning, design, and control of complex systems. Current research and issues affecting production and systems management.

BA 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.

BA 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.

BA 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.

BA 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.

BA 680. Seminar in Financial Policy

Formulation of financial policies for obtaining and using financial resources. Emphasis 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.

BA 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 directed toward evolving financial concepts and theories as they relate to portfolio theory.

BA 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.

BA 690. Seminar in Business Policy (6)

An integrating course to be taken near the end of a student's program of study. Analysis of a wide range of policy decisions, with focus on the role of the executive in planning and implementing programs. This course is intended to synthesize as well as foster analytical skills based on prior background in all tool and functional courses. A culminating written project demonstrating originality and independent thinking relevant to the course content is required.

BA 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. No more than 5 quarter units may be used to satisfy degree requirements. (May not be substituted for any required graduate seminar.)

PROGRAMS IN PUBLIC POLICY AND ADMINISTRATION

PUBLIC POLICY AND ADMINISTRATION DEPARTMENT

Chair: J. Goldsmith
Faculty: R. Dull, D. Kemp, P.S. Paris, M. Ruoss

The purpose of the programs in the department of Public Policy and Administration is to prepare students for professional leadership roles in public policy and administration in the public and non-profit sectors.

In addition to the affirmative recruitment of women, ethnic minorities and the handicapped, the department strongly encourages the reentry or return of practitioners in the public and non-profit sectors to graduate and undergraduate studies.

BACHELOR OF ARTS IN PUBLIC ADMINISTRATION

The Bachelor of Arts (B.A.) in Public Administration is designed to prepare undergraduate students for public service careers in government, private non-profit, and volunteer organizations as well as to upgrade the knowledge and skills of professional personnel already employed in such organizations.

REQUIREMENTS FOR THE MAJOR IN PUBLIC ADMINISTRATION

The major consists of 83 quarter units; the B.A. requires 186 quarter units.

A. REQUIRED LOWER DIVISION FOUNDATION COURSES

The following courses or their equivalent must be completed:

BA 210	Accounting Perspectives or BA 201 Financial Accounting
ECON 100	The Economic Way of Thinking *or* ECON 101 Microeconomics *and* ECON 102 Macroeconomics
MATH 140	Elementary Statistics
POL SCI 101	American Government and Politics

One approved introductory course in information systems.

One course in recent American History is strongly recommended.

B. REQUIRED UPPER DIVISION CORE COURSES

IN ST 375	Administrative Processes in Government
PA 312	Management in Public Organizations
BA 370	Legal Environment of Business
PA 476	Public Personnel Administration (or PA 510, Personnel Management and Labor Relations in Public Organizations, with permission)
PA 478	Budgeting in Public Organizations (or PA 511, Public Budgeting, with permission)
PA 490	Senior Seminar in Public Administration

C. UPPER DIVISION ELECTIVES (six approved courses)

In addition to the foundation and core requirements, students must complete five approved upper division or 500 series courses in Public Policy and Administration plus one approved upper division course from a department outside of the Department of Public Policy and Administration for a minimum of 61 upper division quarter units. Alternatively, students have the option to pursue an approved individualized focus or area of interest. Examples include Administration of Justice; Health Administration; Public Personnel Administration; Public Budgeting; Planning; Policy Analysis; Administration of Non-Profit and Volunteer Organizations; Aging or Human Services Administration. Each focus or area of interest consists of a cluster of courses which comprise a coherent body of knowledge in the specified sub-field of public administration.

MINOR IN PUBLIC ADMINISTRATION

A minor in Public Administration is available to candidates for a B.A. degree. (A mino is not required of students majoring in Public Administration.) A student desiring a min in Public Administration should take at least four approved upper division courses Public Policy and Administration (see Department Chair).

MASTER OF PUBLIC ADMINISTRATION

The Master of Public Administration (MPA) offers a broad program appropriate for the individual aspiring to professional administrative positions in the public, private non-profit or volunteer sectors. The program is designed to develop expertise in administration, supervision and practice geared to career preparation, enrichment and advancement. The MPA program is based on the standards of the National Association of Schools of Public Affairs and Administration.

Admission to the Program

Admission standards are meant to encourage applicants showing good potential for success in professional graduate study and public service careers.

TYPICAL standards for determining promise of academic success are:

1. possession of a baccalaureate degree from an accredited college or university;
2. a grade point average of 2.5 in all undergraduate course work;
3. satisfactory performance on the aptitude portion of the Graduate Record Examination or equivalent tests.

SUPPLEMENTARY standards that will assist in the determination of eligibility include:

4. the quality of previous educational and professional experiences measured by:
   a. biographical and career data (resumes, examples of reports, letters of recommendations, etc., may be submitted)
   b. professional training experiences in fields such as, budgeting, management, and supervision in the public sector;
5. affirmative community activities or experiences meant to enhance the public service.

These admission standards recognize the need for different measures to establish the standard of quality between pre-service and in-service students. Final judgment on admission shall be based on a combination of several of the above eligibility factors.

Foundation Requirements

The following courses constitute a common body of knowledge that is basic to understanding Public Policy and Administration. These courses or their equivalents must be completed before a student is eligible to enroll in 600 level courses:

BA 210	Accounting Perspectives or BA 201 Financial Accounting
PA 312	Management in Public Organizations
PA 473	Public Administration and the Political Process (or PA 490, Senior Seminar in Public Administration)
ECON 500	A Survey of Economic Theory *OR* ECON 100, The Economic Way of Thinking *OR* ECON 101, Microeconomics *AND* ECON 102 Macroeconomics
IN ST 375	Administrative Processes of Government
PA 501	Analytical Methods in Public Administration

One approved introductory course in information systems.

Graduate Requirements

At least forty-seven units (nine courses) of approved coursework are required for the Master of Public Administration degree (not including culminating activity coursework).

A. MPA REQUIRED CORE (six courses):

PA 510	Personnel Management and Labor Relations in Public Organizations
PA 511	Public Budgeting
PA 671	Graduate Survey of Public Policy and Administration
BA 622	Managerial and Organizational Performance
PA 691	Seminar in Public Policy Analysis

and one of the following:

BA 630	Analysis for Managerial Decisions

PA 524 State and Local Public Management (plus one additional approved PA course if opting for PA 524)

B. MPA ELECTIVES (three approved courses):

For a Master of Public Administration degree without an area of emphasis a student must complete three additional approved PA courses at the 500 or 600 levels (selected 400 level courses may be substituted with the consent of advisor).

Alternatively, students have the option to pursue an approved individualized focus or area of interest within the MPA by completion of an approved three-course cluster in a subfield of Public Administration such as Administration of Justice, Human Services Administration, Administration of Volunteer and Non-Profit Organizations, Planning Policy Studies, etc.

NOTE: Students with no experience in the field will also take PA 496 Internship.

NOTE: A 1982 amendment to Title V of the California Administrative Code states that a culminating experience (e.g., a thesis, project, or comprehensive examination) must be successfully completed before a master's degree is awarded.

NOTE: Core courses which were taken as an undergraduate must be substituted with alternate courses approved by the Department Chair and School Dean.

MASTER OF SCIENCE IN ADMINISTRATION—HEALTH CARE MANAGEMENT

The Master of Science in Administration—Health Care Management is designed to develop managerial skills of those who elect to enter the rapidly growing private and public health care field.

Admission to the Program

To be eligible for admission to the program, a student must possess a baccalaureate degree from an accredited college or university and must show high promise of academic success.

Typical standards for determining promise of academic success are:

(1) A satisfactory grade point average (based on a four-point scale) comprised of at least one of the following:
   a) A grade point average of 2.5 in all undergraduate course work, or
   b) A grade point average of 2.75 in all upper division course work.

(2) A satisfactory score on either the Graduate Record Exam (GRE) or the Graduate Management Admissions Test (GMAT).

In addition, the applicant is invited to submit supplementary information or work history, school activities, etc., to assist in the determination of eligibility for admission.

The Program

The Health Care Management concentration has both foundation requirements and a required common core of graduate requirements.

Foundation Requirements

The following courses, or their equivalents, must be completed before students may enroll in 600 level courses offered for the degree:

BA 210	Accounting Perspectives or BA 201 Financial Accounting
PA 312	Management in Public Organizations
PA 416	Health Services Management and Organization
ECON 500	A Survey of Economic Theory *OR* ECON 100 The Economic Way of Thinking *OR* ECON 101, Microeconomics *AND* ECON 102 Macroeconomics
PA 501	Analytical Methods in Public Administration

One approved introductory course in information systems.

Graduate Requirements

At least forty-six units (nine courses) of approved course work are required for the degree of Master of Science in Administration—Health Care Management (not including culminating activity coursework).

A. MS/ADMINISTRATION—HEALTH CARE MANAGEMENT REQUIRED CORE (six courses):

PA 510	Personnel Management and Labor Relations in Public Organizations
PA 511	Public Budgeting
PA 517	Systems Theory in Health Care and Public Organizations
PA 518	Health and Human Services Planning and Policy Development
BA 622	Managerial and Organizational Performance
PA 692	Graduate Seminar in Health Care Policy Analysis

B. MS/ADMINISTRATION—HEALTH CARE MANAGEMENT ELECTIVES (three approved courses from the following):

PA 415	Public Health Administration
PA 419	Aging Services Administration
PA 587	Financial Issues in Health Care
PA 589	Legal and Ethical Issues in Health Care
PA 671	Graduate Survey of Public Policy and Administration (recommended for students in state or local health care agencies)

NOTE: Students with no experience in the health care field are strongly advised to take PA 496, Internship.

NOTE: A 1982 amendment to Title V of the California Administrative Code states that a culminating experience must be successfully completed before a master's degree is awarded.

NOTE: Core courses which were taken while an undergraduate must be substituted with alternate courses approved by the Department Chair and School Dean.

COURSES

All Public Policy and Administration Department courses not otherwise designated carry five quarter units of credit. Courses not otherwise designated are conducted on a seminar basis.

Lower Division

PA 248. Introduction to Public Service

This course deals with public services in the government, private, and non-profit sectors. There will be consideration of the historical development, social, economic and political context, and current trends of selected fields including health and human services, education, justice, public financial issues, recreation, etc. This course satisfies the five-unit General Studies Gen. Ed. Requirement.

PA 289. Experiential Prior Learning (Units Variable)

Students may be awarded experiential credit in those special cases where the life-learning experience merits the award. A maximum of 20 units may be earned. May not count for major requirements. Interested students should contact the Department Chair.

Upper Division

PA 309. The Law and You: Personal Law and Public Agencies

Principals of personal law analyzed through case studies and their applications to the individual will be the focus of this seminar. Student participation will be required in understanding and resolving typical legal problems associated with family, home, vehicle ownership, crime, negligence, consumerism, taxation, employment, and education. Not to be used to satisfy requirements for PA majors.

PA 310. Technology and Public Policy

This course will examine the nature of technology and how it has influenced public policy in such areas as economic growth, environmental protection, foreign relations, medicine and health care, and crime control. Special attention will be given to the intended and unintended consequences which technology has had upon our lives. A section will explore how public policy can shape technological advances to meet future social needs. Not be used to satisfy requirements for PA majors.

PA 312. Management in Public Organizations

Through readings, discussion and case analyses, this class will examine the theory and practice of effective management. Emphasis will be placed on the key elements of communication, motivation, leadership, establishing priorities and delegation. Political and organizational constraints on public agencies will be discussed.

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 focuses on readings and cases pertaining to local and state administration, although issues involving the federal level are discussed where appropriate. (Satisfies the U.S. Government portion of the American Institutions requirement.)

PA 389. Experiential Prior Learning (Units Variable)

Students may be awarded experiential credit in those special cases where the life-learning experience merits the award. A maximum of 20 units may be earned. May not count for major requirements. Interested students should contact the Department Chair.

PA 415. Public Health Administration

A study of the evolution and development of public health practices, concepts, and policies. This course focuses on the structure and process by which public health programs are administered at the international, national, state, and local levels and relates these programs to disease indices and community need.

PA 416. Health Services Management and Organization

An introduction to management and organization principles required for the effective and efficient operation of health care organizations and agencies. This seminar discusses the internal and environmental constraints of health institutions and describes how management theory can be used to resolve these problems.

PA 419. Aging Services Administration

Seminar on aging services administration, organization and policy at the national, state, and local level. Special emphasis on Kern County.

PA 471. Administration in the 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. Emphasis on the management, personnel, decision making, and planning problems faced by administrators within the justice system.

PA 473. Public Administration and the Political Process

Readings and discussion on the funcitons of public administration in a democratic political system. Exploration of the media, pressure group processes and the relationships between administration and the political process in defining the public interest and responding to social conditions.

PA 475. Policy and Planning in the Justice System

An examination of policy development processes in various elements of the justice system with attention to their interrelationships. The role of the Criminal Justice Planning Councils is explored.

PA 476. Public Personnel Administration

This course explores several of the major issues and ideas of public personnel administration: selection, promotion, pay, and discipline of civil servants; the merit system; civil service boards; collective bargaining in the public sector; and ethical problems of modern civil servants. Conducted on a seminar basis.

PA 477. Selected Topics in Public Policy and Administration

In-depth study of selected topic or topics not covered in regular courses. Topics vary each quarter; prerequisites announced for each topic. Conducted on a seminar basis.

PA 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 sector. Emphasis placed on understanding budgetary reform, accounting concepts, the budgetary cycle, and the role of the Office of Management and Budgeting and Congressional Committees in budget preparation.

PA 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.

PA 490. Senior Seminar in Public Administration (6)

An interdisciplinary seminar for students in public administration. Broad topic areas examined: (1) the structure and environment of modern public bureaucracy; (2) the key administrative processes such as decision making, leadership, communications, budgeting, and personnel; (3) forms of administrative and policy-making structures.

PA 496. Internship in Public Administration (1–5)

Students are assigned to various agencies and work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and projects where appropriate. (Arrangements should be made one quarter in advance as enrollments are limited.) Prerequisites: Permission of instructor. May be repeated for credit. Department determines application and number of units.

PA 497. Cooperative Education (1–5)

The Cooperative Education Program provides a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and a faculty liaison working with the field supervisor. May be repeated. May not be used as a substitute for requirements. Department to determine application and number of units. CR/NC grading.

PA 499. Individual Study (1–5)

Individual supervised projects or directed reading projects for students qualified to carry on independent work. Prerequisite: Permission of the instructor and department chair. Up to 5 units may be used to satisfy degree requirements. Department determines application and number of units.

PA 501. Analytical Methods in Public Administration (6)

An introduction to methodologies in public administration including statistical, evaluative, survey research, and policy concepts having meaningful applications in the public and non-profit sectors. Students will gain practical experience in the analytical techniques public administrators use in policy development and implementation. This course will assist students to prepare for options involved in the graduate culminating experience. CR/NC grading.

PA 510. Personnel Management and Labor Relations in Public Organizations

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 termination. Contemporary issues in collective bargaining labor relations discussed. Students completing PA 476 cannot receive credit for PA 510.

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PA 511. Public Budgeting

Investigation of the nature and role of the budget in public administration. The course reviews the budget process and the impact of executive agency and legislative relationships upon the financial resources of government; and the impact of public expenditures upon public policy. Students completing PA 478 cannot receive credit for PA 511.

PA 517. Systems Theory in Health Care and Public Organizations

A study of the concepts and techniques used in systems analysis and management audit. This course focuses on both a theoretical and practical application of systems theory and applies these principles to specific problems in health care and public administration.

PA 518. Health and Human Services Planning and Policy Development

An analysis of government's involvement in and regulation of health and human services. This seminar discusses the evolution of legislation in the health and human services fields and describes the development of policies related to workforce planning, facility operations, consumer interaction, and medical insurance.

PA 519. Social Services Administration: Volunteer, Nonprofit, and Community Organizations

This course will provide students with those managerial and supervisory techniques needed to administer volunteer, nonprofit, and community-based organizations that provide social services at the local level.

PA 520. Introduction to Grantsmanship

Designed to provide individuals with the practical skills that are necessary in order to be a successful grant writer. Topics to be covered include: How to write successful grant proposals; how to gather information about potential sources (federal, state, local or foundations); how to evaluate your chances for success and, how to make agency contacts.

PA 524. State and Local Public Management

An examination of management practices and policies in local and state governments, with emphasis on the administrative staff role in coordinating and controlling local government activities and on current methods of organization, intergovernmental relations, staffing, budgeting, planning, and administrative communications. Particular attention given the City of Bakersfield, Kern County and the State of California.

PA 570. Energy Policy

A study of the search for consensus in energy policy in America. An overview of the U.S. energy situation, energy policy development, energy legislation, and the impact of energy policy on the economy, the environment and intergovernmental and international relations.

PA 571. Seminar in the Administration of Justice

Advanced seminar for students with a major interest in administration in some element of the justice system. Emphasis on research and field investigations of current administrative and policy problems which cut across the total system. Topics may vary each quarter.

PA 572. Resource Management and Policy

Study of the evolution of resource law and policy in the U.S. and California. Special emphasis on the impact of land and water resource policy on industry, agriculture, and the operations and management decisions of natural resource agencies.

PA 577. Selected Topics in Public Policy and Administration

In-depth study of selected topic or topics not covered in regular courses. Topics vary each quarter; prerequisites announced for each topic. Conducted on a seminar basis.

PA 587. Financial Issues in Health Care

A comprehensive analysis of financial issues related to the management and control of health care institutions; the use of cost efficiency techniques; the application of third party reimbursement through insurance, Medicaid, and Medicare.

PA 589. Legal and Ethical Issues in Health Care

A study of legal requirements in the health field involving constitutional issues, laws, administrative regulations, and court interpretation. An exploration of ethical issues and their impact on health policy and implementation.

PA 599. Individual Graduate Study (Units Variable)

Supervised investigation of an approved project leading to a written report. Project selected in conference with instructor in area of major interest; regular meetings to be arranged with instructor. Department determines application and number of units.

GRADUATE COURSES

NOTE: Only "Classified" graduate students may take 600 level courses.

PA 671. Graduate Survey of Public Policy and Administration (6)

Examination of major concepts and issues in public administration. History of the development of the modern public service and bureauracy. Investigation of the role of the public sector in American society, culture, and economy. A survey of current trends in the public sector.

PA 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.

PA 677. Selected Topics in Public Policy and Administration

In-depth study of a selected topic or topics not covered in regular courses. Topics vary each quarter; prerequisites announced for each topic.

A 691. Seminar in Public Policy Analysis (6)

An integrating capstone seminar which focuses on initiation, formulation, and implementation of public policy, utilizing a series of exercises or cases in policy development, analysis, and decision making and drawing on the experience of practitioners intimately associated with these problems.

A 692. Seminar in Health Care Policy Analysis (6)

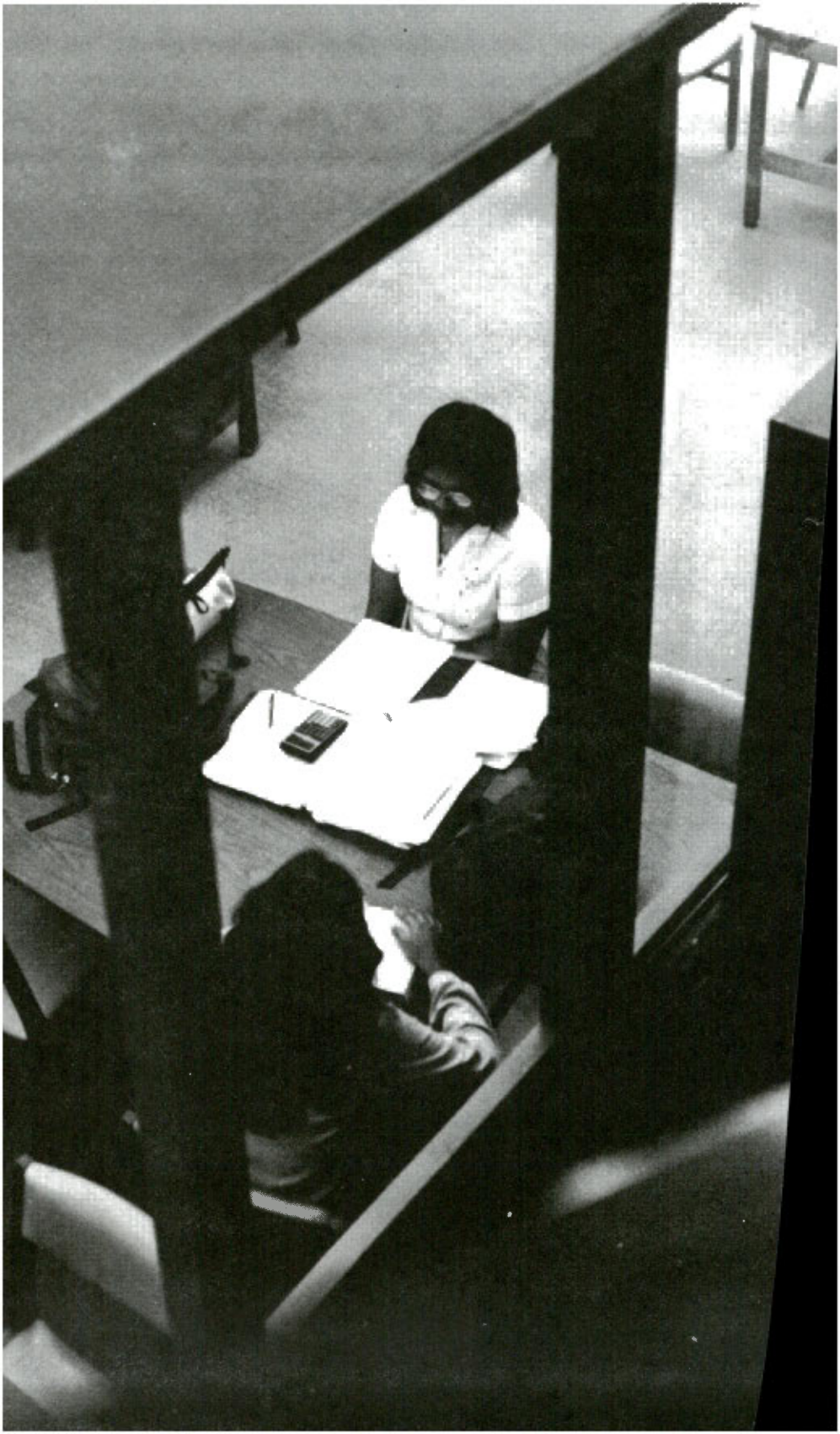
An integrating capstone seminar which focuses on initiation, formulation, and implementation of health care policy, utilizing a series of exercises or cases in policy development, analysis, and decision making and drawing on the experiences of health care practitioners intimately associated with these problems.

696. Graduate Culminating Activity (units variable)

Preparation for thesis, project, or examination for masters degree candidates.

698. Research in Policy and Administration (units variable)

Research skills are developed with exploration of methods and design of research. Supervised investigation of an approved research project leading to a written report.



SCHOOL OF EDUCATION

Dean: D. O. Hancock

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 programs.

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

The School of Education has administrative responsibility for elementary and secondary education, physical education, school specialist and services credentials, and graduate degree program concentrations.

DEPARTMENT OF TEACHER EDUCATION

Chair: L. Kellenberger

Faculty: D. Adams, R. Duquette, B. Michals, C. Miller, D. Moody, E. Page, L. Webb, J. Wilson, H. Zimmerman

The programs and services of this department are directed toward the pre-service preparation of teachers who are seeking a basic California credential, in-service education for persons already employed, and graduate preparation for the Curriculum and Instruction and Reading options in the M.A. in Education degree and the specialist credential in Reading.

DEPARTMENT OF SPECIAL PROGRAMS

Chair: D. Cooke

Faculty: G. Calhoun, R. Chavez, G. Hibbard, K. Ritter, R. Serrano, R. Sethi, B. Scheide, B. Walker, J. Webb, W. Webster

The programs and services of this department are designed to prepare teachers, administrators and counselors for degrees and specific credentials required in the State of California for service in specialist and administrative positions which require advanced preparation and special competence. These programs include Administration, Bilingual Education, Counseling, Early Childhood Education, and Special Education. They also provide in-service education opportunities for persons currently filling such positions.

BASIC CREDENTIAL PROGRAMS

1. Multiple Subjects Credential
2. Single Subject Credential

In July, 1973, the college was granted 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.

NOTE: The Commission on Teacher Credentialing 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 seeking the Single Subject or Multiple Subjects credential are assigned to advisors in the area of their undergraduate major for counseling regarding general education, majors and minors, and electives. Students are urged to work very closely with their advisors and should note that credential

requirements and procedures are continually being reviewed and are subject to change. Students who are planning to qualify for credentials or are planning to enroll in professional education courses should seek information regarding their program from the Credentials Office of the School of Education.

APPROVED SINGLE- AND MULTIPLE-SUBJECT-DEGREE WAIVERS

The following table includes a cross-listing of the degree majors approved by the Commission on Teacher Credentialing for degree examination waiver purposes for each credential:

Credential	*Degree Major*	*See Page*
Multiple Subjects:		
Child Development	BA-Child Development	87
Liberal Studies	BA-Liberal Studies	93
Single Subject:		
Art	BA-Fine Arts	140
English	BA-English	126
Foreign Languages	BA-Spanish	157
Music	BA-Fine Arts	140
Physical Education	BS-Physical Education	285
Adapted Physical Education	BS-Physical Education	286
Mathematics	BS-Mathematics	179
Physical Science	BS-Physics	201
	BS-Chemistry	117
Life Science	BS-Biology	111
Social Sciences	BA-Anthropology	225
	BA-Economics	122
	BA-Political Science	209
	BA-Psychology	216
	BA-Sociology	230
	BA-History	169
History	BA-History	169
Government	BA-Political Science	209

NATIONAL TEACHER EXAMINATION (NTE)

A student may elect to demonstrate competency in a teaching major degree program by examination rather than complete the subject matter/unit requirements. Students who pass the examination must fulfill the requirements of any other academic degree, except Education, and must complete the Multiple Subjects or Single Subject credential program.

BILINGUAL EMPHASIS PROGRAM

The Bilingual Emphasis Program is administered by the School of Education in cooperation and consultation with departments in the Humanities.

Requirements:

1. Entry level of "two" (40%) on the Bilingual Certificate of Competence examination, both for written and oral knowledge of the Spanish language.
2. Entry level of "two" (40%) on the Bilingual Certificate of Competence examination, for written knowledge of the Chicano/Hispanic culture.
3. Once officially admitted and before entering student teaching at CSB students must complete:

   ED-BI 475. Teaching the Bicultural Student, and
   ED-BI 476. Introduction to Teaching English as a Second Language

   Recommended for junior or senior year.
4. During Phase III of the credential program, official Bilingual Emphasis students must student teach within a bilingual classroom.
5. After completing the student teaching experience, students must be reassessed for written and oral Spanish Language knowledge plus the written knowledge of Chicano/Hispanic culture and pass both assessments with a level of "three" (60%).

Students who wish to have a more in-depth knowledge of Spanish or Chicano/Hispanic culture may enroll in such courses but are not officially required to take that course work. (Following is a comprehensive list of suggested courses.)

History 467.	The Chicano Experience to 1846
History 468.	The Chicano Experience Since 1846
Sociology 333.	Mexican-Americans in Contemporary Society
Behavioral Science 351.	Social Psychology of the Ghetto Barrio
Anthropology 353.	Peoples of Mexico
Economics 444.	Economics of Poverty
History 346.	Modern Mexico
Anthropology 357.	South American Indians
History 435.	The Latin American Mind
Behavioral Science 321.	Community Politics
Behavioral Science 327.	Race and Ethnic Relations
Behavioral Science 471.	Colonialism and Cultural Change
History 370.	Early California
History 371.	Modern California
Spanish 303.	Introduction to Hispanic-American Literature
Spanish 311.	Advanced Spanish Grammar
Spanish 413.	Introduction to Spanish Linguistics and Contrastive Structures of Spanish and English
Spanish 414.	Spanish Phonetics and Pronunciation
Spanish 416.	Contemporary Hispanic-American Poetry
Spanish 419.	The Contemporary Hispanic-American Novel
Spanish 470.	Barrio Spanish
Spanish 422.	Children's Literature in Spanish
Spanish 495.	Workshop in Mexican-American Literature

ADMISSION TO BASIC CREDENTIAL PROGRAMS

A student must be admitted to the college in order to make application to the professional teacher education and credential program. Before being permitted to enroll in a credential program, the student must have made formal application, been screened according to established criteria, and been formally admitted to teacher education through the School of Education. 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. Only one group of Single Subject credential candidates is accepted each year. Students start the program in spring quarter by taking Early Field Experience and General Methods. Applicants should apply by January 15.

Two groups of multiple subjects credential candidates are accepted each year. Students may enter the program in fall or winter quarters. Applications for fall quarter must be on file in the Student Teaching Office by April 5 and for winter by September 15.

A committee will review information concerning the applicant's intellectual resources, command of fundamental skills of communication, scholarship, personality and character suited to teaching, many-sided interests, health, and relevant experiences. Detailed information concerning the criteria and the procedures for admission must be obtained in the Student Teaching Office.

CURRICULAR SEQUENCE FOR CREDENTIAL CANDIDATES

Multiple Subjects

There is a curricular sequence for a student to follow to fulfill the requirements for a credential at this institution.

Prerequisite	ED-EL	240	Early Field Experience in the Elementary School/or equivalent experience
	Math	320	Mathematics for Elementary School Teachers I
	Upper Division Writing Competency		

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 HAS BEEN as follows:

Phase I	ED-EL	411	Introduction to Teaching Multiple Subjects
	ED-EL	423	Teaching Reading in the Elementary School I
Phase II	ED-EL	422	Teaching Multiple Subjects I
	ED-EL	424	Teaching Reading in the Elementary School II
	ED-EL	441	Student Teaching I
Phase III	ED-EL	433	Teaching Multiple Subjects II
	ED-EL	442	Student Teaching II
Health Science	320		Current Health Problems also required

CHANGES ARE CURRENTLY BEING MADE IN COURSE UNITS, NUMBERS, AND CONTENT. STUDENTS MUST CHECK WITH THE STUDENT TEACHING OFFICE FOR SPECIFIC PROGRAM REQUIREMENTS.

Phase IV Electives as necessary and desired to complete professional and credential programs.

Single Subject

The course sequence students should take who are seeking a credential to teach in the secondary schools, or Single Subjects pre-school through grade 12, in California is as follows:

Prerequisite	ED-SE	241	Early Field Experience/or equivalent experience
	ED-SE	426	General Methods
Phase I	ED-SE	412	Introduction to Education
	ED-SE	426	Teaching in the Major Subject Area
	ED-SE	446	Student Teaching I
Phase II	ED-SE	413	The Learning Process
	Health Sci	320	Current Health Problems
	ED-SE	447	Student Teaching II
Phase III	ED-SE	427	Teaching Reading in the Secondary School
	ED-SE	448	Student Teaching III
Phase IV	Electives and requirements as necessary to complete professional and credential programs.		

Before students begin a program of professional preparation for teaching they 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

Students seeking the Multiple Subjects credential will be expected to enroll in student teaching for two consecutive quarters. Students seeking the Single Subject credential must enroll in student teaching for three consecutive quarters.

Candidates planning to engage in student teaching must keep their schedules free of other commitments during the hours of the day that the public schools are in operation.

Students who are enrolled in a full complement of student teaching and course work are expected to limit their outside responsibilities during those quarters when they are doing their student teaching. Students under a clear hardship because of this limitation can submit a petition to the department chair, setting forth the circumstances and requesting a waiver of this requirement.

Student teaching will be arranged so candidates will have teaching experience on at least two levels, and in a cultural setting substantially different from their own.

The normal pattern of student teaching in the Single Subject program involves an initial assignment of one quarter in a junior high school and of a complete calendar semester in a senior high school. The Multiple Subjects program involves two assignments, one in the primary grades and one in the intermediate grades.

FIFTH-YEAR PROGRAM

To obtain a clear Single Subject or Multiple Subjects credential a student must complete a fifth-year program planned with an Education advisor. This program must include at least 45 quarter units and should be suited to professional goals. Acceptable fifth-year program objectives may include:

1. A professional preparation program
2. A master's program
3. A specialist or services credential program
4. Additional courses in the student's teaching major
5. An additional basic teaching credential
6. Courses undertaken for improvement in teaching effectiveness.

The fifth-year program student should consider the following:

1. Any course in a fifth-year program must receive prior approval from a fifth-year program advisor.
2. A maximum of 15 extension or transfer units may be allowed; however, additional units may be approved through a petition process.
3. A minimum grade point average of 2.5 must be maintained.
4. The fifth-year program must include courses from the following categories:
   a. Historical, Philosophical, and Social Foundations
   b. Psychological Foundations of Education
   c. Curricular and Instructional Foundations
   d. Special Education requirement.

THE MINI-CORPS

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

Additional information may be obtained from the CSB Mini-Corps Coordinator.

BILINGUAL TEACHER CORPS

The Bilingual Teacher Corps under AB 2817 is a teacher training program designed to prepare former and presently employed instructional aides for Bilingual/Bicultural instruction. Undergraduates qualified under AB 2817 can enroll in the regular Ryan Credential Program and become credentialed, with an emphasis in Bilingual Education. Additional information may be obtained from the office of the Bilingual/Cross-cultural Education Program Coordinator and by referring to the requirements for the Bilingual Emphasis Program.

ADVANCED CREDENTIAL PROGRAMS

The following specialist and services credential programs, as authorized by the Teacher Preparation and Licensing Law of 1970, have been approved by the Commission on Teacher Credentialing. Detailed current information describing the various credentials and programs may be obtained from the Credentials Office or Graduate Studies Office of the School of Education or from departmental advisors.

SPECIALIST AND SERVICES CREDENTIAL PROGRAMS

1. Specialist in Bilingual/Cross-Cultural Education
2. Specialist in Early Childhood Education
3. Specialist in Special Education (Learning Handicapped)
4. Administrative Services
5. Pupil Personnel Services
6. Reading

Specialist credential programs are designed to provide the specialized and advanced preparation for positions in teaching and in instructional leadership which require such knowledge and specific expertise.

REQUIREMENTS for specialist instruction credentials are: (1) valid teaching credential; and (2) such specialized and professional preparation as required by the Commission on Teacher Credentialing and by the College.

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 or three years of experience in the field of pupil personnel services; and (3) requirements established by the College.

REQUIREMENTS for admission to and satisfactory progression through the Pupil Personnel Services Credential Program are compatible with those for the Master of Arts degree in Education (with a concentration in Counseling and Personnel Services) although they are not identical. Students should confer with their professional advisors for details.

The services credential with a specialization in pupil personnel services authorizes the holder to perform, at all grade levels, the pupil personnel service approved by the Commission as designated on the credential.

ADVANCED CREDENTIAL ADVISING

All students anticipating enrollment in a specialist or services credential program should obtain aplication materials and information from the Credentials Office of the School of Education describing program details, admission requirements, course requirements, and enrollment procedures. A conference with the appropriate faculty advisor is required.

ADVANCED CREDENTIAL ADMISSION REQUIREMENTS

Before being admitted to a specialist or services credential program, students must complete an application to the Office of Admissions and Records and must be admitted to the college in postbaccalaureate unclassified standing.

Once admitted to the college, students should see the Credentials Office in the School of Education to complete a formal application to the credential program and to obtain further information pertaining to admission requirements; admission requirements vary for each of the specialist or services credential programs. Following a selection and screening process, students will be notified of formal admittance.

GRADUATE DEGREE 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, Counseling and Personnel Services; Special Education, General; Educational Administration; Reading; and Bilingual/Bicultural Education. Additional concentrations will be added as approved and funded by the Office of the Chancellor.

Students working for a specialist or services credential may wish to combine this program with work toward a Master of Arts in Education degree. Those students interested in working toward such a degree should see the Graduate Studies Office in the School of Education to obtain applications and advising materials. Students should then consult with faculty advisors for further information and program planning.

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 consists of (1) core studies (6 units), (2) professional concentration options (34 units), and (3) a culminating project, thesis, practicum or comprehensive examination (2–5 units). All programs shall be based upon an irreducible minimum of forty-five (45) quarter units of graduate credit acceptable to both the School of Education and the College. Degree programs shall be planned cooperatively by the students and their advisors within the School of Education and subject to approval by the coordinator of Graduate Studies of the school. All courses and the culminating activity must be completed within a seven (7) year period to qualify for the degree.

PROGRAM CONCENTRATIONS

Bilingual/Bicultural Education

The Master of Arts in Education with concentration in bilingual/bicultural education is designed to meet the needs of classroom teachers and students in the final stages of their specialist credential programs who seek to improve their skills in order to attain a higher level of professionalism in bilingual/cross-cultural education. The advanced degree is articulated with other programs available in the School of Education. A basic teaching credential is highly recommended to the awarding of the degree.

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 to work in a variety of settings.

In addition to a required core of essential fundamental elements, elective areas enable students to individualize their programs in accordance with their particular counseling needs and goals. Students should see their advisors for details of the application procedures required for the program.

The education requirements for the State license in Marriage, Family and Child Counseling (issued by the Board of Behavioral Science Examiners) can be met with an approved series of courses within this concentration. This series of courses culminates with a certificate of completion of a program in MFC Studies.

Curriculum and Instruction

The specialization in curriculum and instruction is available on the master's level for those individuals who have undergraduate or post-baccalaureate preparation (including qualifications for some type of appropriate teaching credential) in pre-school, kindergarten, or elementary education and subject fields acceptable for instruction in grades seven (7) through twelve (12). This option will also benefit other people, including community college instructors, nurses, medical technologists, and those in the field of media.

Basic courses used to qualify for the initial elementary or secondary credential may not be included in the units applicable toward the 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.

Early Childhood Education

The concentration in early childhood education is available for those individuals who have undergraduate or post-baccalaureate preparation and intend to teach in preschool or kindergarten through grade three.

The primary orientations of the concentration are toward improvement of teaching, design, and development of curricula, and the utilization of research in teaching. Appropriate concerns are methods, materials, plans, research data and procedures pertinent to early childhood education.

The specialization in early childhood education is obtainable in conjunction with the regular elementary credential, and specific provisions of the Master of Arts in Education degree.

Educational Administration

The specialization in educational administration is available for post-baccalaureate students who have an interest in administering programs in elementary or secondary public schools.

All applicants for a graduate degree with a concentration in administration also must qualify for some type of appropriate teaching credential.

Work toward the M.A. may be closely coordinated with requirements for 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 on Teacher Credentialing and Licensing to meet the requirements of the Ryan Act.

Special Education, General

A concentration in the M.A. degree in 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.

INQUIRIES AND APPLICATIONS

Inquiries about graduate programs or degrees should be addressed to the coordinator of Graduate Studies. General information may be obtained from the secretary in the Graduate Studies Office.

All applications for graduate degree programs in the School of Education are to be obtained and submitted for review in the Graduate Studies Office of the School of Education. Deadlines for submission and/or application will be announced by the Graduate Studies office of the school. Necessary forms and directions will be available upon request.

ADMISSION TO GRADUATE CURRICULA

Admission to the 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 assignment to a graduate advisor.

The Graduate Studies Committee, through the coordinator, will certify students' admission or non-admission to the degree program only after they have established the fact of their general admission to the college as post-baccalaureate or graduate students, and have planned a graduate degree program with their assigned advisors. All applicants will be notified in writing of actions taken by the Graduate Studies Committee regarding admission, individual status or progress.

ADVISEMENT AND PLANNING OF A DEGREE PROGRAM

All graduate programs leading to the M.A. in Education degree shall be planned in consultation with an assigned graduate program advisor in the School of Education and submitted for approval in official format to the Graduate Studies office of the School of Education. No guarantee can be given that units of graduate credit earned in the School of Education or other schools of the 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 their own risk by the students.

Graduate program advisors will be appointed by the coordinator of Graduate Studies within the School of Education in consultation with the dean of the school.

AWARD OF DEGREE

Upon completion of all requirements, with the exception of the culminating activity, students should file an application with the Evaluations Office for award of the Master of Arts in Education degree. The degree will be awarded only upon certification from the Evaluations Office that all requirements of the degree have been met and that the candidate has received approval for award of the degree from the dean of the School of Education.

CONTINUOUS REGISTRATION

Students when first registering for the culminating activity should enroll for the number of units currently indicated on the concentration information sheets. (For most concentrations or degree programs this would be five units.) In the event that the student does not complete the culminating activity within the first quarter, but has shown evidence of satisfactory progress, he/she will receive a grade of SP and register for the next quarter

under the same culminating activity. Students may only count five quarter units toward the minimum unit requirement for the degree or advanced credential. The additional four units count only as excess units of credit/no-credit grading.

Students who do not complete their CA after having enrolled for the maximum nine quarter units will be required to register for continuous registration through the Graduate Studies Office of the College (Extended Studies). This special registration will carry zero units of credit.

UPPER DIVISION WRITING COMPETENCY REQUIREMENT

All degree or credential applicants to the School of Education must fulfill the Upper Division Writing Competency Requirements before completing 15 quarter units in their graduate programs. This requirement may be met by taking specific English courses or by passing an examination. For more information contact the English Department.

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST FOR TEACHERS (CBEST)

All credential applicants applying to the Commission on Teacher Credentialing for the initial issuance of any credential, permit, or certificate, supplementary authorization, or renewal of an emergency credential are required to have taken and passed the California Basic Educational Skills Test for Teachers. The CBEST will be administered at CSB at various times throughout the year. For more information contact the Credentials Office.

GRADUATE COURSES

Specific courses for degree programs ordinarily will be selected from those in the *five hundred* and *six hundred* series. Some courses may be selected from the *four hundred* series in the various schools only upon approval of the advisor and the Graduate Studies Committee. However, the student must plan to have one-half of the total degree pattern in courses designed primarily for graduate studies. Courses at the 600 level are designed primarily for M.A. candidates and those working toward advanced credentials.

See the listing of graduate courses below.

EDUCATION COURSES

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

Experiential Prior Learning

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

ED-IS 289/489. Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-baccalaureate students. Interested students should contact the department office.

Lower Division

ED-EL 240. Early Field Experience in the Elementary School (2)

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. Prerequisite to Multiple Subjects credential program.

ED-GE 250. Beyond Literacy: Speaking, Listening, and Reading

This course focuses on what it means to be a literate college student in terms of three basic communication skills: speaking, listening, and reading. An emphasis is placed on helping students explore and develop further their skills in communication. Speaking more clearly, listening more precisely, and reading more effectively will support and sustain the students' efforts in other college courses and work.

ED-SE 241. Early Field Experience in the Secondary School (2)

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

ED-BI 475. Teaching the Bicultural Student (3)

Designed to discuss and analyze several procedures that positively affect the bilingual students' performance within non-bilingual as well as bilingual classrooms.

ED-BI 476. Introduction to Teaching English as a Second Language (ESL) (3)

A survey and discussion of the basic techniques and procedures of teaching English as a second language. ESL curriculum materials will be presented from a bilingual education program perspective.

ED-EC 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: Psychology 100.

ED-EC 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.

ED-EC 443 (formerly ED-EC 543). Supervision and Administration of Early Childhood Education

The planning, supervision and administration of early childhood programs in local districts and private institutions including employer-sponsored preschool programs. The laws and regulations governing early childhood education in California are considered. Procedures for evaluating early childhood programs in terms of the objectives of sponsoring institutions and the guidelines from regulatory agencies are included.

ED-EL 411. Introduction to Teaching Multiple Subjects

A comprehensive course designed to prepare the student for student teaching. Prerequisite: ED-EL 240 and admission into the Multiple Subjects program.

ED-EL 411.001. Introduction to Teaching Multiple Subjects I (2)

Introduction to educational psychology. Content includes child growth and development, educational learning theories, and application in the elementary classroom.

ED-EL 411.002. Introduction to Teaching Multiple Subjects II (3)

Includes social foundations, self-awareness, cultural awareness, school law, school organization, objectives and planning, creativity, art education, and audio-visual competency.

ED-EL 422. Teaching Multiple Subjects I (4)

Provides knowledge and skills for diagnosis and prescription of student needs, management and presentation skills and methods. Prerequisite: ED-EL 411.

ED-EL 422.001. Teaching Multiple Subjects IA (2)

Emphasis on skills, methods, and materials of language arts curriculum and instruction.

ED-EL 422.002. Teaching Multiple Subjects IB (2)

Emphasis on skills, methods, and materials of mathematics curriculum and instruction.

ED-EL 423. Teaching Reading in the Elementary School I (3)

Instruction in reading methods and materials in the elementary schools. Includes the teaching of phonics. (Basic credential course.) Prerequisite: ED-EL 240 and admission into the Multiple Subjects program.

ED-EL 424. Teaching Reading in the Elementary School II (2)

This course is a continuation of ED-EL 423; includes diagnostic procedures, methods and materials for reading instruction in the elementary schools. (Basic credential course.) Prerequisite: ED-EL 423.

ED-EL 433. Teaching Multiple Subjects II (4)

Curriculum and instruction and methods with focus on science and social studies. Concurrent enrollment with ED-EL 442. Prerequisite: ED-EL 422 and 441.

ED-EL 433.001. Teaching Multiple Subjects IIA (2)

Curriculum and instruction for teaching social studies. Includes evaluation and reporting pupil progress.

ED-EL 433.002. Teaching Multiple Subjects IIB (2)

Curriculum, instructional strategies, and laboratory activities for teaching science. Course experiences are focused on the nature of science relative to science teaching.

ED-EL 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: ED-EL 422 and ED-EL 424. Prerequisite: ED-EL 411 and 240.

ED-EL 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 ED-EL 441 experiences plus social studies, science, physical education, art, and music. Scheduled during regular school sessions daily. Corequisite: ED-EL 433. Prerequisite: ED-EL 441.

ED-IS 496. Internship in Education (1–5)

Involves an assignment with an educational or community agency with placement and supervision by a department in the School of Education. The assignment and coordination of the work project with conferences and readings, as well as course credits, evaluation, and grading are the responsibility of the faculty instructor, working with the field supervisor. Credit, no-credit grading. The course may not be used as the equivalent of any portion of student teaching.

ED-IS 497. Cooperative Education (1–5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Credit, no-credit grading. (Each department to determine application of credit.)

ED-IS 499. Individual Study (1–5)

Admission with consent of dean, School of Education.

ED-SE 412. 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, cultural awareness, and legal rights and responsibilities. ED-SE 426 and 446 are to be taken concurrently. Prerequisite to ED-SE 413 and 447.

ED-SE 413. 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 ED-SE 426 and 447. Prerequisite: ED-SE 412 and 446.

ED-SE 426. Seminar in General Methods/Teaching and Resources in the Major Subject Area (3)

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 high and secondary schools. Two units required in General Methods and three units in Teaching and Resources in the Major Subject Area.

General Methods must be taken before any student teaching.

* 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, Biological
.013 Social Sciences Studies
.014 Speech and Theater
.015 Methods of Interdisciplinary Studies
.016 Vocational Education

ED-SE 427. Teaching Reading in the Secondary School

A course designed to give the student awareness and experience in dealing with the problems of reading encountered in the secondary school. Twenty hours of practicum is required.

ED-SE 446. Student Teaching Single Subject 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 ED-SE 412 and 426.

ED-SE 447. Student Teaching Single Subject 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 ED-SE 447, the student must enroll in ED-SE 448 the following quarter and complete the high school semester assignment. Concurrent enrollment with ED-SE 413. Prerequisite: ED-SE 446.

ED-SE 448. Student Teaching Single Subject 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 ED-SE 427. Prerequisite: ED-SE 447.

ED-SG 398. 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.

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

IN ST 415. Infant Stimulation and Development

Interdisciplinary focus on growth and development from conception through the first two years of life. Special emphasis is given to contemporary research in physiological and motor development, socio-emotional development, cognitive development, health and nutrition, child rearing practices and infant stimulation. Prerequisite: Psychology 100 or permission of instructor.

INST 486. Educational Anthropology * (formerly Education 589)

A study of American education from a cultural perspective. The application of anthropological theories and methodologies to the study 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.

ED-AD 515. Administration and Supervision of Programs for Exceptional Children (3–5)

Intensive study of the organization, administration, and supervision of education programs for exceptional children: curriculum, legal relations, budgeting and financing, attendance reporting, facilities planning, referral and use of community agencies, surveying of state, local, regional, and national trends and issues.

ED-AD 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.

ED-AD 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: ED-AD 671 or consent of instructor.

ED-AD 576. School Personnel Management (3)

Policy formation for personnel practices; techniques of organizing for personnel selection and evaluation; legal and theoretical aspects of the negotiation process.

ED-AD 671. The Governance and Politics of American Education (3)

Study of the organization and administration of public school systems and the influence of governmental, political and social forces in the control and development of educational policy making.

ED-AD 674. Supervision of Instruction I (3)

Historical development and trends of supervision in an educational setting. Current practices and leadership behaviors necessary for the improvement of instruction, staff development, and the evaluation of teaching-learning effectiveness.

ED-AD 675. Supervision of Instruction II (3)

Historical, philosophical, and psychological bases for curriculum decisions. The influence of social forces and subject matter on curriculum design. Leadership procedures and processes for curriculum development and for the evaluation and improvement of curriculum.

ED-AD 677.001. Theory and Problems in School Management (3)

A study of the theoretical concepts of human organizational behavior in educational institutions; the communication and planning processes involved in the management system.

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

ED-AD 679. School-Community Relations (3)

The influence of the formal and informal structures of communications systems in communities; the nature of communities and the contributions of cultures.

ED-AD 687. Human Relations in Educational Management (3)

Stresses the understanding and development of human relations skills in management, with special emphasis on the facilitative skills of relating personally and within a group, conflict resolution, and responsible confrontation.

ED-BI 504. Bilingual/Cross-Cultural Methods in the Language Arts

Methodology and curriculum in the language arts for use in the bilingual/cross-cultural classroom (K–8). Language Arts Spanish/English curricular content and related cultural references will be emphasized. Prerequisite: Spanish 101 or equivalent.

ED-BI 505. Cross-Cultural Education*

Designed to provide a comprehensive understanding of the social, psychological, and educational and social needs of culturally different children. Includes teaching strategies for cross-cultural and multi-cultural education.

ED-BI 506. Bilingual/Bicultural Teaching Strategies

Methodology and curriculum in social studies, fine arts, science and math for use in the bilingual/cross-cultural classroom (K–8). The selection of bilingual/cross-cultural learning experiences appropriate for the subjects mentioned coupled with various instructional approaches will be emphasized. Prerequisite: Spanish 101 or equivalent.

ED-BI 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 philosophy, methods and activities. Lectures, discussion, observations, and demonstrations are included.

ED-BI 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.

ED-BI 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: ED-BI 540.001 and consent of instructor.

ED-BI 564. Research and Evaluation in Bilingual/Bicultural Education *

An examination of the research and other published materials related to the teaching of the bicultural child. Evaluation of test instruments used in bilingual/bicultural education and program assessments will be conducted.

ED-BI 635. Curriculum Development for Bilingual/Bicultural Education

Guided curriculum development for Bilingual/Bicultural Education; 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.

ED-BI 636. Seminar in Bilingual/Bicultural Education

A review of current research, trends, issues, programs and other areas related to Bilingual/Bicultural Education. Topics will vary from quarter to quarter. Approval of the instructor required.

ED-CA 690. Master's Thesis in Education (2–5)

A carefully designed review of the research literature and findings of a selected field of interest in education leading to a novel synthesis of original insights as contributions to

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

graduate scholarship. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a Culminating Activity Committee (CAC *).

ED-CA 691. Master's Project in Education (2–5)

Design and implementation with a written report of a field research, internship, or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalents. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of Culminating Activity Committee.*

ED-CA 692. Master's Examination in Education (2–5)

Study and examination in depth of a specific area of concentration in Education; form of the examination to be determined by a CAC.* Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a CAC *.

ED-CA 693. Counseling Internship I (2–5)

This internship is the terminal activity for the Masters' Degree in Education with concentration in Counseling and Personnel Services. See description of course under ED-CS 669.

ED-CA 693.701. Master's Examination in Counseling (2)

An in-depth examination in the field of counseling. Prerequisites: Retention status in the CPS Program, ED-CS 661, 662, 668.001 and prior approval of CPS program committee.

ED-CA 693.702. Examination in Counseling—Credential-only Candidates (2)

An in-depth examination in the field of counseling. Prerequisites: Retention status in the CPS Program, ED-CS 661, 662, 668.001 and prior approval of CPS program committee.

ED-CA 694.700. Field Work in Educational Administration I (3)

Directed field work in administration of schools. Includes supervised project, assigned readings, and written reports. Prerequisite: Consent of the instructor.

ED-CA 694.701. Master's Examination in Educational Administration (3)

An examination in depth of educational administration. Prerequisites: Successful completion of 39 quarter units in the concentration and core requirements, and ED-CA 694.700, approved petition for advancement to candidacy, and the appointment of a Culminating Activity Committee.

ED-CA 694.702. Examination Educational Administration—Credential-only Candidates (3)

An examination in depth of educational administration. Prerequisites: Successful completion of 39 quarter units in the concentration and core requirements, and ED-CA 694.700, approved petition for advancement to candidacy, and the appointment of a Culminating Activity Committee.

ED-CI 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.

ED-CI 511. Advanced Educational Psychology and Learning Theory

Advanced educational psychology. Recent significant contributions in research in educational psychology and learning theory.

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* CAC-Culminating Activity Committee. Such committees consist of three faculty members and must be approved by the Graduate Studies Committee of the School through the Coordinator of Graduate Studies. (See your graduate advisor for specifics.)

ED-CI 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 focuses upon an integration of foundational themes and concerns that relate directly to contemporary educational problems. Prerequisite: Graduate standing or permission of the instructor.

ED-CI 520. Modern Instructional Strategies (3)

An examination of various instructional models, including information processing, social interaction, personal development and operant conditioning. Theory and research in the development, selection, implementation and evaluation of instructional models.

ED-CI 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.

ED-CI 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.

ED-CI 530. Curriculum Theory and Development (3)

Current and traditional theories of curriculum, including general organizational patterns, course patterns, and methods of effecting curriculum change; relies upon historical models.

ED-CI 531. Curriculum Evaluation (3)

Procedures, materials, and problems in the evaluation of school curricula and programs. Prerequisite: ED-CI 530 or consent of instructor.

ED-CI 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.

ED-CI 534. Curriculum Concepts for Secondary Science Education (3)

Special research studies and/or independent studies in science curricula of the secondary school.

ED-CI 535. Special Problems in Science Education

Special research problems in science education including pilot studies, curriculum, methodologies, and the nature of science. (Laboratory based)

ED-CI 535.001. Science Laboratory Experiences with Children

Graduate students are involved in the design and application of instructional strategies for teaching children science. Course experiences are focused on the processes of science in the development of laboratory experiments with children.

ED-CI 536. Special Problems in Mathematics Education (3)

Instruction in mathematical concepts related to specific problems in mathematics and education; development of curricular units related to the problem under investigation. May include research problems in mathematics education, including pilot studies, curriculum methodologies, and the nature of mathematical learning. Prerequisite: Consent of the instructor.

ED-CI 537. The Nature of Science and Implications for Science Teaching (3)

Designed to illustrate the relationship between the nature of science and science teaching. A specific amount of time devoted to developing understanding of the differences between scientific inquiry and inquiry as a strategy of teaching. An additional primary purpose of the course is to bring the science teacher to understand the peculiar, and perhaps unique, structures within which facts and ideas of science fit. Emphasis placed upon how this information affects methodology, curriculum, and the structure of specific courses in science. Prerequisite: preparation in science/mathematics or consent of instructor.

ED-CI 539. Physical Education in the Elementary Schools (3)

Examination of the place and function of physical education in the elementary school curriculum; analysis of growth and development patterns; learning and motor development; instructional strategies, methodology, materials and evaluation procedures. Focuses on an understanding of the relationship of physical and motor development to the total learning experience of the child.

ED-CI 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.

ED-CI 546. Computers and Instruction (1–5)

This course will examine the instructional use of computers in schools. The computer itself will be treated as subject matter that powerfully affects modern life. Areas of study will include computer awareness, de-mystification, "computer literacy," and implementation of computer use by teachers in the classroom. This course will also examine the computer as a medium of instruction. Specifically it will look at: the roles computers play in the classroom and the educational benefits associated with these roles; how computers present subject matter and facilitate learning; just what computers are (and important terms) and the issues to consider and features to look for in selecting a computer.

ED-CI 546.002. Computers in the Secondary Schools (3)

This course is designed for those interested in obtaining a working knowledge of computers in education. A general introduction to basic computer language will provide the basis for the development of classroom computer programs. The course will provide experience with programs already available for classroom use.

ED-CI 548. Education as a Profession (3)

Designed to provide experiences for graduate students that will develop their knowledge and understanding of professional: (1) standards; (2) preparation; (3) autonomy; (4) ethics; (5) organizations; (6) certification and licensure; and (7) collective bargaining. The course focuses on background, issues, and the completion of assignments in each content area.

ED-CI 549. Diagnosis and Remediation of Learning Problems in Mathematics

Diagnosis, analysis, and remediation procedures to assist children who have problems in learning mathematics. Involves work with children, relating applicable theories of learning and instruction to mathematics teaching and learning, diagnosing children's difficulties through the use of standardized and teacher-made tests and observations, analysis and remediation through the use of manipulative and other materials. Prerequisite: Mathematics 320 or equivalent.

ED-CI 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.

ED-CI 551. Teaching English in the Secondary Schools (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.

ED-CI 553. Language Arts in the Elementary School (3)

Methods and materials of instruction in the language arts area in the elementary school; includes writing, listening, speaking skills, and spelling.

ED-CI 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.

ED-CI 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.

ED-CI 588. Education and Ethnic Diversity

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

ED-CI 591. Problems in Early Childhood Education and Elementary Education (1–5)

Repeatable wth different topics. In-depth study of various areas in early childhood and elementary education.

ED-CI 592. Problems in Secondary Education (1–5)

Repeatable with different topics. In-depth study of various areas of secondary education.

ED-CI 594. Seminar in In-Service Education (1–5)

Repeatable with different topics. Special programs in in-service education.

ED-CI 596. Special Topics in English Education (1–5)

Special investigation into specific problems in language arts education in elementary and secondary schools.

ED-CI 604. Special Topics in Education (1–5)

Varying and repeatable special topics in elementary, junior high, and secondary education. Special investigations into specific areas and problems.

ED-CI 610. Philosophical Foundations of Education (3)

Examination of selected current philosophies of education, their histories and applications to contemporary educative processes.

ED-CI 611. Sociological Foundations of Education (3)

Applications of insights derived from the social sciences to principles and practices of education.

ED-CI 612. Historical Foundations of Education (3)

Detailed study of the history of the major trends, forces and patterns in education.

ED-CI 615. Comparative Education (3)

Education patterns of various countries. The history, development, and current status of systems of education in different cultural settings.

ED-CS 560. Introduction to Counseling

Development and scope of counseling services, including historical perspectives, basic philosophies and objectives, ethics, accountability, human relations, professional and personal relationships. Some clinical experiences included.

ED-CS 562. Counseling Children and Adolescents

The counselor and his/her role in dealing with young people, including early childhood through adolescence; developmental tasks, learning problems, working with teachers and parents; case studies, methods, and procedures.

ED-CS 563. Introduction to Student Personnel Services

Overview of student personnel services in high schools, community colleges, and universities. Emphasis will be on program needs, implementation of a counseling philosophy, and establishment of an organizational and administrative structure.

ED-CS 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, appraisal and interpretation. Prerequisite: ED-RS 680-001.

ED-CS 660. Career Counseling

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.

ED-CS 661. Group Counseling

Principles of group dynamics and the group process as applied to counseling; concern for interpersonal group relationships. Includes clinical experience. Prerequisites: ED-CS 560, 662, 668, and retention status in CPS program.

ED-CS 662. Counseling Theories and Techniques (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. Includes clinical experience. Prerequisite: ED-CS 560, 668, and final acceptance in CPS program.

ED-CS 663. Advanced Counseling Theories and Techniques

A continuation of ED-CS 662. The study and analysis of various advanced theories and techniques, including research into the counseling process and evaluation of counseling effectiveness. Prerequisite: ED-CS 662.

ED-CS 665. Family Counseling

Analysis of current practices and review of research in marriage and family counseling. Includes comparisons of theoretical positions. Demonstrations and clinical experience included. Prerequisite: ED-CS 668.

ED-CS 667. Special Problems in Counseling (2–5)

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.

ED-CS 668. Counseling Practicum I (3)

Theory and practice of interpersonal relations, with emphasis on understanding and acceptance of self and others, basic communication skills, and dynamics of interaction. Grading is on a non-optional credit no-credit basis. Prerequisite or corequisite: ED-CS 560.

ED-CS 668.001. Counseling Practicum II (3)

An extension of ED-CS 668. Designed to refine counseling skills. Grading is on a non-optional credit, no-credit basis. Prerequisite: ED-CS 661 or concurrent enrollment.

ED-CS 669. Counseling Field Work I (2–5)

Supervised experience in counseling persons in a variety of settings. Emphasis upon establishing good interpersonal relationships with individuals and groups, self-understanding, and understanding of psychodynamics and measurement techniques as used in counseling. May be repeated for credit. Grading is on a non-optional credit, no-credit basis. Prerequisite: ED-CS 661, 662, 668.001, retention status in CPS program, and prior approval of the instructor.

ED-EC 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.

ED-EC 514. Growth and Cognitive Development

Theories and research in socialization, development and cognition in children. Applications to instructional organization and performance of children in learning environments. Prerequisite or corequisite: ED-EC 513.

ED-EC 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: ED-EC 513.

ED-EC 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: ED-EC 513.

ED-EC 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.

ED-EC 545. Human Development: A Lifespan Perspective

Advanced study in growth and development from conception through adult years including mid-life and beyond. Examination of contemporary research and evidence from the literature. Includes field experiences with children and adults in a variety of environments, especially the family.

ED-EC 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.

ED-IS 699. Individual Study in Graduate Education (1–5)

Admission with prior approval and consent of the advisor, department chair, and dean, School of Education. Except in unusual cases, no more than 10 units of individual studies will be approved in programs leading to the M.A. degree.

ED-RD 518. Assessment, Development and Evaluation of Reading Approaches and Programs (3)

An examination of reading programs commonly employed in elementary and secondary schools. Prerequisite or corequisite: ED-RD 558 or 525.

ED-RD 519. Survey of Research in Reading (3)

Review and analysis of research in reading in elementary and/or secondary schools.

ED-RD 525. Reading in the Secondary Schools

A theoretical study of secondary reading programs, their problems and possibilities; methods and techniques for teaching developmental reading for the junior and senior high school levels.

ED-RD 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 ED-RD 525 or 558 or consent of instructor.

ED-RD 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: ED-RD 526.

ED-RD 558. Reading in the Elementary School *

An examination of the theoretical background of the reading process as well as the selection, use, and evaluation of materials and methods for teaching reading as a communication process in the elementary schools.

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

ED-RD 559. Field Experiences 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. Prerequisites: ED-RD 546 or consent of the instructor.

ED-RD 585. Children's Literature

Selection, analysis and evaluation of literature suitable for children, including program development, standards and methods of teaching.

ED-RD 586. Adolescent Literature

Selection, analysis and evaluation of literature suitable for adolescents, including program development, standards and methods of teaching.

ED-RD 598. Linguistics and Reading

An examination of the four structural systems and the effects of dialects and cultural differences on learning to read.

ED-RD 599. Seminar in Reading (3)

Consideration of the nature of the discipline, role of the reading specialist/teacher, and an examination of the place of reading programs in education and the trends and futures of reading. Prerequisite: ED-RD 559 or consent of the instructor.

ED-RS 680.001. Educational Statistics (3)

The application of statistical analyses to elementary statistics in educational research. Descriptive and inferential statistics; parametric and non-parametric statistics; types of data; uses and misuses of statistics, including computer applications. Prerequisite: The equivalent of at least one year of algebra is recommended.

ED-RS 680.002. Research Design and Analysis in Education (3)

An analysis of different types of research designs employed in research in education. Students will design projects that are based on an extensive review of the literature, hypotheses proposal and testing, proper sampling techniques, and selection of appropriate statistical methods for data analysis. Prerequisite: ED-RS 680.001.

ED-RS 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 ED-RS 680 or consent of instructor.

ED-RS 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.

ED-RS 684. Research in Secondary Curriculum and Instruction (3)

Review and individual study of topical researches in secondary curriculum and instruction. Critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in Education.

ED-RS 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 consent of instructor.

ED-RS 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.

ED-SP 507. Education of the Emotionally Disturbed

The child with behavior disorders examined in terms of physical, social, and psychological characteristics. Educational methodologies including: psychodynamic strategy, behavior modification strategy, ecological strategy, and the psychoeducational strategy reviewed. Relevant literature pertaining to children with behavior disorders examined.

ED-SP 508. Developmental Assessment and Remediation of Sensorimotor, Perceptual, and Cognitive Skills for Exceptional Children and Youth

Intensive study of normal and delayed developmental patterns of sensorimotor, perceptual, and cognitive skills of exceptional learners. The developmental assessment will cover the continuum from norm referenced standardized psychometric instruments to criterion referenced clinical interview logical reasoning tasks. The assessment results will then be utilized to develop individualized remediation plans as part of the total IEP process.

ED-SP 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. Required course for specialist credential. Prerequisite or corequisite: ED-EC 513.

ED-SP 542.002. Observation in Special Education (2)

Field work for Learning Handicapped Specialist Credential candidates. Supervised experiences related to special education learning handicapped classroom teaching, with seminars and conferences as arranged. Offered on a non-optional credit, no-credit basis.

ED-SP 566. Introduction to Learning Disabilities

Study of deviations from normal in gross motor development and visual perception. Attention to assessment of effectiveness of teaching methods, materials, and media.

ED-SP 568. Introduction to Education of Exceptional Children and Youth

Basic characteristics, needs and socio-educational necessities of exceptional children. Survey of existing constraints, facilities, personnel, and curricula for the exceptional children. Current and future special educational services will be discussed in terms of the concept of mainstreaming, the California Master Plan, and the federal P.L. 94-142. This course is required to clear the fifth year mainstreaming component for multiple subjects and single subject credential candidates.

ED-SP 621.001. Counseling Exceptional Children/Youth and Their Parents

Exceptional children manifest serious emotional and behavioral problems in addition to expected academic and psychological problems. This course is designed to focus on strategies to enhance the exceptional students' emotional well-being and his/her behavioral control. Further, it will include skills to assist parents who frequently need support in coping with the special challenges of being effective parents for an exceptional child. The continuum of skills taught range from a Rogerian communications model to precision behavior change procedures.

ED-SP 621.002. Advanced Counseling Exceptional Children/Youth and Their Parents

Intensive study of behavioral management and enhancement of exceptionl children's social skills is continued and expanded from the prerequisite course. Particular focus on the nurturance of the parent-teacher relationship will also be developed. Prerequisite: B or better in ED-SP 621.001.

ED-SP 622. Advanced Curriculum Development, Learning Handicapped

The purpose of this course is to integrate the competencies of the prerequisite courses into a usable data base for professional special educators serving learning handicapped students. The data base will then be further expanded by the most current curriculum theories, techniques, and remedial materials for LH students. Kindergarten through high school LH curriculum options will be surveyed with particular stress on elementary academic skills. Prerequisite: ED-SP 507, 508, 621, 621.002, and ED-RD 558 completed at B or better.

ED-SP 623. Field Placement Workshop (2)

This course is a workshop of four hours laboratory per week in which the students, with the guidance of the instructor, plan and organize how they will implement their personalized lesson plans to demonstrate the required competencies for either student teaching (ED-SP 624) or advanced field supervisiion (ED-SP 625). Concurrent with or prerequisite: ED-SP 622.

ED-SP 624.005. Advanced Field Work Learning Handicapped Student Teaching

Provides practical experience teaching learning handicapped students on a daily basis in a public school setting under the supervision of a cooperating teacher. The student teacher has the responsibility to plan and organize their personalized lesson plans to demonstrate the required competencies. Grading is on a credit, no-credit basis. Concurrent with or prerequisite: ED-SP 623 and consent of the instructor.

ED-SP 624.010. Advanced Field Work Learning Handicapped Student Teaching (10)

ED-SP 625. Advanced Field Work Learning Handicapped Field Supervision

Provides advanced field supervision for competency certification for LH teachers who are teaching on emergency LH credentials. The teachers in training have the responsibility to plan and organize their personalized lesson plans to demonstrate the required competencies. Credit, no-credit grading. Concurrent with or prerequisite: ED-SP 623 and consent of the instructor.

ED-SP 626. Resource Specialist: Managerial Role

Problems of serving individuals with exceptional needs in regular school programs. Emphasis on the managerial skills of consultation, in-service training of regular and special education staffs, and coordination of services for pupils with exceptional needs. Prerequisites: Learning Handicapped Credential from CSB or competency certification, and ED-AD 515.

ED-SP 627. Resource Specialist: Practicum

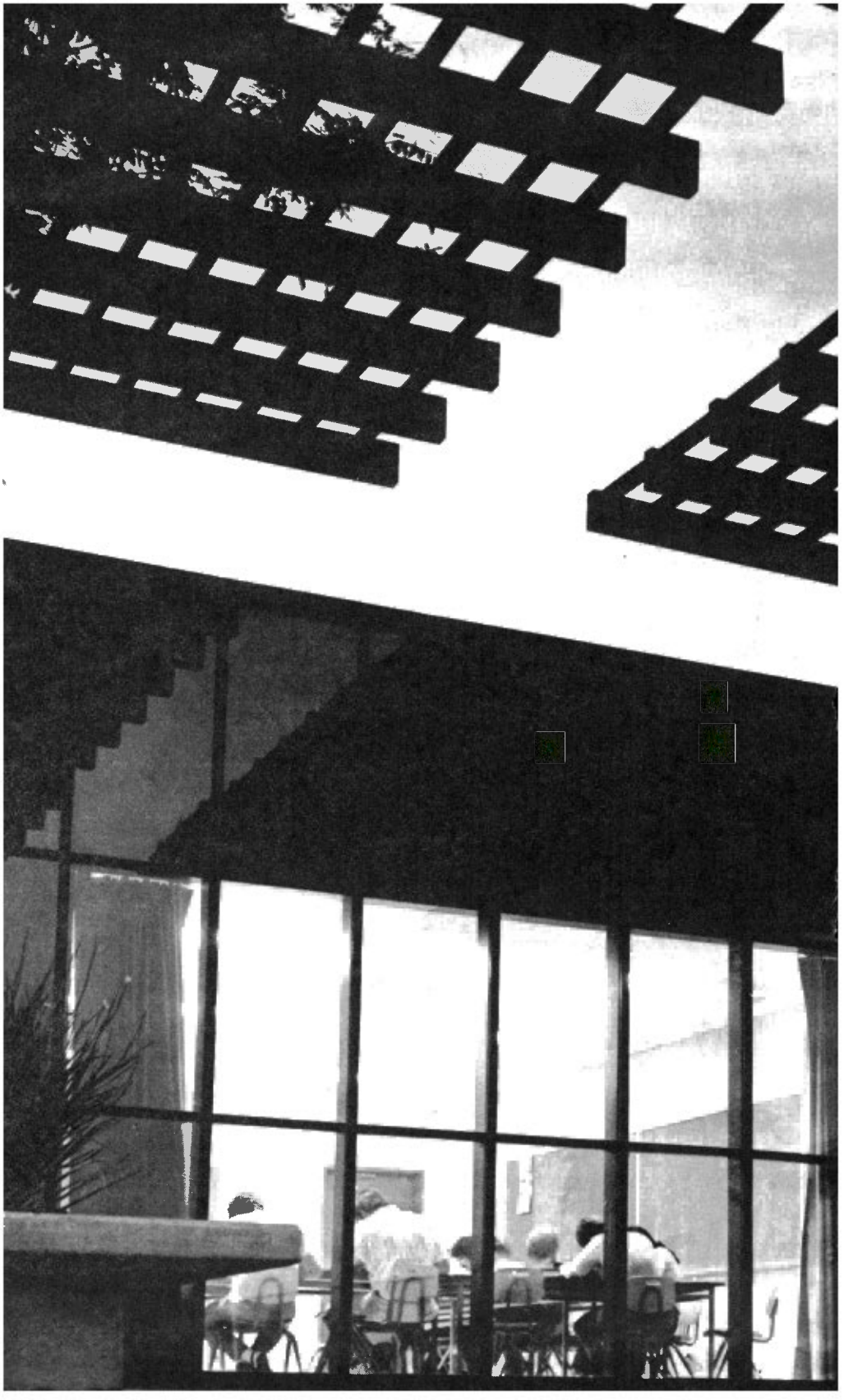
Each candidate is required to select one emphasis area as a specialization for intense study. The practicum project activity is developed as a component of the emphasis area, and the candidate must plan, implement, and evaluate the project for satisfactory completion of the practicum. Prerequisite: ED-SP 626.

ED-SP 672. Self-Development of Exceptional Children

Historical and theoretical review of self-psychology, with stress on self-development, self-terminology, and self-assessment of exceptional children.

ED-SP 689. Cooperating Teacher Supervision of Learning Handicapped Student Teachers and Effective Communication Between Regular Educators and Special Educators

The purpose of this course is to train cooperating teachers in interpersonal communication skills and clinical supervision. This foundation will allow them to feel competent and effective in supporting their student teachers during competency certification. Skill training of the peer consultation model will be emphasized. This model can assist communication among special education teachers and also enhance the collegial relationships between regular educators and special educators. Particular attention will focus on the role of the resource specialist as a bridge between regular education and special education. Prerequisite: LH credential, LH teaching experience, and school district recommendation.



PHYSICAL EDUCATION DEPARTMENT

Chair: J. Whitley
Faculty: C. Alexander, N. Bailey, C. Craig, R. Dye, G. Friedman, R. Rider, J. Sage, J. Seay.

The purpose of the Bachelor of Science degree in Physical Education is to develop and impart to students in an integrated, orderly and logical sequence, a fundamental understanding of individuals as they engage in physical activity. The body of knowledge covered by courses in the major, which require prerequisite courses in the traditional academic fields, is designed to provide students with tools to analyze physical performance and sport from a number of different viewpoints: biological, mechanical, historical, social, etc. While the general approach to study in these areas emphasizes the utilization of theoretical principles and scientific information, practical application is stressed.

Students who complete the major will be prepared for teaching and coaching positions in the public schools. Anyone interested in a public school position should consult with an advisor during the first quarter of the junior year concerning teaching credential requirements.

NOTE: The Physical Education Department offers a variety of physical education activity courses (150 series) on a credit/no credit basis to all students. (Not a requirement of the major.)

Students who began their college curriculum in the fall of 1979 or thereafter will be limited to 8 units of credit in Physical Education 150 or equivalent activity courses which may be applied toward graduation. Students may repeat the same activity course for credit (up to the maximum of 8 units of activity courses).

REQUIREMENTS FOR THE MAJOR

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

1. The following courses will be required:
   - Physical Education 200 Perspectives in Physical Education
   - Physical Education 211 Techniques in Teaching Physical Education Series (9 courses required)
   - Physical Education 300 Motor Learning
   - Physical Education 310 Measurement and Evaluation
   - Physical Education 312 Advanced Techniques of Teaching Physical Education
   - Physical Education 330 History of Sport
   - Physical Education 380 Supervised Teaching of Physical Education
   - Physical Education 401 Kinesiology
   - Physical Education 470 Administration of Physical Education and Athletic Programs
   - Physical Education 490 Senior Seminar in Physical Education
2. Fifteen or more units from the following courses:
   - Physical Education 315 Aquatics
   - Physical Education 350 Coaching Series
   - Physical Education 362 Sports Officiating
   - Physical Education 370 Advanced Coaching Series
   - Physical Education 390 Prevention and Treatment of Athletic Injuries
   - Physical Education 404 Physiology of Exercise
   - Physical Education 405 Motor Development
   - Physical Education 410 Movement Education
   - Physical Education 412 Teaching Physical Education in the Elementary School
   - Physical Education 420 Sport Sociology
   - Physical Education 430 Women in Sport
   - Physical Education 435 Recreation and Leisure Services
   - Physical Education 440 Recreational Leadership
   - Physical Education 441 Community Recreation
   - Physical Education 450 Recreational Programming, Management of Areas and Facilities

Physical Education 480 Sport Psychology
Physical Education 492 Advanced Athletic Training

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 Physical Education Department.

TEACHING CREDENTIAL—SINGLE SUBJECT

The CSB degree in Physical Education has been certified by the Commission for Teacher Credentialing 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.

ADAPTED PHYSICAL EDUCATION CREDENTIAL PROGRAM

The Commission on Teacher Credentialing and Licensing has granted an examination waiver for the teaching credential in Adapted Physical Education. All students interested in the credential program shall have current and valid a California teaching credential.

1. Prior to the completion of the credential program, candidates must have completed the following prerequisites (or their equivalents):
   Physical Education 300 Motor Learning (3)
   Physical Education 401 Kinesiology (3)
   Physical Education 404 Physiology of Exercise (5)
2. The following courses will be required:
   Physical Education 402 Practicum in Adapted Physical Education (5)
   Physical Education 403 Adapted Physical Education (5)
   Physical Education 405 Motor Growth and Development (5)
   ED-SP 568 Introduction to Education of Exceptional Children/Youth (5)
   ED-SP 621.001 Counseling Exceptional Children/Youth and Their Parents (5)
3. Because it is likely that they will have covered them in their degree and credential programs, those who possess the following credentials will not be required to complete the prerequisites:
   a. Ryan Single Subject (P.E.)
   b. Standard ECE, P.E. Major
   c. Standard Elementary, P.E. Major
   d. Special Secondary P.E.
   e. General Secondary, P.E. Major
   f. Junior High, P.E. Major

COURSES

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

Experiential Prior Learning

Credit for prior work experience is available in the Department of Physical Education:

Physical Education 289/489. Experiential Prior Learning (variable units)

Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-baccalaureate students. Interested students should contact the department office.

Lower Division

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 211. Techniques of Teaching Physical Education Series (2)

A focus of the skill acquisition, from selected activities, necessary for competent teaching of physical education activity classes. Two meetings per week, plus additional 2 hours per week field activity time.

Physical Education 250. Intercollegiate Sports (1)

Daily instruction in intercollegiate activities. May be repeated for credit according to season. Field trips required. Five meetings per week. Field trips required. Prerequisite: Permission of the instructor.

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.

Physical Education 310. Measurement and Evaluation (3)

Introduction to measurement and evaluation procedures used in physical education. Theory and analysis of the construction, administration, and evaluation of measurement instruments used in physical education. Emphasis on learning to evaluate objectives, program outcomes, and student achievements.

Physical Education 312. Advanced Techniques of Teaching Physical Education (3)

Advanced instruction in and practice of teaching competencies. Additional emphasis placed on teaching strategies. One and one-half hours of lecture, three hours of activity under supervision. Completion of six of the 211 series in selected activity areas.

Physical Education 315. Aquatics (2)

Content designed to familiarize students with techniques and safety practices in life saving, skin and scuba diving, small boating, and synchronized swimming. One hour of lecture, two hours of activity.

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.

Physical Education 350. Coaching Series (2)

Selected study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation, individual and team fundamentals, offensive and defensive techniques, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, discussion, and participation.

Physical Education 351. Theory and Practice of Coaching Baseball
Physical Education 352. Theory and Practice of Coaching Basketball
Physical Education 353. Theory and Practice of Coaching Football
Physical Education 354. Theory and Practice of Coaching Tennis
Physical Education 355. Theory and Practice of Coaching Track
Physical Education 356. Theory and Practice of Coaching Volleyball
Physical Education 357. Theory and Practice of Coaching Wrestling

Physical Education 358. Theory and Practice of Coaching Field Sports for Women
Physical Education 359. Theory and Practice of Coaching Golf

Physical Education 362. Sports Officiating (2)

Theory and practice of officiating sports in programs in the schools. Lecture, demonstration, and practice leading to certification or local rating. Modules of instruction selected from the following: basketball, volleyball, softball/baseball.

Physical Education 370. Advanced Coaching Series (2–5)

Advanced study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation, individual and team fundamentals, offensive and defensive techniques, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, discussion, and participation. Prerequisite: Permission of instructor.

Physical Education 371. Advanced Coaching Techniques in Baseball
Physical Education 372. Advanced Coaching Techniques in Basketball
Physical Education 373. Advanced Coaching Techniques in Football
Physical Education 374. Advanced Coaching Techniques in Tennis
Physical Education 375. Advanced Coaching Techniques in Track
Physical Education 376. Advanced Coaching Techniques in Volleyball
Physical Education 377. Advanced Coaching Techniques in Wrestling
Physical Education 378. Advanced Coaching Techniques in Field Sports for Women

Physical Education 380. Supervised Teaching of Physical Education (2)

Practical supervised experience in teaching college physical education activity classes. Emphasis is placed on class management and lesson plan development.

Physical Education 390. Prevention and Treatment of Athletic Injuries (3)

An examination of the theoretical background of the prevention, care, and rehabilitation of athletic injuries and other sport-related pathological conditions. Also studied are the practical skills involved in taping, first aid, and rehabilitation techniques.

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 250, Human Anatomy.

Physical Education 402. Practicum in Adapted Physical Education

A study of the uses of recreation for the handicapped and handicapped health and safety; supervised experience in the practical application of adapted physical education principles in the development of specific individualized instruction programs for handicapped persons in the community; development of performance and program assessment and evaluation. Prerequisite: Physical Education 403 and 405 or consent 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.

Physical Education 404. Physiology of Exercise

A study of human physiological adaptation during exercise. Lecture and discussion.

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.

Physical Education 410. Movement Education

A study of growth and development, large muscle activity, movement exploration, rhythms and self-testing as they relate to the total learning of the elementary school child. Emphasis is placed on the preparation of teacher candidates for instruction in movement education.

Physical Education 412. Teaching Physical Education in the Elementary School (2)

This course is designed to provide the elementary school teacher with fundamental understandings of the purposes of physical education, rationale for activity selection, strategies for teaching basic movement skills and group play activities appropriate for grades Kindergarten through sixth. Additionally, innovative and contemporary trends in curriculum will be presented (i.e., perceptual-motor training, noncompetitive games, relaxation), and movement experiences for the exceptional child. A portion of the class meetings will provide opportunity for peer-teaching in which the focus will be on appropriate selection of activities and methods of instruction.

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.

Physical Education 430. Women in Sport

A multidisciplinary analysis of the problems, patterns, and processes associated with the sport involvement of women in our culture. Reflects changing trends in education and society, including current legislation and feminist ideas. Students of both sexes are welcome to participate.

Physical Education 435. Recreation and Leisure Services

An orientation to the field of recreation and leisure services, including an overview of the history and development of the recreation profession.

Physical Education 440. Recreational Leadership

An examination of the theoretical and philosophical basis for leadership, leadership roles, social dynamics, and participation in recreation activities, planning, implementing, financing, staffing, supervising, and evaluating organized systems of recreation.

Physical Education 441. Community Recreation

An examination of the history and social determinants of the recreation movement in the United States. Lecture, discussion and observation.

Physical Education 450. Recreational Programming, Management of Areas and Facilities

A study of basic principles and practices in organization, supervision, promotion, and evaluation of various types of recreation programs, including methods and materials used in planning and conducting organized recreation programs in public and private agencies.

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 480. Sport Psychology

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.

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 492. Advanced Athletic Training (3)

Extension of the theoretical constructs of P.E. 390. Study of advanced concepts of athletic injury and other sport-related pathological conditions. Focus on responsibilities of the Head Athletic Trainer (i.e., organization, evaluation prescription and administration of the athletic injury prevention and care areas). Meets requirements of the National Athletic Trainers Association. Prerequisite: P.E. 390 and/or permission of instructor.

Physical Education 497. Cooperative Education (1–5)

The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Credit, no-credit grading. (Each department to determine application of credit.)

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.

1983–84

ACADEMIC SENATE OFFICERS

** Chair ..... Charles H. McCall
Ph.D., Yale Univ.

** Vice-Chair ..... E. David Cooke
Ed.D., Univ. So. Calif., LA

GENERAL FACULTY OFFICERS **

** Those elected to serve as the Chair and Vice-Chair of the General Faculty automatically serve as the Chair and Vice-Chair of the Academic Senate by virtue of said election.

FACULTY DIRECTORY

1982–83

ADAMS, Dennis M. (1982) ..... Assistant Professor of Education
B.A., Univ. of Calif., SFVSC; M.S., Univ. of So. Calif.; Ph.D., Univ. of Wisconsin, Madison

ALEXANDER, Cheryl (1980) ..... Coaching Specialist, Volley Ball
B.S., California State College, Bakersfield

ALLEN, Mary J. (1972) ..... Professor of Psychology
A.B., Ph.D., University of California, Berkeley

AYARS, William B. (1972) ..... Professor of Marketing
B.S., State University of New York; M.B.A., Oregon State University; Ph.D., Purdue University

BACON, Leonard (1979) ..... Professor of Accounting
B.E., University of Nebraska; MBA, University of the Americas; Ph.D., University of Mississippi

BAILEY, Nancy (1974) ..... Associate Professor of Physical Education
B.A., State University of Iowa; M.A., University of Missouri; Ed.D., University of North Carolina

BARNES, Jim D. (1972) ..... Chair and Professor of Marketing
B.S., M.B.A., California State University, Fresno; Ph.D., University of Oregon

BETTY, L. Stafford (1972) ..... Associate Professor of Religious Studies
B.S., Spring Hill College; M.A., University of Detroit; M.A., Ph.D., Fordham University

BILAS, Richard A. (1970) ..... Chair and E.C. Reid Professor of Economics
A.B., Duke University; Ph.D., University of Virginia

BLUME, F. Duane (1972) ..... Professor of Biology
A.B., Wabash College; Ph.D., University of California, Berkeley

BOSTICK, Edgar J. (1977) ..... Lecturer in Accounting
B.S., University of California, Berkeley; CPA, California

BOZEK, Philip E. (1982) ..... Lecturer in English Composition
B.A., St. Procopius College; M.A., So. Illinois Univ.; Ph.D., So. Illinois Univ.

BUTTRICK, Don F. (1970) ..... Associate Professor of History
A.B., M.A., Ph.D., University of California, Berkeley

BYRD, Gary W. (1980) ..... Associate Professor of English & Communication Studies
B.A., M.A., and Ph.D., University of Oklahoma

CALHOUN, George Jr. (1973) ..... Professor of Education
B.A., M.A., Eastern Michigan University; Ph.D., University of Michigan

CARTWRIGHT, Michael P. (1970) ..... Associate Professor of English
B.A., M.A., Ph.D., University of Nebraska

CARVAJAL, Rudy (1972) ..... Director of Athletics
B.A., M.A., University of California, Berkeley

CHANEY, Homer C., Jr. (1970) ..... Professor of History
B.A., Colgate University; M.A., Pennsylvania State University; Ph.D., University of Pennsylvania

CHÁVEZ, Rodolfo Chávez (1980) ..... Assistant Professor of Education
B.S., University of New Mexico; M.A., New Mexico Highland University; Ed.D., New Mexico State University

CLARK, John W. (1982) ..... Lecturer in Music
B.A., CSC, Bakersfield; Ph.D., Univ. of Calif., Santa Barbara

CLARK, Stanley E. (1972) ..... Professor of Political Science
B.A., Colgate University; M.A., Pennsylvania State University; Ph.D., University of Pennsylvania

COASH, John R. (1970) ..... Dean, School of Arts and Sciences, and Professor of Geology
A.B., Colorado College; M.A., University of Colorado; Ph.D., Yale University

COHEN, David C. (1973) ..... Professor of Psychology
B.A., Yale University; M.A., Ph.D., Harvard University

COHN, Kim C. (1972) ..... Professor of Chemistry
B.S., Queens College; M.S., Ph.D., University of Michigan

COOK, Nancy L. (1972) ..... Chair and Professor of Nursing
B.S., M.A., Ph.D., University of Minnesota

COOKE, E. David (1971) ..... Chair of Special Programs and Professor of Education
A.B., M.A., Ed.D., University of California, Los Angeles

COONS, Robert (1979) Coach: Women's Track and Men and Women's Cross-Country
B.S., Miami University; M.S.T., Cornell University

CORDELL, Bruce M. (1980) ..... Assistant Professor of Physics and Geology
B.S., Michigan State University; M.S., University of California, Los Angeles; Ph.D., University of Arizona

CORRAL, Helia M. (1974) ..... Associate Professor of Spanish
B.A., M.A., San Diego State University; Ph.D., University of Southern California

COWAN, Anita B. (1981) ..... Assistant Professor of Theatre
B.A., U.C.L.A.; Ph.D., Univ. of Washington

CRAIG, Charles (1972) ..... Head Coach of Track and Field and Lecturer in Physical Education
B.A., California State University, Fresno

DAVIS, John Douglas (1982) ..... Assistant Professor of Music
B.M., Univ. of Tennessee, Knoxville; M.A., Harvard Univ.; Ph.D., Harvard Univ.

DENZLER, David R. (1981) ..... Professor of Management
B.S., Lafayette College; MBA, Washington Univ.; Ph.D., Washington Univ.

DETWILER, Daniel P. (1970) ..... Professor of Physics
B.A., Swarthmore College; M.S., Ph.D., Yale University

DIETIKER, K. Edward (1972) ..... Professor of Psychology (on leave 1978–79)
B.A., Oberlin College; B.D., Chicago Theological Seminary; M.A., University of Chicago Divinity School; Ph.D., University of Chicago; Licensed Clinical Psychologist, California

DIRKSE, John P., III (1980) ..... Associate Professor of Mathematics
B.S., University of Wisconsin, Oshkosh; M.S., Ph.D., Purdue University

DOLKART, Ronald H. (1973) ..... Professor of History
B.A., University of California, Los Angeles; M.A., University of California, Berkeley; Ph.D., University of California, Los Angeles

DULL, Roy R. (1970) ..... Dean of Graduate and Extended Studies and Professor of Public Administration
B.A., University of California, Riverside; M.B.A., Stanford University; Ph.D., Claremont Graduate School

DUQUETTE, Raymond (1972) ..... Professor of Education
B.S., Massachusetts State College; M.S., University of Bridgeport; Ph.D., Arizona State University

DUTTON, Melvyn L. (1971) ..... Chair and Professor of Chemistry
B.A., University of California, Riverside; M.S., San Diego State College; Ph.D., University of California, Irvine

DYE, Bobby (1981) .....Head Coach of Basketball and Lecturer in Physical Education
B.A., Idaho State

EDWARDS, Nathan A. (1970) .....Professor Emeritus of Education
B.S., Iowa State University; M.S., Drake University; Ph.D., University of Iowa; Licensed Psychologist, California

ELLIS, Larry E. (1982) .....Lecturer in Organic Chemistry
B.A., Berea College, Kentucky; Ph.D., Stanford University

EPPERSON, Barry (1980) ..... Lecturer in English
B.A., M.A., Cal Poly, Pomona; Ph.D., University of Southwestern Louisiana

ERB, Emerson C. (1972) ..... Professor of Accounting and Coordinator, CSB Institute of Accounting
B.S., M.B.A., D.B.A., Indiana University; CPA, Indiana

EVANS, Mark O. (1978) .. Associate Professor of Economics and Finance and Director, Center for Economic Education
B.A., New Mexico State University; Ph.D., University of New Mexico

FALERO, Frank, Jr. (1972) ..... Professor of Economics and Finance
B.A., University of South Florida; M.S., Ph.D., Florida State University

FANG, Fabian T. (1970) ..... Professor of Chemistry
B.S., National Central University, China; M.S., Ph.D., University of Illinois

FLACHMANN, Kim (1978) ..... Coordinator of Writing Skills
B.A., Washington University; M.A., M.F.A., University of Oregon

FLACHMANN, Michael (1972) .....Professor of English (on leave winter and spring, 1979)
B.A., University of the South; M.A., University of Virginia; Ph.D., University of Chicago

FLEMING, Barbara H. (1978) ..... Assistant Professor of Nursing
B.A., B.S.N., University of Wisconsin; M.S.N., University of California, Los Angeles

FLEMING, Kathryn L. (1973) ..... Associate Professor of Nursing
B.S., M.S., California State University, Fresno

FLETCHER, Robert G. (1971) .....Chair and Professor of Finance
B.A., Willamette University; M.A., Ph.D., University of California, Los Angeles

FRANKEL, Jacob P. (1974) .....President and Professor of Physics
B.S., M.S., University of California, Berkeley; Ph.D., University of California, Los Angeles

FRIEDMAN, Gloria (1978)..Coach of Women's Tennis and Assistant Athletic Director
B.A., University of California, Santa Barbara; M.A., California State College, Bakersfield

GAVIN, Christy (1977) ..... Sr. Assistant Librarian, Reference
B.A., California State University, Sacramento; M.L.S., University of Southern California

GEIGLE, Ray A. (1970) ..... Chair and Professsor of Political Science
B.S., University of Utah; M.A., Ph.D., University of Washington

GEORGE, James H. (1970) .....Dean, Div. of General Studies and Associate Professor of History
B.A., Westminster College; Ph.D., University of Wisconsin, Madison

GILLELAND, Martha J. (1972) ..... Professor of Chemistry
B.S., Louisiana Polytechnic Institute; Ph.D., Louisiana State University

GOLDSMITH, Jack (1978) .....Chair and Professor of Public Administration
B.A., M.A., University of California, Berkeley; Ph.D., University of California, Los Angeles

GRAHAM, Hugh F. (1970).....Professor of History
B.A., M.A., University of Toronto; A.M., Princeton University; Ph.D., University of Southern California

GRANSKOG, Jane E. (1974) ..... Associate Professor of Anthropology
B.S., Michigan State University, East Lansing; Ph.D., University of Texas

GRAVES, Richard W. (1972) ..... Professor of Public Administration
B.B.A., M.B.A., University of Texas; D.B.A., Indiana University

GREEN, Donald C. (1971) ..... Chair, English and Communication Studies and Associate Professor of English
B.A., Carleton College; M.A., Miami University; Ph.D., University of Wisconsin

GREENE, Alan C. (1971) ..... Chair, Physics and Geology and Professor of Physics
B.S., Northeastern University; Ph.D., Brown University

GREGO, Peter (1978) ..... Associate Professor of Theatre
B.F.A., M.F.A., Carnegie-Mellon University

HANCOCK, Deborah O. (1979) ..... Dean, School of Education and Professor of Education
B.A., California State University, Long Beach; M.S., Ph.D., University of Southern California

HARDY, John W. (1970) ..... Professor of Mathematics
B.S., M.S., Ph.D., Stanford University

HARRIE, Jeanne (1976) ..... Associate Professor of History
B.A., Seattle University; M.A., Ph.D., University of California, Riverside

HARTLEP, Karen L. (1976) ..... Associate Professor of Psychology
B.A., Dickinson College; M.A., Ph.D., University of New Hampshire

HEIVLY, Michael (1975) ..... Associate Professor of Art
B.A., Lycoming College; M.F.A., University of Colorado

HIBBARD, George B. (1970) ..... Dean of Students and Professor of Education
B.A., M.A., Ed.D., Michigan State University

HINDS, David S. (1970) ..... Professor of Biology
B.A., Pomona College; M.S., Ph.D., University of Arizona

HORTON, James C. (1970) ..... Professor of Biology
B.Sc., Ph.D., University of Wisconsin, Madison

HUGHES, Joan D. (1970) ..... Professor Emeritus of Education
A.B., San Jose State University; M.A., Stanford University; Ed.D., University of California, Berkeley

IYASERE, Marla M. (1974) ..... Associate Professor of English
B.A., Wells College; M.A., Ph.D., State University of New York, Binghamton

IYASERE, Solomon O. (1972) ..... Professor of English
B.A., M.Sc., State University of New York College, New Paltz; Ph.D., State University of New York, Binghamton

JOHNSON, Mona W. (1979) ..... Assistant Professor of Nursing
B.S., Tulane University; M.Ed., Loyola University, N.O.; M.S.N., Medical College of Georgia

JONES, Bruce W. (1973) ..... Associate Professor of Religious Studies
B.A., Amherst College; B.D., Union Theological Seminary; Ph.D., Graduate Theological Union, University of California, Berkeley

JONES, Daniel J. (1970) ..... Professor Emeritus of Geology
B.S., M.S., University of Oklahoma; Ph.D., University of Chicago

JULIAN, Joseph (1978) ..... Chair of Sociology/Anthropology and Professor of Sociology
B.A., San Francisco State University; M.A., Ph.D., University of Washington

KAPLAN, Larry (1982) ..... Assistant Athletic Director and Coaching Specialist
B.S., Indiana State; M.S., Western Illinois

KASSELMAN, Mary Jo (1981) ..... Professor of Nursing
B.S. N., M.A. and Ph.D. in Anthropology, Univ. of Kansas; M.A., Nursing Education, Teachers College, Columbia Univ.

KEGLEY, Charles W. (1970) ..... Professor of Philosophy
A.B., Northwestern University; B.D., Chicago (Lutheran) Theological Seminary; M.A., Ph.D., Northwestern University

KEGLEY, Jacquelyn A. (1973) ..... Professor of Philosophy
B.A., Allegheny College; M.A., Rice University; Ph.D., Columbia University

KELLENBERGER, Lonnie R. (1971) Chair, Teacher Educ. and Professor of Education
B.S., Southern Oregon College; M.Ed., D.Ed., University of Oregon

KEMP, Donna R. ..... Associate Professor in Public Administration
B.A., College of Idaho; M.A., Univ. of Oregon; M.Ed., College of Idaho; M.P.A., Ph.D., Univ. of Idaho

KERZIE, Ted L. (1976) ..... Associate Professor of Art
B.A., Washington State University; M.F.A., Claremont Graduate School

KESSLER, Gary E. (1970) ..... Chair, Philosophy and Religious Studies and Professor of Religious Studies
B.A., Luther College; B.D., Luther Theological Seminary; Ph.D., Columbia University-Union Theological Seminary

KETTERL, George W. (1970) ..... Associate Professor of Art
B.S., Moorhead State College; M.F.A., Claremont Graduate School

KIRKLAND, Janice (1970) ..... Librarian, Catalog and Periodicals
A.B., M.L.S., University of California, Berkeley; M.A., University of California, Los Angeles

KLEINSASSER, Jerome (1972) ..... Associate Professor of Music
B.S., M.A., Ph.D., University of Minnesota

KOSAKOWSKI, David C. (1977) ..... Sr. Assistant Librarian, Head of Reference
B.A., Siena College; M.A., M.L.S., State University of New York, Albany

LASKOWSKI, Edward A. (1971) ..... Professor of Earth Sciences
B.S., Union College, New York; M.S., Rensselaer Polytechnic Institute; Ph.D., University of California, Los Angeles

LASSETER, Victor K. (1970) ..... Professor of English
B.A., Washington and Lee University; M.A., Florida State University; Ph.D., Harvard University

LEAPLEY, Margaret J. (1982) ..... Assistant Professor of Nursing
B.S.N., Indiana Univ.; M.P.H., Univ. of Michigan

LOZANO, Carlos (1970) ..... Professor Emeritus of Spanish
B.A., Ph.D., University of California, Berkeley

MANNING, John C. (1971) ..... Professor Emeritus of Geology
B.S., University of Idaho; Ph.D., Stanford University

McCALL, Charles H. (1970) ..... E. C. Reid Professor of Political Science
A.B., A.M., Indiana University; Ph.D., Yale University

McDANIELS, Ophelia B. ..... Associate Professor of Nursing
B.S., Florida Int'l Univ.; M.S. Univ. of San Diego; Ed.D., Univ. of San Diego

McMILLIN, J. Daniel (1972) ..... Associate Professor of Sociology
B.A., M.A., Washington State University; Ph.D., Southern Illinois University

McNAMARA, John J. (1978) ..... Cal-Cot—Kennedy Distinguished Professor of Agricultural Marketing
B.E., M.A., University of Iowa; Ph.D., Purdue University

MEHLING, Gordon R. (1974) ..... Professor of Music
Ed.B., University of Alberta, Canada; M.M., Michigan State University; Ph.D., Michigan State University

MICHALS, Bernard E. (1970) ..... Professor of Science Education and Biology
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MILLER, Carl E. (1970) ..... Professor of Education, and Director of Reading Study Skills Center
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MITCHELL, Steven W. (1980) ..... Assistant Professor of Physics and Geology
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MOE, L. Maynard (1976) ..... Associate Professor of Biology
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MOODY, R. Dale (1970) ..... Professor of Education, Coodinator of Master Degree Programs in Secondary Curriculum & Instruction, and Director of Secondary Teacher Education
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MOSCOVE, Brenda J. (1981) .. Professor of Marketing and MBA Program Coordinator
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NOEL, Richard C. (1971) ..... Professor of Psychology
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NYBERG, Kenneth L. (1980) ..... Director of Research and Sponsored Programs and Associate Professor of Sociology
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OLSON, Johanna A. (1982) ..... Assistant Librarian
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OSWALD, Donald J. (1981) ..... Assistant Professor of Economics
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OST, David H. (1971) ..... Chair and Professor of Biology
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PAAP, Warren R. (1971) ..... Professor of Sociology
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PAGE, Ernest R. (1980) ..... Assistant Professor of Secondary Education
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PARIS, Phillip Sanchez (1982) ..... Lecturer in Public Administration
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PATENAUDE, Robert (1972) ..... Associate Professor of Mathematics
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PATTEN, James (1982) ..... Lecturer in Finance
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PAULIN, Andrew (1980) ..... Coaching Specialist, Trainer
B.S., California State University, Fullerton

PRIGGE, Norman K. (1973) ..... Associate Professor of Philosophy
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PURCELL, Harold I. (1971) ..... Chair and Professor of Accounting
B.A., University of Arizona; M.S., San Diego State University; M.B.A., Golden Gate University; D.B.A., University of Southern California; CPA, California

RAMBAUD, Roberta (1979) ..... Assistant Professor of Nursing
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RAMONDINO, Salvatore (1972) ..... Chair of Foreign Languages and Associate Professor of Spanish and French
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RICE, Philip M. (1977) ..... Vice President and Professor of History
C.M., New England Conservatory; C.D.A., Yale University; A.B., Pomona College; A.M., Ph.D., The University of North Carolina; LH.D., Claremont Graduate School

RIDER, Richard ..... Assistant Coach of Basketball and Lecturer in Physical Education
B.S., Northeast Missouri State; B.S.E. Health, PE, Northeast Missouri State; Ph.D., University of Utah

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R.N., B.S., M.S., University of Pennsylvania

RINK, Oliver A. (1975) ..... Acting Chair, History Dept. and Associate Professor of History
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RITTER, Kathleen Y. (1974) ..... Professor of Education
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ROBERTS, Sharon K. (1974) ..... Program Director for Medical Technology and Associate Professor of Health Sciences
B.A., San Jose State University; M.T. (A.S.C.P.) S.B.B.; M.A., Central Michigan University

ROSS, James L. (1972) ..... Associate Professor of Sociology
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RUDD, Howard F. (1973) ..... Professor of Management
B.S., M.B.A., Syracuse University; D.B.A., Texas Technological University

RUOSS, Meryl (1974) ..... Acting Dean, School of Business and Public Administration and Professor of Public Administration
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SAGE, John N. (1972) ..... Professor of Physical Education
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SAINE, Ute (1982) ..... Lecturer in Foreign Languages
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SASAKI, Edwin H. (1972) ..... Chair and Professor of Psychology
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SCHEIDE, Benton F. (1970) ..... Director of Libraries and Professor of Education
B.A., M.A., University of Denver; Ph.D., Case Western Reserve University

SEAY, Joe (1972) ..... Head Coach of Wrestling and Lecturer in Physical Education
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SECOR, Kenneth E. (1970) ..... Dean for Administration and Professor of Mathematics
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SEGESTA, James E. (1970) ..... Librarian
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SELTZER, Allan L. (1971) ..... Associate Professor of Psychology
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SERRANO, Rodolfo G. (1974) ..... Professor of Education
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SETHI, Renuka R. (1973) ..... Professor of Education
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SHUSTER, Louis J. (1970) ..... Chair of Management and Operations Analysis and Professor of Management
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SILVERMAN, Philip (1971) ..... Professor of Anthropology
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SIMARD, Rodney (1982) ..... Lecturer in English Composition
B.A., Memphis State Univ.; M.A., Mississippi State Univ.; Ph.D.

SMITH, Marion B. (1972) ..... Professor of Mathematics
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SPENCER, David G. (1970) ..... Professor of English
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STANLEY, Gerald (1973) ..... Professor of History
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STOCKTON, Richard (1973) ..... Associate Professor of English
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TAYLOR, Laird E. (1973) ..... Professor of Mathematics
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THOMAS, Marc P. (1981) ..... Assistant Professor of Mathematics
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TRAVIS, Russell E. (1971) ..... Associate Professor of Sociology
B.S., Rider College; M.A., San Diego State University; Ph.D., University of Texas

VIGEN, James W. (1971) ..... Professor of Management Science
B.S., M.S., Colorado State University; Ph.D., Ohio State University

WAKE, William H. (1970) ..... Professor, Physics and Geology Department
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WALKER, Marguerite L. (1970) ..... Professor of Art
B.A., Western Washington College; M.A., Ph.D., University of Washington

WALKER, R. Bruce (1978) ..... Assistant Professor of Education
A.B., Western Kentucky University; M.S.Ed., Old Dominion University; Ed.D., University of Virginia

WATTS, Thomas M. (1970) ..... Professor of Political Science
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WEBB, Janie Rae (1974) ..... Associate Professor of Education
B.S., California State Polytechnic College, San Luis Obispo; M.A., Ph.D., University of Texas

WEBB, Leland F. (1971) ..... Chair of Mathematics and Professor of Mathematics and Education
B.A., University of California, Santa Barbara; M.A., California Polytechnic State University, San Luis Obispo; Ph.D., The University of Texas at Austin

WEBSTER, John A. (1974) ..... Chair and Professor of Criminology
B.S., Michigan State University; M.S., University of Southern California; Ph.D., University of California, Berkeley

WEBSTER, William E. (1981) ..... Associate Professor of Education
B.S., College of the Holy Cross; M.A., Stanford University; Ed.D., Harvard University

WEEKES, DeLois (1981) ..... Associate Professor of Nursing
B.S., Oklahoma City Univ.; M.S., Univ. of Oklahoma

WEINHEIMER, Edward A. (1978) ..... Assistant Professor of Biology
B.S., Ph.D., University of Georgia

WEISS, Steven M. (1979).... Assistant Professor of English and Communication Studies
B.A., M.A., Ph.D., Temple University

WEST, Lorraine W. (1970) ..... Professor Emeritus of Education
B.A., Fresno State College; M.A., Stanford University

WHITLEY, Jim D. (1971) ..... Chair and Professor of Physical Education
A.B., M.A., Ed.D., University of California, Berkeley

WILSON, Jill (1973) ..... Associate Professor of Education
B.A., M.A., University of Michigan; Ph.D. Michigan State University

WINTER, Eugenia B. (1981) ..... Sr. Asst. Librarian and Acquisitions/Bibliographer
B.A., Sweet Briar College; M.L.S., Peabody Library School

WOLFRAM, Suazanne G. (1982) ..... Lecturer in Mathematics
B.A., M.A., Univ. of Colorado; Ph.D., Univ. of Utah

WOOD, Forrest G. (1970) ..... Professor of History
A.B., M.A., California State University, Sacramento; Ph.D., University of California, Berkeley

WOOD, Glenn L. (1976) ..... Professor of Finance
B.S., Arizona State University; Ph.D., Wharton School of Finance and Commerce, University of Pennsylvania

YEAROUT, Betty P. (1972) ..... Chair and Professor of Health Sciences
B.S., Kansas State University; M.T. (A.S.C.P.); M.S., University of Missouri

YVIRICU, Jorge (1981) ..... Assistant Professor of Spanish
B.B.A., M.A., St. John's Univ.; Ph.D., Univ. of Iowa

ZIMMERMAN, Howard C. (1970) ..... Professor of Education
A.B., Northwest Nazarene College; M.A., D.Ed., University of Oregon

CLINICAL FACULTY
NURSING/HEALTH SCIENCES
(Doctors)
1983–85

Name	*Area or Specialty*
ABLIN, George	Neurological Surgery
Clinical Professor of Nursing	
ADMIRAL, Elizabeth	Obstetrics & Gynecology
Clinical Associate Professor of Nursing	
AMIN, H. C.	Pediatrics
Clinical Associate Professor of Nursing	
ANDERSON, Joseph E. Jr.	Internal Medicine
Clinical Professor of Nursing	
ANHALT, James E. Jr.	Pathology
Clinical Professor of Nursing	
ARBEGAST, Neil R.	Thoracic & Cardiovascular
Clinical Professor of Nursing	
ASHMORE, Charles S.	General Surgery
Clinical Associate Professor of Nursing	
BETENBAUGH, Hubert	Director, Student Health Center
Clinical Professor of Nursing	
BEZDEK, William D.	Internal Medicine/Cardiovascular Disease
Clinical Associate Professor of Nursing	
BICK, Rodger L.	Hematology
Clinical Professor of Nursing and Health Sciences	
BINDER, William A.	Diseases of Skin/Skin Cancer
Clinical Associate Professor of Nursing	
BIRSNER, J. W.	Radiology
Clinical Associate Professor of Nursing	
BRADLEY, D. M.	Diseases & Surgery of the Eye
Clinical Associate Professor of Nursing	
BRUMFIELD, James	Pathology
Clinical Associate Professor of Health Sciences	
CARBONELL, A. D.	General Practice & Surgery
Clinical Associate Professor of Nursing	
CARBONELL, Emma	Pediatrics
Clinical Associate Professor of Nursing	
CASTEEN, William	Opthomology
Clinical Associate Professor of Nursing	
CHANEY, Raymond	Pediatrics
Clinical Associate Professor of Nursing	
CONSTANTINE, V.	Diseases of Skin & Skin Cancer
Clinical Associate Professor of Nursing	
CUNNINGHAM, R. T.	Chest and Cardiovascular Surgery
Clinical Associate Professor of Nursing	
DI NICOLA, William F.	Pediatrics
Clinical Associate Professor of Nursing	

DRAMOND, Jess ..... Pediatrics
Clinical Associate Professor of Nursing

ELLIOT, Frank A. ..... Obstetrics & Gynecology
Clinical Associate Professor of Nursing

EVANS, Davis J. ..... Diseases & Surgery of the Eye
Clinical Professor of Nursing

FAUSTICK, Dyrel ..... Internal Medicine
Clinical Professor of Nursing

FINBERG, Kurt ..... Obstetrics & Gynecology
Clinical Associate Professor of Nursing

FISCHER, Edward P. ..... Surgical Oncologist
Clinical Associate Professor of Nursing

FLYNN, Carol A. ..... Pediatrics
Clinical Associate Professor of Nursing

FORNEY, John L. ..... Diseases of Infants & Children
Clinical Professor of Nursing

FOX, Jerry C. ..... Obstetrics & Gynecology
Clinical Associate Professor of Nursing

FREEDMAN, Harold ..... Physical Medicine & Rehabilitation
Clinical Associate Professor of Nursing

FREEDMAN, Sheldon ..... Pathology
Clinical Professor and Director of Medical Technology Program

FRITCH, Charles ..... Diseases & Surgery of the Eye
Clinical Associate Professor of Nursing

GILLIN, Lloyd I. ..... Radiation Therapy
Clinical Associate Professor of Nursing

HAIG, Owen G. ..... Nephrology-Hemodialysis Kidney-Hypertensive Diseases
Clinical Professor of Nursing

HASKIN, Kenneth ..... Urology
Clinical Associate Professor of Nursing

HELPER, Stephen ..... Family Practice
Clinical Associate Professor of Nursing

HELPER, Susan ..... Internal Medicine
Clinical Associate Professor of Nursing

HELVIE, Richard E. ..... Neurology
Clinical Associate Professor of Nursing

HELVIE, Stephen J. ..... Neurology
Clinical Associate Professor of Nursing

HO, Sze ..... Pediatrics & Neonatology
Clinical Associate Professor of Nursing

HOLEMAN, Charles ..... Internal Medicine
Clinical Associate Professor of Nursing

IGER, Mortimer ..... Orthopedic
Clinical Professor of Nursing

KARLEN, R. V. ..... Radiology
Clinical Associate Professor of Nursing

KUMARI, Suresh ..... Pediatrics
Clinical Associate Professor of Nursing

LAHIRI, Sunil R. ..... Oncology
Clinical Professor of Nursing

LARWOOD, Thomas R. ..... Internal Medicine
Clinical Professor of Nursing
LEUNG, Patrick ..... Allergy and Immunology
Clinical Associate Professor of Nursing
MATYCHOWIAK, F. A. ..... Psychiatry
Clinical Professor of Nursing
MOSSER, Robert S. ..... Internal Medicine
Clinical Professor of Nursing and Health Sciences
MURDOCH, Malcolm ..... Pathology
Clinical Associate Professor of Health Sciences
PATEL, Hansa ..... Obstetrics & Gynecology
Clinical Associate Professor of Nursing
PAULSEN, George A. ..... Thoracic Surgery
Clinical Professor of Nursing
PERELLI-MINETTI, Antonio ..... Psychiatry
Clinical Associate Professor of Nursing
PINEDA, Gregorio S. ..... Pediatric Neurology
Clinical Professor of Nursing
POH, Sue ..... Pediatrics
Clinical Professor of Nursing
PULSKAMP, John ..... Orthopedic Surgery
Clinical Professor of Nursing
RABBAN, Joseph ..... Internal Medicine
Clinical Associate Professor of Nursing
RAJGURU, S. V. ..... Psychiatry
Clinical Associate Professor of Nursing
RIVERA, Ernesto ..... Pathology
Clinical Associate Professor of Health Sciences
SCHMALHORST, William Jr. ..... Pathology
Clinical Professor of Health Sciences
SCHNEIDER, Norman ..... Hematology & Oncology
Clinical Associate Professor of Nursing
SHAH, Arvind ..... Internal Medicine
Clinical Associate Professor of Nursing
SHEFFEL, D. J. ..... Orthopedic Surgery
Clinical Professor of Nursing
SHELDON, Robert W. ..... Ear, Nose & Throat
Clinical Professor of Nursing
SIEMON, Glenn ..... Diseases & Surgery of the Eye
Clinical Associate Professor of Nursing
SIMON, Warren E. ..... General Surgery
Clinical Associate Professor of Nursing
SMALE, Leroy E. ..... Obstetrics & Gynecology
Clinical Professor of Nursing
SMALE, Milton L. ..... Obstetrics & Gynecology
Clinical Professor of Nursing
SUEN, Vitus Foo-Tung ..... Pediatrics
Clinical Associate Professor of Nursing

THOMPSON, Havelock ..... Pediatrics
Clinical Associate Professor of Nursing
VIGIL, Frank J. ..... Pathology
Clinical Associate Professor of Health Sciences
WILLIAMS, Robert R. ..... Pathology
Clinical Associate Professor of Health Sciences
WONG, Kenneth G. ..... Family Practice
Clinical Professor of Nursing
WYBEL, Robert E. ..... Pathology
Clinical Professor of Nursing

(Nurses)
1983–85

ALLEN, Elaine ..... Rosewood
Clinical Assistant Professor of Nursing
COPELAND, Beverly ..... Delano Community Hospital
Clinical Assistant Professor of Nursing
HARRINGTON, Shirley ..... Kern County Health Department
Clinical Assistant Professor of Nursing
JOHNSON, Evelyn ..... Memorial Hospital
Clinical Assistant Professor of Nursing
KELLY, Sue ..... Memorial Hospital
Clinical Assistant Professor of Health Sciences
MURRAY, W. Jane ..... Mercy Hospital
Clinical Assistant Professor of Nursing
OLMSTEAD, Peggy ..... Kern County Health Department
Clinical Assistant Professor of Nursing
PARKER, Judy ..... Kern County Medical Center
Clinical Assistant Professor of Nursing
RALLS, Pat ..... Bakersfield Community Hospital
Clinical Assistant Professor of Nursing
SERRANO, Greta ..... Bakersfield Home Health Services
Clinical Assistant Professor of Nursing
WILVER, Helen ..... Tehachapi Hospital
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HEALTH SCIENCES/MEDICAL TECHNOLOGY

(Instructors)
1983–85

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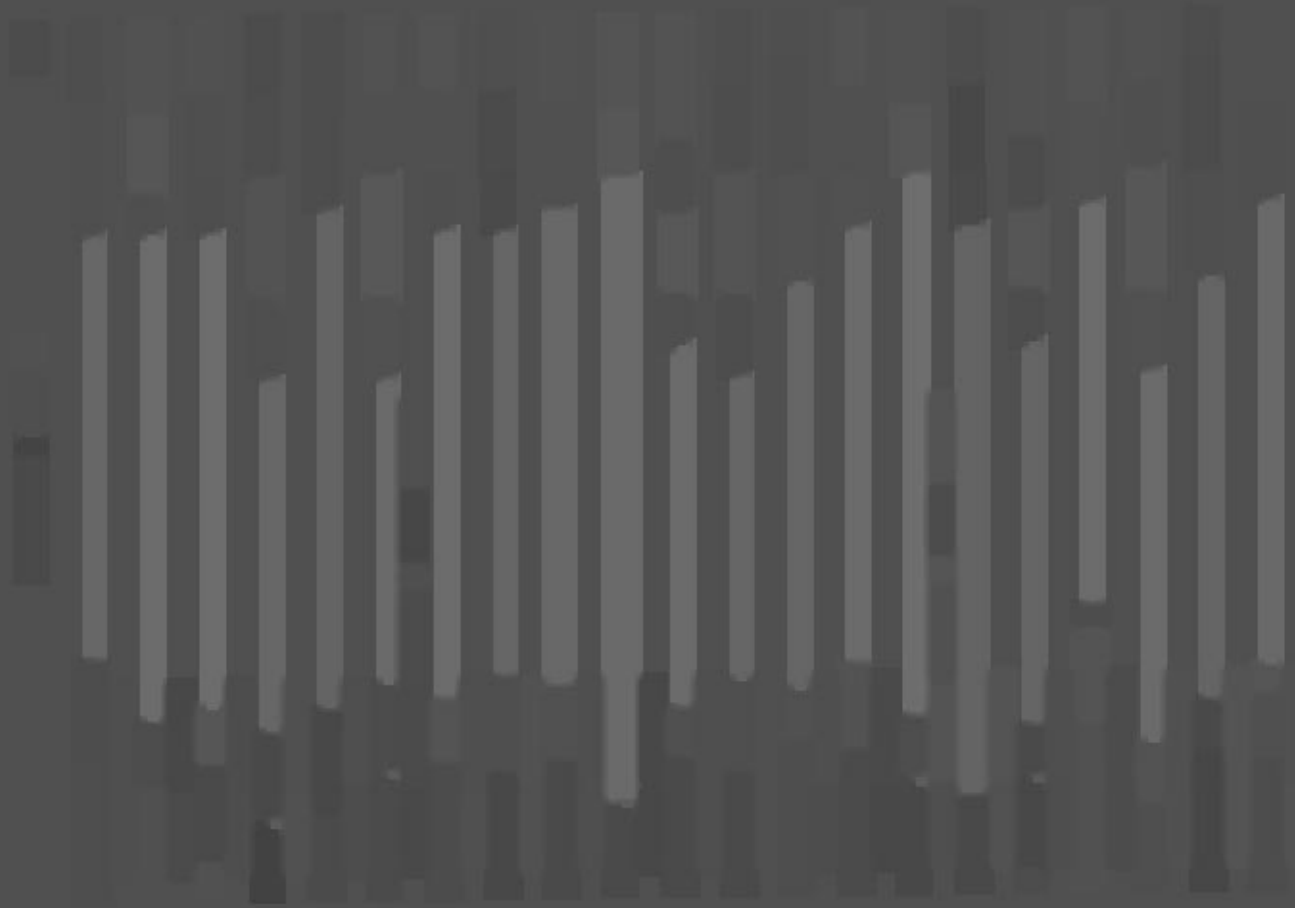
BLOUGH, Karen ..... Merced Community Medical Center
Clinical Instructor
BOONE, Christopher ..... San Joaquin Hospital
Clinical Instructor
BRISTOL, Keith ..... Merced Community Medical Center
Clinical Instructor
BURKE, Roger ..... San Joaquin Hospital
Clinical Instructor



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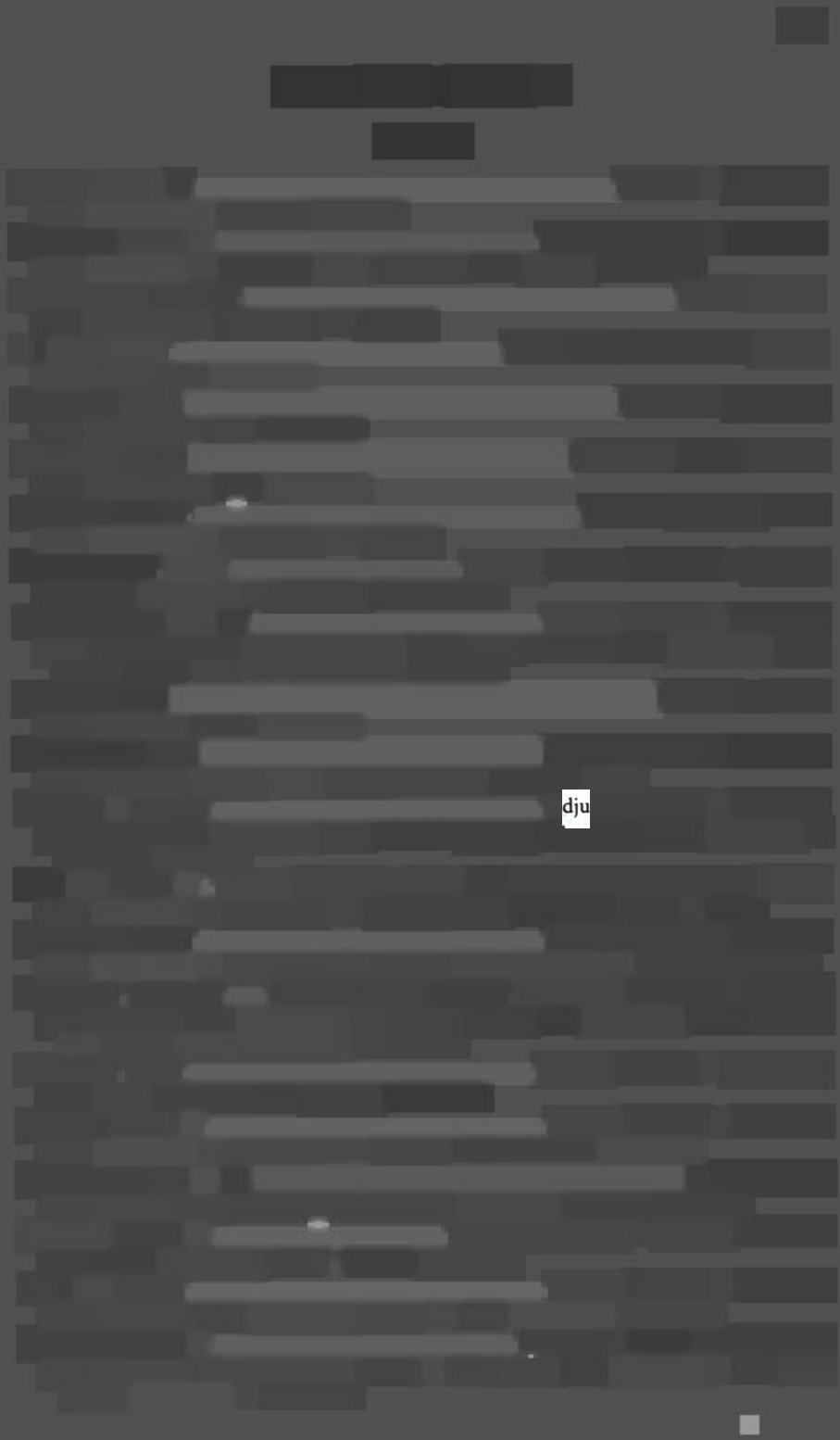
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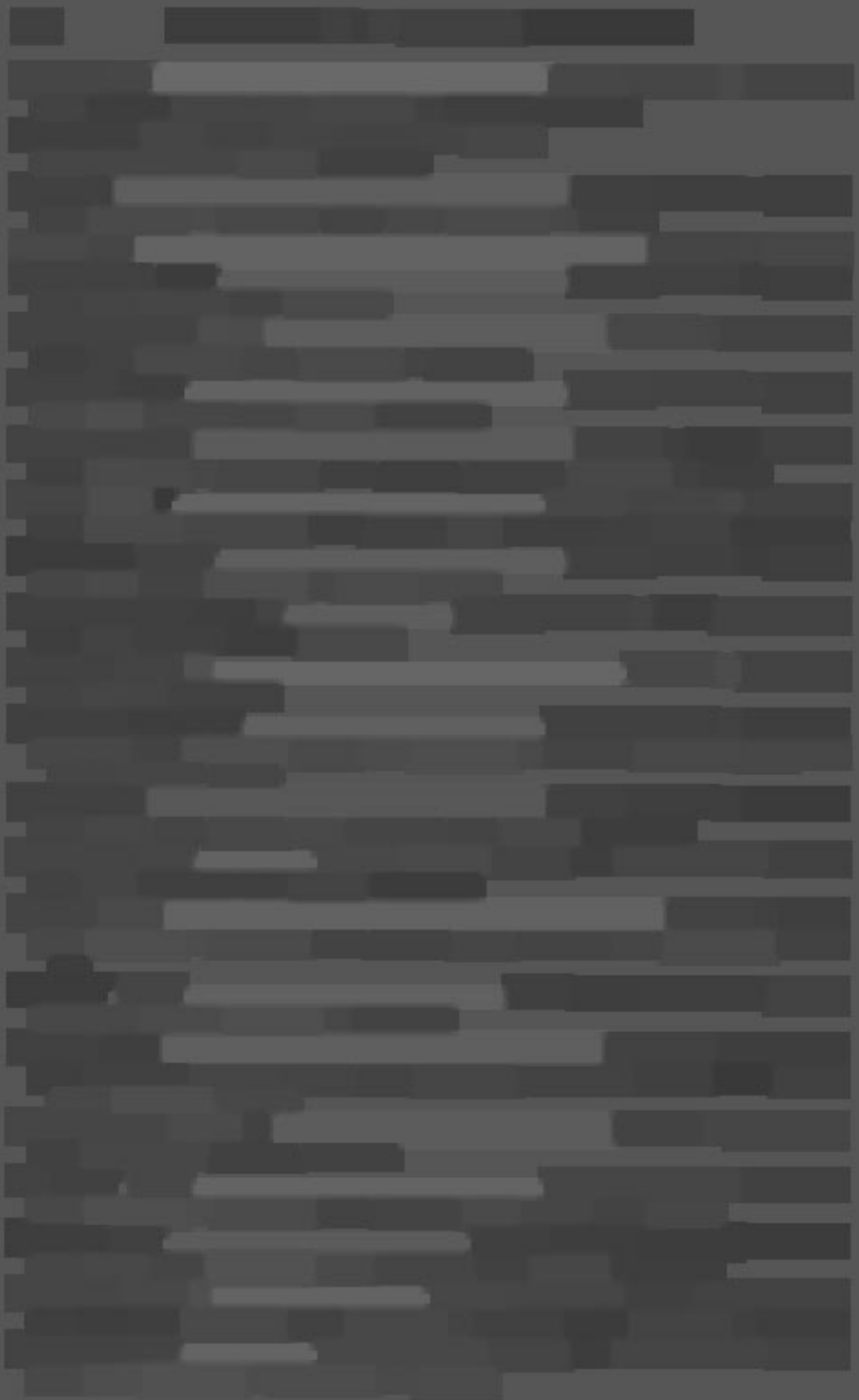

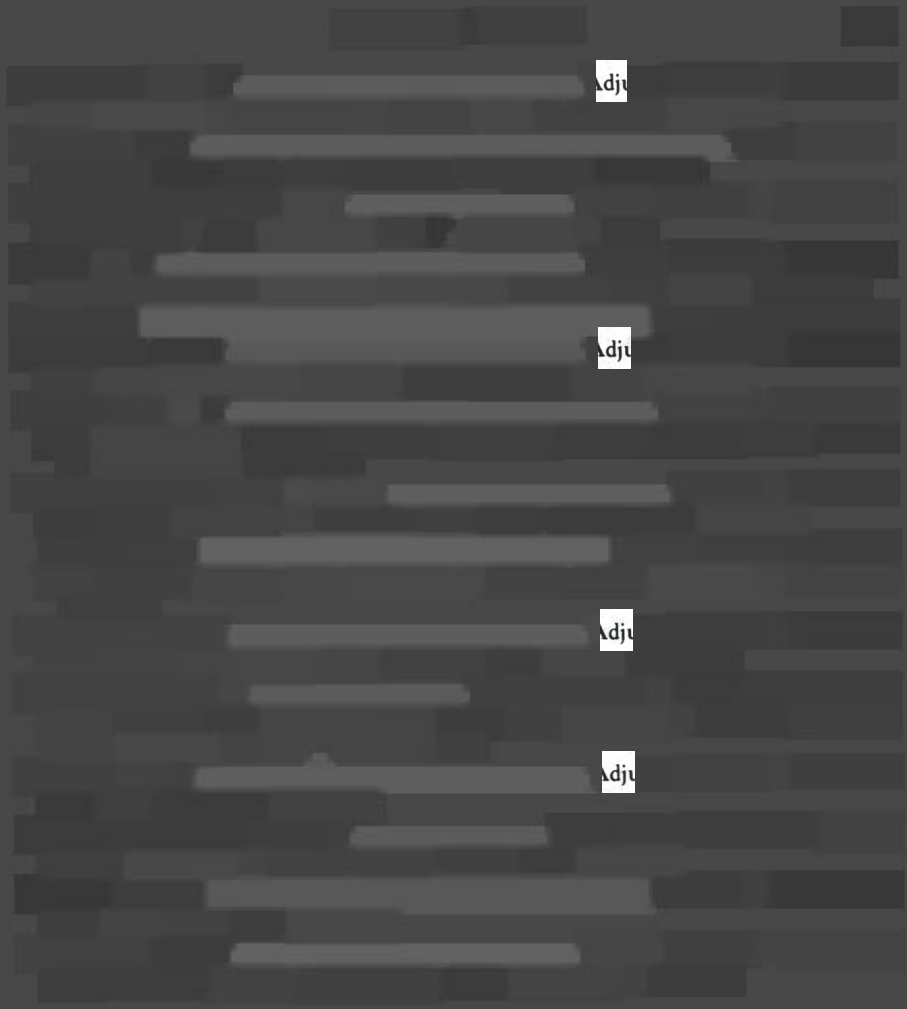
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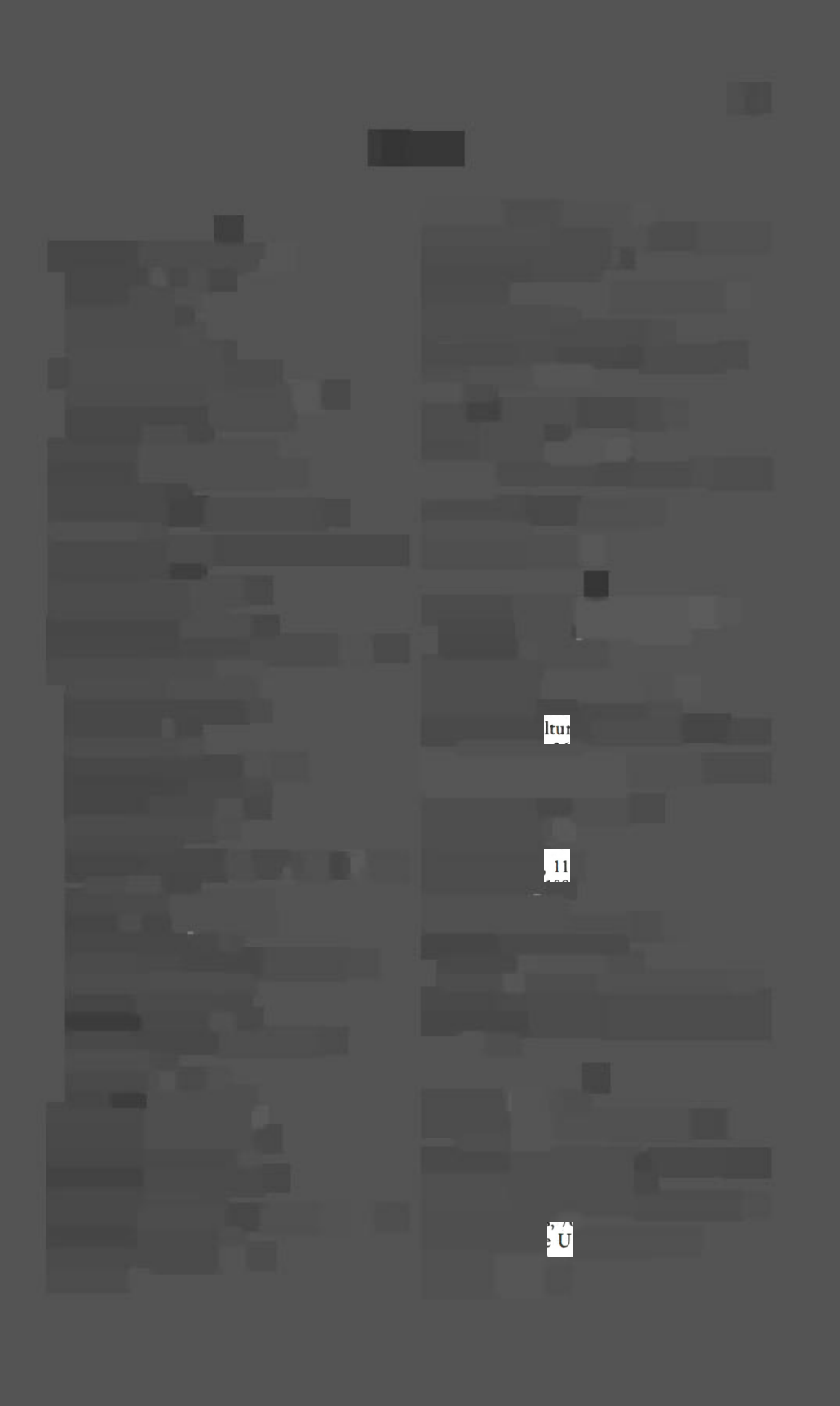

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