



California State University, Bakersfield

General Catalog 1987-89

a campus of the California State University



General Catalog
1987-1989



Acknowledgements

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24 Hours at CSB

Cal State Bakersfield Associated Students and Alumni Association sponsored the first annual CSB photo contest October 29, 1986. Amateur and professional photographers were invited to capture the spirit of the CSB community in film images. A day was set aside when the campus was open for 24 hours to allow photographers access to all facilities. Photographs were exhibited at the Todd Madigan Gallery.

Winners in the student division were Jim Foster, Brian Keene, Keith Maltone, and Eric Pearson. Winners in the open division were Leslie K. Justus, Jess Perez, Douglas Smrekar, and Richard Thornton. We are pleased to present their work as well as the work of other contestants in this publication.

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.

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Academic Calendar 1987-1988

Fall Quarter 1987

September 14	Orientation and First Day of REGISTRATION
September 15	Second Day of REGISTRATION
September 16	Classes begin
September 23	Last day to ADD CLASSES; last day of LATE REGISTRATION
September 25	Last day for undergraduate and graduate students to apply for FALL 1987 GRADUATION
September 30	Deadline to apply for refundable part of Student Services fees
October 6	CENSUS DAY
October 6	Last day to change between credit, no-credit and letter grading
October 6	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
Oct. 26-Nov. 6	ACADEMIC ADVISING AND PRE-REGISTRATION period for continuing students
November 3	Last day to withdraw from classes for a serious and compelling reason
November 11	Veteran's Day—REGULAR CLASSES SCHEDULED
November 13	HOLIDAY—Observance of Veteran's Day
November 16-20	SOCI WEEK
November 25	Last day of classes (Falls on Wednesday; is a FRIDAY schedule)
November 26-29	HOLIDAY—Thanksgiving
November 30	Study/Reading Day
December 1-5	Examination Period
December 7	Grades Due

Fall Quarter Break: December 7, 1987-January 1, 1988

Winter Quarter 1988

January 4	Orientation of new students and REGISTRATION
January 5	Classes begin
January 12	Last day to ADD CLASSES; last day of LATE REGISTRATION
January 15	Last day for undergraduate and graduate students to apply for WINTER 1988 GRADUATION
January 18	HOLIDAY—Martin Luther King Jr.'s Birthday
January 19	Deadline to apply for refundable part of Student Services fees
January 25	CENSUS DAY
January 25	Last day to change between credit, no-credit and letter grading
January 25	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 8-22	ACADEMIC ADVISING AND PRE-REGISTRATION period for continuing students
February 15	HOLIDAY—Washington's Birthday
February 16	Regular classes (Falls on Tuesday; is a MONDAY schedule)
February 22	Last day to withdraw from classes for a serious and compelling reason
March 7-11	SOCI WEEK
March 15	Last day of classes (Falls on Tuesday; is TUESDAY schedule)
Omitted	Study/Reading Day
March 16-19	Examination Period
March 21	Grades Due

Spring Quarter Break: March 21-25, 1988

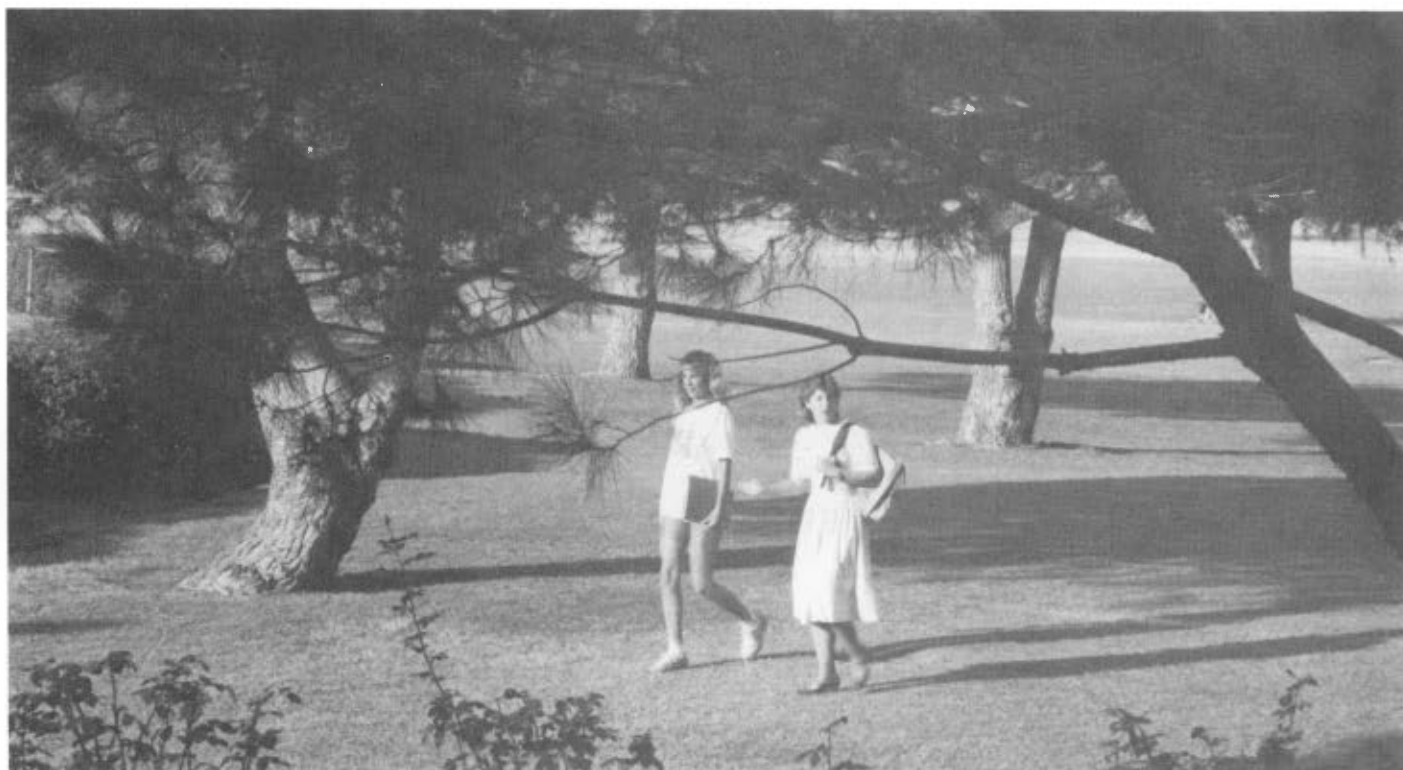
Spring Quarter 1988

March 28	Orientation of new students and REGISTRATION
March 29	Classes begin
April 5	Last day to ADD CLASSES; last day of LATE REGISTRATION
April 8	Last day for undergraduate and graduate students to apply for JUNE 1988 COMMENCEMENT
April 12	Deadline to apply for refundable part of Student Services fees
April 18	CENSUS DAY
April 18	Last day to change between credit, no-credit and letter grading
April 18	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
May 9-20	ACADEMIC ADVISING AND PRE-REGISTRATION period for continuing students
May 16	Last day to withdraw from classes for a serious and compelling reason
May 30	HOLIDAY—Memorial Day
May 31	Regular classes (Falls on a Tuesday; is a MONDAY schedule)
May 31-June 7	SOCI WEEK
June 7	Last day of classes (Falls on a Tuesday; is a TUESDAY schedule)
June 7	Last day for completion of work by Master's Candidates to graduate at June Commencement
OMITTED	Study/Reading Day
June 8-11	Examination Period
June 11	Commencement
June 13	Grades Due

Summer Sessions

First Session:	June 20-July 29 Last day to apply for Summer Session Graduation: June 10
Second Session	August 1-August 19

Please Note: This is not intended to be construed as an employee work calendar.



Academic Calendar 1988–1989

Fall Quarter 1988

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 1988 GRADUATION
September 28	Deadline to apply for refundable part of Student Services fees
October 4	CENSUS DAY
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
Oct. 24–Nov. 4	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 14–18	SOCI WEEK
November 23	Last day of classes (Falls on Wednesday; is a FRIDAY schedule)
November 24–27	HOLIDAY—Thanksgiving
November 28	Study/Reading Day
Nov. 29–Dec. 3	Examination Period
December 5	Grades Due

Fall Quarter Break: December 5, 1988–January 2, 1989

Winter Quarter 1989

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 undergraduate and graduate students to apply for WINTER 1989 GRADUATION
January 16	HOLIDAY—Martin Luther King Jr.'s Birthday
January 17	Regular classes (Falls on a Tuesday; is a MONDAY schedule)
January 18	Deadline to apply for refundable part of Student Services fees
January 24	CENSUS DAY
January 24	Last day to change between credit, no-credit and letter grading
	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 period for continuing students
February 20	Washington's Birthday—REGULAR CLASSES SCHEDULED
February 21	Last day to withdraw from classes for a serious and compelling reason
March 6–10	SOCI WEEK
March 14	Last day of classes
Omitted	Study/Reading Day
March 15–18	Examination Period
March 20	Grades Due

Spring Quarter Break: March 20–24, 1989

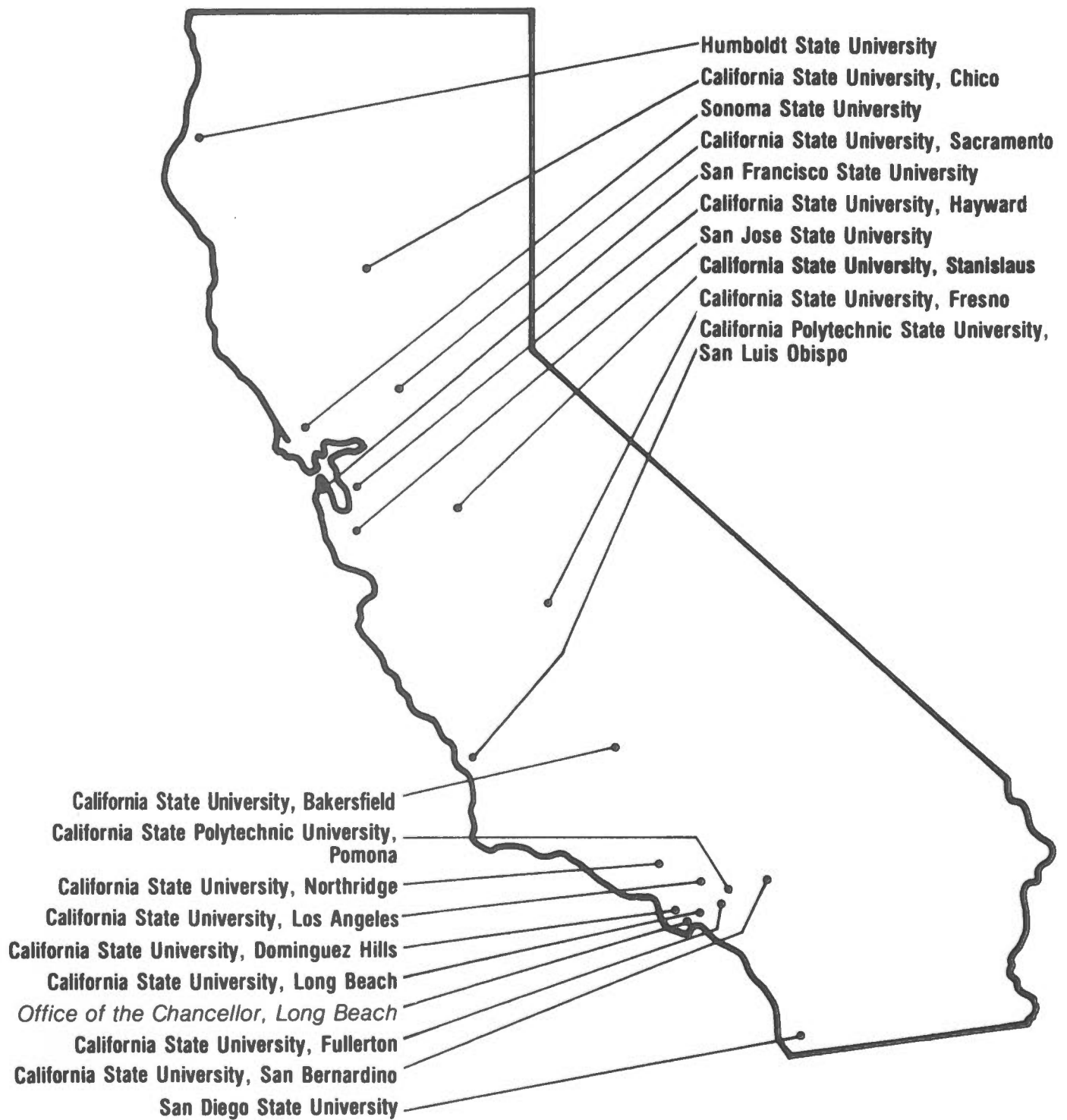
Spring Quarter 1989

March 27	Orientation of new students and REGISTRATION
March 28	Classes begin
April 4	Last day to ADD CLASSES: last day of LATE REGISTRATION
April 7	Last day for undergraduate and graduate students to apply for JUNE 1989 COMMENCEMENT
April 11	Deadline to apply for refundable part of Student Services fees
April 17	CENSUS DAY
April 17	Last day to change between credit, no-credit and letter grading
April 17	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
Apr. 24–May 5	ACADEMIC ADVISING and PRE-REGISTRATION period for continuing students
May 15	Last day to withdraw from classes for a serious and compelling reason
May 29	HOLIDAY—Memorial Day
May 30	Regular Classes (Falls on a Tuesday; is a MONDAY schedule)
May 30–June 5	SOCI WEEK
June 6	Last day of classes
June 6	Last day for completion of work by Master's Candidates to graduate at June Commencement
Omitted	Study/Reading Day
June 7–10	Examination Period
June 10	Commencement
June 12	Grades Due

Summer Sessions

First Session:	June 19–July 28 Last day to apply for Summer Session Graduation: June 9
Second Session:	July 31–August 18

Please Note: This is not intended to be construed as an employee work calendar.





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.



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 University, 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. Many of these programs are offered so that students can complete all upper-division and graduate requirements by part-time late afternoon and evening study. In addition, a variety of teaching and school service credential programs

are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

System enrollments total approximately 338,000 students, who are taught by faculty some 19,000. 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 one million persons have been graduated from the 19 campuses since 1960.

Campuses—The California State University

California State University, Bakersfield

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Bakersfield, California 93311-1099
Dr. Tomas 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. John A. Brownell, Interim 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
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California State University, Long Beach

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Long Beach, California 90840
Dr. June Cooper, Acting 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

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Northridge, California 91330
Dr. James W. Cleary, President
(818) 885-1200

California State Polytechnic University, Pomona

3801 West Temple Avenue
Pomona, California 91768-4011
Dr. Hugh O. La Bounty, President
(714) 869-7659

California State University, Sacramento

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Sacramento, California 95819
Dr. Donald R. Gerth, President
(916) 278-6011

California State University, San Bernardino

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

San Diego State University

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San Diego, California 92182
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Imperial Valley Campus

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(619) 357-3721

San Francisco State University

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California Polytechnic State University, San Luis Obispo

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Dr. Warren J. Baker, President
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State Capitol, Sacramento 95814

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State Superintendent of Public Instruction
721 Capitol Mall, Sacramento 95814

Dr. W. Ann Reynolds
Chancellor of The California State
University
400 Golden Shore, Long Beach
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Secretary-Treasurer

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Dr. Lyman H. Heine (1989)

Mr. John F. Sweeney (1989)

Correspondence with Trustees
should be sent*
c/o Trustees Secretariat
The California State University
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Long Beach, California 90802-4275

Office of the Chancellor

The California State University
400 Golden Shore
Long Beach, CA 90802-4275
(213) 590-5506

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Relations*

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Vice Chancellor and General Counsel

Average Annual Cost of Education 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. The total State appropriation to the CSU for 1986/87, including capital outlay and employee compensation increases, is \$1,500,409,000. The total cost of education for CSU, however, is \$1,649,146,315 which provides support for a projected 247,855 full-time equivalent (FTE)^a students.

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

Thus, excluding costs which relates to capital outlay (i.e., building amortization), the average cost of education per FTE student is \$6,654. Of this amount, the average student fee support per FTE is \$872. The calculation for this latter amount includes the amount paid by nonresident students.

Source of Funds and Average Costs for 1986/87 CSU Budget (Projected Enrollment: 242,740 FTE)

	Amount	Average Cost Per Student (FTE)	Per- centage
Total Cost of Education	\$1,649,146,315 ^b	\$6,654	100.0
—State Appropriation	1,389,847,000 ^c	5,607	84.3
—Student Fee Support	216,047,708	872 ^d	13.1
—Support from Other Sources	43,251,607	175	2.6

^a For budgetary purposes, full-time equivalent (FTE) translates total head count into total academic student load equivalent to 15 units per term. Some students enroll for more than 15 units; some student enroll for fewer than 15 units.

^b The total cost of education does not include the amount related to the capital investment of the CSU. The estimated replacement cost of all the system's permanent facilities and equipment on the 19 campuses is currently valued at \$4.6 billion, excluding the cost of land.

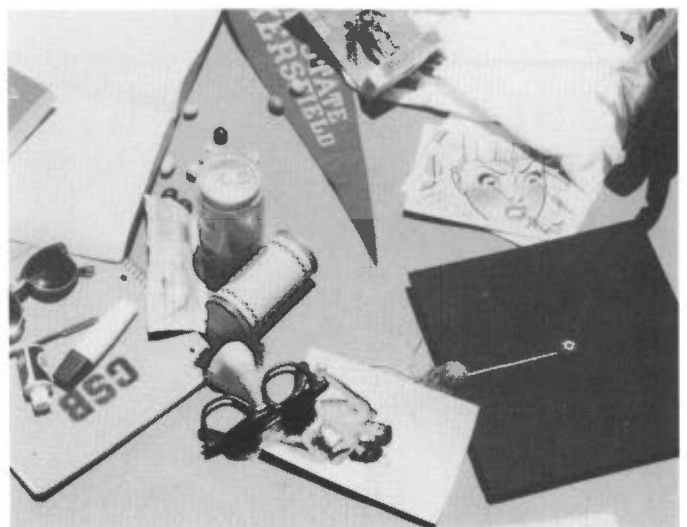
^c This figure does not include the capital outlay appropriation of \$110,562,000.

^d The average costs paid by a student include the State University Fee, Student Services Fee, Application Fee, Catalog Fee and Nonresident Tuition. Individual students may pay less than \$872 depending on whether they are part-time, full-time, resident or nonresident students.

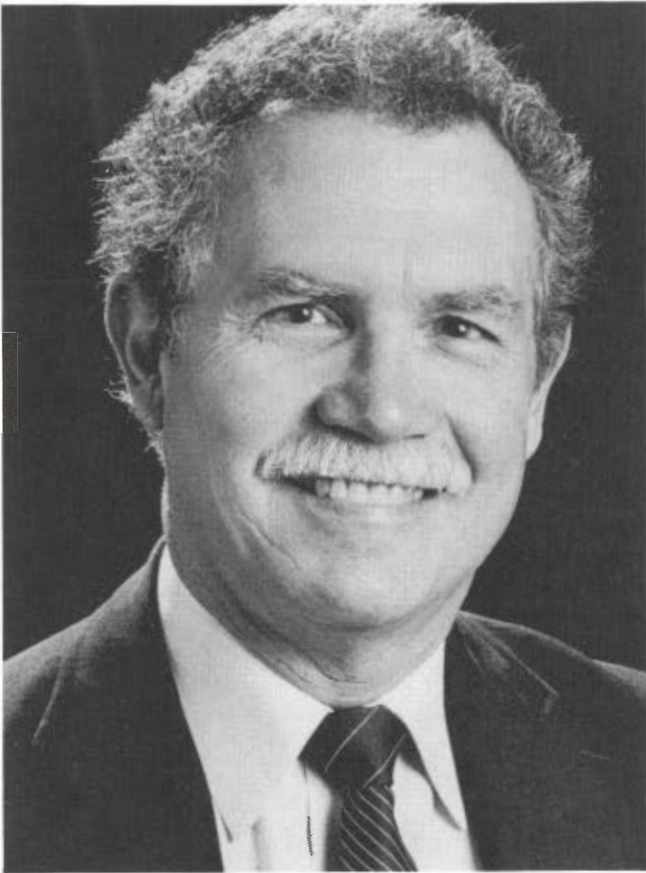


CSB

Leadership



Letter from the President



It is my privilege to introduce Cal State Bakersfield to you. We at CSB are proud of our college, our faculty, and our students. We hope that you will share our pride as you get acquainted with the institution and that you will decide to join us at Cal State Bakersfield.

We are especially proud of our students. They bring a diversity of backgrounds—ethnic, linguistic, cultural, and socio-economic—to our campus. We welcome those who might not fit the traditional mold—students who are reentering after years away from school or students who might be the first in their family to attend college. We believe this makes for a rich and positive campus climate and we provide our students with a wide range of support services to help them succeed.

An essential part of our institutional mission is a quest for excellence in all our endeavors. We are a small institution with exceptional strength in our academic programs. Our faculty have established impressive records of scholarship, research, and publication. Most important to you, they are dedicated teachers. One of the features that our students appreciate is the accessibility of faculty. Here at CSB, you will find that our faculty are always available to you, both in the classroom and out. We are all committed to helping you succeed.

As a small campus, Cal State Bakersfield offers you an exceptional student experience, with classes which allow closer contact with faculty than is possible in larger institutions.

You benefit, your learning experience is enhanced, and your potential for success is greater.

I hope you decide to visit our campus. We would very much like to arrange a tour for you and your family. At California State University, Bakersfield—truly, seeing is believing!

My warmest personal regards to you and I look forward to meeting you and welcoming you to the CSB family.

Tomás A. Arciniega

President
California State University,
Bakersfield

Administrative Officers

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Ph.D., State University of New York, Binghamton
Director of Public Affairs
and Development Forrest E. Stanley
M.S., UCLA Graduate School of Management
Public Information Officer Patricia Jing
B.A., University of California, Berkeley
Alumni Coordinator Tara McQuerrey Hagen
B.A., Texas A&I
Assistant to the President for Planning..... Daniel V. Taylor
Ed.D., Illinois State University
Administrative Assistant to the President Esther Craig

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Administrative Assistant to
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B.S., California State University, Bakersfield
Director of Personnel Services Leon R. Harris
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Affirmative Action Coordinator Kellie Jenkins
B.S., California State University, Sacramento
Director of Physical Plant Phillip V. Brown
B.S., California Polytechnic State University, San Luis Obispo

Business Management

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

Foundation

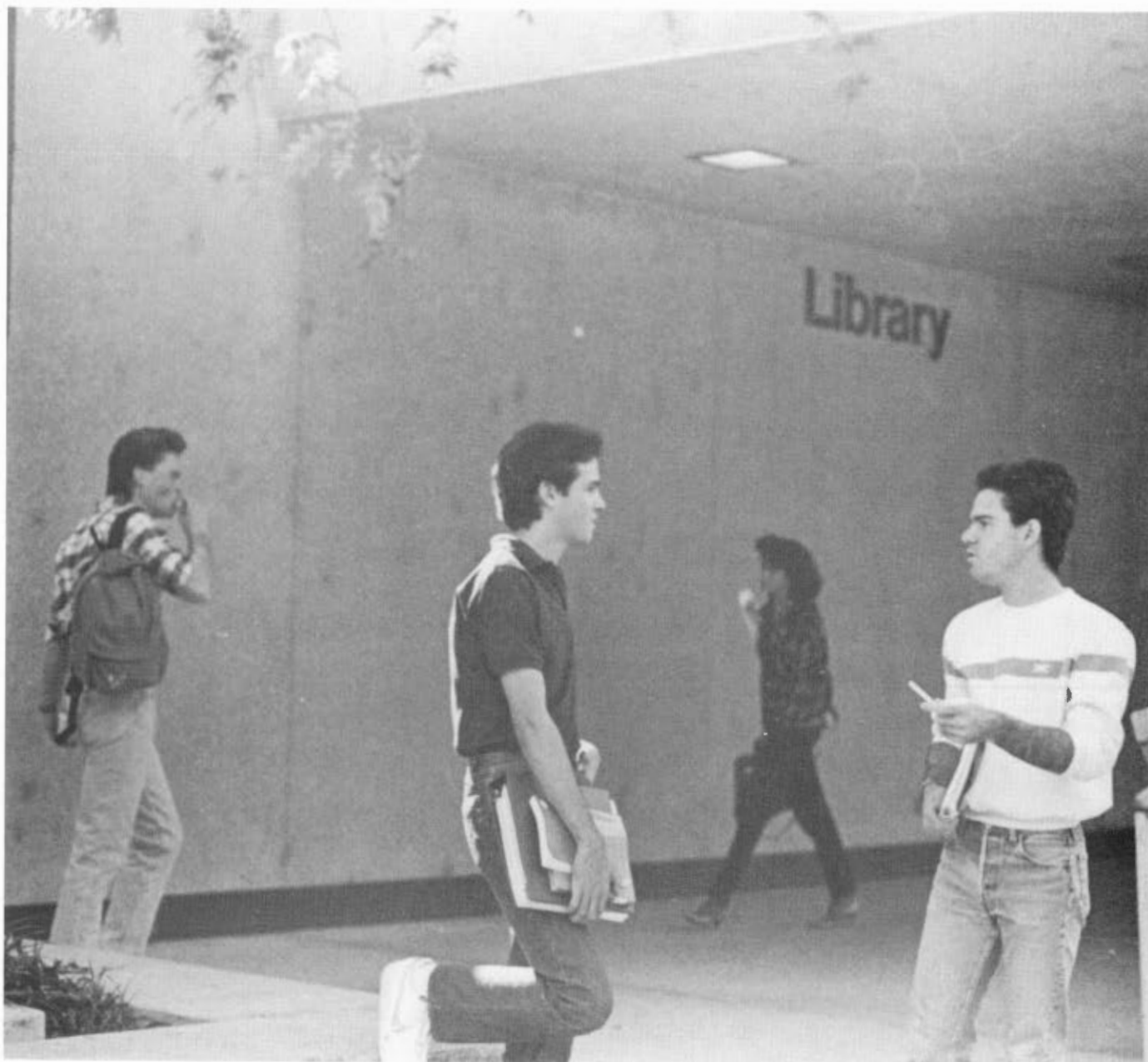
Foundation Manager Stan T. Frazier
Bookstore Manager Donald R. Norwood
M.S., California State University, Bakersfield
Food Services Manager Jim Linch
B.S., University of Oregon
Foundation Accountant Steven Moore
B.S., California State University, Bakersfield

Student Services

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Ed.D., Michigan State University
Associate Dean: Admissions, Records,
and NSE Coordinator..... Homer S. Montalvo
Ed.D., University of Southern California
Admissions Officer Leonard A. Gonzales
M.A., Chapman College
Registrar..... J. Nolan Shaffer
M.A., Fresno State University
Associate Dean of Students
and Director of Counseling..... Richard M. Swank
Ph.D., Purdue University
Director of Orientation and Testing Sandra V. Serrano
J.D., Hastings College of Law
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Ed.D., Brigham Young University
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Ed.D., Brigham Young University
Counselor and Director
of Disabled Services Carol Sunde
Ph.D., University of Southern California
Director of Children's Center Diane Hendrickson
M.S., Southern Illinois University
Associate Dean, Career Planning
and Placement/Housing/Activities William Perry
Ed.D., Brigham Young University
Director, Career Planning
and Placement Jolene Powell
M.B.A., Golden Gate University
Director of Student Activities Diana Cozzi-May
M.S., California Polytechnic State Univ., San Luis Obispo
Assistant Director of Student Activities..... John Downs
M.S., University of Kansas
Director of Housing Robert Fallon
M.A., Eastern New Mexico University
Assistant Director of Housing..... Regina Metoyer
B.A., Humboldt State University
Associate Dean, Educational Support Services .. Lee Adams
M.S., California State University, Bakersfield
Administrative Assistant..... Terry Brothers
B.S., California State University, Bakersfield
Director, Outreach Services Vacant
Acting Assistant Director, Outreach Services and
Director of Student Affirmative Action..... Edward Ochoa
M.A., California State University, Bakersfield
Director, Academic Advancement Center Lynce Edwards
B.A., California State University, Bakersfield

Learning Skills Specialist, Academic
 Advancement Center Mimi Merrill
 B.A., California State University, Bakersfield
 Tutorial Coordinator, Academic
 Advancement Center Gloria Dumler
 B.A., California State University, Bakersfield
 Assistant to the Dean of Students/Director of
 Student Special Services and
 Talent Search Sandra Nishimori
 M.A., University of California, Santa Barbara
 Program Coordinator/Counselor, Student
 Special Services..... Donald Towns
 B.A., California State University, Bakersfield
 Program Coordinator/Counselor,
 Talent SearchCornelio Rodriguez
 B.A., California State University, Fullerton
 Counselor, Talent Search Rosa E. Moreno
 B.A., California State University, Northridge

Associate Dean, Financial Aids Steve Herndon
 Ph.D., University of California, Los Angeles
 Associate Director of Financial Aids John Casdorph
 M.A., University of Missouri at Kansas City
 Assistant Director of Financial AidLawrence Gallardo
 M.A., California State University, Bakersfield
 Financial Aid Counselor Irma Jasso-Mendez
 B.A., University of California, Santa Cruz
 Medical Director Hubert S. Bettenbaugh
 M.D., Medical University of South Carolina
 Assistant Director of Health ServicesCarolyn Krone
 B.S., California State University, Bakersfield
 Nurse Armanda Ghilarducci
 R.N., St. Joseph's College of Nursing



California State University Bakersfield Community Boards

Foundation Board of Directors, 1985–86

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Community Involvement

Community involvement and support play an important part in the success of Cal State Bakersfield. CSB believes that it is an integral part of the community it seeks to serve. The role and responsibility of the institution do not end at the boundaries of the campus. Therefore, it seeks to build community involvement in the development and the direction of the university as it grows. Community leaders from throughout the CSB service region serve as directors of the Cal State Bakersfield Foundation and on the CSB Advisory Board.

The CSB Foundation plays an important role in the development of the institution. The Foundation receives and administers 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. The Foundation also operates many important services, including the intercollegiate athletic program, University Bookstore, Food Service, and the Alumni Association.

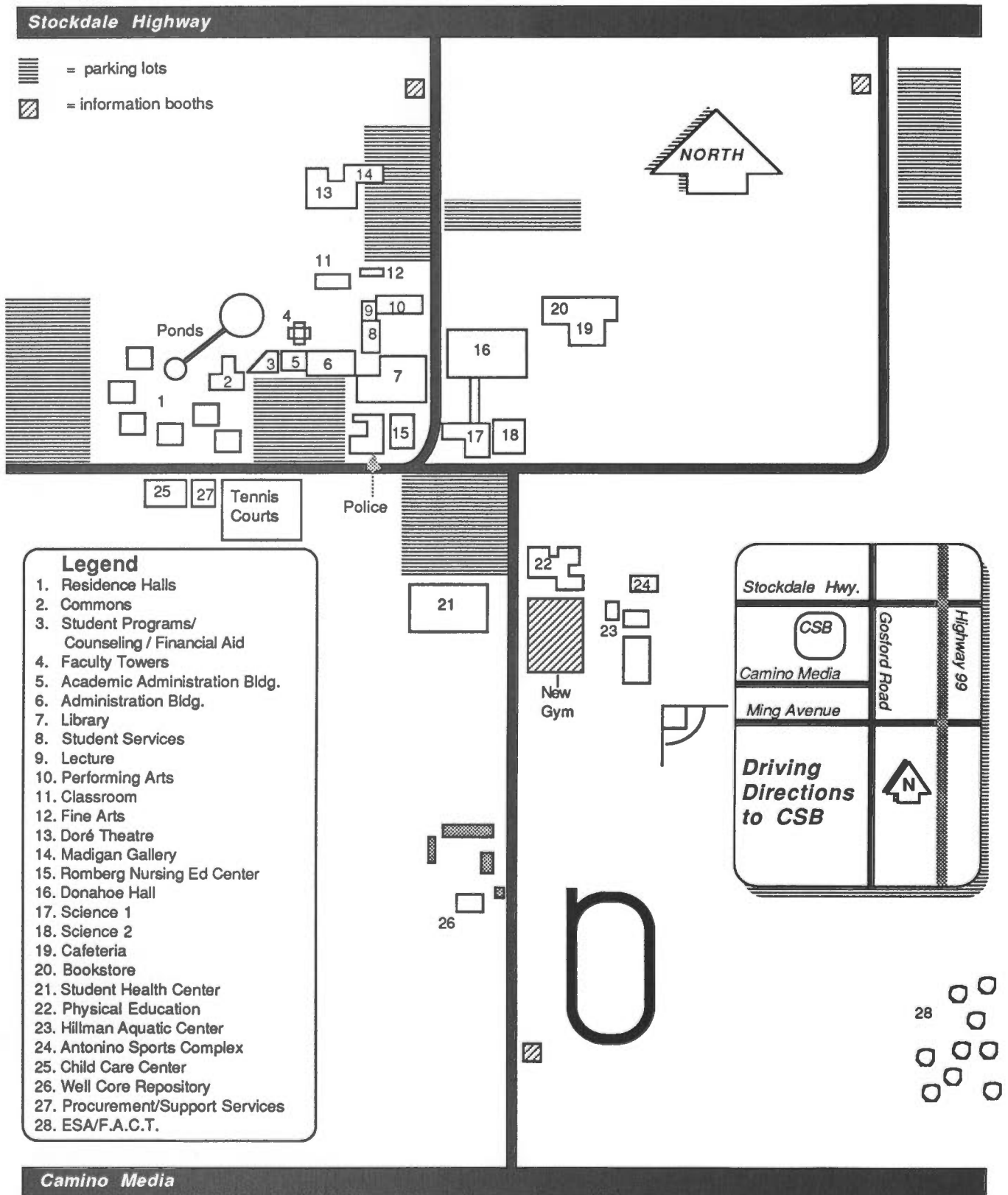
The CSB Advisory Board is comprised of community leaders who assist the president by sharing their insights and offering their advice on issues of community interest. The board provides the president with a direct line of communication with other civic leaders. It also plans, implements, and coordinates a program designed to enlist the support of the community in the growth of the university, including fund-raising for projects and programs which are needed to make the university more effective in serving both students and the community.



The Campus



California State University, Bakersfield - Campus Map



The Campus

When California State University, Bakersfield held its first classes in September 1970, it brought to fruition the dream of decades to build a public institution of higher learning for metropolitan Bakersfield and for the southern San Joaquin Valley.

It was especially fitting that this 19th, and youngest, member institution of The California State University should be created out of the Donahoe Higher Education Act of 1960. Dorothy Donahoe represented the residents of Bakersfield and Kern County for many years in the California State Assembly. For decades, community leaders had sought to bring opportunities for higher education to the area.

Cal State Bakersfield is a major intellectual and cultural center for the burgeoning southern San Joaquin Valley. The university's growth parallels that of the community, as Bakersfield moves to the forefront of the state economy as the fastest growing metropolitan area in the state. Thus, its role as the only four-year institution within a 100-mile radius becomes even more significant as it extends higher education opportunities to this increasingly important economic and social center.

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

Cal State Bakersfield strives for excellence in its three academic schools—Arts and Sciences, Business and Public Administration, and Education—which share in a common general education program which emphasizes development of intellectual skills and a liberal arts foundation.

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

What distinguishes CSB is the excellence of its faculty and its academic programs and the extraordinary accessibility of the faculty to students. Students will discover

attention to undergraduate education that is exceptional among bigger colleges and universities. More than 80 per cent of the tenured faculty hold doctoral degrees in their fields of study. Moreover, CSB faculty win more grants and fellowships per capita for support of advanced research than any other CSU campus, an extraordinary accomplishment for an institution so new and so small. That same search for excellence is reflected in the undergraduate programs.

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

Approximately 4,000 students, undergraduate and graduate, are served by a faculty of nearly 200. The university operates on a three-course, three-term academic plan, under which the typical student program consists of three courses of five quarter units each during a quarter. The academic calendar consists of three 11-week quarters, extending from September to June, and two summer sessions.

Accreditation and Memberships

The university is fully approved as a four-year, degree-granting institution by the Western Association of Schools and Colleges. The Teacher Preparation Program is accredited by the California Board of Education. The Nursing Program is accredited by the California Board of Nursing Education and Nursing Registration and the National League for Nursing. The 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 university is a member of the American Council on Education, American Association of Colleges, American Association of State Colleges and Universities, Council of Colleges of Arts and Sciences, Institute of International Education—West Coast Region, National University Extension Association, American Association of Allied Health Professions, National

Student Exchange Program, College Entrance Examination Board, College Placement Council, Assembly of Cooperative Assessment of Experiential Learning, National Association of Schools of Public Affairs and Administration, National Collegiate Athletic Association, California Collegiate Athletic Association, California Council on Education of Teachers, Western Association of Art Museums, Western Association of Graduate Schools, Western Association of Summer Sessions, and the Greater Bakersfield Chamber of Commerce.

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

To permit students to gain recognition for their academic achievements, the university has affiliated with a variety of national academic honor societies. The School of Arts and Sciences has established active chapters of Phi Alpha Theta, the international history honor society, of the Society of Sigma Xi, the national honorary in the sciences, and of Sigma Delta Pi, the national Spanish honorary society. The School of Business and Public Administration has established active chapters of Beta Gamma Sigma, the national honor society for professionally accredited schools of business administration, of Sigma Iota Epsilon, the national management honorary society, and of Pi Alpha Alpha, the national society for public affairs and administration.

Getting To Know The Campus

Orientation programs provide newcomers with an introduction to academic life and the campus community. Conducted virtually year round to accommodate all students, the CSB Counseling Center gives newcomers an opportunity to become better acquainted with the university. Students entering at the beginning of the academic year are given three options: spring orientation is designed primarily for transfer students; the Fall kickoff program is particularly aimed at first time freshmen; and an orientation briefing is offered the first day of the quarter. Students entering at the winter and spring quarters have two orientation options: a program is offered during pre-registration period before each quarter and an orientation briefing is presented the first day of the quarter.

Library

Serving students and faculty as their primary source for information, the library contains an extensive collection of print and non-print sources to support

education and the search for knowledge. The library contains 267,946 volumes, subscribes to 2,613 periodical titles and holds 384,581 pieces of microform.

The library provides information from varied sources and media and will rely increasingly on electronic retrieval and distribution as the decade progresses. Curriculum guides and kits, slides, video tapes, and computer discs round out the collection.

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

Using a well-established interlibrary loan network, students and faculty can borrow library materials from all California State University campuses, the University of California libraries, as well as other libraries nationwide.

Designed and arranged primarily for self-service, the library's books and other reference materials are, for the most part, on open shelves. Several microform reading and printing stations, microcomputers and terminals, and limited listening and other audio visual equipment are also available.

Bookstore

The Golden Empire Bookstore provides text books, school supplies, and miscellany at a convenient location next to the Cafeteria. Operated by the CSB Foundation, proceeds from the bookstore are used to support educational advancement at the university.

Food Service

The University Cafeteria and the Dining Commons are both operated by Food Service. The Cafeteria is open Monday to Thursday, 7:30 a.m. to 8 p.m., and Friday, 7:30 a.m. to 6 p.m. The Stockdale Room provides a private dining room for special events and larger groups. The Associate Students operate the Pub, an informal tavern and gathering place for students. The Dining Commons serves students living in the residence halls, but non-residents may also purchase individual meals.

The Children's Center

The Children's Center provides day care and a developmental program for children two to five years old. The center provides a meaningful education experience for youngsters, including programs designed to serve educational

needs, social development, emotional growth and physical well-being. Space is limited, so parents interested in placing their children at the center should contact the center's director before the beginning of each quarter to complete the application process. The Children's Center is operated by the Associated Students and the CSB Foundation.

ACADEMIC AND RESEARCH CENTERS

F.A.C.T.

A telephone call to the biology department summoning first aid for an injured raptor led to the founding of the Facility for Animal Care and Treatment, currently housed on the 40-acre Environmental Studies Area on campus. Since its founding, FACT has provided treatment and rehabilitation of hundreds of animals who have been injured, traumatized, or orphaned. While they are at FACT, animals are provided care by students who feed and water them daily, clean their cages, exercise them, and train them for eventual return to their natural habitats.

According to Dr. Ted Murphy, biology professor who also serves as director of FACT, education is a primary objective of the program. Tours, lectures, and demonstrations are an important part of the routine at FACT. Thousands of school children visit the facility each year and an educational program has been developed aimed at enlisting them in the ranks of those who will respect and help protect and preserve California wildlife.

Physiological Research

At the Center for Physiological Research, research into high altitude metabolics is conducted, led by one of the field's foremost researchers. Dr. Duane Blume, professor of biology, joined the ascent of the world's highest peak in 1982 as a member of the American Medical Research Expedition to Mount Everest and continues his research at the center. Results of his studies have been published in *The New England Journal of Medicine*.

Archaeological Information

The Southern San Joaquin Archaeological Information Center at Cal State Bakersfield serves as a repository for information about archaeologically significant sites in the area. The center's activities include identifying sites and classifying archaeological artifacts. The center also serves as a resource to developers, landowners, and city and

county agencies.

C.B.E.R.

The Center for Business and Economic Research was established to support research into business and economic issues and to share its resources with the community. The center fosters development programs in business, economics, and public administration and sponsors institutes and workshops, as well as conducting marketing and needs assessment studies for both private and public sectors. The center also publishes a newsletter, *Administrative Commentary*, and a periodical, *Supplements*, as well as monographs on selected research topics. Three special service institutes have been established: Institute for Accounting, Institute for Insurance Studies, and the Public Administration Institute.

Economic Education

One of only ten in California, the Center for Economic Education is an affiliate of the California Council on Economic Education and the Joint Council on Economic Education. The center seeks to advance awareness and understanding of economic issues and concepts among young people by working with schools to develop educational programs and materials. The center maintains a library of materials for use at all grade levels, kindergarten through college.

Social and Educational Research

The Center for Social and Educational Research supports a wide variety of research and demonstration projects, including 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.

Well Sample Repository

California's only facility for permanent storage and public use of well cores, sidewall samples, drill cuttings, outcrop samples, microfaunal slides, foundation borings, and mineral suites is the Well Sample Repository at Cal State Bakersfield. The repository collects, classifies, processes, stores, and makes available to investigators representative samples of California rocks, especially subsurface rocks from oil wells, and other subsurface information.

The repository has thousands of samples from sites throughout the state and its offshore areas, all available for study.

Also included are foundation boring samples from various major engineering projects and ocean bottom sediments from Water Quality Control studies. The repository also acquires and collects rock sample suites from mining districts, geothermal areas and other geologically important sites. Visitors to the repository come from throughout the United States, from major universities and colleges, as well as private industry, to study the specimens.





People Profiles



Norhana Abdul-Jabbar

"I just knew I'd like Americans. Everyone I saw on U.S. television programs when I was home seemed nice, and I was sure Americans in general were the same. I was not disappointed. Everyone I met from my first day in Fresno at the International Language Institute was very friendly and did all they could to help me get used to American ways."

Home for Norhana Abdul-Jabbar is the state of Jabor, at the southern tip of the Malay Peninsula, near Singapore. A recent MBA graduate, Abdul-Jabbar, 23, is the third of four daughters in her family. Her father, a retired government worker, knew the importance of business, and encouraged all his daughters to get an education, concentrating in some area of business. "Attitudes towards women and education are changing in Malaysia. My mother's was the last generation of women who were not encouraged to go on to college. Like so many other women of her day, she got married right after high school. Today, all young people are encouraged by the government to finish their education.

"The students here are different from Malay students. In Malaysian schools we are taught not to talk to instructors, students must be quiet and listen. This was a disadvantage for me because in the beginning, when I first came to America to study, I was shy in class. Many classes were seminar-style, and because I was not used to class discussions, I didn't participate much. I'm not too shy in class now, though! The fact that I had a chance to know the professors here made it easier for me to participate in discussions," says Abdul-Jabbar.

When Abdul-Jabbar first came to the U.S. to study, she spent three quarters at Cal State Bakersfield. Her increasing interest in computer science, however, took her to Oregon State University, where she took her undergraduate degree in 1985. She and her husband, Ihsam Ismail, met while they were both in the Institute in Fresno. They have both been on the same educational track, and have gone to the same schools while here in America. Her decision to pursue a master's degree in business brought them back to CSB. "We took several classes together. The competition between us is not too bad, but I do like to win. We chose to come back to CSB because it is a relatively small school. Although it's grown since my first few quarters here in 1981, the professors and

students know each other well. There's no way the students and professors can get to know each other in a school as large as Oregon State."

After almost six years in the U.S., Abdul-Jabbar is looking forward to returning home to her family. "I miss them all, but I especially miss my great grandmother, who is almost 100 years old." Abdul-Jabbar and her husband plan to live in Kuala Lumpur, and have already sent out resumes to various companies, such as IBM and Texas Instruments. "My husband and I always do things together. We went to the same schools and took many of the same classes together. Now that it's time to look for jobs, he and I often send resumes to the same companies."

"Even though Malaysian society is traditional because of the Muslim influence, I don't anticipate having too much trouble readjusting to the lifestyle at home. So many women have been going to college both in Malaysia and overseas, and then returning to take jobs in business, so I don't think I'll have any problem finding a place for myself.

"One thing I'll really miss about America is the variety here, and the ease of getting around. Americans take the road and transportation systems here for granted. For example, it could take ten or twelve hours to drive the 400 miles between Kuala Lumpur and the northern part of Malaysia. Here it would only take about four to five hours to drive from Bakersfield to San Francisco. Also, even in big cities in Malaysia, people need cars because there's little public transportation. I'll also miss clothes dryers. Washing machines are common at home, but almost no one has dryers. Instead they hang their clothes outside to dry. My husband and I will really miss the variety of programs on television. He's become a real basketball fan, and will miss the L.A. Lakers." Abdul-Jabbar will miss more than this, she says. "Most of all, I will miss the people I've met here. That's the saddest part about leaving, saying goodbye to all my friends."



José Cantu

For Jose Cantu, juggling the dual roles of student and teacher requires a delicate balancing act—especially within the small town setting which he calls home.

The 20-year-old junior history major grew up in Lamont, a small farming community just a thirty minute drive southeast from the Cal State Bakersfield campus. It is a small town, the kind of place where everyone knows everyone else. So, while Cantu enjoys the friendly and intimate atmosphere, he has also discovered its drawbacks.

When he walks into the classroom at Arvin High School, his own alma mater, the students are likely to give him a friendly ribbing—they remember him when he was going to school there—and at first, they don't take him too seriously.

However, they soon learn he means business. He has been a teaching assistant for three years, ever since he first enrolled at CSB. His teaching assignments have taken him to Haven Drive Elementary School in Arvin, where he assisted in a fourth grade class, and Alicante Elementary School in Lamont, where he helped out in a first grade class. This past year he has been a teaching assistant at Arvin High School, working with freshmen through seniors in history. His students are likely to be his neighbors and the same kids that he runs into in friendly games of basketball in the city parks during weekends.

Cantu knew early that he wanted to be a teacher. He joined Mini Corps when he first came to CSB. The Mini Corps Program is well established at more than 20 colleges and universities throughout the state. Students who are interested in a teaching career are given an opportunity to gain experience in migrant education, working with students from migrant families. For Jose, the experience has been valuable. He works with his supervising teacher to prepare lessons, but for his English-as-a-Second-Language class, he is responsible for developing all lesson plans.

"The main impact is the role model you provide, the positive image," says Cantu of the significance of Mini Corps teaching assistants in the classroom. Many of the Mini Corps participants come from the same background as their students. They can bring their insights into the classroom at the same time that they provide a strong model and example to their young charges.

"I grew up in a migrant labor camp near

Mettler," says Cantu. My father has been a farm worker for more than 40 years, he has worked for Yaksitch Farms. For the first eight years of my life we lived in a labor camp and I went to General Shafter School. Then my family moved to Lamont."

Jose's decision to become a teacher may have something to do with his own experiences as a young student. "In the fifth and sixth grades, I was always in detention. But in seventh grade, I had a coach who gave me a sense of 'success.' He recruited me for the basketball team and named me outstanding player, which made me feel like I was a success."

He credits sports with making an important difference in his life, with giving him his first taste of success and identity, and with teaching him some valuable lessons in life. "Sports teach leadership, they teach you about winning and losing, about being a good sport. Sports really do build character, teach values. The motivational speeches the coach gave to use made a difference. I like to do the same with my kids."

At Arvin High School, where he graduated with the class of 1984, Jose played basketball all four years and captained the team and he was active in student government. "I was planning to attend Bakersfield College. But my counselor suggested that I think about CSB and that was when I got serious in school."

At CSB, Jose has become involved with student government. He has been active in Associated Students for the past two years, as lower division representative and then as at-large representative. He chairs the external committee of the Associated Students, which deals with issues involving the campus and community relations. "I want people to be proud of CSB. And I believe that student government can have an impact on how the university is viewed by the external community."

Associated Students involvement has led to participation in California State Students' Association, the statewide student government organization. "I am impressed by the quality of student leaders I have seen in the association. They are concerned and enthusiastic. And I have learned that policy, policy at the highest levels of higher education, can be made and implemented by students."

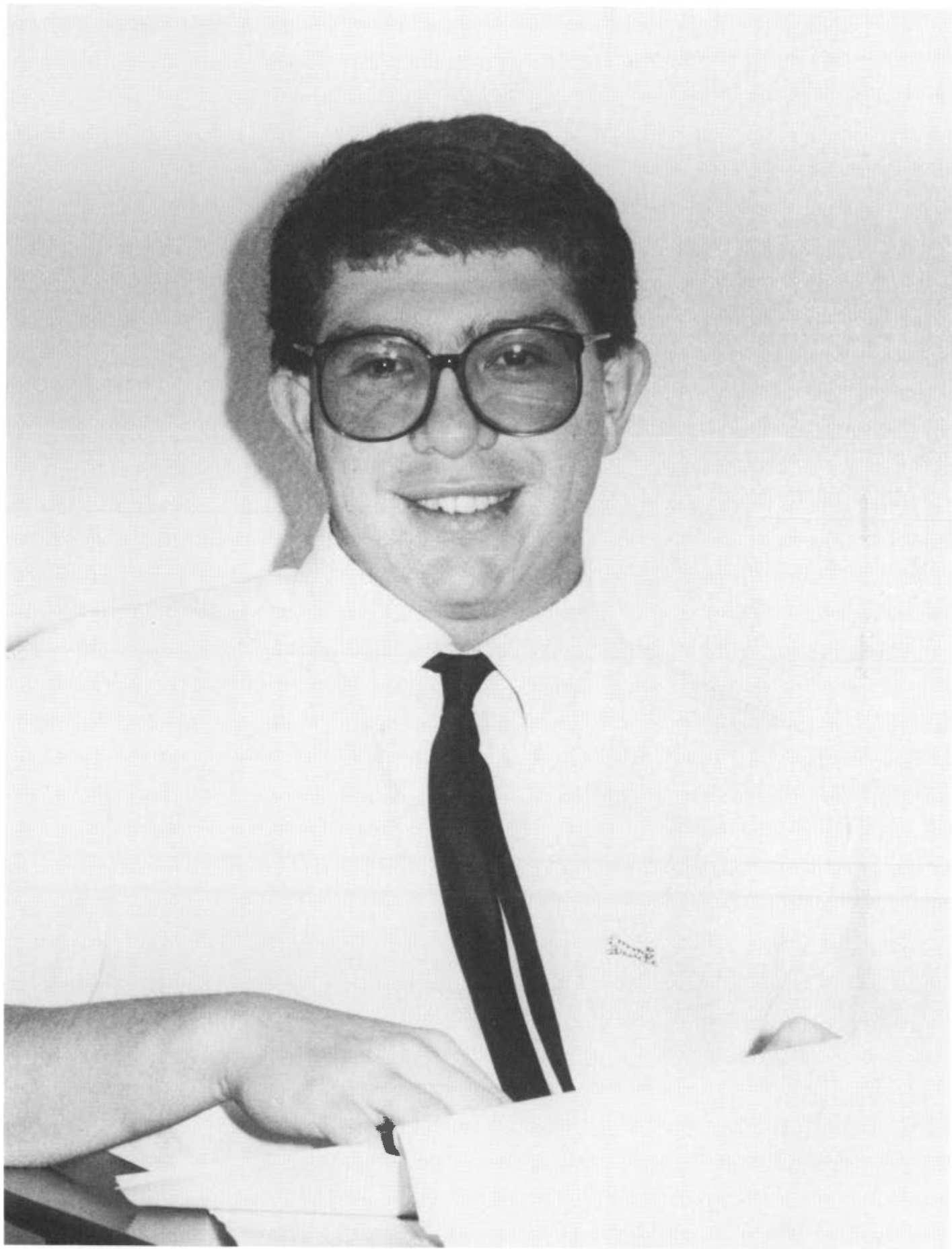
A committed activist, Jose has chosen to work within the system. He was

instrumental in forming the United Students Council, an umbrella organization comprised of MEChA, Estudiantes Unidos, SABER, Afro-American Students Union, Pujuy Club, Minority Advancement in Health Professions, and the Asian American Friendship Club.

Jose wants to combine his two loves in his teaching career. "I want to teach history and coach basketball. What drew me to history is that it's one big, long story." He enjoys the human drama that history portrays. As a teenager, history came alive for him when his family made an expedition to Mexico to visit the ancestral home in Monterrey, traveling along the Independence Route from Guanajuato to Mexico City, visiting historic sites.

"I put a lot of pressure on myself, because I want to practice what I preach. What drives me, what motivates me? My dad's work ethic. My dad taught me responsibility from day one." The fourth of five children, Jose was inspired to follow his older sister's footsteps. She graduated from CSB, also volunteering in Mini Corps, and now teaches in Northern California. She provided the role model that Jose hopes to be to other youngsters.

"Little things make it all worthwhile. The growth, the dramatic change you see in students, especially in the elementary grades." From his teaching experience with first and fourth graders, Jose draws inspiration and encouragement. "It's really a good feeling to see some of those same kids that I had in the classroom, to see them now a couple of years later, to see how they've grown."



Patrick Sansing

"You have to remember that first day at school—when you were scared, when you didn't know anybody, when you didn't know your way around campus, when you felt so alone."

It may sound like a peculiar formula for success, but for Pat Sansing, Associated Students president, it works, and it is a principle he lives by. Sansing believes anyone in student government must be sensitive to students' needs and that must be his or her first priority. He takes seriously the charge to represent his fellow students and to lead the way for student advocacy.

Sansing has always enjoyed politics. It probably derives from his enjoyment of people. "I like politics. I enjoy the feeling of putting on a program, of developing a program and finding funding for it, seeing it work and seeing how it benefits people, ultimately, of knowing you can make a difference."

The 23-year-old business major grew up in Taft, a small town 35 miles west of the CSB campus, whose life-blood is the oil industry, where the vicissitudes of the economy can be felt firsthand. He attended Taft High School, where he was student body president, and Taft College, before transferring to CSB. "I wanted to stay close to home. I like the small atmosphere. I enjoy getting to know my professors and the students. I really believe it is better to learn in a small school."

One of five children, all adopted, Sansing has enjoyed growing up in what is undoubtedly a unique family. He has three sisters, Melinda, who is attending CSB; Mia, who is a student at Taft College; and Kimberly Myung, who is attending East High School. "It was good growing up in a small town. Everybody knew everybody. You couldn't get away with anything, because everyone knew everyone else's business. On the other hand, everyone cared about everyone else too."

Sansing wants to foster the same small-town environment within the CSB student community. "I want to build the social structure here at CSB, I want to promote student input on policy and development issues, I want to provide more services to our students and I want to help develop student advocacy."

"During this past year of my presidency, I've spent a lot of time with legislators. I've learned the workings of state government and I've discovered that

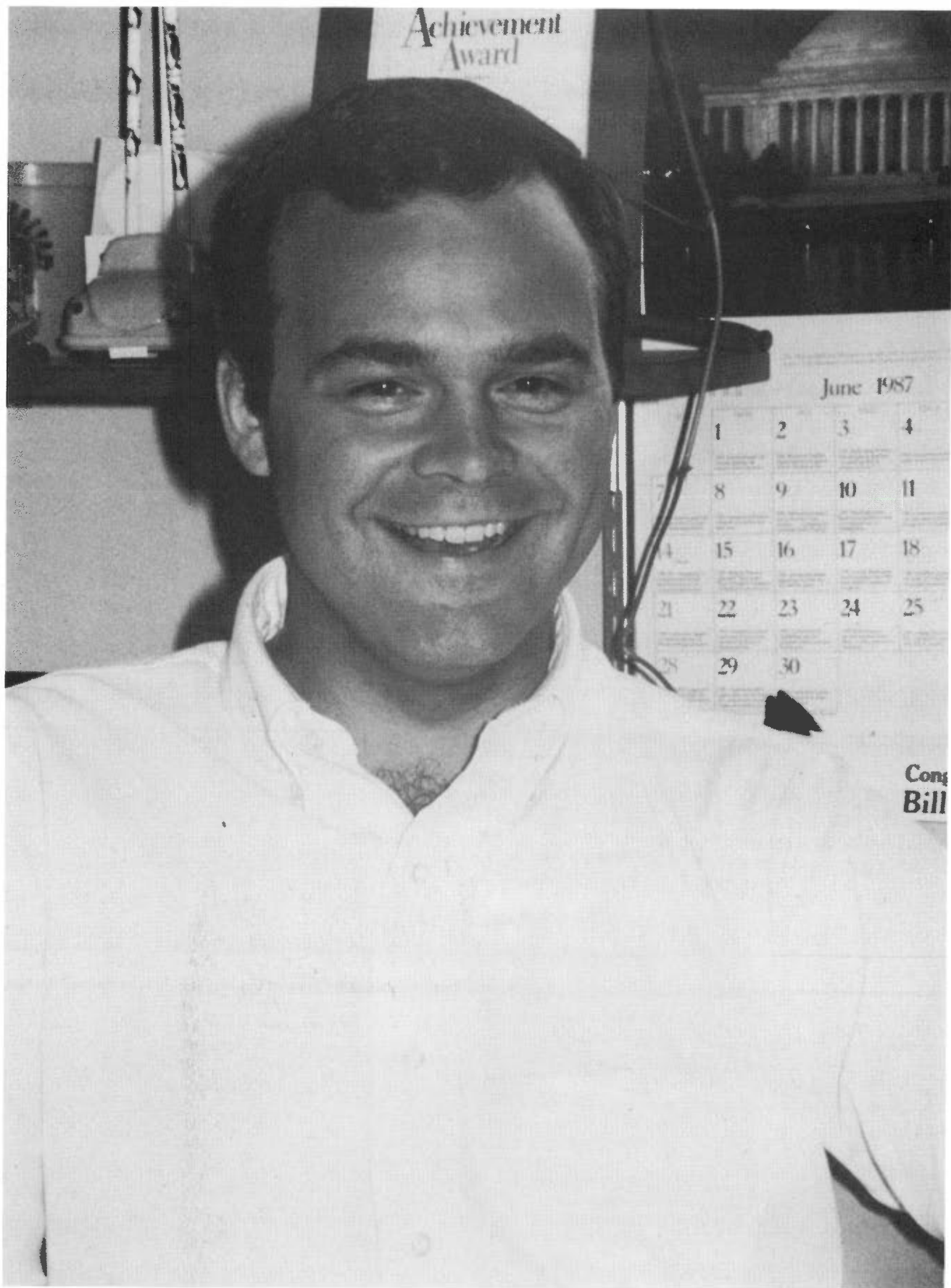
student input can make a difference. That's why I'm so committed to develop in the role of student advocacy. We can make a difference in how policy is developed."

During his presidency, Sansing has been very active. As Associated Students president, he is a member of the CSB Foundation Board and an ex-officio member of the Academic Senate. He also belongs to the CSB Athletic Advisory Board, Educational Equity Committee, Instructionally Related Activities Budget Committee, Budget and Long Range Planning Committee, Student Union Planning Committee, and the Statewide Custodianship Committee, as well as the California State Student Association. It is an extraordinary range of responsibilities, but they all lend themselves to Sansing's commitment to student advocacy.

Sansing's commitment was formed early. At Taft High School, he was student body president, and as such, he served as student representative to the school board. He was also student representative to both the Kern Association of Student Councils and to the California Association of Student Councils. It gave him an early opportunity to see how student government can work and how student leadership can be an effective voice for their constituency.

Sansing is one of two candidates for student trustee to serve on the governing board of The California State University. If appointed by the governor, he would represent the 325,000 students of the statewide system. It's an assignment that Sansing is looking forward to. "The view the student trustee must take is that each student needs to be successful. The CSU must insure that every student has the opportunity to be successful. If there are successful students, the CSU as a whole will be successful."

"I want to help make possible the widest possible participation, both in student government and in higher education. Every person deserves an opportunity to succeed."



Achievement
Award

June 1987

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Cong
Bill

Barbara Tisler

At a relatively early age, the direction of Barbara Tisler's life was abruptly changed. After almost forty years of being wife, mother, and owner of an art studio in South Gate, Michigan, a suburb of Detroit, she was widowed. At the age of 52 Tisler had to make decisions about what to do with the rest of her life. With only one child left at home, she decided to migrate west to Bakersfield, where a brother and older son had already settled. Once here, she seriously contemplated what to do to occupy her time—she was looking for a second chance.

"Going to school was a nice option for me," says Tisler. Her first experiences back in school were at Bakersfield College where she took many art classes and finally received her A.A. in Fine Arts in 1981. From there, Cal State Bakersfield seemed to be the next logical step.

"I wondered how the kids would react to someone my age in class. I was worried over nothing, the kids accepted me just fine, and were soon coming to me for help and advice." Helping other students informally evolved into tutoring at Student Special Services. "I love tutoring. It cements what I know by teaching it to someone else. So it's not completely unselfish, I am constantly relearning when I tutor other students. I also know how important it is for students to get help to focus on the key information in a lecture or text so the students will get the most out of the class." Tutoring snowballed when many of Tisler's former professors learned she was working at SSS; they asked her to help their students, too. "I'm still tutoring, even though I graduated last quarter. Helping students find the important points of a subject gives me great satisfaction.

"It's never too late to go back to school. I came back in my early 50's. When I told my friends I was going back to school, I took a lot of flak from them. They asked why and what's the point? I couldn't tell them what the point was, I just knew it was what I wanted to do. The whole complexion of CSB's campus is changing and I've been working with many re-entry students to help them get adjusted to campus life.

"Last year the CSB campus began a re-entry orientation program to help new students and their families adjust to the many changes that naturally occur in a person's life when he or she decides to go back to school. They're here to change their lives, to make their lives

better, and that's important no matter at what age. I've thoroughly enjoyed my experience at CSB, and I'd especially like to see other women—older women like me—have an opportunity to go back to school."

"At first [at CSB] I didn't have a goal in mind until I took a Colonial American history class taught by Oliver Rink. I think he 'traps' unsuspecting students into his major through excellent and stimulating lectures. Most students see history as just dates and dry facts. It's more than that, and a great lecturer, like Dr. Rink, can bring life to the subject. In many areas of history I have to work just as hard learning the material as the younger students, but I have an advantage over them when it comes to more recent history—it's almost *deja vu* for me, I seem to have lived through most of it.

"Women's studies also interest me. I am continually amazed at how little recognition women have received for their contributions to society." Tisler took her first class in women's studies at Bakersfield College and she has continued study in this field, taking several classes at CSB. "As an historian, I know there's history, but there's 'her-story,' too. I'm particularly interested in what women have been doing through the ages. As awareness increases about women's contributions and achievements, recognition of these achievements is given in history books. In the late 70's, when I was a docent for the Detroit Institute of the Arts, the text we used made no mention of women artists. Today, of course, there are books that focus specifically on women in the arts. Because of my personal interest in women's studies, I always try to take classes that will in some way touch on the subject."

"There are not too many high points in life, and coming back to school has given me so many. Phi Alpha Theta, the national history honor society, has named me their historian, and I've won the Soroptimists Award as well as the Rosales Award, as the top history student." Being named in *Who's Who Among Students in American Universities and Colleges* this last winter, according to Tisler, is her greatest honor to date.

"My next goal is a master's degree dealing with some aspect of women in history. I am particularly intrigued by society's perception and treatment of women through the ages, especially those periods when many women were singled out as witches and persecuted for practicing witchcraft. These events

occurred not only in Salem during Colonial American times, but all around the world at different stages of history. Then, who knows! Working with Dr. Rink on his recent book was a marvelous experience. I'd like to help research another history book, and ultimately write one myself."

Tisler really believes everyone, but especially women, should have a second, even third, chance to change the direction of their lives. Education gave Tisler the second chance she was looking for. "I'm now a better mother, a better grandmother, and a better person. I think I make better decisions because my classes taught me how to be a critical thinker. I now form my own opinions instead of relying on the opinions of other people."



Rudolfo Chávez

"Mrs. Osborne was my first grade teacher. She was great. She enjoyed me, she accepted me. That was important. Most important, she enjoyed all of her students."

Rudolfo Chavez grew up in a small town outside of Las Cruces, New Mexico, called Picacho. The 36-year-old associate professor of education recalls with striking clarity all of his grade school teachers and the impact they had on him, especially those who gave him encouragement and support and nurtured his love for learning, even those whose insensitivity discouraged him. It is the reason that he chose teaching as his career.

"I knew I wanted to be a teacher trainer. I saw the injustices that children suffered at the hands of teachers who were insensitive to linguistic minority children. I thought I could make a difference."

Chavez' own teaching career has provided him with a very wide repertoire. A talented musician, he won a music scholarship to the University of New Mexico in Albuquerque. He completed his undergraduate studies with a major in elementary education and a minor in music education. His first teaching assignment was in Cuba, New Mexico, a rural school where he taught second and fourth grades. Many of his students were Chicano and Native American, mostly from the Navajo nation. From there he moved to Denver, teaching at an inner city school, where most of his students were black.

It was his classroom experiences, both as student and as teacher, that prompted him to become a teacher of teachers. Chavez completed his graduate studies at New Mexico State University in Las Cruces. "Do you realize that the classroom teacher communicates or interacts with his or her students every eight seconds? That means that every eight seconds the teacher has a significant interaction with the student, an opportunity to meaningfully communicate with the student. How do we as teachers use that opportunity?

"Processes and teaching strategy are critical to how students learn," says Chavez. "Teaching students how to think is really the goal of teaching, and how we teach is related to those thinking skills. So teaching strategies and instructional theory are crucial to the process."

The recipient of a prestigious Fulbright

fellowship, Chavez spent the summer in Colombia, with teaching assignments at five different universities. But, he was himself an eager student, looking forward to new experiences and challenging lessons to be learned during his first visit to the South American country.

Although he went there armed with syllabi and lesson plans, textbooks, notes, and his own microcomputer, Chavez was confident that he had as much to learn from his visit to Colombia as he had to offer, more perhaps than he could ever teach in the classroom.

Chavez traveled from the capital city to rural villages in the Andes. He had teaching assignments at the Universidad Javeriana in Bogota, Universidad de Narino, Universidad Tecnologica de Pereira, Universidad Quindio, and Centro de Investigacion y Planeamiento Administrativo in Medellin.

A specialist in bilingual and multicultural education and teacher training at CSB, Chavez lectured on curriculum planning, instructional theory and strategies, and second language acquisition theory, practice, and techniques. He assisted local educators in developing curriculum models and how to structure instruction for those models.

In Bogota, he conducted seminars on methodology and instructional theory for teachers at all grade levels and at the university level. From the capital city, he traveled to Pasto in the high plateau country of the Andes, where he lectured on second language acquisition.

Second language acquisition theory and bilingual education are especially important in Colombia, says Chavez, where the native languages of many indigenous ethnic groups are spoken, as well as various Spanish dialects. In rural Armenia in the rich coffee producing area, Chavez conducted conferences on bilingual education.

His teaching colleagues in Colombia asked him to demonstrate the use of microcomputers in the classroom as a teaching tool. Chavez eagerly prepared materials on the subject and he packed his own microcomputer along with him wherever he went.

Committed to 'lifelong learning', Chavez read and learned as much as he could about Colombia, about the public school system there, and about the social customs and cultural heritage. He spent many hours in the local classrooms, observing and learning about their teaching methods.

"I really enjoyed the study (in preparation for the trip to Colombia)," says Chavez. "I was forced to re-evaluate what I know, what I feel—about theoretical frameworks, about curriculum, even about university teaching. I expect this experience will widen my teaching repertoire."

Growing up in a bilingual home in a multicultural setting, Chavez is acutely sensitive to the needs of students and teachers in a bilingual setting. "Bilingual education is being challenged for all the wrong reasons. It simply gives children an opportunity to learn in the language they understand. And it gives teachers the appropriate tools they need to teach in the bilingual classroom, to use both languages effectively and to teach good ESL (English as a second language)."

Chavez sustains his enthusiasm and optimism for teaching. "Everyone has the capacity to learn," says Chavez. "We never stop learning. I learned so much from this opportunity to visit Colombia. I want to bring back with me into the classroom an added dimension, a greater understanding of humanity, of teaching, and of learning."



Solomon Iyasere

"I love to teach, to share my ideas with students, to help them cultivate a love for the things of the mind through the study of literature. Teaching gives me the unique opportunity to draw upon and share with my students everything that is best in what I do, what I know, and what I am."

The same love that he brings to teaching is abundantly returned to Solomon Iyasere. Students are unanimous in their affection for and admiration of the 15-year veteran of the Cal State Bakersfield English Department. "A unique and truly remarkable teacher . . . a combination of intellectual ability, professional skill and accomplishment, and human compassion . . . a brilliant and gifted teacher who gives his students his very best and more." Similar testimonies of Iyasere abound.

Iyasere has likewise earned the respect of his colleagues at CSB; who nominated him as Outstanding Professor of 1986. He was also selected as one of fifty distinguished teachers in the nation by the American Association of Higher Education.

Iyasere arrived just two years after the institution first opened its doors to students and just as he was completing his doctorate in English language and literature at the State University of New York at Binghamton. He chose CSB because of its newness.

"I just wanted to be part of a brand new institution, because it was an opportunity to establish my presence and really make a contribution." He says, paraphrasing William Faulkner, that through teaching he is trying to make his 'mark on the wall.' And mark he has made. He founded CSB's first literary journal, *Mandorla*, later named *Orpheus*. He has served as chair of the English department's graduate committee. He has developed and taught more than two dozen courses in the English department. He has helped to develop the master's degree program in the teaching of writing and the certificate programs in technical communication, as well as the innovative summer programs for economically disadvantaged high school students.

At the same time, he has written and published many scholarly articles and critical reviews. He has written two plays, a novel, and an epic poem, and has several works in progress, including a study of Shakespeare's *Othello*, the rhetoric of African fiction, a critical guide

to Chinua Achebe's *Things Fall Apart*. His contributions to the study of African literature and rhetoric are prodigious.

Iyasere's is an extraordinarily rich and textured background, his life a marriage of two widely divergent cultures. He grew up, one of 15 children, in Benin, Nigeria, when the British Colonial tradition was still very much in evidence. Schools were modeled after the British educational system, and, he says, he learned more about British history, language, and culture than he did about his own native history, language, and culture. In fact, he says, he learned nothing about native African culture in school. However, he had a very traditional upbringing at home.

"I grew up in a very traditional society, in which the story-telling tradition, the oral tradition was—and is—still very strong. In that society, ceremony is attached to every thing. Teaching becomes a ritual, a performance in which everybody participates. It is a ritual that engages the student, in which he becomes involved."

"To teach literature is to bring it alive. No other discipline allows one to do that. I love to teach! It goes beyond something you do professionally. It's what I do best. Literature is not a dry, arid, dusty plain. We all want to be part of the world we don't know, we want to be part of life. Literature permits us to enter into that world. The 'ah-ha' experience—that sense of wonder is worth everything to me."

"To communicate is essentially human," says Iyasere, describing the challenges of teaching composition. "To teach writing means engaging students in the process. Writing is intimately involved in the thinking process. Language simply gives us the tools to express ideas."

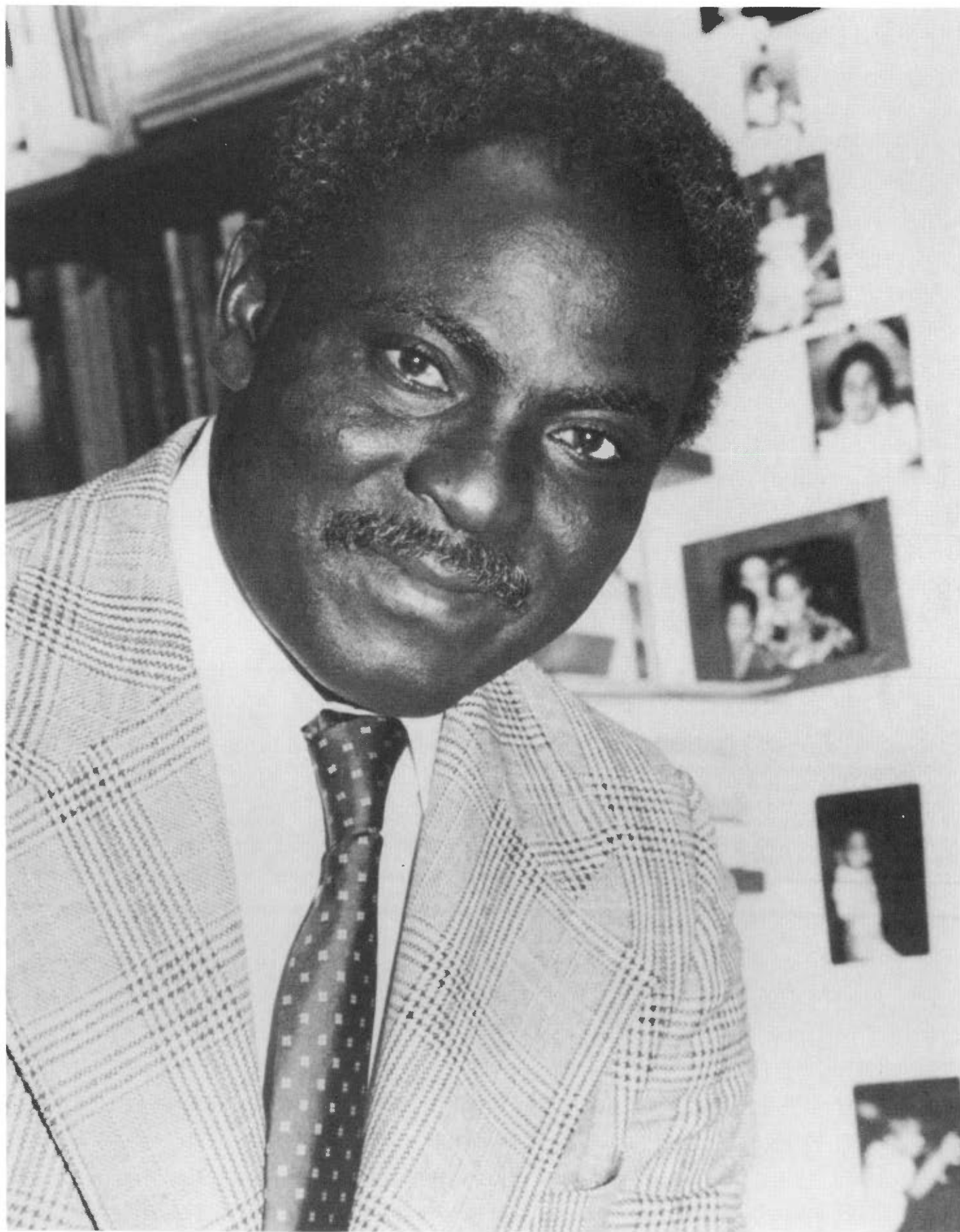
Iyasere often talks about the need to bring compassion to the teaching process. It is part to his understanding of what makes a good teacher. He says teaching skills and knowledge of the subject are necessary but not sufficient elements of good teaching.

"I welcome the challenges involved in teaching underprepared students and am happy to offer them the opportunity they somehow missed earlier in their education. I ask not how or why they are underprepared, but ask myself what I can do to inspire in them the love of learning which is the soul of academic excellence."

"Perhaps what sustains my efforts and commitment is the knowledge that all students, despite their preparation or lack

of it, share the dream of becoming contributing members of our society. I strive to be one of those who help and guide them, who give form and substance to their dreams, and who share in the joy and dignity of their achievements."

"It is this idea of sharing something significant, something valuable about human experience that motivates me to devote my time, my learning, and my most fervent effort to teaching. Chaucer's portrait of the clerk summarizes my view well, 'And gladly wolde he lerne and gladly teche.'"



Brenda Moscové

Brenda Moscové believes in serendipity. She did not plan to become a Pacific Rim marketing expert when she embarked on her academic career. But, now she finds herself in that position. She recently returned from a tour of Hong Kong, Macao, and Singapore, where she met with businessmen, university scholars, and government officials to discuss important economic issues.

The Michigan native earned her bachelor's degree from Ferris State College in Michigan, majoring in commerce. She laughs when she says that, since 'commerce' is an outmoded term, long since replaced by 'business administration'. "But that just goes to show you how long ago it was!"

When she first started her undergraduate studies, she was often the only woman in upper division business course. She went on to Michigan State University to earn her master's degree in business and distributive education. She completed her doctorate studies in marketing curriculum and business education at Oklahoma State University.

Prior to coming to CSB in 1981, she taught for more than eleven years at Chaminade University in Honolulu, Hawaii. As the jumping off point for all the Pacific Rim nations, it was an ideal location. Twenty to thirty percent of her students were from Pacific Rim nations. Many were first generation Hawaii-born, their parents having immigrated from the Far East. It was exciting cultural mix that was to presage the growing influence of the Pacific Rim on our own economy. She also got a lot of teaching experience, called upon to teach every course and 'do most everything.' She also developed and established the MBA program at Chaminade.

Since coming to CSB, Moscové has seen the marketing program, which she now chairs, grow dramatically, with student enrollment increasing steadily. She teaches upper division courses in marketing management, marketing communications, and business policy. She has shepherded the program through major growth and development, which has included expansion of course offerings to include service marketing, consumer marketing and communications, and organizational marketing.

What is it about marketing that holds her interest? "Marketing is people oriented.

At the same time it is intellectually challenging because of the research methodology. Marketing pulls together all the diverse aspects of a business enterprise. Marketing is the key to competing successfully in a global setting."

"We cannot ignore the force that Japan, in fact, the whole Asian and Pacific community, exerts in our economy. Foreign investment in the United States, primarily by Asian investors, is becoming increasingly important, especially in real estate, in both residential and in major commercial centers. The United States economy is attractive to foreign investors. Our stable government and stable economy present a great opportunity to potential investors."

Her recent speaker's circuit through Asia and the Far East made her aware of foreign investors' major concerns. Moscové was invited to speak by the Marketing Executives Association, Singapore Institute of Management, Macao Management Association, and Shue Yan College in Hong Kong. "They expressed their concern about the possibility of increasing protectionism. They had questions about the impact on the economy of recent tax reform. And they were concerned about the changing business environment over the next decade or two."

While her tour of Hong Kong, Macao, and Singapore demonstrated to her that business leaders share many of the same concerns, her visit to the People's Republic of China was eye opening. She was invited by the Economic Committee of the city of Zhu Hai to tour the area. Zhu Hai is a newly developed 'enterprise zone' which the Chinese government hopes to transform into a showcase of commercial enterprise and economic prosperity.

"There is a good example of the need for marketing. The Chinese government has built an excellent infrastructure. They want to develop their industrial capability and they want to attract foreign investment so they can develop their manufacturing base. But, they did not do their marketing studies." In China, there is a heightened interest in what America can teach them about management and administrative skills, marketing methodology, and efficiency and productivity.

Other Asian communities have succeeded because they have followed the Western marketing model. "Japan, Singapore, and Hong Kong have adopted our marketing principles and strategies.

The Japanese, especially, are very effective, because they have whole systems and structures, from manufacture to distribution and service, in place before they even begin a new enterprise."

"In the marketing area, probably in the whole business area, the Pacific Rim communities are by far the most important to the United States and they will continue to be in the foreseeable future. But, there is an opportunity to market our own exports and services to the Pacific Rim countries at the same time that these countries are becoming increasingly aggressive and sophisticated."

Moscové is also much in demand in the local business community. She is often called upon in consulting and advising assignments with local businesses. She conducts research in demographics, product and service satisfaction, media habits and preferences, marketing plans, and feasibility projects.

"The marketing function has become very important to business and the business sector recognizes it. Even with an economic slowdown or downturn, marketing remains important, perhaps even more so, because the business environment becomes even more competitive and the marketing function becomes critical."



Oliver Rink

There are many facets to Oliver Rink, some surely unsuspected by his students who may only see the serious history scholar. But, Rink is a happy marriage of contradictory elements. Who among his students would guess that he nearly jeopardized graduation from high school with senior year truancy?

The surf was so good, according to Rink, that he ditched classes for much of his senior year, surfboard in tow, heading for the beaches from his Santa Ana home. Somehow he managed to redeem himself in time for graduation and, thanks to a supportive high school counseling staff, good grades in spite of truancy, and exceptionally strong SAT scores, he won a scholarship to the University of Southern California.

USC proved to be a turning point. Although he had always been a good student and he enjoyed learning, Rink did not have college ambitions. However, his counselors urged him to apply for admission. At USC, he discovered the joys of intellectual challenge. He discovered that history was much more than sterile study burrowed away in the dusty stacks of a university library. History came alive, peopled with flesh and blood personalities whose actions and decisions had real and tangible consequences for us today.

Preparing for his doctoral dissertation, Rink immersed himself in the history of the pre-revolutionary Dutch colony New Netherland, which is now New York. With the help of colleagues and numerous manuscripts, he was able to recreate the Dutch experience in the New World.

Rink spent many hours researching. "I'd spend about 30 minutes a day in the 20th century, and then travel back to the time of Peter Stuyvesant, spending the next seven hours in the 17th century. New York, today, still carries the remnants of her Dutch ancestry in families such as the Roosevelts and Vanderbilts, the Washington Irving stories . . . even Santa Claus." The project which began as a dissertation, was completed with the publication of *Holland on the Hudson*, an economic and social history of Dutch New York, which won the prestigious Kerr History Prize in 1984, awarded by the New York State Historical Association for the best manuscript about the history of the state of New York.

The fledgling Cal State Bakersfield campus attracted recently graduated Rink because of its small size and the

possibility that a young assistant professor could have substantive impact on the direction of the university's future. Rink, interested in scholarship, was also attracted by the caliber of the history department.

"The same qualities that made me want to come here in the first place still exist. The school, though growing, is still small and the atmosphere intimate. There's great rapport between student and faculty. Even with the larger classes, there's been no de-personalization because the professors make an effort to know each student."

"We're in a renaissance right now. Interest in the liberal arts is high today as more and more students are interested in teaching. Also, industry and business both recognize the need for employees with a broad view of the world, people who can think and reason. And that's what is taught in liberal arts."

The history professors are also serious scholars actively involved in research and writing, which is important to maintain high standards, particularly in a field such as history. Faculty interests range from Asian studies to French medievalism to local San Joaquin Valley history, and their enthusiasm for the subject carries over into the classroom.

Rink, who chairs the history department, loves scholarship and teaching, and his zeal strikes responsive chords in his students. "One of the best instructors I've known," says one of his students. "He personifies the best of the American teaching tradition. A brilliant lecturer, he commands the respect, attention and interest of his audience."

Rink has had an unusual opportunity to observe changes in the growth of the school. "The demographics of CSB are changing. Today we have a multi-cultural, multi-lingual student body which brings to the campus a great diversity of ideas. Also, there are two categories of students—the traditional, 18 to 22 year old, right out of high school, and the non-traditional, re-entry student, usually attending class for personal enrichment. Both groups have much to contribute to the university."

Typically, Rink brings his own historical perspective to bear on the way he views a changing society. "America has always been a multi-cultural, multi-lingual society. In the pre-Revolutionary period of the 17th century, there were many, many more non-English settlers than English. In addition to the Dutch, there were many French- and Spanish-speaking settlers.

We tend to think that the only colonists were English."

Rink also sees the growth and evolution of CSB in a historical context. "The school is now in its early adulthood, and that means we have to rethink its mission and role in the future. I am most concerned with making sure that students in high school, as well as their counselors, are aware of the new, more rigid entrance requirements into the CSU system." Because of his own high school experience, Rink is especially concerned that high school students get the same high-quality counseling as he did so they are prepared for college.

While history does not occupy all of Rink's time, students might be surprised to learn that he is an amateur musician in the '50's rock 'n' roll tradition. As rhythm guitarist with a local revival-style group, he plays early rock tunes as often as possible. Rink also enjoys the exhilaration of wind surfing on local lakes.

As varied as his interests are, however, there is one predominant force which energizes Rink. "I love to teach, and scholarship is the greatest joy of my life!"



CSB

Information



Admissions Procedures and Policies

Requirements for admission to California State University, 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 community 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.

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

Application Filing Periods

<i>Terms in 1987-88</i>	<i>Applications First Accepted</i>	<i>Filing Period Duration</i>	<i>Student Notification Begins</i>
Summer Qtr. 1987	Feb. 1, 1987	Each campus accepts applications until capacities are reached. Most campuses accept applications up to a month prior to the opening day of the term. Some campuses will close individual programs earlier.	March 1987
Fall Sem. or Qtr. 1987	Nov. 1, 1986		Dec. 1986
Winter Qtr. 1988	June 1, 1987		July 1987
Spring Sem. or Qtr. 1987	Aug. 1, 1987		Sept. 1987

Application Acknowledgment

You may expect to receive an acknowledgment of your application from your first choice campus within two to four weeks of filing the application. A notice that space has been reserved for you will also include a request that you submit the records necessary for the campus to evaluate your qualifications. You may be assured of admission if the evaluation of your qualifications indicates that you meet admission requirements. Such a notice is not transferable to another term or to another campus.

HARDSHIP PETITIONS

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

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 admissions booklet. The \$45 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 an alternative campus only that campus of The California State University that they can attend. Generally, an alternative 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.

GRADUATE AND POSTBACCALAUREATE APPLICATION PROCEDURES

All graduate and postbaccalaureate applicants (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 as described in the admissions booklet. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$45 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. To be assured of initial consideration by more than one campus, it will be necessary for any applicant 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.

IMPACTED PROGRAMS

The CSU designates programs to be impacted when more applications are received in the first month of the filing period than the spaces available. Some programs are impacted at every campus where they are offered; others are impacted at some campuses but not all. You must meet supplementary admissions criteria if applying to an impacted program.

The CSU will announce before the opening of the fall filing period which programs are impacted and the supplementary criteria campuses will use. That announcement will be published in the CSU School and College Review, distributed to high school and college counselors. Campuses will also provide information about the supplementary criteria to program applicants.

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

Supplementary Admission Criteria

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

The supplementary admission criteria used by the individual campuses to screen applicants appear periodically in the CSU School and College Review and are sent by the campuses to all applicants seeking admission to an impacted program.

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

UNDERGRADUATE ADMISSION REQUIREMENTS

First-Time Freshman Applicants

You will qualify for regular admission as a first-time freshman if you

1. are a high school graduate,
2. have a qualifiable eligibility index, and
3. have completed with grades of C or better at least four years of college preparatory English and at least two years of college preparatory mathematics.

NOTE: Course pattern requirements will change effective Fall 1988.

Eligibility Index The eligibility index is the combination of your high school grade point average and your score on either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). For this purpose we compute your grade point average on your final three years of high school studies, excluding physical education and military science, and use bonus points for certain honors courses. CSU may offer you early, provisional admission based on work completed through the junior year of high school and planned for your senior year.

You can calculate the index by multiplying your grade point average by 800 and adding your total score on the SAT. Or, if you took the ACT, multiply your grade point average by 200 and add ten times the composite score from the ACT. If you are a California high school graduate (or a legal resident of California for tuition purposes), you need a minimum index of 2994 using the SAT or 722 using the ACT; the adjacent table shows the combinations of test scores and averages required. If you neither graduated from a California high school nor are a resident of California for tuition purposes, you need a minimum index of 3402 (SAT) or 822 (ACT).

Applicants with grade point averages above 3.10 (3.60 for nonresidents) are exempt from the test requirements.

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

G.P.A.	A.C.T. Score	S.A.T. Score	G.P.A.	A.C.T. Score	S.A.T. Score
Above 3.10 qualifies with any score					
3.10	11	520			
3.09	11	530	2.54	22	970
3.08	11	530	2.53	22	970
3.07	11	540	2.52	22	980
3.06	11	550	2.51	22	990
3.05	12	560	2.50	23	1000
3.04	12	570	2.49	23	1010
3.03	12	570	2.48	23	1010
3.02	12	580	2.47	23	1020
3.01	12	590	2.46	23	1030
3.00	13	600	2.45	24	1040
2.99	13	610	2.44	24	1050
2.98	13	610	2.43	24	1050
2.97	13	620	2.42	24	1060
2.96	13	630	2.41	24	1070
2.95	14	640	2.40	25	1080
2.94	14	650	2.39	25	1090
2.93	14	650	2.38	25	1090
2.92	14	660	2.37	25	1100
2.91	14	670	2.36	25	1110
2.90	15	680	2.35	26	1120
2.89	15	690	2.34	26	1130
2.88	15	690	2.33	26	1130
2.87	15	700	2.32	26	1140
2.86	15	710	2.31	26	1150
2.85	16	720	2.30	27	1160
2.84	16	730	2.29	27	1170
2.83	16	730	2.28	27	1170
2.82	16	740	2.27	27	1180
2.81	16	750	2.26	27	1190
2.80	17	760	2.25	28	1200
2.79	17	770	2.24	28	1210
2.78	17	770	2.23	28	1210
2.77	17	780	2.22	28	1220
2.76	17	790	2.21	28	1230
2.75	18	800	2.20	29	1240
2.74	18	810	2.19	29	1250
2.73	18	810	2.18	29	1250
2.72	18	820	2.17	29	1260
2.71	18	830	2.16	29	1270
2.70	19	840	2.15	30	1280
2.69	19	850	2.14	30	1290
2.68	19	850	2.13	30	1290
2.67	19	860	2.12	30	1300
2.66	19	870	2.11	30	1310
2.65	20	880	2.10	31	1320
2.64	20	890	2.09	31	1330
2.63	20	890	2.08	31	1330
2.62	20	900	2.07	31	1340
2.61	20	910	2.06	31	1350
2.60	21	920	2.05	32	1360
2.59	21	930	2.04	32	1370
2.58	21	930	2.03	32	1370
2.57	21	940	2.02	32	1380
2.56	21	950	2.01	32	1390
2.55	22	960	2.00	33	1400

Below 2.00 does not qualify for regular admission

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

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 3402 (SAT) or 822 (ACT).

Admission Requirements Effective 1988

Effective with fall 1988 terms and thereafter, first-time freshman applicants shall be required to include the following comprehensive pattern of collegiate preparatory subjects in their preparatory studies:

English, 4 years (presently required).

Mathematics, 3 years (2 years presently required): algebra, geometry, and intermediate algebra.

U.S. History or U.S. History and government, 1 year.

Science, 1 year with laboratory: biology, chemistry, physics, or other acceptable laboratory science.

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

Visual and performing arts, 1 year: art, dance, drama/theater, or music. Acceptable courses will combine theory and practice and meet the State Board of Education's *Model Curriculum Standards. Grades Nine Through Twelve: Visual and Performing Arts*.

Electives, 3 years: courses selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture.

Other admission criteria, in addition to the preparatory subjects, include graduation from high school (or equivalent) and a qualifiable Eligibility Index.

To phase in the 1988 standards for admission, California State University will provide for the conditional admission of applicants otherwise admissible but who are missing a limited number of the required subjects.

Conditional Admission Is an alternative means to establish eligibility for admission. Applicants otherwise eligible for regular admission, but missing a limited number of the preparatory subjects, will be regularly admitted on condition that they make up the missing subjects early in their baccalaureate studies. Students will not be denied admission during the phase-in period simply because they lack a limited part of the required pattern.

Under the plan, the minimum number of subjects to be completed each year will be:

Fall 1988: at least 10 of the required 15 units

Fall 1989: at least 12 of the required 15 units

Fall 1990 and fall 1991: at least 14 of the required 15 units

In each of these years, applicants will be expected to include at least 6 of the 7 units required in English and mathematics.

By fall 1992, the CSU will expect all freshman applicants to have completed all required subjects.

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

Early Admission Program California State University, 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 Associate Dean of Admissions and Records.

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

- (a) were eligible as a freshman, or
- (b) were eligible as a freshman except for the college preparatory subjects in English and mathematics and have completed appropriate college courses in the missing subjects, or
- (c) have completed at least 56 transferable semester (84 quarter) units and have completed appropriate college courses to make up any missing subjects in college preparatory English and mathematics. (Nonresidents must have a 2.4 grade point average or better.)

For these requirements, transferable courses are those designated for that purpose by the college or university offering the courses.

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

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

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

INTERNATIONAL (FOREIGN) STUDENTS PROCEDURES

California State University uses separate requirements and application filing dates in the admission of international (foreign) students. For these purposes, "foreign students" are residents of a country other than the United States or who hold visas as students, exchange visitors, or in other nonimmigrant classifications.

International (foreign) students applying to California State University, Bakersfield must submit an application for admission and should:

1. Type or print the application form, and indicate your major or one close to it if we do not offer your exact major.
2. Enclose the Application Processing Fee which is \$45. The application fee is not refundable nor can it be applied toward a later application for admission.
3. Submit two Official Transcripts. Give dates and names of all certificates, diplomas, degrees, or licenses you have received, and of all schools attended. These documents must be accompanied by a certified English translation.
4. Submit results of Test of English as a Foreign Language

Examination (TOEFL). 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.

5. Submit a Confidential Financial Statement form which should be certified by an embassy official or recognized governmental agency in the United States.

All forms should be submitted to the Office of Admissions several months in advance of the quarter in which the applicant hopes to gain admittance.

Once admitted to the University, the Admissions Office will:

1. Mail the I-20 form with the letter of admission. Applicants should contact the American Embassy in order to acquire a student (F-1) visa.
2. Upon arrival to the United States, you must surrender your I-20A form to Immigration officials, and you will receive in exchange the I-20B form, which should be kept in your possession at all times while residing in the U.S.
3. At any time when you wish to leave the country, submit your I-20B to the Admissions Office at least 24 hours in advance of departure.

TOEFL Undergraduate Requirement

All undergraduate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who have not attended for at least three years of school at the secondary level or above where English is the principal language of instruction must earn a minimum score of 500 on the Test of English as a Foreign Language (TOEFL). Individual campuses may require a higher score.

Summer Session and Extended Studies Enrollment

It is not necessary for students planning to enroll in summer session or extension to make formal application for admission to the University unless they are working for a degree or credential through California State University, Bakersfield. Students are expected, however, to have satisfied the prerequisites for the particular courses in which they enroll. Foreign students who wish to enroll in Extended Studies must have permission from the Dean of Admissions and Records.

GRADUATE AND POSTBACCALAUREATE ADMISSION REQUIREMENTS

Admission Requirements

Graduate and postbaccalaureate applicants may apply for a degree objective, a credential or certificate objective, or may have no program objective. Depending on the objective, the CSU will consider an application for admission in one of four categories:

- Postbaccalaureate Unclassified—You will qualify for admission as an unclassified postbaccalaureate student if you (1) hold an acceptable bachelor's degree from a regionally accredited institution or have equivalent preparation as determined by the campus; (2) have a grade point average of at least 2.50 in your last 60 semester (90 quarter) units; and (3) are in good standing at the last college you attended. In unusual circumstances, a campus may make exceptions to these criteria.

If eligible in postbaccalaureate unclassified standing, you may qualify for:

- Postbaccalaureate Classified standing to enroll in a credential or certificate program provided you satisfy the additional professional, personal, scholastic, and other standards, including qualifying examinations, as the campus may prescribe; or
- Graduate Conditionally Classified standing to enroll in a graduate degree curriculum if in the opinion of appropriate campus authority you can remedy any deficiencies by additional preparation; or
- Graduate Classified standing to enroll in a graduate degree curriculum if you satisfactorily meet the professional, personal, scholastic, and other standards, including qualifying examinations, as the campus may prescribe.

Admission to Teaching Credential Programs

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

INTERNATIONAL (FOREIGN) STUDENTS POSTBACCALAUREATE AND GRADUATE ADMISSION REQUIREMENTS

Students applying to graduate level programs (Master's degree) in Behavioral Sciences, Education, History, or Psychology must meet the following 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, and be in good standing at last college attended. (SEE APPLICATION PROCEDURES PAGE 5).

If students have completed previous graduate work in the United States or a foreign country, applicants must submit two official copies of transcripts with proof of Bachelor of Arts or Bachelor of Science degree. All graduate transfer credit is evaluated by the respective department and students admitted do not receive a formal evaluation.

All foreign students must be enrolled in 10 units or more of graduate study to comply with immigration laws. Students who wish to enroll in Extended Studies must have permission from the Dean of Admissions and Records. Each student upon their arrival to the University will present themselves to the Dean of Admissions and Records with their passport and visa.

TOEFL Requirement

All graduate and postbaccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Individual campuses may require a higher score.

TEST REQUIREMENTS Freshman and transfer applicants who have fewer than 56 semester or 84 quarter units of transferable college work must submit scores from either the Scholastic Aptitude Test of the College Board (SAT) or the American College Test Program (ACT). At San Luis Obispo, test scores are required of all transfer applicants. You may obtain registration forms and the dates for either test from high school or college counselors or from a campus Testing Office. Or, you may write to:

The College Board (SAT) Registration Unit, Box 592 Princeton, New Jersey 08541	American College Testing Program (ACT) Registration Unit, P.O. Box 168 Iowa City, Iowa 52240
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Subject Requirements The California State University requires that all undergraduate applicants for admission complete with a C or better four years of college preparatory study in English and two years of college preparatory mathematics, or their equivalent. California secondary school courses that meet the subject requirements are listed on "Courses to Meet Requirements for Admission to the University of California," published for, and available at, each high school.

English—Regular English courses in the 9th and 10th grades that integrate reading and writing will be considered college preparatory. English courses in the 11th and 12th grades will be considered college preparatory if (1) they include writing instructions and evaluation, and require substantial amounts of writing of extensive, structured papers, expressive and analytical, demanding a high level of thinking skills; and (2) they are integrated with challenging, in-depth reading of significant literature.

Courses in speech, drama, or journalism will be considered college preparatory if they meet the criteria for 11th and 12th grade courses. Two consecutive semesters of advanced English as a Second Language may be substituted for two semesters of college preparatory English. Remedial reading and writing courses at any level will not be accepted nor will courses in beginning or intermediate English as a Second Language.

Mathematics—College preparatory courses in mathematics include algebra, geometry, trigonometry, calculus, and mathematical analysis. Most students will have taken at least algebra and geometry or two years of algebra. Business or technical mathematics, arithmetic, or prealgebra are not considered college preparatory.

You may still qualify for regular admission *on condition* if you are missing no more than two semesters of the required courses in English and mathematics.

Additional College Preparatory Courses Recommended

Most academic advisers agree that preparation for university study includes preparation in subjects beyond four years of English and two years of mathematics. Please see p. 49 in this catalog on admission requirements for 1988. Bachelor's degree curricula build upon previous study in the natural sciences, social sciences, visual and performing arts, foreign languages, and the humanities. Students planning to major in mathematics, the sciences (including computer science), engineering, premedicine, other science-related fields, business, or economics should complete four years of college preparatory mathematics. Students in the social sciences and preprofessional fields of study should include at least three years of mathematics in the preparatory studies. Further, all students should include English and mathematics in the final year of high school.

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

ENGLISH PLACEMENT TEST (EPT)

English Placement Test (EPT)—The CSU English Placement Test must be completed by all new undergraduates* with the exception of those who present proof of one of the following:

- a score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Advanced Placement Program
- a satisfactory score on the CSU English Equivalency Examination
- a score of 510 or above on the Verbal section of the College Board Scholastic Aptitude Test (SAT-Verbal)
- a score of 23 or above on the ACT English Usage Test
- a score of 600 or above on the College Board Achievement Test in English Composition with essay
- completion of an acceptable college course in English composition of four quarter or three semester units with a grade of C or better

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

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 393, 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.

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 University 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 Center or the Department of English and Communication Studies.

Honors Courses Grades in up to eight semester courses, taken in the last two years of high school, that are designated honors in approved subjects receive additional points in grade point average calculations. Each unit of A in approved courses will receive a total of 5 points; B, 4 points; C, 3 points; D, 1 point; and none for F grades.

ENTRY LEVEL MATHEMATICS (ELM)

Entry Level Mathematics (ELM) Test—All new undergraduate students must take the test and pass it before enrolling in a course that satisfies the college level mathematics requirement of the General Education-Breadth program. Exemptions from

the test are given only to those students who can present proof of one of the following:

- a score of 3 or above on the College Board Advanced Placement mathematics examination (AB or BC)
- a score of 530 or above on the mathematics section of the Scholastic Aptitude Test (SAT-Math)
- a score of 23 or above on the ACT Mathematics Test
- a score of 520 or above on the College Board Math Achievement Test, Level 1
- a score of 540 or above on the College Board Math Achievement Test, Level 2
- completion of a college course that satisfies the General Education-Breadth Requirement in Quantitative Reasoning, provided it is at the level of intermediate algebra or above with a grade of C or better.*

Failure to take either of these tests, as required, 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 393, may lead to disqualification from future attendance.

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

* Courses taken fall 1988 or thereafter must be at a level above that of intermediate algebra in order to qualify for exemption.

OTHER ADMISSIONS INFORMATION

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

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

Measles and Rubella Immunization All new students and those applying for re-admission, born after January 1, 1957, are required to show proof of measles and rubella immunity. The student immunization certificate must be completed and returned to the Health Center. A copy of the student's immunization records for both measles (rubeola) and German measles (rubella) given after January 1, 1968, must be attached. Those students who are unable to provide verification of past immunity or who have never been immunized may have the M.R. vaccination at the Student Health Center.

In addition, proof of measles and rubella immunity shall be required for certain groups of enrolled students who have increased exposure to these diseases. These groups include

students who reside in the residence halls, those students whose primary or secondary schooling were obtained outside the United States and students who are enrolled in medical technology, nursing, and any practicum, student teaching or field work involving preschool-age children, school age children or taking place in a hospital or health care setting.

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.

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 University, Bakersfield does not guarantee admission to a particular major or to any courses required for that major. Although every effort will be made to notify students of majors which are at capacity, such notification cannot be guaranteed.

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

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

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

Auditors

Admitted students may register in courses as auditors without credit with permission of the instructor, provided there is room. An auditor must pay the same registration fees as other students and may not change his registration to obtain credit after the last day to add a class. Likewise a student registered for credit may not change to audit status after the last day to add a class. An auditor is not permitted to take examinations

in the course. A grade for auditing a course is not posted on a student's permanent academic record unless, in the opinion of his instructor, he has attended a sufficient number of class meetings to receive the "AU" grade; otherwise a "W" will be recorded.

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.

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 University 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 declare a major at any time, although formal declaration of a major is not required until the end of the sophomore year. Early declaration would assist in the assignment of an advisor in the general field of interest.

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

Cancellation of Admission

A student who is admitted to the University for a given term, who decides not to take advantage of such admission, should notify the Office of Admissions 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 THE UNIVERSITY

Medical Withdrawal

A student who finds it necessary to withdraw from the University for medical reasons must report to the Health Service with written verification of illness or incapacity from a physician. Upon approval of the verification, the Student Health Service will refer the student to the Registrar's Office to initiate withdrawal procedures. A student who is given a medical withdrawal during a quarter may return to the University as a continuing student (application for readmission is not necessary) if no more than two full quarters have elapsed. The student must apply for readmission according to regular admission procedures, if 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 University because of personal or academic problems is encouraged to consult with the Counseling and Testing 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 examinations. 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 University and cannot be returned to the applicant or duplicated.

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

Applicants with Courses in Progress An applicant who is in attendance at a school or college at the time of application must file a transcript which includes a listing of the subjects in which 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 the Application for Admission and, if necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information to establish a right to classification as a California resident will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by The California State University is found in Education Code Sections 68000-68090, 68121, 68123, 68124, 89705-89707.5, and 90408 and in Title 5 of the California Administrative Code, Sections 41900-41912. 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.

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

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

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

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

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

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

residence is determined for that term. The residence determination dates are:

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

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

There are exceptions from nonresident tuition, including:

1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues for one year to enable the student to qualify as a resident student.
2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and entirely self-supporting for that period of time.
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year.
4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. 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. Certain credentialed, full-time employees of California school districts.
7. Full-time State University employees and their children and spouses; State employees assigned to work outside the State and their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for one year.
8. Certain exchange students.
9. Children of deceased public law enforcement or fire suppression employees, who were California residents, and who were killed in the course of law enforcement or fire suppression duties.

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

The California State University
Office of General Counsel
400 Golden Shore
Long Beach, CA 90802-4275

within 120 calendar days of notification of the final decision on campus of the classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to the campus for further review. Students classified

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

Preregistration

The University 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.

Mail-In Registration

Students may participate in registration by mail program if they have completed course request forms during the two week academic advising period and submitted them to the Records Office.

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 University Catalog. Late registrants may find themselves handicapped in arranging their programs due to closed classes. A \$25.00 fee is required for late registration.

Change of Address

A student who changes his local or permanent mailing address after admission or registration should immediately notify the Records office 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.

Institutional and Financial Assistance Information

The following information concerning student financial assistance may be obtained from Associate Dean, Financial Aid and Scholarships, 9001 Stockdale Highway, Bakersfield, California 93311-1099, 805/833-3016;

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

The following information concerning the cost of attending California State University, Bakersfield is available from Director of Admissions, 9001 Stockdale Highway, Bakersfield,

California 93311-1099; 805/833-3036/3037. 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 University, Bakersfield for the return of unearned tuition and fees or other refundable portions of costs is available from the Registrar, 9001 Stockdale Highway, Bakersfield, California 93311-1099; 805/833-2123/2147.

Information concerning the academic programs of California State University, Bakersfield may be obtained from the Vice President, 9001 Stockdale Highway, Bakersfield, California 93311-1099; 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 University, Bakersfield and, if available, the number and percentage of students completing the program in which the student is enrolled or expressed interest; and
5. The names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution's accreditation, approval, or licensing.

Information regarding special facilities and services available to handicapped students may be obtained from the Counselor and Coordinator of Disabled Services, 9001 Stockdale Highway, Bakersfield, California 93311-1099; 805/833-2131.

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 access to student records maintained by the campus, and the release of such records. In brief, the law provides that the campus must provide students access to 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 University are issued only with the written permission of the student concerned. Partial transcripts are not issued.

A fee of \$4.00 for single transcripts issued must be received before the record can be forwarded. A fee of \$2.00 is charged for each additional transcript request at the same time. Transcripts from other institutions which have been presented for admission or evaluation become a part of the student's permanent academic file and are not returned nor copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the institutions concerned. No transcript can be issued until all accounts with the College are clear and the record is free of encumbrances.

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

Schedule of Fees, 1987-1988 *

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 \$45

	Per Quarter
State University Fee	
(0-6.0 units)	\$132
(6.1 or more units)	\$228
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 \$ 98

Special Session

Standard course fee per summer quarter
unit..... \$ 53

* 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.....	\$11.00
WINTER QUARTER.....	\$11.00
SPRING QUARTER.....	\$10.00

Student Body Center Fee

FALL QUARTER.....	\$7.00
WINTER QUARTER.....	\$7.00
SPRING QUARTER	\$6.00

Instructionally Related Activities Fee

FALL QUARTER.....	\$4.00
WINTER QUARTER.....	\$3.00
SPRING QUARTER	\$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)	35.00
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.....	45.00
External Degree (per quarter unit)	Varies with Program

Parking Fees:

Non-reserved spaces, autos

Regular students, per quarter	36.00
Six-week session or period.....	21.60
Four-week session or period	14.40

Two-wheeled, self-propelled vehicles

licensed by State Department of Motor

Vehicles, per quarter

25% of above

Parking meter (per day)

1.50

Locker usage fee (optional for lower division students)

2.00

Resident Hall fee (per academic

year)

(approx., \$3,500 subject to change)

Field Trip Fee ** See Class Schedule

CREDIT CARDS

Visa and Mastercharge bank credit cards may be used for payment of student fees.

Estimated Costs Per Quarter It is estimated that commuter students will pay from \$128 for books and from \$122 to \$210 for fees, plus parking costs, each quarter. On-campus housing costs which include room and board in the new residence facilities will be approximately \$1,075 each quarter. Students who live in off-campus private housing should allow \$1,150 each quarter for room and board. Tuition for non-residents of California is paid in addition to the above costs.

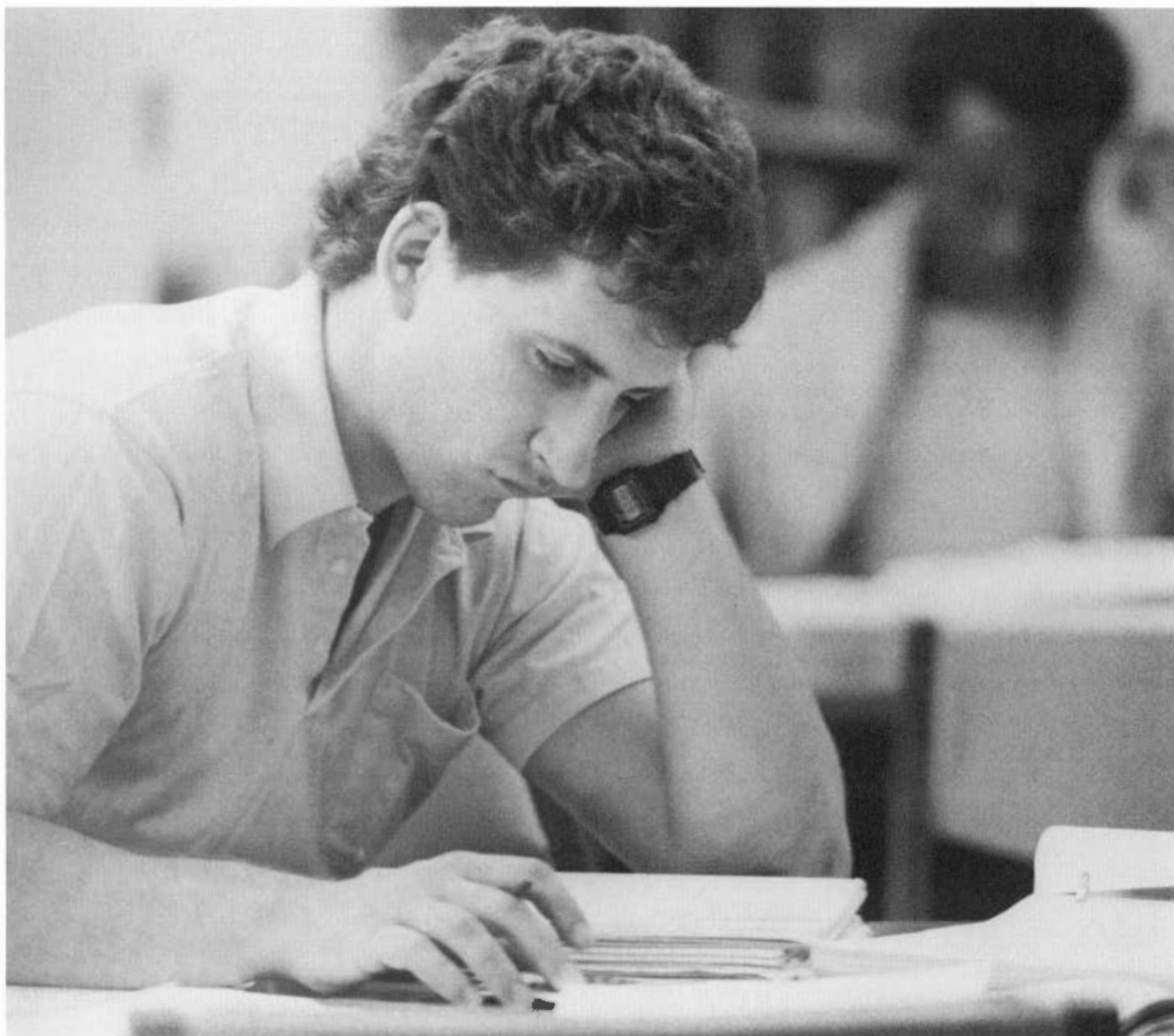
Debts Owed to the Institution Should a student or former student fail to pay a debt owed to the institution, the institution may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the 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

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

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's Office.



Student Services

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

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

ADMISSIONS AND RECORDS

Three major offices make up the Admissions and Records Directorate; they are Admissions, Records and Evaluations. In addition to administering the three offices, Admissions and Records is responsible for conducting the National Student Exchange Program, Academic Partnership Project (ACT), and the Veterans Affairs Program.

Office of Admissions Is responsible for admitting freshman, transfer and graduate students into the University. The office processes over 4,000 applications a year, provides pre-admission advising to prospective students, adults, and veterans seeking admissions into the undergraduate, graduate and credential programs of the college. The Office of Admissions, also assists the Office of Outreach Services in their recruiting efforts and works closely with school deans, superintendents, high school principals, counselors, and community colleges in providing admissions information on required course patterns and other admission changes approved by the Board of Trustees for the California State University. The Office of Admissions also provides applications to prospective students and to high schools and community colleges in the service area. Students interested in enrolling in the University should contact this office.

Records Office The Records Office in addition to processing academic advising and registration three times a year, provides mail-in registration, works closely with faculty, school deans, and Extended Studies Division in keeping records and posting grades of students enrolled in their programs. They also process academic renewals, credit/no credit, auditing, grade changes, transcript requests and class withdrawals for both undergraduate and graduate students. Students enrolled in the University should check with this office for holds on grades, forwarding of transcripts and adding or dropping classes.

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

National Student Exchange Program The Office of Admissions and Records administers and works closely with over 80 colleges and universities in the United States and the Virgin Islands in providing admissions and registration support to students enrolled in the National Student Exchange Program. Students enrolled at California State University, Bakersfield who are interested in participating in the program should contact the Dean of Admissions and Records to obtain participation admission requirements.

American College Test (ACT) Project The Admissions and Records Office in conjunction with the National and Western Office of The American College Test is conducting a University Admission experimental project with students from the Kern High School District. High school principals and counselors wishing to know more about this project should contact the Dean of Admissions and Records.

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

COUNSELING AND TESTING CENTER

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

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

Career: Emphasis is on assisting students in looking at themselves relative to the choice of their educational and career goals, and in choosing a major at the University. Career inventories sometimes are used to assist students in identifying interest patterns and characteristics which may affect career decisions. Referral to the Career Planning and Placement "Career Center" for information pertaining to occupational areas is often utilized.

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

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

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

Foreign Student Advising: Student Activities provides a Foreign Student Advisor to help international (foreign) students with problems of housing, immigration procedures, finances and personal adjustment which might otherwise conflict with the education process.

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

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

For information and registration bulletins concerning the following tests, inquire at the Counseling and Testing Center located in Student Center (SC) Rm 108 (833-2131).

American College Test (ACT)
Graduate Record Examination (GRE)
Graduate Management Record Exam (GMAT)
National Teachers Exam (NTE)
Test of English as a Foreign Language (TOEFL)
English Equivalency Exam (EEE)
English Placement Test (EPT)
Entry Level Math Exam (ELM)
California Basic Education Skills Exam (CBEST)
Upper Division Writing Competency Exam (UDWCE)
College Level Examination Program (CLEP)
Miller Analogies
Doppelt Mathematical Reasoning Test
Strong Campbell Interest Inventory

CSB is not a designated test center to administer the Law School Admission Test (LSAT) or Medical College Admission Test (MCAT), but testing information and registration bulletins are available.

Services for Students with Disabilities (SSD) Special services are available to assist students with disabilities in pursuing their college education. The program offers adaptive equipment in addition to individual assistance for students. Areas in which assistance is provided include:

1. admission and registration,
2. liaison with the Department of Rehabilitation,

3. assistance with auxiliary aids, including readers, interpreters and notetakers,
4. personal, career, and academic 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.

International (Foreign) Student Services International (foreign) student assistance is available in Student Activities to help students regarding their academic concerns, personal, and cultural requirements. A variety of special programs and services are also available to assist international (foreign) students become better acquainted and adjusted to college life, including an orientation for new students, special interest programs, the Nations (a monthly newsletter) and conversation/discussion groups.

Faculty advisors are also available to assist students plan their curricular program and to enhance their educational opportunities.

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

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

STUDENT HEALTH SERVICES The objective of Student Health Services is to produce and maintain an optimum state of physical and emotional health. To this end, Student Health Service provides on-campus health care for all currently enrolled students on an out-patient basis.

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

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

Basic services rendered in support of actual illness or injury are free of charge. Pharmacy services, services to Extension Students, and services requested, but not related to a current illness, are Augmented Services, and a small fee will be charged. A complete fee schedule is posted in the Health Center. Students are advised to read the Health Center Information Booklet for information on services available.

All charges for health care given off-campus are the responsibility of the individual student. For this reason, students are urged to enroll in supplementary health insurance

plans to meet major medical expenses not available at the Health Center. For those not otherwise covered, medical plans are available through the Associated Students.

CAREER PLANNING AND PLACEMENT SERVICES

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

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.

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.

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

On-Campus Interviews A program providing on-campus interviews for seniors and graduates is offered. Recruiting visits have been conducted on campus by a variety of organizations, including private companies, school districts, 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 General Studies 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 offered once a quarter. Presentations are also made to classes and seminars relative to careers for specific curriculum areas.

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

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

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

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

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

In addition, Student Activities is responsible for the International Study Abroad program which involves 34 foreign universities in 16 countries around the world.

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

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

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

Intramural-Recreational Sports—The campus Intramural-Recreational Sports Program is to provide students, faculty and staff an opportunity to enjoy activities on a recreational basis, with an emphasis on the development of recreational and leisure skills, social interaction, and physical fitness. While the program is continually striving to provide as professional a service as possible, it also stresses the importance of the main goal; that being, to provide a holistic educational experience to the students, faculty and staff at Cal State Bakersfield through the academic, social, physical and recreational spectrums. These activities and programs are provided for the general CSB population with the emphasis on participation over competition. Activities offered: softball, volleyball and basketball leagues; also wrestling, tennis, badminton, racquetball and fencing tournaments.

EDUCATIONAL SUPPORT SERVICES

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

All EOP applicant documents and forms must be completed and returned as soon as possible since there are a limited number of spaces allocated for the Educational Opportunity Program. Deadline dates are:

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

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

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

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

Study Skills Workshops (e.g. Research skills, Notetaking Techniques, Exam preparation and more)
Reading, Writing, and Math Labs

Additional Preparatory Workshops—These include CBEST and ELM preparation.

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

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

Campus tours are available for prospective students and their parents. Appointments can also be made with faculty and staff concerning their educational goals. These tours and appointments may be arranged by contacting the Office of Outreach Services. (805) 833-3138

Student Affirmative Action: The Student Affirmative Action Program is designed to increase the enrollment of regularly eligible women, ethnic minority, the disabled, and other underrepresented groups in postsecondary education.

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

OTHER SPECIAL PROGRAMS

TRIO Programs

Student Special Services: The purpose of the Special Services Program is to identify low-income, first-generation college students, or disabled students who are accepted for enrollment at the college and to provide educational support services for these students. The program provides orientation activities for new students; personal and academic counseling; peer counseling; career guidance; instruction in reading, writing, study skills and math; tutoring and activities to help students obtain admission and financial assistance for enrollment in graduate and professional programs.

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

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 University, Bakersfield. Students may contact their high school counselor, community college financial aid office, or the Office of Financial Aid at Cal State Bakersfield for filing instructions. The priority filing date for financial aid consideration for all CSU campuses is March 1 with a folder completion date of April 15. Applications for financial aid will be accepted after the priority date but awards to eligible late applicants are dependent upon the availability of limited funds.

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

Grants/Fellowships

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

Pell 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 fee increases for needy California State University (CSU) students. Applicants must be California residents in either an undergraduate or graduate course of study. Full-time recipients must demonstrate a minimum Net Financial Aid Eligibility (NFAE) of \$360 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 \$360 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 \$100 to \$4,000 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 \$2,000 per year to a limited number of full-time students. Recipients of this grant must be admitted to the University's Educational Opportunity Program.

CSU Graduate Equity Fellowship Program

This program is available for underrepresented ethnic minorities, students with disabilities, and women who plan to enroll in academic areas where they have traditionally been underrepresented. The intent of the program is to encourage underrepresented students to pursue and complete master's degrees.

Individual fellowship awards may range from a minimum of \$500 to a maximum of \$2,500.

Financial aid applicants who are California residents and are interested in being considered for the CSU Graduate Equity Fellowship Program should contact the Office of Graduate Studies and Research (805) 833-2231 concerning graduate program eligibility requirements; or write: Office of Graduate Studies and Research, California State University, Bakersfield, 9001 Stockdale Highway, Bakersfield 93311-1099.

Loans

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

Perkins Loans (National Direct Student Loan Program)

This is a long-term government loan, interest free while students are enrolled in college. A limit of \$9,000 is placed on the total that may accrue during the student's undergraduate program. An additional \$9,000 may be borrowed for graduate study, or a maximum aggregate of \$18,000 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. Undergraduates may borrow up to \$2,625 in the 1st and 2nd years and \$4,000 in the 3rd, 4th and 5th years of their program. Graduates may borrow up to \$7,500 per academic year. The CGSL carries an 8% simple interest rate, a 5% origination fee, and an insurance fee which varies between $\frac{1}{4}$ and 1%. These loans must be repaid beginning six months after the borrower ceases to be a half-time student or leaves a standard deferment situation. Eligibility for these loans is determined by financial needs analysis. Continued receipt of the loan 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. For all new CLAS loans made after 7-1-87, interest will vary from 9% to 12%. Loans 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 the Financial Aids Office.

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.

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

Pelletier Scholarships This program provides a \$750 scholarship for one graduating senior/transfer student at each high school/community college in CSB's service region—a total of 56 schools. The Pelletier Scholarship program was established in 1984 by Robert Pelletier, a local retired oil man and long-time supporter of the University. The scholarships are intended to help students pay university fees, purchase textbooks, and meet other expenses that arise.

Several other scholarships are also available to students who are either continuing or have been admitted to the University for full-time enrollment. These scholarships have been made available through the generosity of individuals and organizations within the area that the University 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 the California State University, Bakersfield Advisory Board, Mrs. R. E. Frasc, 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 G. Hull Memorial Scholarships Two \$400 scholarships are awarded to first-time freshmen who have demonstrated outstanding academic ability and exemplary citizenship.

Gladys Rachal Scholarships Two \$500 scholarships are awarded to first-time freshmen students who are graduates of CSB service region high schools and who have demonstrated outstanding scholarship, campus and community activity.

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:	Alumni Accounting Scholarship for Women Beta Gamma Sigma (Jimmy Doyle Barnes Memorial) California Society of Certified Public Accountants Robert Half & Associates of Los Angeles Kern County Management Council Bishop Joseph J. Madera National Association of Accountants J. A. and Flossie Mae Smith Society of California Accountants Price Waterhouse Brent Waterman Memorial
Criminal Justice:	California State PTA Kern County Sheriffs Employees Welfare & Benefit Association
Education:	California Retired Teachers Association (Laura E. Settle Memorial) California State PTA Claude Richardson Memorial Schuetz Special Education Kathleen Van Horn
English/Communication Studies:	Special Projects Debate The Bakersfield Californian
Fine Arts:	Dorian Society (Art, Music, Theatre) Instrumental Music Margaret Rogers Lovallo Bishop Joseph J. Madera Village Artisans (Art)
History:	Arthur Rosales Memorial
Natural Science and Mathematics:	California Federation of Mineralogical Societies Earl J. Cecil Kenneth Darbyshire Memorial San Joaquin Geological Society San Joaquin Valley Chapter of the American Petroleum Institute C. E. Strange Brent Waterman Memorial
Nursing:	Kern County Medical Society Auxiliary Kern Medical Center Auxiliary Nursing Book Scholarship Operating Room Nurses Association The Woman's Club of Bakersfield
Petroleum Land Studies:	Bakersfield Association of Petroleum Landmen Channel Islands Association of Petroleum Landmen Cities Service Oil & Gas Corporation

Veterans' Affairs California State University, 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 (located in the Office of Admissions) provides services to approximately 200 veterans currently attending the College under the G.I. Bill. These services include certification of enrollment for educational benefits, direct liaison between the University and the Veterans Administration Regional Office regarding underpayment, overpayment, or nonpayment of benefits, veterans work-study, and information concerning University services.

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

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

Full Time	12 or more units
$\frac{3}{4}$ Time	9–11½ units
$\frac{1}{2}$ Time	6–8½ units

Less than $\frac{1}{2}$ time (1–5½ units) will receive payment for tuition and fees only. Graduate students enrolled in graduate level courses (courses numbered 500–699, or courses acceptable by the particular curriculum department as work towards a master's 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 (SOCI)

Students in each regular class offered at the University are asked to fill out questionnaires which report their assessment of the course content and the instruction in that class. These Student Opinionnaires on Courses and Instruction (SOCI) are used both by individual faculty members and the 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 university not only provides for a wide range of degree programs but also for a variety of educational opportunities and services suited to the individual needs of the student.

Academic Advising

The university prides itself on its advising system. The faculty are trained to provide accurate information and empathetic advice. Every student is assigned to a faculty advisor in the student's area of interest. Students are encouraged to meet with their advisors every quarter; lower division students are required to do so before they can register for classes. Advising is particularly important 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. Students who utilize the pre-registration process are then able to register officially through mail registration (p. 55).

The Dean of Undergraduate Studies assigns each freshman and sophomore to a General Studies Fellow who serves as the faculty advisor until the student accumulates at least 60 units and formally declares a major. The Fellow, given released time, is readily available to provide assistance.

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

Our advising system is designed to insure all students obtain the information they need to meet their educational objectives. If a student finds that the system is not working, however, he or she can receive emergency assistance in the Division of Undergraduate Studies. (Science I 104, 833-3011)

Declaration Of Major By Undergraduates

Students may declare a major at any time after admission to CSB. Normally the declaration of major is made at the time of application to the university. Students are required to declare after the completion of 90 units.

Students who want to declare or change their major complete a Declaration of Major form and turn it into the Records Office.

Orientation

New students to the campus are encouraged to participate in the university'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 students to the university's education programs.

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

To gain specific information about the orientation options,

students can call the Division of Undergraduate Studies (833-3012) or the Counseling and Testing Office (833-2131)

Preregistration

The university 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 university 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 University.

Currently, the university 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 maximum of 45 units accumulated through these five programs can be counted toward the baccalaureate degree.

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 University'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 University.

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. A fee of \$2.00 is charged for each challenge examination and is paid to the Accounting Office.

Credit earned through credit by examination does not count as resident credit and is awarded on a Cr/NC basis only.

Experiential Prior Learning Credit

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

A student who has had prior off-campus experience relevant to the curriculum of this university 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. Only undergraduates are eligible to receive this credit. Such courses may not be counted for post-baccalaureate credit.

Students interested in pursuing this option should consult chair of the department from which they want to receive credit or the Campus Coordinator for Experiential Credit (DDH D 117, 833-2372).

Advanced Placement

California State University, 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 university 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 university 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 university credit or placement. Information on the credit that will be awarded by this university for satisfactory scores on CLEP examinations is available from the Office of Counseling and Testing (833-2131).

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 University does not award credit for the CLEP-English or CLEP-English with Essay examinations. 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 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 university courses in these subjects. Before taking a Subject Examination, a student must obtain approval from the relevant department.

Students are ineligible to receive credit through the CLEP general or subject examinations if they have previously received university 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 Dean of Undergraduate Studies.

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 university credit by examination in English. This system-wide test, administered on each CSU 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 earns 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 University is the inculcation in its students of a commitment to continuing self-education in the years following their graduation. If the University 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 University 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 have a 3.0 cumulative grade point average after at least 15 quarter units of study at CSB. They 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. Registration for independent study courses is completed at the same time and through the same procedures as registration for any other course.

Academic Credit to Enhance Career Plans

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

Cooperative Education

Cooperative Education is a type of education that integrates a student's undergraduate university 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 university 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 (833-0111).

Management Internship 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 (833-0107).

Internships

Many departments as well as the Division of Undergraduate 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 Undergraduate Studies.

Academic Programs

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

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

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

Requirements for Bachelor of Arts Degree

One of the two types of undergraduate degrees offered at the university is a Bachelor of Arts degree. A complete list of the B.A. degrees is found on p. 71. The minimum requirements are as follows:

General Education	72 quarter units
Minimum Major, including Senior Seminar	36 quarter units
One of the following three alternatives:	20 quarter units
a. A minor of 20 quarter units designed by another discipline, 10 of which must be upper division, and taken outside the major department.	
b. An interdisciplinary concentration or minor in one of the specially developed areas such as Black Studies or Chicano Studies. (see p. 100)	
c. A special minor consisting of 20 or more units, 15 of which must be upper division, and taken outside the major discipline. A proposal listing the courses and the rationale for their selection must be submitted to the department office no later than the beginning of the student's senior year. The proposed special minor must be approved by the advisor and the department chair.	
Electives	58 quarter units
Total units required for graduation.....	186 quarter units

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

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

Requirements for Bachelor of Science Degree

The second type of undergraduate degree offered at the university is the Bachelor of Science degree. A complete list of the B.S. degrees is found on p. 71. The minimum requirements are as follows:

General Education.....	72 quarter units
Minimum major, including Senior Seminar	55 quarter units
Electives	59 quarter units
Total units required for graduation.....	186 quarter units

Academic Information

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

Senior Seminar

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

Double Majors

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

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

Students graduating with a double major are required to complete all components of each major, including the Senior Seminar, except that the second major satisfies the requirement for a minor.

Modification of Catalog Information

The catalog represents the intention of the University 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 University reserves the right to make such additions, deletions and modifications as circumstances may dictate.



Academic Offerings

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

	Undergraduate Programs ^{**} Denotes Interdisciplinary				Graduate Programs ^{**} Denotes Interdisciplinary			
	BA	BS	Concen- trations	Minors	MA	MS	MBA/ MPA	Concen- trations
Accounting (BS-Bus Adm)			x					
Administration (MS)						x		
Agricultural Biology (BS-Biol)			x					
Anthropology (BA)	x			x				
Applied Ethics.....				xx				
Art (BA-Fine Arts)			x	x				
Asian Studies				xx				
Behavioral Sciences (MA)					xx			
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 (BA)	x			x				
Computer Science (BS)		x		x				
Counseling & Personnel Services (MA-Educ)								x
Curriculum and Instruction (MA-Educ)								x
Criminal Justice (BA)	xx							
Early Childhood Education (MA-Educ)								x
Economics (BA)	x			x				
Education (MA)					x			
Educational Administration (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				
French				x				
Geology (BS;MS)	x			x				
Health Care Management (MS-Admin)								x
Health Science (BS)		x						
History (BA; MA)	x			x	x			
International Relations (BA-Political Science)			xx					
Latin-American Studies				xx				
Liberal Studies (BA)	xx							
Management & Operations Analysis (BS-Bus Adm)			x					
Management Information Systems (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;MS)		x				x		
Petroleum Land Studies (BS)		xx						
Philosophy (BA)	x			x				
Physical Education (BS)		x		x				
Physics (BS)		x		x				
Political Science (BA)	x			x				
Pre Law (BA-Philos; BA-Poli Sci)			x					
Psychology (BA; MS)	x			x		x		
Public Administration (BA; MPA)	x			x			x	
Reading (MA-Educ)								x
Religious Studies (BA-Philos)			x	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 University also offers a baccalaureate degree with a Special Major. This permits a student to propose a program of correlated studies in two or more fields. This alternative aims at the student who wants to pursue a field of study not covered by one of the University's departments. Forestry or Political Philosophy are two examples of Special Majors previously completed at CSB. A student who transfers with a large number of upper division units in a degree program not offered at the University can find this alternative particularly useful.

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

The student and advisor(s) then develop and agree upon a program of study. The program must contain a minimum of 55 quarter units, 35 of which must be upper division. The courses must be distributed appropriately among the different fields of study.

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

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 Computer Science program (BS in Computer Science), the student may emphasize:

- Systems Software
- Systems Hardware
- Application Software

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 Accounting (B.S.—Business Administration), the student may emphasize:

- Public Accounting
- Managerial Accounting
- Non-profit and Governmental

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

- General Finance
- Managerial Finance
- Investments

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
- Human Resources Management
- Operations Management
- Small Business Management

Certificate Programs

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

Arts and Sciences

- Certificate in Attorney Assistantship (contact Extended Studies, 833-2207)
- Certificate in Chicano Studies (p. 99)
- Certificate in Clinical Laboratory Assisting (p. 114)
- Certificate in Medical Technology—
Post-Baccalaureate (p. 115)
- Certificate in Writing (p. 126)
- Certificates in Communication, 3 Options (p. 132)
- Business and Public Administration
- Certificate in Public Administration (p. 212)
- Education
- Certificate in Adapted Physical Education (p. 238)

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

PRE-PROFESSIONAL PROGRAMS

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

Designated officials at 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 (833-2131) and the individual Schools.

Pre-Engineering

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

Students who have completed the core mathematics and science sequences have been readily accepted by other

universities, public and private, both within and outside of California. Formal arrangements for automatic transfer to several other universities in the CSU system have been completed, and this program is currently being expanded. At present CSB has formal articulation agreements with California Polytechnical University, San Luis Obispo and California State University, Fresno and California State University, Northridge.

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

Recommended Courses

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

FIRST YEAR		
FALL	WINTER	SPRING
Mathematics 201 * (5)	Mathematics 202 (5)	Mathematics 203 (5)
Chemistry 211 (5)	Chemistry 212 (5)	Comp. Sci. 210/212 (5)
English 100 (5)	English 110 (5)	History 231 (5)
General Stu. 160 (1)	Elective (1-2)	Elective (1-2)
QUARTER UNITS 16	QUARTER UNITS 15-17	QUARTER UNITS 15-17

SECOND YEAR		
FALL	WINTER	SPRING
Mathematics 204 (5)	Mathematics 302 (5)	Biology 100 (V) (5)
Physics 201 (5)	Physics 202 (5)	Physics 203 (5)
Pol. Sci. 101 (5)	Comm. 108 (II) (5)	Philos. 102 (III) (5)
	Physics 240 (2)	Physics 241 (3)
QUARTER UNITS 15	QUARTER UNITS 17	QUARTER UNITS 18

Although individual schedules may vary, it is emphasized that Math 201-204, 302, Chem 211, 212, and Physics 201-203 should be completed for ease in transfer after two years. Departures from these course sequences may result in a serious extension of the time required to receive a B.S. in Engineering.

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

The physics and chemistry sequences can be interchanged for well-prepared students.

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

Transfer to Cal Poly, San Luis Obispo

CSB students have transferred most frequently to Cal Poly, San Luis Obispo to complete their engineering degree. To facilitate transferring CSB has in place an articulation agreement with that institution. This agreement allows CSB students to complete essentially the first two years of their engineering program. The pre-engineering advisor has information on the CSB courses that satisfy the lower division requirements of each Cal Poly engineering program.

Cal Poly recommends CSB students planning to transfer complete two tasks.

- Lower division science and math prerequisites
- Lower division general education requirements (i.e., Goals I-XII)

This may take more than two years.

Pre-Law

Law schools are concerned about the general quality of an applicant's undergraduate education rather than about his/her having taken specific courses. Students can major in any discipline they desire, but must maintain a high gpa and develop good composition and problem solving skills. Advice on preparation for law school is available to CSB students from the pre-law advisor in the Political Science Department. (DDH D115, 833-2363)

The University offers two pre-law concentrations, one within the Philosophy program, and one within the Political Science program. Both concentrations provide the appropriate broad preparation desired by law schools. Students wishing to prepare for law school may major in either concentration. Students should read the relevant section of this catalog (p. 166 and p. 179) for information on specific requirements.

Pre-Medical

The University 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 211, 212, 213, 331, 332, and 340, 311, 312, and 313; Biology 210, 211, 212, 302, 304, and 355 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 university 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 (DDH C100, 833-2221).

International Programs

The California State University (CSU) International 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 34 foreign universities cooperating with the International Programs in 16 countries around the globe. The affiliated institutions are: University of Queensland (Australia); the

Academic Information

University of Sao 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 Heidelberg and Tübingen, (Germany); the Hebrew University of Jerusalem (Israel); the University of Florence (Italy); Waseda University (Japan); the Iberoamericana 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 and Bristol Universities and Kingston Polytechnic (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 a CSU campus by the time of departure, who possess a cumulative grade point average of 2.75 or 3.00, depending on the program, for all college level work completed at the time of application, 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 (833-3091) or by writing to The California State University International Programs, 400 Golden Shore, Suite 300, Long Beach, California 90802-4275. Applications for the 1986-87 academic year overseas must be submitted by February 1, 1986.

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 of the member college or university. Participants must also pay for room and board, books, transportation, and personal expenses at the host school. Students are encouraged to consult with the Financial Aids Office early in the National Student Exchange application process to determine financial needs for the exchange period.

Catalogs, detailed information, and applications are available from the National Student Exchange Coordinator in the School Relations Office (833-3138).

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. (FT 101, 833-2207).

Extension offerings on the campus include transfer courses numbered X100 to X600 which carry credit 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 XI to X99; non-transferable courses, numbered X800 to X899, graded in continuing education units (CEU's degree). designed for relicensure requirements; and nondegree-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 university 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 100 sites throughout California.

Full- and part-time CSU faculty, as well as qualified experienced practitioners, go where the students are, or provide opportunities for individualized 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 recommended by the Consortium Advisory Committee, a committee of the 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, 6300 State University Drive, Long Beach, California 90815-466; (213) 498-5690.

The statewide Admission and Records Office may be reached by dialing the following numbers; Los Angeles and Long Beach areas (213) 498-4119; all other areas in California toll free (800) 352-7517.

External Degree Programs

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

Degree Requirements

Determination of Applicable Graduation Requirements

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

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

Continuous Enrollment and Graduation Requirements

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

Split Catalog Policy

The University allows a student in special circumstances to graduate by meeting requirements of two different catalogs. The special circumstances arise when a student begins his/her university studies before CSB initiates the degree program the student wants to pursue. This situation has occurred with computer science and communications and will occur as the University adds new programs.

The University permits the student to continue to satisfy the general education requirements of the original catalog and the

major requirements of the catalog in which the program begins. To utilize the split catalog policy the student must have been in continuous enrollment.

Determination of Applicable CSB Catalog for Major and Minor Requirements

The university allows the students three (3) options in selecting their major and minor requirements. Students may choose to satisfy major and minor requirements:

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

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

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

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

Residence

A student must complete a minimum of 45 quarter units in resident study at 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 university units attempted, (2) all units counted toward satisfaction of the major and of the minor requirements, and (3) all units attempted at this university, except that only courses in which a letter grade (A, B, C, D, F) is assigned are used in computing the grade point average.

General Education Program

1. 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. Students are required to accumulate 72 quarter units to satisfy the General Education portion of their degree program. The units normally accrue through completion of approved General Education courses.
- B. 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

- C. For purposes of coordination with CSUC regulations:
 1. Those courses satisfying goals 1-3 fall under section (a): ". . . in communication 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)
 5. Specified courses satisfying Goals VI, VII, VIII, XII and XIII fall under section (e): ". . . lifelong understanding and development of themselves as integrated physiological and psychological entities." (5 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.

- D. The University 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. Students must complete three approved upper division general education courses at CSB. These are required of all students intending to graduate from CSB, regardless of community college certification or the courses completed at other institutions. These courses cannot be completed and counted toward this requirement sooner than the term in which the students achieve upper-division status. The three courses are selected from those approved for three of the following discipline areas:
 1. Goals 4-6—Science and Mathematics
 2. Goal 7-9—Social Sciences
 3. Goal 10-12—Humanities
 4. Goal 13—Understanding Technology
 These three upper division courses can be used to satisfy particular goals. Moreover, students should reserve three goals until they reach upper division status in order to avoid accumulating more than 72 quarter units in general education.
 4. A single course may satisfy more than one goal.
 5. Lower division courses that are approved for general education may be double-counted for the major, minor, cognate, foundation or American Institutions requirements.
 Only one of these upper division general courses may be counted toward major, minor, cognate or pre-requisite requirements of the degree program.
 6. For Goals 4-13, students can satisfy no more 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 Undergraduate Studies (Sci I 104, 833-3011).
 8. Passage of the Entry Level Mathematics examination is pre-requisite to the Goal IV courses.
 9. Students may substitute for one of the Goals X-XII a foreign language course taken at CSB at the 103 or higher level (the course must be offered in the foreign language).
- E. The above general education requirements apply to first-time students beginning their college program in the fall 1981 and subsequent quarters, to students not maintaining continuous enrollment from an academic year prior to fall 1981, or any transfer student entering without certification of having met the CSUC general education requirements.
 1. The University accepts full certification (57 quarter units) of lower division requirements or partial certification of one or more of the areas of the CSU general education program. Only California

community colleges, CSU campuses, and other institutions that have negotiated agreements with the CSU can provide certification.

2. Transfer students are responsible for requesting certification of general education from their previous institution. The certifications are sent to CSB's Office of Admissions.
 3. Regardless of certification or previous coursework, all students must meet CSB's requirement of three approved upper division general education courses (see C, 3, p. 76).
 4. In unusual circumstances, transfer students may petition for exemption from specific general education requirements. Students wanting relief from a general education requirement contact the Division of Undergraduate Studies (Sci I 104, 833-3011).
 5. Some upper division students who have broken their enrollment and returned to the University experience a serious hardship with the new general education program. These students have an opportunity to appeal to the Academic Petitions Committee for relief. These appeals should be initiated with the Division of Undergraduate Studies (Sci I 104, 833-3011).
- F. Because the basic skills (writing, reading, speaking, logical and mathematical reasoning) are so fundamental to the educational process and to living an informed life, students must demonstrate that they have acquired these skills to a sufficient degree. This they may do either by means of passing challenge examinations (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 increase our students' basic skills.
- The University requires students to demonstrate basic skills competency in a timely manner.
1. Students who begin their CSB studies with less than 30 baccalaureate credit quarter units are required to:
 - a. Complete Goal I within the first 45 baccalaureate credit quarter units at CSB;
 - b. Complete Goals II and III and pass the Entry Level Mathematics examination (p. 51) within the first 60 baccalaureate credit quarter units at CSB;
 - c. Complete Goal IV within the first 75 baccalaureate credit quarter units at CSB.
 2. Students transferring with 30 or more baccalaureate credit quarter units are required to:
 - a. Complete Goal I, II, and III and pass the Entry Level Mathematics examination within the first 45 baccalaureate credit quarter units at CSB;
 - b. Complete Goal IV within the first 60 baccalaureate credit quarter units at CSB.
 3. Students who do not complete the Basic Skills Goals within the allotted period are not permitted to enroll for subsequent quarters unless they enroll in courses that, if passed, would complete the relevant goals.

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 Undergraduate 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
Communications 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—Logical Reasoning
Philosophy 103—Introduction to Symbolic
Logic |
| GOAL IV | MATHEMATICAL REASONING COMPETENCY
Prerequisite: 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
[Math 106 and higher level mathematics
courses (these do not include Math 109,
120, 320 or 321) satisfy the goal and earn a
maximum of 5 quarter units toward general
education] |
| GOAL V | GENERAL EDUCATION SHOULD PROVIDE
STUDENTS WITH AN UNDERSTANDING
OF BASIC PRINCIPLES AND CONCEPTS
OF CONTEMPORARY PHYSICAL
SCIENCES
Chemistry 100—Chemistry and Society
Chemistry 340—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 |
| GOAL VI | GENERAL EDUCATION SHOULD PROVIDE
STUDENTS WITH THEORETICAL AND
PRACTICAL EXPERIENCE IN THE LIFE
SCIENCES
Anth 102—Physical Anthropology
Biology 100—Perspectives in Biology
Biology 203—Principles of Ecology
Biology 211—Principles of Plant Biology
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 UNDERSTANDING OF
THE SOCIAL SCIENCES
Anthropology 100—Cultural Anthropology |

	Behavioral Science 312—Social Psychology	Art 202—A Survey of Western Art History II
	Economics 100—The Economic Way of Thinking	Art 212—Basic Two Dimensional Design
	Economics 101/102—Micro/Macro Economics (Both must be taken to complete Goal VII)	Art 320—A Survey of the Art of India, China, and Japan
	Political Science 218—Politics in the Novel and Film	Art 401.001—The Theory and Practice of Art
	Psychology 100—Exploration in Psychology	Art 483—Modern Art CA 1865–1970
	Sociology 100—Perspectives in Sociology	Music 101—Understanding and Appreciation of Music
	Sociology 323—Sociology of Power	Music 201—A Survey of Music History I
GOAL VIII	GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THE OPPORTUNITY TO STUDY WESTERN CIVILIZATION	Music 202—A Survey of Music History II
	History 102—The Making of the Modern World, 1750 to the Present	Music 380—Opera
	History 325—History of European Colonialism 1500–1970	Music 477.002—Bach and Handel
	Humanities 320 & 321—The Social History of Ideas I and II (Both are required, but they complete Goals VIII and X)	Theatre 101—Introduction to the Study of Theatre
	In. St. 212—Plagues and Peoples	Theatre 271—A Survey of Theatre History I
	Political Science 102—World Politics	Theatre 272—A Survey of Theatre History II
	Religious Studies 110—Religion in Western Civilization	Theatre 379—The American Theatre
	Spanish 320—Hispanic-American Culture and Civilization	Theatre 385—Modern Drama
GOAL IX	GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THE OPPORTUNITY TO STUDY AT LEAST ONE EXTANT NON-WESTERN CULTURE	GOAL XII
	Anthropology 250—Peoples of the World	GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH SOME EXPERIENCE AND APPRECIATION OF LITERATURE
	Anthropology 370—Third World Communities	English 101—An Introduction to Literature
	History 268—The History of Native Americans	English 235—Shakespeare's World
	History 222—From Human Waves to Robotics: The Evolution of Modern East Asia	English 294—Masterpieces of Western World Literature
	History 372—California Indians	English 362—Literature as Mirror of Society
	Political Science 208—The Politics of Change in Asian Societies	English 373—Images of Women in Literature and Film
	Political Science 308—Government and Politics in China	French 380—The Human Condition; French Literature through the Ages
	Religious Studies 111—Religion in Eastern Cultures	History 364—Youth and the Journey to Awareness
	Religious Studies 345—India	Political Science 218—Politics in the Novel and Film
	Religious Studies 348—China and Japan	GOAL XIII
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	GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH THE BACKGROUND AND PERSPECTIVE FOR DEALING WITH THE COMPLEXITIES OF THE MODERN WORLD
	Economics 350—Economic Philosophy and Political Economy	Public Policy and Administration
	Humanities 320 & 321—The Social History of Ideas I & II (Both are required but they satisfy Goals VIII and X)	310—Technology and Public Policy
	Interdisciplinary Studies 333—Political Philosophy and Thought	History 450—Economic and Technologic History of the United States
	Philosophy 100—Philosophical Ideas	Interdisciplinary Studies 362—Psychotechnology and Human Values
	Philosophy 302—History of Philosophy I	Philosophy 315—Philosophy, Technology, and Our Future
	Sociology 350—Sociology of Knowledge	Science 310—Science and Technology
GOAL XI	GENERAL EDUCATION SHOULD PROVIDE STUDENTS WITH SOME EXPERIENCE AND APPRECIATION OF THE FINE ARTS	Sociology 405—The Sociology of Technology
	Art 101—The Practice and Appreciation of the Visual Arts	
	Art 201—A Survey of Western Art History I	

American Institutions Requirement

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

Satisfaction of this requirement shall be met by no less than one course in United States History and one course in United States Government or by examinations administered respectively by the History (FT 301, 833-2291) and Political Science Departments (DDH D115, 833-2363). The course in United States Government must focus on both the United States Constitution and the state and local government of California.

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.

Upper Division and Graduate Writing Competency Requirement

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

All students (undergraduate and graduate) who apply for a degree or a teaching credential must demonstrate upper division writing competency either by passing the university-wide Upper Division Writing Competency Examination or by achieving a grade of "C", (CR) or better in any of the following courses: Communications 304, 306, 311, or 405, English 310, 410 (410. 900) or 505, or History 300.

Undergraduates cannot complete this requirement until they achieve upper division status.

1. THE UNIVERSITY-WIDE UPPER DIVISION WRITING COMPETENCY EXAMINATION

The university-wide competency examination, open to all students who have earned at least 90 quarter units of undergraduate college work, including the Basic Subjects requirement in English (English 110), 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 (SC 108, 833-2131).

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 both parts of the examination at one administration. Results will be sent to the addresses registrants provide on the day of the examination.

Second Baccalaureate Degree

The University does not encourage students to seek a second bachelor's degree. A student who has the ability and the interest will normally be better advised to satisfy the prerequisites to a second field and seek the master's degree. Exceptions may be made under the following guidelines:

1. A student may not be granted two baccalaureate degrees at the time of meeting the requirements for graduation from the University.
2. A student desiring a second baccalaureate degree should have the written approval of the department chair of the major in which he seeks the second degree.
3. To earn a second baccalaureate degree:
 - a. the student should meet the current general education requirements of 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.

DIVISION OF GRADUATE STUDIES AND RESEARCH (DDH D100, 833-2231)

Cal State Bakersfield (CSB) as an institution of higher education is significantly engaged in graduate education and research which culminates in the award of master's degrees, all of the basic teaching credentials and a variety of certificate and professional programs. Instruction at CSB emphasizes innovation, flexibility and a commitment to high standards of scholarship and professional training. Our institution is committed to the pursuit of excellence and quality standards in the operation of graduate programs, all of which are fully accredited by the Western Association of Schools and Colleges. CSB is a member of the Council of Graduate Schools in the United States and a member of the Western Association of Graduate Schools, and as a part of the 19 campus California State University subscribes to academic principles and procedures which govern major accredited colleges and universities. The Masters in Business Administration (MBA) is accredited by the American Assembly of Collegiate Schools of Business. The Master of Arts in Education is accredited by the National Council for Accreditation of Teacher Education, and all education credential programs are approved by the California Commission for Teaching Credentialing. The Masters of Public Administration and the Masters of Science in Health Care Management are being reviewed for NASPAA rostering, and all new programs (Nursing and Geology) and all newly proposed programs (Counseling) will pursue added accreditation by professional bodies in the near future. The quality of curricula in graduate programs at Cal State Bakersfield has been judged to be of high quality through regular program review and evaluations.

Graduate Programs

Presently, Cal State Bakersfield offers ten graduate degree programs:

Administration: Health Care Management, M.S.A.
 Business Administration, M.B.A.
 Behavioral Sciences, M.A.

Academic Information

Education, M.A.
English, M.A.
Geology, M.S.
History, M.A.
Nursing, M.S.
Public Administration, M.P.A.
Psychology, M.S.

All graduate programs encourage the recruitment and participation of individuals from groups who have been underrepresented in postbaccalaureate studies. Policies and practices conform to government regulations prohibiting discrimination.

Cal State Bakersfield does not operate a separate graduate school but offers studies leading to advanced degrees through the discipline-based instructional departments. Graduate degrees are based on programs closely coordinated with undergraduate instruction, sharing laboratories and other academic resources. The graduate student has an opportunity to work with all departmental faculty and is guided by the graduate coordinator on matters pertaining to graduate degree, credential, or certificate programs.

The unit responsible for graduate programs is the Division of Graduate Studies and Research, which reports to the Vice President for Academic Affairs, and, in collaboration with the school deans, oversees the policies, practices and operations of graduate programs and research. Development of curricula for graduate degrees is provided in the campus academic master plan, subject to approval by the Chancellor and Board of Trustees of the California State University. Programs are administered through each academic department. Coordinating the graduate programs are the Dean of Graduate Studies and Research and the Graduate Studies Committee.

Graduate Studies Committee (1987-1988)

Steven F. Arvizu, Dean
Graduate Studies and
Research 833-2231 DDH-D100

Grad Coordinator	Master Program	Phone	Room
Homer Montalvo	Admissions	833-2160	Admin SS118
Richard Graves	Business Administration	833-2318	DDH A123
Ken Nyberg	Behavioral Sciences	833-2109	DDH A204
Howard Zimmerman	Education	833-3142	DDH CC219
Michael Flachmann	English	833-2142	FT 201A
Rob Negrini	Geology	833-2185	SCI II 287
Everett Mann	Health Care Administration	833-2336	DDH C117
Gerald Stanley	History	833-2166	FT 301A
Sumiko Fujiki	Nursing	833-3111	NB 134
Everett Mann	Public Policy & Administration	833-2336	DDH C117
David Cohen	Psychology	833-2369	DDH D105

Marriage Family and Child Counseling Licensure

Preparation for Marriage, Family and Child Counseling Licensure is available within the Masters Programs in Education (Counseling) and Psychology.

Course work will include study in human growth and development, human sexuality, psychopathology, cross cultural mores and values, theories of marriage and family counseling, professional ethics and law, human communication, applied psychotherapeutic techniques of MFC counseling and research methods.

Following completion of the course work sequence and field work hours students will take an examination administered by the Board of Behavioral Science Examiners. The Board is responsible for the final decision regarding the granting of an MFCC license. For more information see MFCC program advisors, Dr. David Cohen (Psychology), Dr. Kathy Ritter in Education (Counseling) or the Dean of Graduate Studies and Research.

Graduate and Postbaccalaureate Application Procedures

All graduate and postbaccalaureate applicants (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 as described in the admissions booklet. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$35 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. To be assured of initial consideration by more than one campus, it will be necessary for any applicant 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.

TOEFL Requirement

All graduate and postbaccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

Graduate Writing Competency Requirement

All graduate students who apply for a degree or teaching credential must demonstrate upper division writing competency either by passing the university-wide Upper Division Writing Competency Examination which is offered at least three times per year, or by achieving a grade of "C", (CR), or better in any of the following courses: Communication 304, 306, 311, or 405, English 310, 410 (410.900), or 505, or History 300.

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 achieved 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. Unclassified postbaccalaureate students are expected to meet with a faculty advisor and a member of the Graduate Studies Committee or Dean of Graduate Studies and Research within the first quarter of attendance at CSB.

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 the student satisfies any such additional professional, personal, scholastic, and other standards, including qualifying examinations, as may be prescribed for the particular program by the appropriate campus authority.

Graduate Standing. Conditionally Classified.

A student eligible for admission to a California State University under unclassified postbaccalaureate standard above, but who has deficiencies in prerequisite preparation which in the opinion of the appropriate campus authority (Graduate Coordinator and Dean of Graduate Studies and Research) 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 examination, 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.

Advancement to Candidacy

Classified graduate students are advanced to candidacy upon completion of a significant portion of graduation requirements within their graduate program based upon review and recommendation of the faculty and graduate coordinator and approval of the Department Chair, School Dean, and Dean of Graduate Studies. Advancement to candidacy will usually be required for enrollment in culminating experience and 600 level coursework.

Application for Graduation

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. If notified of deficiencies in graduation requirements students are required to comply with specified requirements and reapply for graduation.

Candidates for Master's degrees to be awarded at the end of a regular term must file applications with the Evaluations Office of Admission and Records (SS111, 833-2258) no later than the end of the second week of instruction in the quarter

in which they expect to complete graduation requirements. Summer session graduates must apply before the end of the previous spring quarter. No applications will be accepted for summer session degrees after the end of the first week of instruction of the regular summer session.

Second Master's Degree

Students seeking a second master's degree or concentration may substitute program requirements, but unit requirements remain the same. Students must reapply into second degree programs and obtain approval of program authorities and the Dean of Graduate Studies and Research.

Continuing Baccalaureate Students

A student who is completing work for a baccalaureate degree from this university and plans to continue as a post-baccalaureate or graduate student must apply for readmission as a graduate student.

Re-enrollment of Continuing Graduate Students

A former student returning to the university after an absence of more than two consecutive quarters must file a new application for admission and pay the application fee.

Admission from Non-Accredited Schools

Applicants who are graduates of a non-accredited school may petition the department concerned for conditional graduate student status, and if the petition is granted may proceed in the graduate program.

Foreign Applicants

An applicant from a foreign country is encouraged to contact the office of Admissions and Records so that all required materials can be supplied.

Continuous Registration

All students who have finished course work for the master's degree, but have not completed a thesis, project or exam will be required to sign up for a course available in each department for the purpose of continuous registration. The student will continue to register each quarter until the degree is completed. When the student has taken the maximum allowable units from the department, the student then registers for 700 level units through Extended Studies at reduced fees of \$10.00 per quarter.

Scholastic Expectations

A candidate for a master's degree must earn at least a 3.0 "B" average in all graduate work in graduate standing and in the degree program.

Students performing below the minimum standard will be placed on academic probation. Students who fail to correct deficiencies within a reasonable time period will be suspended. Unclassified post-baccalaureate students must maintain a 2.5 cumulative GPA. No course with grade lower than "C" may apply toward the fulfillment of degree requirements. A thesis, project or comprehensive examination is required in all programs.

Advising

A prospective student who would like some indication concerning eligibility for graduate standing (conditionally classified, classified, or advancement to candidacy) prior to application should communicate with the appropriate faculty advisor or Graduate Coordinator in the academic unit offering the degree program. Assistance in arranging advising can be obtained from the Dean of Graduate Studies & Research.

Transfer Credit

If accepted by the faculty of the discipline involved, graduate credit from another accredited institution may be applied toward the master's degree or graduate program.

In addition, extension course work may be used to satisfy prerequisites or degree requirements when such work is acceptable to the department offering the master's degree.

However, a maximum of 13 quarter units from another institution or from Extension may be accepted toward a graduate program and all such units must satisfy time limit requirements for the degree or program.

Courses Taken by Unclassified Students

Unclassified postbaccalaureate students must consult with a faculty advisor or a member of the Graduate Studies Committee or the Dean of Graduate Studies in the first quarter of enrollment. Courses taken in unclassified post-baccalaureate standing will be accepted in fulfillment of degree requirements only if the department and graduate advisor accept them in advance. There is usually a limit to the number of units taken in unclassified studies which can be applied to a graduate program. Such work taken when the student is not enrolled in a program must average "B" or better with no grades below "C", if the student wishes consideration for classified status for an advanced degree.

Requirements for the Master's Degree

A program will consist of a minimum of 45 quarter units with some programs requiring a 90-unit sequence. At least one-half of units required for the degree shall be in courses organized primarily for graduate students (500 and 600 level courses). For each graduate degree program, a minimum of thirty-two quarter units must be completed in resident study at the university. Each student must satisfactorily complete a culminating experience (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 culminating experience (thesis, project, or comprehensive examination) is defined as follows:
 - (A) A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation(s). The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.
 - (B) A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and 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.

Students must be advanced to candidacy prior to enrolling in culminating experience coursework. Proof of completion of the culminating experience must be provided in order to graduate. Evaluations and Graduate Studies and Research review applications for graduation.

Change of Address or Name

A graduate student who changes his/her address or name must report the change to the Registrar's Office by submitting the appropriate form with the new name or address. Such changes also should be reported to the Division of Graduate Studies and Research.

Leave of Absence

Planned Educational Leave for Graduate Students: Graduate students who have been officially admitted to, and who are actively pursuing master's degree and/or credential programs may qualify to absent themselves from enrollment in the institution for periods up to two academic years and still maintain the option of continuing student status. For further information contact Graduate Studies and Research or the program graduate coordinator.

Grievances and Appeals

A graduate student who has problems arising from evaluation, advancement to candidacy, degree requirements, general regulations or grievance situation should discuss them first with the graduate advisor. If a student wishes to review a problem or to appeal a decision, he/she should then consult with the department chair, graduate coordinator, and the school dean, in that order. Should questions arise beyond this point, students may seek information on procedures and advice on student grievances from the Dean of Graduate Studies and Research.

Academic Load for Post-Baccalaureate Students

The normal academic load for graduate students is from 8-19 units per quarter. Eight quarter units of graduate coursework per quarter constitutes the minimum unit load for full-time status. The maximum unit load per quarter is a total of 19 quarter units. However, students should weight their circumstances and alter their course load accordingly. Not more than one unit of credit may be earned for each week of Summer Session study.

Time Limit to Complete Requirements for Graduate Degrees

The California Administrative Code, Title 5, Education, requires that all the requirements for a Master's degree be completed within a seven-year (7) period to include the filing and awarding of the degree. This means that no more than seven years may elapse between the start of the term of the earliest dated course on the Plan of Study and the date the last course on the program is actually completed and the application for graduation is filed. With outdated requirements

(generally courses) the candidate may petition through the graduate coordinator and Dean of Graduate Studies and Research for an extension of the time limit or substitution of other appropriate courses.

Evaluation and Acceptance of Transfer Credit *

After a student has been accepted for admission, the Evaluations Office of Admissions and Records (SS 111, 833-2258) will evaluate any previous college work and issue an evaluation of transfer credit to the student and to the student's major department. The evaluation remains valid as long as the student matriculates at the date specified and remains in continuous enrollment (p. 75). 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 University 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 or extension, provided they meet the time limit requirements for the degree.

Credit from a Community College *

The University will accept for full transfer credit all course work taken at a California community college which has been indicated by that college as designed or appropriate for baccalaureate credit. Community college credit is allowed to a maximum of 105 quarter (70 semester) units. Courses taken at a community college by a student who has already completed 105 units of community college work may be used to fulfill course requirements but do not carry unit credit towards total units required for the degree. No upper division credit may be allowed for courses from a community college.

Currency of Courses Used to Meet Major and Minor Requirements

CSB students ** pursuing an undergraduate degree are to satisfy major and minor requirements, including all required cognates and prerequisite courses, within ten (10) years of the date of the award of the undergraduate degree.

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

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

College Certification of General Education

Community colleges may certify through established procedures that a student has completed the California State University general education requirements in one or more areas. Courses and examinations used to certify units must be

* 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.

** NOTE: In the case of students pursuing a medical technology degree, they must complete Med-Tech 314 and 325 within seven (7) years prior to the year they enter the clinical program.

baccalaureate level and have been completed at the certifying institution. However, any participating institution may report completion of courses or examinations taken at other participating institutions provided that all such courses and examinations would be certified by the institution offering them. Such courses and examinations shall be deemed to have been certified. The student should request the college to send the certification to the Evaluations Office of Admissions and Records at CSB. All students, however, must meet the upper division course requirement (3 courses or 15 units).

Credit from Non-Accredited Colleges *

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

Credit for Extension, Correspondence, and Dantes Work

The University will accept for credit towards a baccalaureate degree, on the basis of evaluation of courses submitted on official transcripts, no more than 36 quarter units of credit earned through extension, correspondence, and/or DANTES (Defense Activity for Non-Traditional Educational Support) courses. No more than 13 quarter units may be accepted toward a master's program.

Credit for Military Service

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

Credit for Peace Corps Service

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

Subsequent Enrollment at Other Institutions

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

Change of Degree Objective

Undergraduates 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 Office of Undergraduate Studies (Sci I 104).

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 (SS 111, 833-2258) no later than the end of the second week of instruction of the quarter in which they expect to complete graduation requirements. Applications for degrees to be awarded at the end of a summer session should be completed and filed with the Evaluations Office of Admissions and Records before the end of the previous spring quarter.

Academic Information

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 19 units. A student with a CSB grade point average above 2.5 may request permission to carry more than 19 units per quarter by petition to the appropriate 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 19 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 university's extension program may file a request with the Director of Admissions and Records (SS 118, 833-2160). 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 University'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 university 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 University includes the registration schedule, procedure for registration, fees, classes offered by hours, and other pertinent registration information. The schedule is available in advance of registration each term and copies may be obtained from the College Bookstore.

Class Meetings

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

Class Attendance

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

Course Numbering System

- 1– 99 Courses which carry no credit toward a degree or a credential
- 100–199 Lower division courses designed as freshman level, but also open to other students
- 200–299 Lower division courses designed as sophomore level, but also open to other students
- 300–399 Upper division courses of junior and senior level, but may also be open to lower division students, which do not give graduate credit
- XXX.800 Undergraduate honors seminars numbered 100–399, open only to participants in the Personalized Honors Program (see p. 90).
- XXX.900 Courses taught in a modularized format.
- 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)

- XXX.700 Regular course numbered 100 to 699 that are given on an individual study basis. Courses are offered in this format because of low demand or because of the course content.
- 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 students to overcome deficiencies in their academic preparation, the University offers a number of remedial courses. 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 University are used to compute resident grade point averages.

W (Withdraw). This symbol indicates that the student was permitted to drop the course after the third full week of classes. A course with a "W" grade is not counted as work attempted. It carries no connotation of quality of student's performance and is not used in calculating grade point average or progress points. Withdrawals after the third week of classes and prior to the last three weeks of classes are permissible only for serious and compelling reasons. Permission to withdraw during this period is granted only with the approval of the instructor and the department chairman or school dean. All requests for permission to withdraw during

this period and all approvals must be made in writing on prescribed forms which state the reasons for the withdrawal. Withdrawals are not permitted during the final three weeks of instruction except in cases such as accident or serious illness, where the cause of withdrawal is clearly beyond the student's control and the assignment of an "Incomplete" is not practicable. Ordinarily withdrawals in this time period involve total withdrawal from the campus. They must be endorsed by the dean of students.

I (Incomplete) 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 university record or on transcripts from other institutions after the expiration of the time limit for removal will automatically become an "F" or an "NC" and be counted as such in determining grade point averages and progress points. If a student subsequently completes a course which is recorded as "Incomplete" on a transcript from another institution, it is the student's responsibility to submit a corrected official transcript and to make the request for credit from the Office of Admissions. "Incompletes" earned in summer session must be completed in the next quarter of resident study.

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 (SS 116, 833-2133) the appropriate form, which requires the advisor's

Academic Information

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. Liberal Studies majors may count up to 10 quarter units toward the completion of their major.

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

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 24 quarter units of non-optional credit, no-credit course work.

Optional credit, no-credit coursework cannot be used to complete a master's degree program.

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 (SS 105, 833-2123) 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. A grade for an audited course is not posted on a student's permanent record unless, in the opinion of the instructor, the student has attended enough class meetings to receive a grade of "AU"; otherwise, a "W" is recorded.

Grade Change Policy

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

Retroactive Withdrawal

After the date upon which grades are due at the Records Office, any request for a "late" withdrawal will be treated as a

change of grade. The following additional conditions shall apply: an assigned grade may be changed to a "W" only if

- (1) the request would have been approved if it had been filed during the term;
- (2) there is verification that the student was unable to file the request in a timely manner because of serious illness or absence from campus beyond the student's control; and
- (3) no more than twelve months has elapsed since the end of the term in which the course was taken.

All requests for late withdrawal require the approval of the instructor, the department chair, and the School dean. Because "late" withdrawal is an exceptional occurrence, the student's documentation of eligibility will be carefully scrutinized before approval is granted.

REPETITION OF A COURSE

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.

Students do have the right to replace grades of "C—" or below by repeating the course and filing a Repetition of a Course Petition. The petition is available in the Records Office. It can be filed at any time and does not require any approvals. Students have the right to replace the grades from 20 units of coursework. The coursework for which students want to replace grades may have been taken at CSB or some other institution.

Academic Renewal

In exceptional circumstances a student may be granted permission to have up to one year of undergraduate course work, taken at least five years earlier, disregarded from all considerations associated with requirements for the Baccalaureate Degree. This policy does not apply to graduate students.

Current procedures regarding Academic Renewal are available in the Registrar's Office (SS 105, 833-2123)

Integrity of Scholarship and Grades

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University 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 University.

A student may appeal any sanction employed by the instructor and the University 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 School deans' offices.

STUDENT ACADEMIC GRIEVANCE

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

The grievance must be pursued according to the University's Student Academic Grievance procedures. Copies are available in the School deans' offices.

Group grievances are not permitted. The University presumes the correctness of final course grades. It is the responsibility of a student appealing an assigned grade to demonstrate otherwise.

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 80, augmented by the assignment of two progress points per unit for the CR grade.

Good Standing

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

Probation of Undergraduate Students

Undergraduate students are subject to academic probation if in any quarter their cumulative grade point average in all college work attempted or in their 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 university. Undergraduate students go off academic probation when their cumulative grade point average in all university work attempted and the cumulative grade point average at the University are 2.0 or higher.

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

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

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

Academic Dismissal of Undergraduate Students

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

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

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

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

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

Readmission of 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 the university for at least *one year*, during which time they should have sought to remedy the conditions that may have contributed to their scholastic difficulty

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

Academic Information

Students dismissed for academic-administrative reasons who apply for readmission will have their applications considered by the Committee on Academic Petitions. Students interested in having the Committee consider their request should contact the Office of Undergraduate Studies (Sci 104, 833-3011).

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 University, 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 University, 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 university 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. 50)
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 of 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 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.

Nondiscrimination on the Basis of Sex

The California State University does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in education programs and activities operated by California State University, Bakersfield. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of 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, 221 Main Street, 10th Floor, San Francisco 94105.

Nondiscrimination on the Basis of Handicap

The California State University does not discriminate on the basis of handicap in admission or access to, OSCR treatment OSCR employment in, its programs and activities. Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder prohibit such discrimination. Dr. Carole Sunde, Coordinator of Disabled Services, has been designated to coordinate the efforts of California State University, Bakersfield to comply with the Act in 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 university 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 university'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 (Sci I 206, 833-3089).

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 (DDH A100, 833-2157).

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 University, 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 university. Information may be obtained from the Department of Economics (DDH B115, 833-2363).

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 (DDH C100, 833-2221).

The Applied Research Center 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 primarily engaged in projects of regional and state importance, 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 representatives from the School of Arts and Sciences, and the School of Education (DDH B100, 833-2219).

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 (DDH C100, 833-2221).

Inter-School Programs

Division of Undergraduate Studies

The Division of Undergraduate Studies at California State University, Bakersfield is unique in the California State University system. It is designed to insure that the classroom and non-classroom portion of the students' university experiences supplement each other. The 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' university experience. The Fellows 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 (Sci I 104, 833-3011). The courses also provide for orientation to the university, instruction on study skills, and personal development. The course format is always informal and conducive to student-faculty exchange.

Personalized Honors Program

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

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

Honors students may elect to participate in the two-year Honors program. Participation qualifies the students to satisfy the CSU general education requirements and to receive a quarterly stipend during their first six quarters at CSB. To remain in the Honors program, the students must commit themselves to the entire two-year program. The first and second year component involves three honors seminars, taught by faculty members of the Honors Council. In addition to being part of the Honors program, each course satisfies a segment of the general education requirements.

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

Information regarding the Personalized Honors Program is available in the office of the Dean of Undergraduate Studies (Sci I 104, 833-3011).

General Studies Course

General Studies 121 Introduction to University Studies (2)

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

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 University, Bakersfield (1) This course introduces students to the university, provides an opportunity to check basic study skills, and begins the process of career and life goal clarification. Students who enter the university with less than 20 quarter units are required to take this course.

General Studies 190 Microcomputers This course introduces students to various uses of the microcomputer. Different sections of the course are taught on the Apple, IBM PC's & Macintosh microcomputers.

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 1985-87 include the following:

- Perspectives on Women in Society
- Plagues and Peoples
- Politics in the Novel and Film
- The Faces of Changes
- Introduction to Public Service

Course descriptions are available in the Division of Undergraduate Studies. (833-3011)

General Studies 277 Special Topics: (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 during 1985-1987 included the following:

- Exploration in Community
- Coping with Test Anxiety
- Intimate Communications
- Chicano Awareness
- Black History
- Human Sexuality Seminar
- Tension Reduction
- Career Exploration
- Loneliness
- Barriers to Female Success
- Woman Role Models for Change

Communication Between the Sexes

Course descriptions are available in the Division of Undergraduate Studies.

General Studies 296 Community Service: Internship and 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 School of Education
Criminal Justice.....	Administered by the Dean of the School of Arts and Sciences
Liberal Studies	Administered by the Dean of the Division of Undergraduate Studies
Petroleum	
Land Studies	Administered by the Dean of the School of Business and Public Administration

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

The CSB degree in Child Development has also been approved as an alternative to liberal studies for satisfying subject matter waiver requirements for the California Multiple Subjects teaching credential (for details see section on Teaching Credential—Multiple Subjects).

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

plus elective courses.

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 chair (DDH BB213, 833-3160).

- A. Prerequisite lower-division courses
 1. Psychology 100. Perspectives in Psychology
 2. Biology 100. Perspectives in Biology
 3. A college-level statistics course approved by the program
- B. Core courses
 1. Biology 258. Biological Aspects of the Child's Development
 2. Psychology 310. Child Psychology
 3. Biology 371. Nutrition
 4. Child Development 300. Introduction to Developmental Research Methods
 5. 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 stages
 - ED-EC 412. Growth and Development of Children
 - ED-EC 413. Adolescent Growth and Development
 - IN ST 415. Infant Stimulation and Development
 - b. Emphasis upon developmental processes
 - Psychology 411. Cognitive and Perceptual Development
 - Psychology 412. Personality and Social Development
 - Psychology 413. Language Development
- D. Additional Required Elective Courses (20 quarter units)

The following courses may be taken as elective units. However, students may also elect relevant 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-CS 400. Introduction to Counseling
 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 415. Developmental Psychopathology
 Sociology 365. Sex Roles and Society

Teaching Credential—Multiple Subjects

The CSB degree in Child Development has been certified by the Commission on Teacher Credentialing (CTC) as satisfying subject-matter examination waiver requirements for the State of California Multiple Subjects Credential. A degree requires a

Inter-School Programs

minimum of 186 quarter units, including at least 60 upper division. This degree option (a CTC approved waiver program) requires 126 quarter units of course work in four areas: behavioral sciences, natural science and mathematics, 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 and Math 321
4. Biology 258
5. Science 314
6. 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, 310, OR 304
 - b. Speech: Communications 108, 376 or an approved public speaking course
 - c. Literature: At least one course in literature
 - d. Grammar: one course from English 318, 319, OR 415
2. Other English courses

Behavioral Sciences (27 to 36 units)

1. Psychology 100
2. Psychology 310
3. Beh. Sci. 317/Beh. Sci. 38
4. Child Dev. 300
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. Educ. 412
Educ. 413
In. St. 415
2. Psychology 413
Psychology 411
Psychology 412

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 times. Offered on credit, no-credit basis only. 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 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, senior standing, and permission of instructor.

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 (DDH D116, 833-2359).

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
 - Criminal Justice 405. Principles of Criminal Investigation
- 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:
 Sociology 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
 PPA 471. Administration in the Justice System
 PPA 475. Policy and Planning in the 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

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. A Special Minor (see p. 69).
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, 99).

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 university setting. Hours in the field, placement and academic requirements such as con-

ferences, 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. 101.)

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 405. Principles of Criminal Investigation The principles of criminal investigation deal with the techniques of investigation but also approaches the subject from a conceptual viewpoint, in order to bring the ethical and legal obligations of the investigator into proper perspective. The course emphasizes the need for meticulous adherence to rules of law and ethical practices as investigations proceed from the initial actions taken, when a crime is discovered, through the steps leading to criminal prosecution in a court of law.

Criminal Justice 477. Selected Topics in Criminal Justice (1-5) Offered periodically as announced. May be repeated for different 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 university 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 University 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). Students interested in this program should contact the Division of Undergraduate Studies (Sci I 104, 833-3011).

Requirements for the Major

- A. Students complete the 72 quarter units required for general education. These units can satisfy portions of the major requirements. Students need to work closely with their advisor to insure maximum advantage is made of these units.
- B. Breadth requirements:
 1. 27 to 36 quarter units in natural sciences and mathematics and specifically the following:
 - a. Physical science course
 - b. Life science course (one of the courses in a and b must have a laboratory component)
 - *c. Science 314
 - d. Course satisfying the general education math requirement
 - *e. Mathematics 320 and 321
 - f. Other courses to reach a minimum of 27 quarter units
 2. 27 to 36 quarter units in behavioral sciences and specifically the following:
 - a. One course from four of the behavioral science areas—Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology.
 - b. Completion of the American Institutions Requirement—History 231 or waiver exam and Political Science 101 or waiver exam (may partially satisfy a above).
 - *c. One course dealing with a United States ethnic or racial minority culture to be selected from Behavioral Science 351, History 465 and 468, Sociology 327 and 333, and Spanish 424 and 425 (may partially satisfy a above).
 - *d. One course in the development of the child or the theory of learning to be selected from Psychology 309, 310 and 410 and Sociology 365 (may partially satisfy a above).
 - e. Two upper division courses (may partially satisfy a, c, or d above).
 - f. Other courses to reach a minimum of 27 quarter units.
 3. 27 to 36 quarter units in humanities and specifically the following:
 - a. One course from three of the Humanities disciplines—Fine Arts, Foreign Languages, Philosophy, and Religious Studies.
 - *b. One upper division course in Fine Arts—Art 401.001 or Music 401.
 - c. One or more courses in Spanish are recommended.
 - d. Two upper division courses.
 - e. Other courses to reach a minimum of 27 quarter units.
 4. 27 to 36 quarter units in English selected to demonstrate competency in the following four areas:
 - a. In composition, complete English 310 or 410 with a grade of B— or better or score 85 on the Upper Division Writing Competency Exam.
 - *b. In grammar, complete English 318, 319, or 415.
 - *c. In literature, complete one upper division literature course.
 - d. In oral communication, complete Communications 108 or 409.
 - e. Other courses to reach a minimum of 27 quarter units.
 5. Additional upper division course work to bring breadth requirements to a total of 126 quarter units.

- C. Students who want a Liberal Studies degree but are not interested in a multiple subjects credential are relieved from the Breadth Requirements. Those requirements not applicable are marked with asterisks.
- D. All majors accumulate 126 quarter units, at least 40 upper division units. Majors complete a Liberal Studies senior seminar. Finally, majors complete at least two upper division courses in each of the four areas—natural sciences and mathematics, behavioral sciences, humanities, and English. The senior seminar, while counting toward the 126 units required in the major, may not be treated as one of the two upper division courses required in each area.

Bilingual Emphasis within the Liberal Studies Major

The bilingual emphasis offers a special opportunity to undergraduate students interested in teaching in a bilingual classroom. By completing the supplementary requirements (p. 219) along with the regular Liberal Studies major and credential program, a student can qualify to be a bilingual teacher.

A student interested in the bilingual emphasis needs to contact the Division of Undergraduate Studies (Sci I 104, 833-3012).

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) |

Petroleum Land Studies Major

Petroleum Land Studies is an interdisciplinary major administered by the Dean of the School of Business and Public Administration. This program prepares students for entry level positions as petroleum landmen. However, the degree program also provides a broad background to enable students to qualify for a number of other careers in business and government.

Petroleum landmen serve as negotiators for oil companies. Their primary responsibility is to obtain the rights to explore for and produce oil and gas, both inland and offshore. To obtain these rights, a landman must negotiate with property owners to obtain subsurface leases. He or she must also work with other companies to develop joint bidding, exploration and operating agreements, and with regulatory agencies to obtain environmental clearances. Landmen are also responsible for maintaining the terms of these agreements during the contract period.

Requirements for the Major

Requirements for the Bachelor of Science degree were developed after consultation with the Bakersfield Association of Petroleum Landmen, an affiliate of the American Association of Petroleum Landmen. Students must complete coursework in basic writing and interpersonal communication skills, as well as in petroleum geology and technology, commercial law, business administration and regulation, and economics. The degree program satisfies requirements for

minors in both Geology and Business. Students are encouraged to complement formal coursework with work experience and participation in related student organizations.

The Petroleum Land Studies program is tightly structured. Several major requirements have prerequisites, possible substitutions, or double count for other graduation requirements. Students should regularly meet with an academic advisor familiar with the program.

1. COMMUNICATIONS
Comm 108, Rhetorical Strategies of Communication
Comm 335, Negotiation
Comm 304, Technical & Reporting Writing
One advanced business or legal writing course approved by the advisor
2. MATH, COMPUTERS, AND NATURAL SCIENCE
One computer course approved by the advisor
Math 140, Elementary Statistics
Biol 203, Principles of Ecology
One course from: Geol 201, Physical Geology
Geol 204, Historical Geology
Geol 205, Environmental Geology
One course from: Geol 304, Sedimentation
Geol 307, Structure
Geol 309, Stratigraphy
Geol 460, Petroleum Exploration
Geol 470, Oil Field Development
3. BUSINESS LAW
BA 372, Business Law I
BA 373, Business Law II
Pol Sci 379, Real Property Law
Petr Land St 410, Petroleum Land Titles
Petr Land St 420, Oil & Gas Contracts
In St 369, Environmental Regulation
4. BUSINESS AND ECONOMICS
Acc 201 & 202, Fundamentals of Accounting
Econ 101, 102, Essentials of Economic Theory
Fin 300, Financial Management
One course from: Econ 340, Energy Economics & Policy
Fin 480, Real Estate Finance & Investments
One course from: Mgt 300, Management & Organizational Behavior
Soc 411, Organizational & Admin. Behavior
Psych 432, Industrial and Organizational Psychology
5. PETRL LAND ST 490, SENIOR SEMINAR

Courses

Petroleum Land Studies 410. Petroleum Land Titles (3 units) Land description and ownership; petroleum land titles; title searches and curatives; methods of transferring title. Emphasis placed on case studies and practical exercises aimed at developing title skills. Prerequisite: Political Science 379.

Petroleum Land Studies 420. Oil and Gas Contracts (5 units) Examination of contracts in the oil and gas industry. Oil and gas leases; royalties; federal leases; well trades (farmins and farmouts); pooling and unitization; operating agreements; joint bidding and exploration agreements. Emphasis placed on developing contract writing and interpretation skills. Prerequisite: BA 372.

Inter-School Programs

Petroleum Land Studies 490. Senior Seminar (6 units)

Integration of previous coursework utilizing case studies and class projects. Guest speakers on selected topics relating to the landman profession and career exploration. Ethics of business and negotiation. Prerequisite: PLS 420.



School of Arts and Sciences

(DDH C100, 833-2221)

Dean: Manuel A. Esteban

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 university 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

(DDH AA204, 833-2109)

The Masters of Arts Degree program in the Behavioral Sciences is a research-based course of rigorous and individualized study on the behavior of men and women. The faculty of the program intend that graduates be competent *applied* researchers and scholars of human behavior.

A student may elect to concentrate his or her studies in any one of five (5) behavioral science disciplines:

- Anthropology
- Economics
- Political Science
- Psychology
- Sociology

or the student may seek an interdisciplinary concentration such as Organizational Behavior, Social Psychology, or Applied Research. The student's program of study is designed by the student and his/her Advisory Committee. Programs of study will meet the particular needs of the students, based on their occupational and/or further educational interests. Former students are currently employed as corporate managers, economic analysts, social and human services administrators, university professors, community and public school faculty, agriculture extension specialists, and public health providers, to name but a few.

Only two (2) specific courses are required of all students in the program. These courses are, by both design and practice, rigorous investigations in Research Design and Analysis (BehSc 501) and Advanced Statistical Methods (BehSc 500). Beyond these courses, a minimum of thirty-five (35) additional quarter units of study are required, including up to nine (9) quarter units of thesis credits. *Most students complete their program of study with a total of eight courses, plus their thesis units.*

The M.A. Program in Behavioral Sciences is designed so that the student may undertake study and *graduate within two years*. Of course, some may take less time, and others more, depending on the student's circumstance and dedication.

Most classes are offered in the late afternoon and evening, and ten quarter units of study outside the behavioral science disciplines (such as business and/or public administration, counseling, computer science, etc.) may be included in the student's program of study. Additionally, up to thirteen quarter units of post-baccalaureate study at other institutions may be included in the program of study as transfer credits. All courses counting toward the degree must be within a seven year period, and students must maintain continuous registration while working on the thesis.

All students are expected to satisfactorily complete a Masters Thesis on a topic of interest to the student, of merit to the field, and worthy of the academy. The Thesis is prefaced by a Thesis proposal, which must be approved by the student's Advisory Committee prior to the student undertaking work on the thesis and receiving Beh.Sci. 695 Thesis credit. A student may elect a comprehensive examination rather than a thesis as the culminating experience for the MA degree in Behavioral Sciences. Students are advised that such circumstances are subject to the approval of the student's Advisory Committee and the Chair of the Behavioral Sciences Graduate Program.

ADMISSION

The following are the prerequisites and criteria for admission of students to graduate status and to the program leading to the M.A. in Behavioral Sciences.

- A. Any student who has completed the baccalaureate degree may be admitted to CSB as a post-baccalaureate student. IT SHOULD BE UNDERSTOOD BY ANY PROSPECTIVE DEGREE CANDIDATES, HOWEVER, THAT ADMISSION AS A POST-BACCALAUREATE STUDENT IN THE UNIVERSITY DOES NOT GUARANTEE ADMISSION TO THE PROGRAM LEADING TO THE M.A. IN BEHAVIORAL SCIENCES. IT SHOULD FURTHER BE UNDERSTOOD THAT COURSES TAKEN PRIOR TO FORMAL ADMISSION TO THE DEGREE PROGRAM MAY OR MAY NOT BE APPLICABLE TO THE DEGREE. PROSPECTIVE STUDENTS MUST BE ADMITTED TO CSB AND MUST MAKE FORMAL APPLICATION FOR ADMISSION TO THE M.A. IN BEHAVIORAL SCIENCES DEGREE PROGRAM. APPLICATION FORMS ARE AVAILABLE FROM THE DEPARTMENT OF SOCIOLOGY/ANTHROPOLOGY.
- B. Conditionally Classified Status
 1. Initial admission to graduate study in the Behavioral Sciences Program will be on a "conditionally classified status" basis. This admission requires
 - a. Baccalaureate degree.
 - b. GPA: 2.5 overall and 3.0 in the major or 1000 Quantitative + Verbal GRE test scores, with no less than a score of 450 on either test.
 - c. In lieu of the requirements listed in 1.b (above), admission to conditionally classified status may be achieved through petition to the Graduate Committee. Students may petition the Graduate Committee upon applying to CSB for admission as post-baccalaureate students. Normally, however, petition for admission to conditionally classified status will occur upon completion of one calendar quarter of graduate study at CSB as an unclassified graduate student.
- C. Classified Status
 1. All Conditionally Classified students *must* petition for *Classified Student Status* on or before completion of ten (10) units of graduate study.
 2. The petition is made in writing by the student, submitted to the chair of the Behavioral Science program, and must include:
 - a. A completed "Requirements and Plan of Study" signed by the Chair of student's Advisory Committee, and
 - b. Graduate Record Examination (GRE) scores for both the Quantitative and Verbal Sections.

CONTINUATION

- A. Continuation in the program is dependent upon (1) the student maintaining a GPA of 3.0 or higher in all graduate work at CSB, (2) achieving no grade less than a C (2.0), and (3) maintaining continuous enrollment. Continuous enrollment is defined as registration for credit bearing study for three out of every four consecutive academic quarters. Students who have completed their plan of study, but have not completed the Thesis must register *every* quarter until the degree is awarded.
- B. Students failing to meet these stipulations can be dropped from the program. To re-enter the program, a student will have to reapply, or
- C. The student who is dropped from the program may petition

the Graduate Committee for reinstatement. Such petitions generally require that the student has taken steps to satisfy the requirements for continuation in the program. There is no guarantee that course work taken to support a petition for reinstatement will be accepted as credit toward the M.A. in Behavioral Sciences.

ADVANCEMENT TO CANDIDACY REQUIRES:

- A. Classified Status.
- B. Completion of 25 quarter units of graduate work, applied toward the M.A. in Behavioral Sciences, 15 of which are at the 500 level or above, with a GPA of 3.0 or better in graduate course work at CSB.
- C. Completed and approved "Declaration of Committee" form.
- D. Thesis *proposal* approved by the student's Advisory Committee and filed with the Chair of the Behavioral Sciences Graduate Program.

ADVISING

- A. The Chair of the Behavioral Sciences Program serves as advisor to all Conditionally Classified students.
- B. The academic advisor for Classified students is the Chair of the Advisory Committee. Each committee is composed of three faculty members, one of whom may be from a discipline outside of the behavioral sciences. The purpose of the committee is to oversee the student's thesis work, advise and approve the student's Plan of Study, and provide guidance in all academic areas important to the student's pursuit and attainment of the Masters Degree in Behavioral Sciences.

ADDITIONAL INFORMATION

- A. Transfer Credit: Up to 13 quarter units of graduate course work taken at another college or university may be accepted toward the M.A. degree in Behavioral Sciences. A petition to accept transfer credit must be submitted for approval by the Graduate Committee.
- B. Up to 10 quarter units of graduate course work taken at CSB in a discipline outside the behavioral sciences may be accepted toward a M.A. in Behavioral Sciences, subject to the approval of the student's Advisory Committee.
- C. 45 quarter units of graduate credit are required for completion.

GRADUATION

Only Classified students who have been advanced to candidacy, and who meet the following requirements, are eligible for graduation:

- A. Completion of 45 quarter units of a planned program, at least 23 of which are at the 500 level or above and at least 32 of which must be earned in residence.
- B. A GPA of 3.0 or better in graduate work at CSB applied toward the M.A. in Behavioral Sciences and at least a C in all courses.
- C. Completion of a thesis.
- D. All requirements for the M.A. in Behavioral Sciences (including acceptance of the thesis) must be completed before student can participate in graduation ceremonies.

Interdisciplinary Concentrations

Concentration in Chicano Studies

The interdisciplinary concentration in Chicano Studies is a more inclusive alternative to the Chicano Studies Minor and provides an opportunity for students to develop an awareness

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

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

Requirements:

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 94 as required courses for the Chicano Studies Minor.
- B. Six optional courses chosen from those listed on page 94 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 (Economics 833-2368, Biology 833-3089, Geology & Physics 833-3027).

Interdisciplinary Minors

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

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

information contact the Office of the Dean of Arts and Sciences, (833-2221).

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

Applied Ethics Minor

Purpose

This minor in applied ethics incorporates a wide range of courses which address the application of moral values and the strategies of ethical decision making to problems you are likely to face in both your professional and private life. These courses are intended to help you analyze ethical issues, apply ethical theories to concrete situations and to evaluate ethical arguments. If you are majoring in business, nursing, public administration, health sciences, or pursuing some pre-professional course of study such as pre-law, pre-engineering or pre-medical, you will find such a minor not only useful, but something that future employees and professional schools would appreciate.

The Program

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

- In.St. 362—Psychotechnology and Human Values—5 units
- Economics 350—Economic Philosophy and Political Economy—5 units
- Communications 315—Ethics—5 units
- BA 374—Business and Society—5 units
- BA 370—Legal Environment of Business—5 units
- Pol. Sci. 315—Civil Liberties—5 units
- In.St. 333—Political Philosophy and Thought—5 units
- Poli. Sci. 310—Political Campaign Management—5 units
- Phil. 332—Ethical Theory—5 units
- Phil. 334—Law and Morality—5 units
- Phil. 478—Special Topics in Applied Ethics—5 units

Total units required: 20

Asian Studies Minor

The purpose of the interdisciplinary minor in Asian Studies is to provide students with an opportunity to study the cultures both of Asia itself and of the Asian communities in the United States. The minor is designed to benefit students working toward degrees in sociology, anthropology, psychology, business, education, child development, and other fields where employment might include service to Asian communities.

The Asian Studies Minor might also be appropriate for students working toward careers in government agencies such as the Foreign Service, the Peace Corps, or in agencies involved in international development and information gathering.

The Asian Studies Minor is supervised by the Asian Studies Committee, which is composed of faculty with an interest in Asia from several departments.

Four courses selected from the following list are required for the Asian Studies Minor. Three courses must be upper-division and no more than two may be taken in the same department.

Art 320. Survey of the Arts of India, China, and Japan
History 222. The Evolution of Modern East Asia
(formerly History 277.007)

History 411. Modern Japanese Labor and Management
in Historical and Comparative Perspective

History 424. China from Qin to Qing, 256BCE-1839CE

History 425. China from the Opium War to the Founding
of the PRC, 1839-1949

History 426. Revolutionary China, 1949-Present
(formerly History 477.046)

History 469. History of Asian Americans

Philosophy/Religious Studies 343. Asian 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 attention of students interested in the Minor is also directed to courses offered in the excellent international programs operated by the CSU at the CSU Study Center in Taipei and at Waseda University in Tokyo. All courses taken at these institutions are acceptable in the Minor. Appropriate courses, including language courses, taken at other institutions will also be accepted.

Black Studies Minor

The purpose of the Black Studies Minor is to provide opportunity for students to study a wide range of interdisciplinary subject matter pertaining to the lives and 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 course:

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 351. Social Psychology of the
Ghetto/Barrio

ED-CI 588. Education and Ethnic Diversity

English 469. Modern African Literature

History 250. A History of Africa

History 437. The Afro-Creole Caribbean

IN ST 207. Perspectives on Blacks in American Society

Music 381. Music of Black Americans

Political Science 377. Contemporary Political Issues:
Black Politics

Sociology 327. Race and Ethnic Relations

Sociology 440. Social Stratification

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 Sociology 327, Race and Ethnic Relations,
or Behavioral Science 351, Social Psychology of the
Ghetto/Barrio

3. Spanish 425, Chicano Literature, or Spanish 420,
Southwest Spanish, or Spanish 426, Southwest
Hispanic Folklore

Optional Courses (select one additional course):

Anthropology 353. Peoples of Mexico

Anthropology 354. Mexican Folk Dance: An Introduction to
the Ethnology of Dance

History 441. Ancient Mexico

History 442. Colonial Mexico

History 443. 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 Mexican-American 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 and may not include more than two courses dealing with any single country 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 441. Ancient Mexico

History 442. Colonial Mexico

History 443. 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 424. Culture and Civilization of Mexico and the
Chicano/Mexican Americans

Political Science 309. Government and Politics in Latin
America

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

Behavioral Science 246. Faces of Change

Behavioral Science 307. Developing Political Systems

Behavioral Science 351. Social Psychology of the
Ghetto-Barrio

Economics 412. International Trade and Development

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)

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

Social Gerontology Minor

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

- A. *Required*
Behavioral Science 382. The Aged
PPA 449. 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
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)
 One course from among the following:
 Communications 108. Rhetorical Strategies of Communication
 Theatre 232. Acting I
- B. Performance (6 quarter units)
 Any combination of the following:
 Communications 212/412. Intercollegiate Forensics (2)
 Theatre 201.001/401.001. Rehearsal and Performance (1)
 Theatre 233. Acting II
- C. Speech (5 quarter units)
 One course from among the following:
 Communications 303. Principles of Communication Criticism
 Communications 409. Argumentation
- D. Theatre (5 quarter units)
 One course from among the following:
 Theatre 234. Acting III
 Theatre 271. Survey of Theatre History I
 Theatre 272. Survey of Theatre History II
- E. Elective (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
 Communication 409. Argumentation
 Theatre 321. Voice and Diction I
 Theatre 322. Voice and Diction II
 Theatre 331. Script Analysis
 Theatre 361. Directing I

Theatre 379. The American Theatre
 Theatre 385. Modern Drama
 Theatre 461. Directing II

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. Images of Women in Literature and Film
Fine Arts 402.002. Contemporary Women in the Fine Arts
French 425. The Novels of Colette in Translation
French 426. French Women Writers in Translation
History 462. Women in History
History 463. The Family in History
History 477.007. Women in European Literature
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
Behavioral Science 435. Family and Kin Around the World

Interdisciplinary Courses

For a variety of reasons, some courses in the University 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 An introduction to major concepts, skills and techniques of research methods in the social sciences. This will include the assumptions of the scientific method, basic principles of research methods in the social sciences, descriptive statistics and an introduction to word processing and data analysis using the computer. Each student will develop a comprehensive research proposal as an individual project requirement, which may then be the basis for the analysis of data required in Behavioral Science 400. Recommended: one course in Sociology or Anthropology. Lecture/discussion and one three-hour laboratory.

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. Adulthood and Society 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 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 334. Participant Observation Research (formerly Anthropology 334). Collecting, analyzing, and reporting qualitative data from everyday life, natural social settings. Coverage includes the techniques of participant observation, including establishing rapport, notetaking, ethics of ethnographic fieldwork, and interviewing techniques. Emphasis is on the formulation of a research problem and the use of conceptual and theoretical materials in the analysis of field data. Each student completes a fieldwork project based on data collected in public places, organizations or other community settings. Prerequisite: one previous course in anthropology, sociology or related field. Carries credit in Anthropology 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 observations 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 Development and advancement of concepts, skills and techniques learned in Behavioral Science 300. This will include issues in the philosophy of science, refinement of concepts and operational definitions, inferential statistics and using the computer for crosstab and multi-factor investigation as well as an introduction to data base usage for research. Each student will be required to complete a research project. Prerequisite: a research methods course or consent of instructor. Lecture/discussion and one three-hour laboratory.

Behavioral Science 401. Evaluation Research Analysis and application of research methodologies appropriate for addressing a variety of evaluation issues. Emphasis is on evaluation research both within organizational contexts and broader community settings. Evaluation, design, methods of data collection, procedures for analysis, and formative and summative reporting. Lectures, discussion and three hours of laboratory. Beh Sc 300 or Psych 300 or consent of instructor.

Behavioral Science 406. Social Epidemiology of Aging The course is concerned with the relationship between social, cultural, and psychological factors in the etiology, occurrence, and distribution of morbidity and mortality. Emphasis is on the epidemiology of life styles and environmental factors associated with individual and group level susceptibility to disease. Course content is designed for students in the behavioral sciences, nursing, and health sciences.

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. Recommended: One course in anthropology or sociology. Carries credit in either Anthropology or Sociology.

Behavioral Science 463. International Business: Development in the Third World Analysis of selected societies focusing on the ways in which socio-cultural and economic factors help shape and constrain business operations and organizations. Particular attention will be given to the role multinational corporations play in the development of Third World nations. Case studies are drawn from the Middle East, Africa, Asia, and Latin America.

Behavioral Science 471. 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. Prerequisite: A college-level course in statistics. Carries credit in Anthropology, Economics, Political Science, Psychology, or Sociology.

Behavioral Science 501. Advanced Research Design and Analysis An advanced examination of the methodologies and strategies of behavioral science research, focusing on research designs (including experimental, quasi-experimental, survey and field studies), sampling procedures, and data analysis and interpretation.

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. A field trip fee may be required. Consult the Class Schedule for specific details.

Geography 302. A study of selected cultural regions (North America, Latin America, Europe, Asia, and Africa), examined in geographical perspective. Topics to be discussed include population patterns, man's organization of space, the relationship between man and his environment, and the concepts forming the basis of national and cultural landscapes. Each quarter a different region is studied. Geography 201 is recommended but not required. May be repeated for different regions.

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, artistic, 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, self, 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 credit in Liberal Studies or minor credit in English.

Humanities 370 (formerly Humanities 377). 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 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 Schleiermacher, 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 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. Carries credit in Religious Studies.

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 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 206. Introduction to World Archaeology An introduction to the methods and applications of archaeology, together with a survey of world prehistory; the acquisition of culture during the Paleolithic Age to the earliest civilizations. Carries credit in both Anthropology and Fine Arts.

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 dis-

cussion 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 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 studies. 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. Prerequisite: One of the following—Biology 100, Philosophy 100, or Psychology 100. Carries credit in either Philosophy or Psychology.

IN ST 369. Environmental Regulation An examination of federal, state, and local administration of environmental laws. Includes study of the National Environmental Policy Act of 1969 and litigation under that act in the courts. Special attention paid to California. Comparison of the environmental regulation policies of California and other oil-producing states. Case studies of legislation, adjudication, and political conflict in the environmental issues area. Prerequisite: Upper division standing.

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

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 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.

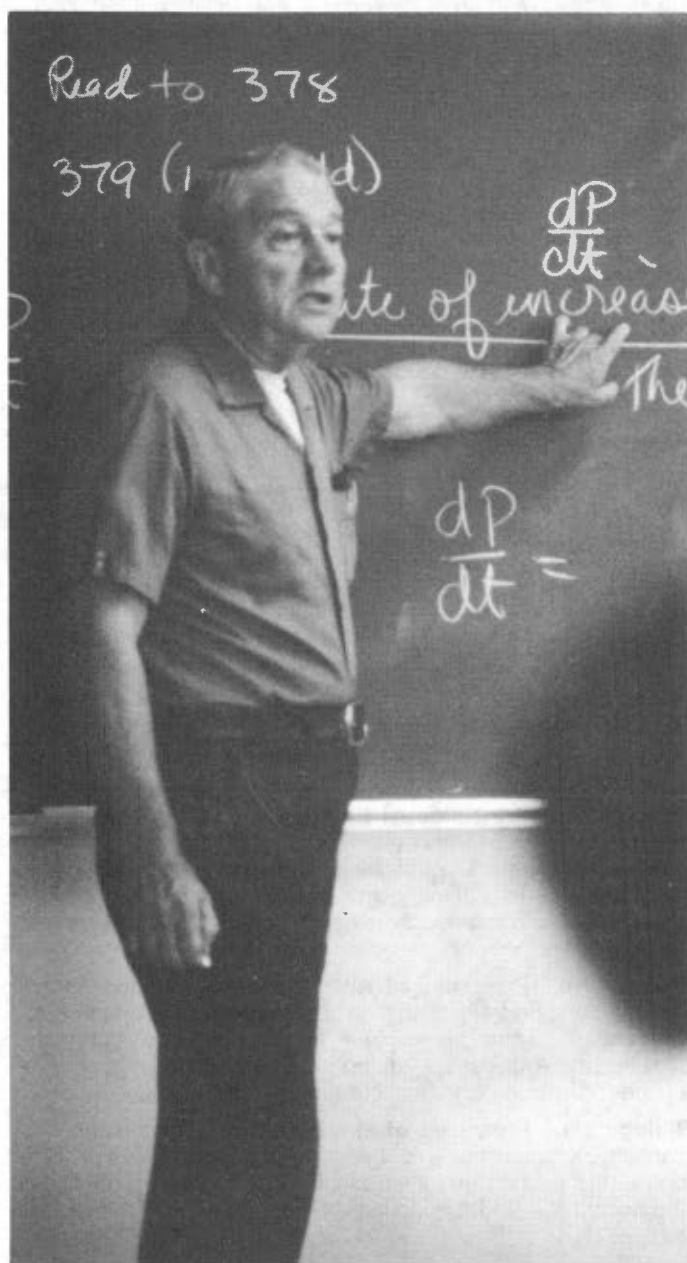
Science 310. The Nature of Science and Technology in a Modern Society

The nature of science and technology will be explored with emphases placed on the structure of knowledge, and its use in society; the relationship of science and technology to a modern society will be considered in terms of approaches to problems, decision-making skills and effects on the quality of life.

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. Prerequisites: One life science course and one physical science course, at least one of which should have a laboratory component.

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



Biology Department

(Sci 207, 833-3089)

Chair: D. S. Hinds

Faculty: C. J. Bicak, F. D. Blume, B. A. Dixon, 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 p. 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 211, 212, 213
- C. One course in 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 undertake the course successfully. Recommended courses indicate that knowledge of portions of the subject areas is necessary, but that these portions may be acquired by a student through independent study. In all cases, the courses will be offered assuming the background indicated. The student is to make the decision as to his readiness. In cases of doubt, consultation with the instructor is encouraged.

Courses

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

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.

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

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 211

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 258. Biologic Aspects of Child Development A biologic study of human growth and development for the period from conception through adolescence. Topics include fertilization, genetic determination, stages of development, anatomical and physiological aspects of growth, and nutritional needs during this period of life. Five lecture discussions. Prerequisite: Biology 100 or equivalent.

Biology 289. Experimental 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 contract 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 105 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 or 211.

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 212.

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. Concepts of 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 211. A field trip fee may be required. Consult the Class Schedule for specific costs.

Biology 322. Concepts of Animal Diversity Studies of the relationship of animal diversity and environmental conditions, the ecology of major phyla, and identification of local species. Prerequisite: Biology 210.

Biology 323. Topics and Practicum in Animal Rehabilitation Practicum in the repair, care and release of injured animals; studies of the life histories and ecology of protected species; presentation of conservation programs. Prerequisite: Biol 210 and consent of instructor.

Biology 351. Comparative Anatomy 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 Vertebrates Investigations into the comparative physiological responses of animals to a variety of environments. Description, analysis, and measurement of whole animal physiology related to survival and the diversity of functional adaptation. Prerequisites: Biol 210 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 258 or Chem 203.

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. A field trip fee may be required. Consult the Class Schedule for specific costs.

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 Analysis of Foods, Agricultural Biology, High Altitude Physiology and Microbial Ecology. Prerequisite: Biol 301; or permission of instructor.

Biology 410.003. Renewable Resources An examination of renewable resources using analytical techniques to determine interrelationships of quantity, production costs, yield outcomes, value, extent of recycling, and simulation. Students will carry out individual projects which may focus on related issues such as agriculture, ecology, human biology and energy resources.

Biology 410.004. Advanced Ecology Analysis of biologic problems associated with biological communities; areas of study tentatively include physical and biological environments, population growth and regulation, community development, nutrient and energy flow, and stability in ecosystems. Emphasis will be placed on analytical methods used to solve ecological problems.

Biology 410.005. Analysis of Environmental Impact A study of the required components of environmental impact reports and assessments and the processes involved in their preparation. Special emphasis is placed on the biological portions of EIRs and impacts on flora and fauna.

Biology 410.006. Analysis of Soil Ecosystem An analysis of soil genesis, distribution, chemical characteristics, physical structure, and non-biotic components. The role of biotic structures in soil development will be elucidated by examining the activities and needs of typical organisms. More importance will be attached to the role of organisms rather than on identification. The interaction between physical and chemical structure and the organisms will be inspected to determine cause and effect. The consequences of man's use and misuse of soil will be a recurring theme.

Biology 410.008. Physiological Assessment A study of the assessment techniques used to measure various physiological parameters. Discussion topics include body composition, water and salt balance, nutrition, energy balance, cardiovascular function, and pulmonary function. Students will perform selected measurements in the laboratory related to each parameter studied. Recommended: A course in physiology.

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 Virology, Biology of Insects, and Marine Environments. Prerequisite: Biol 301 or permission of instructor.

Biology 411.002. Plant Pest Management All plant management techniques are founded on biological principles. The student will examine methods and types of plant pest management. Students will gain a knowledge of the materials involved and their hazards.

Biology 411.007. Environmental Assessment This course is designed to provide an opportunity to define and study the problems related to specific issues of environmental impact, and to suggest mitigating solutions; their costs, benefits and consequences.

Biology 411.008. Crop Production Adaptation, production, and utilization of cultivated plants. Emphasis is placed on structural and functional attributes of selected crops and cost/benefit analyses associated with their maintenance. Two one-hour lecture/discussions and one three-hour laboratory. Prerequisites: Biology 212.

Biology 411.009. Environmental Stress Identification and study of the response of plants in natural and cultivated systems to stress. Emphasis is placed on contemporary problems of natural and anthropogenic origin. Four one-hour lecture/discussions and one three-hour laboratory.

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, CS 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 various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits 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

(Sci II 273, 833-3027)

Chair: M. L. Dutton

Faculty: K. Cohn, F. Dorer, 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 preparation for students to pursue professional careers and/or advanced studies in chemistry or related disciplines, such as agricultural chemistry, biological chemistry, clinical chemistry, environmental chemistry, and forensics chemistry. The department offers course work for chemistry majors to meet the requirements of medical and other professional schools in the health sciences, including dentistry, pharmacy, and veterinary medicine. It also cooperates with other departments and the School of Education in developing a balanced program of academic and professional preparation for chemistry majors who seek teaching credentials.

The Department of Chemistry is on the approved list of the American Chemical Society. A program leading to a chemistry major can be designed to meet the standards prescribed for the certificate of the American Chemical Society by its Committee on Professional Training.

Requirements for the Major in Chemistry

The Bachelor of Science degree in Chemistry requires twelve courses in chemistry, including the following (or the equivalent):

- A. Chemistry 211, 212 and 213.
- B. Three 300-level courses in chemistry.
- C. Chemistry 391 and 490.
- D. Four 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, Computer Science 210 or 212, 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 211, 212, 213, 331, 332, 340, 351, 352, 353, 391, 440, and 490.
- B. Four of the following courses in biology: Biology 210, 212, 302, 304, 311, 353, or 355.
- C. Cognate areas:
Math 140, 201, 202, 203
Computer Science 210 or 212
Physics 201, 202, 203

Requirements for the Major in Chemistry Certified by the American Chemical Society

- A. The following courses in chemistry (or the equivalent): Chemistry 211, 212, 213, 331, 332, 333, 351, 352, 353, 391, 400, 450 and 490.
- B. One other upper division chemistry course selected in consultation with academic advisor from Chemistry 320, 340, 440, or 477.
- C. Cognate areas:
Math 140, 201, 202, 203
Computer Science 210 or 212
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 waiver requirements for the State of California . Single Subject Credential. This means that the Examination Waiver for Physical 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. Because the waiver program differs from the basic program for the major, it is essential that credential candidates consult with a department advisor to assure the completion of the required program.

Courses

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

Lower Division Courses

Chemistry 100. Chemistry and Society Basic concepts of chemistry and how they relate to everyday experience. Relevance of the science to current controversial issues such as nuclear power, recombinant DNA and toxic wastes will be presented. Three lectures, one discussion and one laboratory.

Chemistry 150. Introduction to Chemical Principles Basic principles of chemistry including the composition of matter, periodic properties, chemical bonding and solution equilibria. Two lectures, one discussion and two laboratories.

Chemistry 203. General Organic Chemistry Descriptive chemistry of carbon compounds including structure, reactivity and mechanism. Major focus is on organic compounds of biological and physiological importance. Does not count toward chemistry degree. Prerequisite: Chem 150 or equivalent within the past five years. Two lectures, one discussion and two laboratories.

Chemistry 211. Principles of General Chemistry I Introduction to chemical stoichiometry, atomic theory, molecular structure, states of matter, chemical bonding and properties of

solutions. Periodic properties of the elements, elementary thermodynamics, kinetics and solution equilibria. Prerequisite: High school chemistry or Chem 150 and Math 105 or equivalent. Two lectures, one discussion and two laboratories.

Chemistry 212. Principles of General Chemistry II A continuation of Chemistry 211. Prerequisite: Chem 211 or equivalent. Two lectures, one discussion and two laboratories.

Chemistry 213. Principles of Chemical Analysis Descriptive chemistry of some representative elements and introduction to modern chemical instrumentation, quantitative chemical analysis and statistical treatment of data. Prerequisite: Chem 212 or equivalent. Two lectures, one discussion and two laboratories.

Chemistry 310. Concepts of Geochemistry Distribution of elements within the earth, their mobilities and interactions during crustal processes. Methods of investigation, application to geologic and environmental studies and petroleum and minerals exploration. Field and laboratory investigations and presentations. Prerequisites: Chem 213, Geol 303. Recommended: Math 201. Two lectures, one discussion and two laboratories.

Chemistry 320. Environmental Chemistry A study of the chemical processes occurring in the atmosphere, earth and water and the effects of foreign substances on these processes. Laboratory investigation includes analysis of environmental samples and statistical treatment of data. Prerequisite: Chem 213 or equivalent. Two lectures, one discussion and two laboratories.

Chemistry 326. Clinical Chemistry 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: Chem 340.

Chemistry 331. Concepts of Organic Chemistry I A detailed study of the structure and reactivity of organic compounds. Prerequisite: Chem 212 or equivalent. Two lectures and three laboratories.

Chemistry 332. Concepts of Organic Chemistry II A continuation of Chemistry 331. Prerequisite: Chem 331 or equivalent. Two lectures and three laboratories.

Chemistry 333. Concepts of Organic Chemistry III A continuation of Chemistry 332. Prerequisite: Chem 332 or equivalent. Two lectures and three laboratories.

Chemistry 340. Concepts of Biochemistry Biochemical equilibria and thermodynamics, biologically important chemical compounds, metabolism of carbohydrates, fats and proteins. Prerequisite: Chem 332 or equivalent. Two lectures and three laboratories.

Chemistry 351. Concepts of Physical Chemistry I Introduction to chemical thermodynamics, properties of solutions, phase equilibria and electrochemistry. Prerequisites: Math 201, Physics 201 and Chem 213. Two lectures and three laboratories.

Chemistry 352. Concepts of Physical Chemistry II Introduction to quantum chemistry, atomic and molecular spectroscopy. Prerequisites: Math 202, Physics 202 and Chem 213. Two lectures and three laboratories.

Chemistry 353. Concepts of Physical Chemistry III Introduction to elementary statistical thermodynamics, chemical kinetics and transport properties. Prerequisite: Math 203, Physics 203 and Chem 213. Two lectures and three laboratories.

Chemistry 391. Introduction to Chemical Literature (1) A modular short course designed to introduce modern chemical

literature and data bases. Must be completed before enrolling in Chemistry 490.

Chemistry 400. Advanced Inorganic Chemistry An introduction to the major theories of chemical bonding with particular emphasis on transition metal complexes. Structure, physicochemical properties and reactivity of classical metal complexes and organometallic compounds; mechanisms of inorganic reactions in aqueous and nonaqueous media. Prerequisite: Chem 352 or consent of the instructor. Four lectures and one discussion.

Chemistry 440. Advanced Biochemistry Principles underlying interactions of biological systems on the cellular, subcellular and molecular levels; membrane transport models, protein biosynthesis. Prerequisites: Chem 340 and Chem 353 or consent of instructor. Two lectures and three laboratories.

Chemistry 450. Instrumental Analysis Principles and techniques of modern instrumental analysis including spectrophotometry, chromatography, nuclear magnetic resonance and potentiometry. Prerequisite: Chem 353 or consent of instructor. Two lectures, one discussion and two laboratories.

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

Chemistry 480. Honors Research Individual study on a current research problem with faculty supervision. Prerequisite: Invitation by faculty.

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 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 and Chem 391.

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.

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.



Clinical Sciences Department

(Sci 319, 833-3143)

Chair: L. J. McBride

Faculty: S. K. Roberts,
L. Dome-Campbell, B. Dixon

Clinical Faculty:
See Faculty Section p. 252.

Medical Advisor: W. R. Schmalhorst, M.D.

The Department offers four levels of professional programs leading to careers in clinical laboratory medicine. This unique career-laddering approach allows individuals to continue growing professionally and advance in their careers. The available programs are:

1. Phlebotomy Certificate Program
2. Clinical Laboratory Assistant Certificate Program
3. Medical Technologist B.S. Degree Concentration
4. Medical Technologist Post-baccalaureate Certificate

Medical Technology Concentration

The Department of Clinical 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 University. 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 Clinical 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 Clinical 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 University. However, admission to the University 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 than can be accommodated.

Applications for admission to the clinical year are handled through the department and are accepted until January 31 for the following fall entry into the clinical year of the program. If all positions are not filled, late applications will be considered. 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.

Malpractice Insurance

Malpractice Insurance is required prior to enrollment in all clinical courses. Students intending to enroll in these classes are required to purchase this coverage through a Campus Group Policy. No other will be accepted. Make checks payable to CSB Foundation, Malpractice Insurance, in the amount of \$13.50.

Health Insurance

Student health and accident insurance is required prior to entry into the senior (clinical) year laboratory 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" (2.00) 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 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.

Major Requirements

Clinical Sciences:

A. Pre-clinical

1. CLS 151, *314.001, *314.002, 321.001, 321.002, 322.001, 322.002, *326.001, *326.002, 351, 352, 353

B. Clinical

1. CLS 414.001, 414.002, 416, 418, 421.001, 421.002, 422, 426.001, 426.002, 428.001, 428.002, 430, 451, 453.001, 453.002, 490

Cognate:

- A. 24 quarter units of chemistry (excluding Chemistry 100 and 150) and including CLS 326. Must include Chemistry 211 and 212 plus one course in either organic chemistry or biochemistry. On approval of advisor.
- B. 24 quarter units of Biology (excluding Biology 100) and including CLS 314. On approval of advisor.
- C. Physics 211.
- D. One course in mathematics: Statistics.
- E. One course in basic or applied principles of computer science (on approval of advisor).

* Courses must have been completed within seven years prior to entry into clinical year.

Coursework in clinical laboratory science (medical technology) may be combined with a degree in another science such as Chemistry or Biology in order to meet minimal requirements for state licensure as a trainee and eligibility to apply for clinical training in a post-baccalaureate medical technology certificate program. Should a student intend to pursue this track and apply to another program an advisor in the department is available to aid in the application process.

Certificate Programs

The Department offers three certificate programs. These programs prepare students for entry level positions as phlebotomists, clinical laboratory assistants, and clinical laboratory scientists/medical technologists. The phlebotomy and clinical laboratory assistant programs are relatively new programs for clinical laboratory personnel which have been developed to meet the rapidly increasing need for preparation for these levels of workers.

Phlebotomist

This 12 unit program offered through the Division of Extended Studies prepares individuals primarily for entry-level positions as phlebotomists. Some lab assisting skills are included. Six weeks of classes that meet four hours per day Monday through Thursday comprise the didactic portion of the program (Med T X161 and X162). This portion is followed by a 45-hour clinical practicum (Med T X163). The program is offered at two locations: Bakersfield and Merced. For exact days, times and locations, please refer to the Spring *Catalyst* available through California State University, Bakersfield, Division of Extended Studies, 9001 Stockdale Highway, Bakersfield, 93311-1099.

Curriculum includes:

1. Laboratory and Hospital Orientation
2. Anatomy/Physiology of the Circulatory System
3. Venipuncture Technique
4. Skin Puncture Technique
5. Arterial Puncture Technique (discussion only)
6. Specimen Handling and Processing
7. Patient Relations, Ethics, and Professionalism
8. Quality Assurance in the Laboratory
9. Use of Miscellaneous Lab Equipment
10. Cardiopulmonary Resuscitation Certification

Students must maintain at least a "C" average in both Med T X161 and X 162 to be admitted into the clinical practicum.

Applicants must:

1. Be at least 18 years of age
2. Possess a high school diploma or G.E.D. equivalent
3. Be proficient in the English language

Because clinical space is limited, only 16 students can be accommodated in the Bakersfield program and 14 students in the Merced program. Therefore, preference will be given to those applicants who demonstrate scholastic achievement, have a background in the sciences, or have experience in the health care field.

Upon successful completion of the clinical practicum, students receive a certificate and are eligible to seek employment as phlebotomists. Employment placements will not be made by Cal State Bakersfield.

Clinical Laboratory Assistant

This two-year program (70 units) prepares the student to perform tests and related duties in a licensed clinical laboratory under the supervision of a clinical laboratory scientist/medical technologist as prescribed by state law, in clinics, or in physician office laboratories. Clinical laboratory assistants can perform a wide variety of important procedures ranging from collecting blood specimens and staining slides for micro-organisms to analyzing chemical and cellular components of body fluids utilizing automated analytical systems.

Upon successful completion of the program the student is given a certificate by Cal State Bakersfield. Additionally, should a student wish to obtain an A.S. degree, a cooperative program has been arranged with Bakersfield College. The student should consult the department of Life Science or Health Careers at Bakersfield College.

Admission Requirement

Students must meet the regular admission requirements of the university.

Residence Requirement

In order for students to be eligible for a certificate from Cal State Bakersfield a total of 29 units must have been taken at CSB.

Major Requirements

Clinical Sciences:

- A. CLS 151, 260, 314.001, 321.001, 322.001, 326.001, 351, 352, 353.

Cognate:

- A. Engl 110
- B. Chem 150, 203. (Chem 211 and 212 are recommended if planning to complete baccalaureate program.)
- C. Biol 212, 250, 255, 256, 311.
- D. One course in mathematics: statistics.
- E. One course in basic or applied principles of computer science (on approval of advisor).

Medical Technologist Post-baccalaureate

Students who have a baccalaureate degree and a valid trainee license, may apply for the clinical phase (45 units) of the medical technology program. Preclinical course equivalency is determined on an individual basis. In some instances preclinical coursework may be taken concurrently.

Entry into the clinical phase of the program is limited to the number of training positions available at the time, consequently there is an application/selection process prior to the clinical year. Priority for clinical courses is given to students enrolled in the baccalaureate degree program. For specific information regarding admission please request the "Procedures for Admission—Post-baccalaureate Certificate Program" from the Department.

Upon admission students enter the clinical phase of the program at one of the affiliated clinical laboratories. Students register for the clinical courses offered Fall, Winter, and Spring quarters. After successful completion of the 12-month clinical phase students are eligible for both state licensure and national certification examinations. A certificate is awarded by Cal State Bakersfield.

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 (3) A study of selected factors pertaining to current public health problems, with emphasis on the physiological and sociological effects of the use of tobacco, alcohol, and drugs, developing self-awareness for health by appropriate utilization of the health system, wellness as a life-long concept through health information, services, fostering physical fitness and knowledge of nutrition, especially for children and young adults, and through stress management.

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 377. Special Topics in Health Sciences (1-5) Topics and prerequisites to be announced.

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.

Health Sciences 490. Senior Seminar Presentation of papers and discussion by faculty and students. Offered on a credit/no-credit basis.

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.

Clinical Science Courses**Lower Division:**

Clinical Sciences 151. Phlebotomy Laboratory (1) Demonstration, discussion, and practice in venipuncture technique as it relates to clinical laboratory science; including precautions, safety, patient identification, and isolation technique. Offered on a credit, no-credit basis. One three-hour laboratory.

Clinical Sciences 250. Clinical Information Systems (3) Theory of design and operation of clinical information processing. Concepts of computer hardware, software, data structures and equipment interfacing are covered. Uses of computers in the clinical laboratory, pulmonary function laboratory, operating room, pharmacy and the critical care nursing unit are discussed. Three hours of lecture per week. A major in one of the allied health sciences or previous health care experience is recommended.

Clinical Sciences 260. Simulated Clinical Laboratory (4) A capstone laboratory designed to simulate the activities of the clinical laboratory assistant in hospitals, clinics, and doctors' offices. The learning experiences will include specimen handling and processing, performing various analyses, quality control, and preventive maintenance. Students will rotate through assign-

ments set up to simulate the following laboratory departments: Clinical Chemistry, Hematology/Coagulation, Urinalysis, Microbiology, Blood Bank, and Serology. Four three-hour laboratories. Prerequisite or concurrent: CLS 151, 314.001, 321.001, 322.001, 326.001, 351, 352, and 353.

Upper Division:

Clinical Sciences 314.001. Medical Microbiology Lecture (3) Study of the isolation procedures and clinical significance of medically important microorganisms (mainly bacteria) will be emphasized. The key points of these organisms' epidemiology and pathogenic mechanisms will be discussed. Three lecture-discussions. Prerequisite: Biology 311.

Clinical Sciences 314.002. Medical Microbiology Laboratory (2) Performance of isolation and identification procedures for medically important bacteria. The development of laboratory skills will be emphasized. Two three-hour laboratories. Prerequisite or concurrent: CLS 314.001.

Clinical Sciences 321.001. Hematology I Lecture (3) Study of formed elements of blood: hematopoiesis, maturation, and cell function. Introduction to blood dyscrasias. Study of the hemostatic mechanism and alterations in disease states. Three lecture-discussions. Prerequisites: Bio 212, Chem 203.

Clinical Sciences 321.002. Hematology I Laboratory (2) Performance of laboratory procedures for enumeration and identification of blood cells. Special testing for diagnosis of anemias and leukemias. Performance of lab procedures for coagulation testing. Three three-hour laboratories. Prerequisite or concurrent: CLS 321.001.

Clinical Sciences 322.001. Immunohematology I Lecture (2) Theory of detecting red cell antigens and antibodies. Genetics of red cell antigens. Study of compatibility testing, hemolytic disease of the newborn, causes and investigation of transfusion reaction, transfusion therapy, and causes of discrepancies in pretransfusion testing. Two lecture-discussions. Prerequisites: CLS 321 and 352. A course in genetics is recommended.

Clinical Sciences 322.002. Immunohematology I Laboratory (3) Application of principles and performance of techniques for characterization of red cell antigens and antibodies. Performance of compatibility testing, prenatal and HDN work up, transfusion reactions, quality control, and problem solving. Case histories will be utilized. Three three-hour laboratories. Prerequisite or concurrent: CLS 322.001.

Clinical Sciences 326.001. Clinical Chemistry I Lecture (3) Study of clinical chemistry as applied to diagnosis and treatment of disease. Body constituents, the methods used for their analysis, and clinical correlations will be included. Three lecture-discussions. Prerequisite: two approved courses in Chemistry.

Clinical Sciences 326.002. Clinical Chemistry I Laboratory (2) Performance of clinical chemistry procedures in the determination of body constituents. Methodology evaluation and comparison as well as quality control will be included. Two three-hour laboratories. Prerequisite or concurrent: CLS 326.001.

Clinical Sciences 351. Clinical Microscopy I (2) Physiology of urine and other body fluids. Relationship of abnormalities to disease states. Physical characteristics, chemical tests, and microscopic examination utilized in the laboratory. One lecture-discussion, one three-hour laboratory. Prerequisites: one course in Biology and one course in Chemistry.

Clinical Sciences 352. Basic Immunology/Serology (3) Study of organs, cells, and molecules responsible for the recognition and disposal of foreign or "non-self" materials that enter the body. How these systems respond and interact will be discussed. Emphasis will be placed on the experimental models. Three lecture-discussions. Prerequisite: CLS 321.001.

Clinical Sciences 353. Applied Immunology/Serology (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. Emphasis is placed on the definitions and the relationship of antigen-antibody reactions. 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. One lecture-discussion, one three-hour laboratory. Prerequisites: CLS 352 or permission of instructor.

Clinical Sciences 414.001. Correlations in Clinical Microbiology (2) Theory and correlations of pathophysiology in medical microbiology. Disease processes are approached according to clinical site. Two lecture-discussions. Prerequisite: CLS 314.001.

Clinical Sciences 414.002. Clinical Microbiology Laboratory (6) Techniques and practice in medical microbiology including parasitology, mycology, and bacteriology. Eighteen hours laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 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. Prerequisite: Bio 311.

Clinical Sciences 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. Prerequisite: Bio 311.

Clinical Sciences 421.001. Correlations in Hematology (2) Advanced theory of hematology and hemostasis emphasizing hematopathology and disorders of coagulation. Two lecture-discussions. Prerequisite: CLS 321.001.

Clinical Sciences 421.002. Hematology II Laboratory (5) Performance of hematology and coagulation procedures in the clinical laboratory including familiarity with automated instruments and special techniques. Fifteen hours of laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 422. Immunohematology II (3) Applied immunohematology; quality control; solving compatibility problems; donor selection; component therapy. Nine hours of laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 426.001. Correlations in Clinical Chemistry (2) Theory and practical aspects correlating clinical chemistry with pathophysiology. To include blood gases, electrolytes, acid-base balance, liver function tests, renal function tests, carbohydrates, inorganic ions, and enzymes. Two lecture-discussions. Prerequisite: CLS 326.001.

Clinical Sciences 426.002. Clinical Chemistry II Laboratory (6) Applied clinical chemistry. Multiphasic screening and automated analysis in a clinical laboratory. Eighteen hours of laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 428.001. Correlations in Special Chemistry (2) Theory and test methodology of the more specialized procedures in clinical chemistry. To include endocrinology, cytogenetics, and toxicology. Two lecture discussions. Prerequisite: CLS 326.001.

Clinical Sciences 428.002. Special Chemistry Laboratory (3) Applied clinical chemistry emphasizing the more specialized procedures. Nine hours of laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 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.

Clinical Sciences 451. Clinical Microscopy II Laboratory (1) Experience with performance of procedures and recognition of formed elements of urine to extend understanding of theory of urinalysis and renal function. Three hours of laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 453.001. Correlations in Clinical Immunology/Serology (1) Basic immunological processes as they apply to human models and medical applications including host-antigen interaction and relationship to disease states. More sophisticated immunological assessment of antigen-antibody

reactions such as immunofluorescence as well as the traditional serological tests will be discussed. One lecture-discussion. Prerequisite: CLS 353.

Clinical Sciences 453.002. Clinical Immunology/Serology Laboratory (1) Techniques and practice of the common serological tests as well as the immunological assays performed in a clinical laboratory. Three hours of laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 477. Special Topics in Clinical Sciences Topics and prerequisites to be announced.

Clinical Sciences 490. Seminar in Clinical Sciences Presentation of papers and discussion by faculty and students. Offered on a credit, no-credit basis.

Clinical 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.



Computer Science Department

(Science I—Room 414)

Chair: M. Thomas

Faculty: A. Behforooz, K. Lee, L. Taylor, P. Wetterlind

Computer Science is a new and rapidly evolving discipline. According to the Association for Computing Machinery, "Computer Science is not simply concerned with the design of computing devices—nor is it just the art of numerical calculation * * * Computer Science is concerned with information in much the same sense that Physics is concerned with energy; it is devoted to the representation, storage, manipulation, and presentation of information in an environment permitting automatic information systems."

The Computer Science program at CSB follows the guidelines recommended by the Association for Computing Machinery and the Computer Science Accreditation Board. The Computer Science Department offers a Bachelor of Science degree in Computer Science with three different tracks. The four-year program in the Computer Science Department is primarily designed to teach the theoretical, technical and practical aspect of the computer and information sciences from a scientific slant. The major goals of the Computer Science program are: (1) to prepare students for high technology computer related employment, and (2) to prepare students for graduate study in computer and information sciences.

Students majoring in other disciplines may choose to complete a minor in Computer Science. The minor in Computer Science offers three separate tracks: (1) The Science Track which is primarily designed for other science students who would like to acquire a solid background in Computer Science; (2) The Application Track which is designed primarily for students who would like to acquire hands-on experience with computers and a working knowledge of several programming languages; and (3) The Computer Education Track which is designed for those students who would like to become computer science educators in the elementary and secondary schools.

A wide variety of computing facilities are available to students at CSB. They range from large mainframe computers, to minicomputers to microcomputers. The list of such computing facilities include the following: Cyber 170/730 mainframe, Prime 9750, time shared access to CSU system Cyber, several interactive color graphic work stations; a network of Intel microcomputers, a network of AT&T microcomputers, a number of computer graphic stations, and a hardware lab with Intel development equipment.

Students in Computer Science are actively involved in the Co-operative Education program and Internship program. Participation in Co-operative Education, work experience, and Internship program is heavily emphasized. Internship and/or Cooperative Education would be allowed as an elective only if departmental approval is obtained prior to registration.

Requirements for the Major in Computer Science

A. B.S. in Computer Science: Systems Software Track

1. Core Computer Science Courses (28 quarter credit hours)

Computer Science 211 Discrete Structures	5
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- | | |
|---|---|
| Computer Science 212 Introduction to Computer Science I | 5 |
| Computer Science 213 Introduction to Computer Science II | 5 |
| Computer Science 220 Assembly Language Programming | 4 |
| Computer Science 311 Data Structures | 5 |
| Computer Science 350 Programming Languages, Design and Implementation | 4 |

2. Required Computer Science Courses (32 quarter credit hours)

- | | |
|--|---|
| Computer Science 320 Logic Design of Computers | 4 |
| Computer Science 320L Logic Design Laboratory | 1 |
| Computer Science 321 Computer Architecture | 4 |
| Computer Science 360 Introduction to Systems Software | 4 |
| Computer Science 410 Theory of Language Translation | 4 |
| Computer Science 450 Compiler Construction | 4 |
| Computer Science 450L Compiler Construction Laboratory | 1 |
| Computer Science 460 Operating Systems | 4 |
| Computer Science 460L Operating Systems Laboratory | 1 |
| Computer Science 490 Senior Project and Seminar | 5 |

3. Computer Science Electives (17 quarter credit hours)

Any Computer Science course numbered 200 or above, except for 430 and 431 would count toward this requirement.

4. Other Related Requirements (35 quarter credit hours)

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|--|----|
| Math 201, 202, 203 (Calculus I, II & III) | 15 |
| Math 339 Intermediate Statistics | 5 |
| or | |
| Math 340 Probability Theory | 5 |
| Physics 201 Basic Principles of Newtonian Physics | 5 |
| Physics 202 Basic Principles of Maxwellian Physics | 5 |
| Communications 304 Technical and Report Writing | 5 |

B. B.S. in Computer Science: Systems Hardware Track

1. Core Computer Science Courses (28 quarter credit hours)

- | | |
|---|---|
| Computer Science 211 Discrete Structures | 5 |
| Computer Science 212 Introduction to Computer Science I | 5 |
| Computer Science 213 Introduction to Computer Science II | 5 |
| Computer Science 220 Assembly Language Programming | 4 |
| Computer Science 311 Data Structures | 5 |
| Computer Science 350 Programming Languages: Design & Implementation | 4 |

2. Required Computer Science Courses (31 quarter credit hours)

- | | |
|---|---|
| Computer Science 320 Logic Design of Computer | 4 |
| Computer Science 320L Logic Design Laboratory | 1 |

Computer Science 321	Computer Architecture	4
Computer Science 360	Introduction to Systems Software	4
Computer Science 420	Advanced Logic Design	4
Computer Science 420L	Advanced Logic Design Laboratory	1
Computer Science 421	Advanced Computer Architecture	4
Computer Science 475	Computer Networks	4
Computer Science 490	Senior Project and Seminar	5
3. Computer Science Electives (18 quarter credit hours) Any Computer Science course numbered 200 or above, except for 430 and 431 would count toward this requirement.		
4. Other Related Requirements (35 quarter credit hours)		
Math 201, 202, 203	(Calculus I, II and III)	15
Math 339	Intermediate Statistics	5
	or	
Math 340	Probability Theory	5
Physics 201	Basic Principles of Newtonian Physics	5
Physics 202	Basic Principles of Maxwellian Physics	5
Communications 304	Technical and Report Writing	5
C. B.S. in Computer Science: Application Software Track		
1. Core Computer Science Courses (27 quarter credit hours)		
Computer Science 211	Discrete Structures	5
Computer Science 212	Introduction to Computer Science I	5
Computer Science 213	Introduction to Computer Science II	5
Computer Science 220	Assembly Language Programming	4
Computer Science 340	File Organization & Processing	4
Computer Science 350	Programming Languages: Design & Implementation	4
2. Required Computer Science Courses (26 quarter credit hours)		
Computer Science 160	COBOL Programming	5
Computer Science 370	Structured Systems Analysis/Design	4
Computer Science 375	Data Communication	4
Computer Science 440	Database Systems	4
Computer Science 441	Introduction to Software Engineering	4
Computer Science 490	Senior Project and Seminar	5
3. Computer Science Electives (34 quarter credit hours) Any Computer Science course, except for 120, 130, 430 and 431 would count toward this requirement.		
4. Other Related Requirements (35 quarter credit hours)		
Math 120	Introduction to Quantitative Methods in Business	5
Math 140	Elementary Statistics	5
Communication 304	Technical and Report Writing	5
A minimum of 20 quarter credit hours in an application area to be approved by the Computer Science Department after consultation with a faculty member from the application area.		

Minor Program

- A. Minor in Computer Science (35 quarter credit hours)
Science Track
- Required Computer Science Courses (19 quarter credit hours)

Computer Science 211	Discrete Structures	5
Computer Science 212	Introduction to Computer Science I	5
Computer Science 213	Introduction to Computer Science II	5
Computer Science 220	Assembly Language Programming	4
 - Elective Computer Science Courses (16 quarter credit hours must include 2 upper level courses)
Any Computer Science course, except for 120, 150, 170, 430, 431, 496 and 497, would count toward this requirement.
- B. Minor in Computer Science (35 quarter credit hours)
Application Track
- Required Computer Science Courses (23 quarter credit hours)

Computer Science 150	Business Data Processing	5
Computer Science 160	COBOL Programming	5
Computer Science 170	RPG Programming	3
Computer Science 212	Introduction to Computer Science I	5
Computer Science 213	Introduction to Computer Science II	5
 - Elective Computer Science Courses (12 quarter credit hours must include 2 upper level courses)
Any Computer Science course, except for 120, 130, 430, 431, 496 and 497, would count toward this requirement.
- C. Minor in Computer Science (35 quarter credit hours)
Computer Education Track *
- Required Computer Science Courses (20 quarter credit hours)

Computer Science 130	BASIC Programming	3
Computer Science 212	Introduction to Computer Science I	5
Computer Science 213	Introduction to Computer Science II	5
Computer Science 430	Computer Science for Educators	4
Computer Science 431	Topics in Computer Science for Educators	3
 - Elective Computer Science Courses (15 quarter credit hours)
Any Computer Science course, except 120, 496, and 497, would count toward this requirement.

* At the present time the State of California does not authorize a teaching credential for Computer Science, thus, completion of this program cannot fulfill the requirements for any teaching credential.

Computer Science Courses

Computer Science 120 (4). Basic Computer Skills and Concepts Instruction and tutoring in basic computer skills designed for students with little or no background in Computer Science. An overview of computer applications, trends, promises and concerns. Hands-on experience with microcomputers and discussion of computer terminologies. Prerequisite: None. Credit cannot be earned for this course as well as Computer Science 150.

Computer Science 130 (3). BASIC Programming With Microcomputers Teaching of structured problem solving on microcomputers using the BASIC programming language. Prerequisite: None.

Computer Science 140 (5). FORTRAN Programming Techniques of structured problem solving on a computer using the FORTRAN programming language. Prerequisite: None.

Computer Science 150 (5). Business Data Processing Introduction to basic concepts of digital computers and programming as related to business and industry. Existing business software packages (e.g., word processing, Framework, Lotus 1-2-3, dBase II & III) are presented and used in lab sessions. Prerequisite: None. Credit cannot be earned for this course as well as Computer Science 120.

Computer Science 160 (5). COBOL Programming Structured COBOL programming and business problem solving. Discussion of file processing and information retrieval as is related to a COBOL environment. Prerequisite: Familiarity with the computing environment or consent of the instructor. This course is the same as MIS 250.

Computer Science 170 (3). RPG Programming Introduction to RPG II and RPG III programming language including problem solving and programming. Prerequisite: Familiarity with the computing environment or consent of instructor.

Computer Science 211 (5). Discrete Structures A discussion of sets, relations, functions, recursion, boolean algebra, lattices, graphs, trees, mathematical proofs and their application to Computer Science. Prerequisite: Math 120 or 201 or equivalent.

Computer Science 212 (5). Introduction to Computer Science I The primary goal of this course is to introduce students to structured problem solving and programming with a modern high-level structured programming language such as Pascal, Ada or Modula-2. Prerequisite: Math 106 or 120 or 201 or equivalent.

Computer Science 213 (5). Introduction to Computer Science II Continuation of Computer Science 212 with emphasis on data representations and organizations, computer systems concepts and structured programming. Prerequisite: Computer Science 212.

Computer Science 220 (4). Assembly Language Programming Introduction to an assembly language, machine architecture and assembly language programming. Prerequisite: Computer Science 213.

Computer Science 277 (1-3). Topics in Programming Languages A study of programming languages not offered regularly in other programming courses. This course may be repeated for a maximum of 6 units. Prerequisite: Computer Science 212 or knowledge of a high-level programming language and consent of the instructor.

Computer Science 305 (5). Numerical Analysis Cross list with Math 305: Numerical Analysis.

Computer Science 310 (3). Ethical and Societal Concerns of Computer Scientists Ethical questions and societal concerns related to the widespread use of computers and the resulting responsibilities of computer scientists. Prerequisite: Computer Science 212 or equivalent or consent of instructor.

Computer Science 311 (5). Data Structures Discussion of data and type abstractions and specifications, information representations and processing techniques, recursion, and implementation of structures such as lists, trees, graphs, sets, etc.

Prerequisites: Computer Science 211 and 220. Credit may not be earned for this course as well as Computer Science 340.

Computer Science 320 (4). Logic Design An introduction to the logical design of computers including boolean algebra, logical devices, combinatorial and sequential circuit analysis and synthesis. Prerequisites: Computer Science 220 and 211.

Computer Science 320L (1). Logic Design Laboratory A three-hour per week laboratory devoted to the implementation and testing in computer logic circuits. Corequisite: Computer Science 320.

Computer Science 321 (4). Computer Architecture Basic principles of processor organization, machine instructions, addressing modes, memory management and input/output operations. Prerequisites: Computer Science 320 and 320L.

Computer Science 340 (4). File Organization and Processing A thorough discussion of file organizations and file access methods including external search and sort methods, file merging, secondary storage devices, input/output control. The course will use COBOL as its primary implementation language. Prerequisites: Computer Science 213, 211 and 160. Credit may not be earned by this course as well as Computer Science 311.

Computer Science 350 (4). Programming Languages: Design and Implementation An examination of underlying concepts in high level programming languages and techniques for the implementation of a selected group of such languages along with a discussion of the interrelationship between programming and programming languages. Prerequisite: Computer Science 311 or 340.

Computer Science 360 (4). Introduction to Systems Software A study of the introductory concepts in systems programming including design and implementation of various types of systems software such as assemblers and linking loaders. Prerequisite: Computer Science 311 or 340.

Computer Science 370 (4). Structured System Design The analysis and design of computer information systems to include a systems development life cycle and the accompanying analysis design tools, the major output of the course being the physical design of a computer information system. Prerequisite: Computer Science 311 or 340.

Computer Science 375 (4). Data Communications Design and development of software involved in data communication and networks, discussion of the design aspect of the distributed and centralized information systems, and a discussion of performance evaluation issues, networking, protocols and related topics. Prerequisite: Computer Science 220. Credit may not be earned for both this course and Computer Science 475.

Computer Science 410 (4). Theory of Language Translation A study of finite state machines, formal languages, grammars, lexical analysis and techniques relevant to the theory of language translation. Prerequisite: Computer Science 311 or 340.

Computer Science 411 (4). Algorithm Analysis A study of algorithms as it relates to nonlinear data structures and external files. Time and space analysis of several popular algorithms, and a discussion of NP-hard and NP-complete problems. Prerequisite: Computer Science 311.

Computer Science 420 (4). Advanced Logic Design Continuation of Computer Science 320. A study of the considerations involved in building or expanding computer systems. Prerequisites: Computer Science 320 and 320L.

Computer Science 420L (1). Advanced Logic Design Laboratory A three-hour per week laboratory devoted to implementation of the principles covered in Computer Science 420 as applied to microcomputers. Corequisite: Computer Science 420.

Computer Science 421 (4). Advanced Computer Architecture Continuation of Computer Science 321. Topics include speed-up arithmetic algorithms; vector and parallel processing; organization of memory for high performance processors, and a comparative study of supercomputer architectures. Prerequisite: Computer Science 321.

Computer Science 430 (4). Computer Science for Educators Issues, methods and materials typically encountered in the instruction of elementary and secondary school Computer Science. This course is designed for students planning to become Computer Science educators at the elementary and secondary levels. Prerequisites: Knowledge of a programming language and consent of the instructor.

Computer Science 431 (3). Topics in Computer Science for Educators Issues and trends in Computer Science education including course-authoring languages, hardware and software developments. Prerequisite: Computer Science 430 or equivalent.

Computer Science 440 (4). Database Systems In-depth study of data modeling and development and implementation of database systems. Investigation and application of database concepts, including relational, hierarchical and network database systems, query languages, database management and security problems. Prerequisite: Computer Science 311 or 340.

Computer Science 441 (4). Introduction to Software Engineering Basic concepts, techniques, and tools in structured software design and development. A discussion of software security, generality, mobility, reliability, modularity and feasibility. Prerequisite: Computer Science 311 or 370.

Computer Science 450 (4). Compiler Construction A study of several top-down and bottom-up parsers, semantics, intermediate code generation and error detection. Prerequisites: Computer Science 410 and 350.

Computer Science 450L (1). Compiler Construction Laboratory Students in this course will implement a compiler for a given programming language. Corequisite: Computer Science 450.

Computer Science 455 (4). Introduction to Artificial Intelligence This course is to teach the fundamentals of artificial intelligence, including special AI problem solving techniques, searching, heuristic methods and knowledge representation. Prerequisites: Computer Science 311 and knowledge of an AI programming language (e.g., Lisp, Prolog, etc.).

Computer Science 460 (4). Operating Systems A study of operating systems as resource manager with emphasis on file, processor, memory, process, and device management. Design and implementation of a multiprogramming operating system. Prerequisite: Computer Science 360.

Computer Science 460L (1). Operating Systems Laboratory This course must be taken along with Computer Science 460. The purpose of this course is to implement a real-time operating system. Corequisite: Computer Science 460.

Computer Science 470 (4). Interactive Computer Graphics Introduction to graphic display devices, related mathematical theory, and software for display files, interactive graphics and 3-dimensional graphics. Prerequisite: Computer Science 311.

Computer Science 470L (1). Interactive Graphic Laboratory Students will be expected to implement a graphics library and certain application programs in stages as the course progresses. Corequisite: Computer Science 470.

Computer Science 475 (4). Computer Networks A study of basic communication theory, component of data, communications, network protocols, communication carrier facilities, error detection techniques, and system planning considerations. Prerequisite: Computer Science 321. Credit may not be earned by both this course and Computer Science 375.

Computer Science 477 (1-3). Advanced Topics in Computer Science Special topics in computer science will be discussed. Students may take this course for a maximum of 4 credit hours. Prerequisite: Consent of Instructor.

Computer Science 490 (5). Senior Project and Seminar After consultation with the instructor and investigation of relevant literature, the student shall prepare a substantial project with significance in Computer Science. During the latter part of the quarter, the student will present a project report to the entire class, explaining the nature of the work, the finished product, and its relationship to the field. Prerequisites: Major in Computer Science and completion of at least two 400-level courses in Computer Science.

Computer Science 496. Internship in Computer Science Internships may be arranged by the department with various agencies, businesses, or industries. The assignments and coordination of work projects with conferences and reading, as well as course credits, evaluation, and grading are the responsibility of the faculty liaison (or course instructor), working with the field supervisor. Offered on a credit, no-credit basis only. The department will determine credits and application of credit.

Computer Science 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. The department will determine application of credit.

Criminology Department

(DDH D 116, 833-2359)

Acting Chair: M. Esteban

Faculty: D. Scott, J. Webster

(See Criminal Justice major, p. 92)



Economics Department

(DDH B115, 833-2368)

Chair: M. O. Evans

Faculty: R. A. Bilas, 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. 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 93 for details.

Requirements for the Major

Requirements for the Bachelor of Arts in Economics are:

- A. Lower Division Requirements
 1. Economics 101 and Economics 102
 2. Mathematics 120
 3. Mathematics 140
 4. One introductory course in computers
- B. Upper Division Core Requirements
 1. Economics 301
 2. Economics 302
 3. Economics 460
 4. Economics 490
- C. Elective Requirements

Four (4) additional upper division courses
- D. Minor or Augmented Major
 1. A special minor (see p. 69). A recommended special minor is:
 - a. ACC 201
 - b. FIN 300
 - c. BA 372
 - d. COMM 304 or COMM 335
 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.

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 provided that the student also completes the 90-unit requirements of the Social Sciences Waiver program in addition to the degree requirements for the Economics major. This means that the Examination Waiver for Social Sciences has been approved for a CSB graduate in Economics, who has completed the approved 90-unit Social Science Waiver program. In addition, the student must be admitted to and must complete the Single-Subject Credential program of the School of Education.

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 the 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 340. Energy Economics and Policy Role of energy in economic development; static and intertemporal models of fossil fuel production; elasticities of supply, demand, and interfuel substitution; role of OPEC; analysis of price controls, energy taxation, and rate regulation; policies pertaining to environmental quality, research and development, conservation, and national security. Emphasis is placed on the energy industry in California. Prerequisite: Economics 100 or 101.

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 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. 96.)

Economics 412. International Trade and Development Examination of economic relations among nation-states, including trade theory, balance of payments, commercial policy, common markets. Case studies and selected topics in economic development (e.g., role of social and political institutions, population, technology, tenure system and agrarian reform, rural-urban migration, multinational corporations, education, health and nutrition). 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 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, business, or industries. The assignments and coordination of work projects with conferences and readings, as well as course credits, evaluation, and grading, and the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit.

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," p. 103.)

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. 103. Not applicable toward requirements for the major.)

IN ST 661. Managerial Economics (For course description, see listing under "Interdisciplinary Courses," p. 105.)

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

(FT 202A, 833-2144)

Chair: J. B. Spencer

Faculty: A. O. Alali, R. F. Boylan, G. W. Byrd, S. M. Carter, C. B. Ewing, K. Flachmann, M. Flachmann, S. Gikandi, D. C. Green, M. W. M. Iyasere, S. O. Iyasere, V. K. Lasseter, D. G. Spencer, R. E. Stockton, C. P. Toombs.

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 chosen from among 203, 204, 205, 235, 294 or the 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, 382).
 - 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. A special minor consisting of at least 20 quarter units, approved by the student's advisor, 15 of which must be upper division, taken outside the major discipline (p. 69).
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, 99).

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. *Because the waiver program differs in some details from the basic program for the major, it is essential that credential candidates consult with an advisor to assure that their programs will be approved.*

The English Department in cooperation with the Fine Arts Department offers a second alternative to satisfy the subject-matter waiver requirements for the State of California Single Subject Credential in English. This English/Drama waiver program involves extensive coursework in English and Theatre Arts. Students should consult an academic advisor in either English or Theatre Arts to assure that their program of study will be approved.

Post-Baccalaureate Certificate in Writing

Certifies the completion of specialized training in writing by those who hold a B.A. degree or an M.A. degree, whether or not they are involved in a graduate degree program. Candidates for this certificate must complete with a B— or better three specific graduate writing courses, English 504, 505, and 506, and one other writing course at the 400 or 500 level other than English 410 (or 410.900) offered by the English and Communications 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 basic curricular pattern has been designed to offer (1) a carefully planned and integrated program that insures a basic foundation of professional skills through a common core of courses; (2) two alternative concentrations, one focusing on traditional genres, authors, and periods in English and American literature, the other emphasizing the development of advanced skills in writing and the teaching of composition; (3) more intense training in reading, critical analysis, research, writing, composition theory, and linguistics than is possible in undergraduate work; and (4) both concentration and diversity to intensify and broaden the individual student's experience in the fields of literature, language and communication.

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 an 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. Nineteenth-Century American Literature
5. Twentieth-Century American Literature
6. English Literature, 450–1600
7. English Literature, 1600–1798
8. English Literature, 1798–Present
9. Elective (if master's paper is in American literature, student should complete English 582 if not previously taken)
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 an 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) A candidate for an M.A. in English must maintain a 3.0 average or better in degree program course work, and no course in which the student receives a grade below B– will count toward the degree.

Admission to the Program

(See Admission of Post-Baccalaureate and Graduate Students, p. 80).

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 university 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 university 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. Additionally, a post-baccalaureate student lacking the B.A. in English must complete a number of undergraduate courses, as stipulated by the Committee, in English prior to applying for "classified" status.

To be considered for "classified" status, a 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 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 Reasoning Skills Concentration on developing reasoning skills for reading and writing, with special attention to analysis of written information. A combination of lecture, discussion, and workshop. Required for students whose English Placement Test scores indicate that they will benefit from special work in logic and organization prior to enrollment in English 100. Offered only on a credit, no-credit basis. Does not count toward graduation, but units can be applied to financial aid and EOP eligibility.

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, but units can be applied to financial aid and EOP eligibility.

English 99.001. Writing Workshop (1) A combination of lectures, small group meetings, and tutoring designed to supplement English 100. Concentration on drills and additional writing practice when necessary. Required when EPT score falls between T142–146. Offered only on a credit, no-credit basis. Does not count toward graduation, but units can be applied to financial aid and EOP eligibility.

English 99.002. Writing Workshop (1) A combination of lectures, small group meeting, and tutoring designed to supplement English 110. Concentration on drills and additional writing practice when necessary. Offered only on a credit, no-credit basis. Does not count toward graduation, but units can be applied to financial aid and EOP eligibility.

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 between 142 and 154; students scoring between 142 to 146 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; CSU-EEE score of "Pass" or "EPT-Exemption"; or CSU-EPT score of 155 or better.

English 91. English as a Second Language I Intensive review and practice in grammar and essay writing. Gives special attention to spoken English with usage of language laboratory. Designed for non-native speakers of English whose TOEFL

scores are high enough to enter the college, but who need practice to achieve near native fluency, and whose English Placement Test scores fall below T141.

English 92. English as a Second Language II Intensive work on vocabulary development with special attention to idiomatic expressions. Extended study of sentence structure, essay writing, and aural-oral development. Prerequisite: English 191 or permission of instructor.

English 93. English as a Second Language III Focusing on reading comprehension and reading speed with further development of vocabulary. Continued practice in writing skills including a short report. Prerequisite: English 191, 192, or permission of instructor.

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 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 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 "sensitivity." 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, Browning, Arnold, 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 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 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 362. Literature as Mirror of Society: Studies in Contemporary Fiction An intensive critical examination of the major social themes and ideas explored in major contemporary fiction. Texts chosen will include examples from both western and non-western literatures. Application of selected critical techniques to broaden understanding of the themes integral to these great works of literature and enhance the appreciation of literature in a broad context.

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. Cross-listed as Communications 367.

English 368. Special Topics in Film A film analysis course concentrating on a specific cinematic genre, director, actor, nationality or theme. Lectures and discussions will be augmented by viewing films and/or video-tapes. May be repeated for different course content. Cross-listed as Communications 368.

English 373. Images of Women in Literature and Film The depiction of women in representative works of literature and film, focusing on the perceptions of women writers and film makers about roles, functions, and societal expectations that influence women's goals and self concepts. Students of both sexes are welcome to participate. Prerequisite: 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 382. American Literature from 1901 Twentieth Century American fiction, poetry and drama. 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. 101.)

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 Ouologuem 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. 101.)

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 weakness 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 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. Note: May be repeated with permission of advisor if different course content.

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. Note: May be repeated with permission of advisor if different course content.

English 552. Nineteen Century Literature Study of nineteenth century poetry, non-fiction prose, fiction, and/or drama. Note: May be repeated with permission of advisor if different course content.

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 1900.

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 Studies in American literature from the Colonial Period to the Civil War. Note: May be repeated with permission of advisor if different course content.

English 583. Later 19th Century American Literature Studies in American Literature from the Civil War to 1900. Note: May be repeated with permission of advisor if different course content.

English 584. Modern American Literature Studies in 20th Century American Literature to WWII. Note: May be repeated with permission of advisor if different course content.

English 585. Contemporary American Literature American Literature since WWII. Note: May be repeated with permission of advisor if different course content.

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.

Requirements:

- A. Communications 309. Theories of Communication
Communications 315. Mass Media Law and 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 four different courses) selected from the following "core" courses: Communications 307, 367, 368, 378, 406, 411, 440, 445, 477 (with appropriate content and advisor's consent), 496*, 497*. Plus 10 or more units selected from the following: Communications 305 or BA 352*, Communications 303 or 377, 306, 313 or 380, 316 or 376 or Behavioral Science 311*, Communications 409, 412*, 414*, 418*, 420*, 422*. Plus 5 or more units selected from the following: Communications 304, 405, English 318, 319, 415.
 2. **Print media**—20 or more units (at least 4 different courses) selected from the following "core" courses: Communications 305 or BA 352*, Communications 306, 311, 313 or 380, 314, 477 (with appropriate content and advisor's consent), 480 or 481, 414*, 418*, 420*, 422*, 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: Communications 304, 405, English 318, 319, 415.
 3. **Speech Communication**—20 or more units (at least 4 different courses) selected from the following "core" courses: Communications 303, 316 or 376, 330 or 335, 377, 409, 477 (with appropriate content and advisor's approval), 412*, 496*, 497*. Plus 10 or more units selected from the following: Communications 305 or BA 352*, Communications 306, 307, 313 or 380, 378, 406, 411, 414*, 418*, 420*, 422*. Plus 5 or more units selected from the following: Communications 304, 405, English 318, 319, 415.
- C. Communications 490. Senior Seminar
- D. One of the three options listed below:
 1. A special minor consisting of at least 20 quarter units approved by the student's advisor, 15 of which must be upper division, taken outside the major discipline. (p. 69)
 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.

* Up to 5 units in internship (496, 497), 6 units in activities courses (412, 414, 418, 420, 422), and 5 units from approved offerings outside the department (BA 352 or BehSci 311) 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, 222/422, Theatre 231/431) may be counted toward the minor.

Speech and Theatre Minor

(For requirements, see listing under "Interdisciplinary Minors," p. 101)

Certificates in Communications

Option I: A student majoring in Communications who completes at least six (6) courses (30 units) from the "core" courses for either Electronic Media, Print Media, or Speech Communication is eligible to receive a certificate recognizing that achievement.

Option II: A student not majoring in Communications who completes at least six (6) courses (30 units), including Communications 309, Theories of Communication, and at least five (5) other courses (25 units) from the "core" of any one of the three options (i.e., Electronic Media, Print Media, or Speech Communication) is eligible to receive a certificate recognizing that achievement.

Option III: A student not majoring in Communications, in consultation with an advisor and the chair of the department, may design a general certificate program, including Communications 309, Theories of Communication, and at least five (5) other courses (25 units) reflecting the general scope of the communications discipline: (A list of appropriate courses and samples of general certificate programs are on file in the department.)

Teaching Credential—Single Subject No teaching credential is issued by the state in Communications. A student planning to teach journalism in the high schools must obtain a credential in English.

Courses

Communications 108. Rhetorical Strategies of Communications An introduction to practical communication problems with training in the principles involved in listening, public speaking, and advocacy.

Communications 212. Intercollegiate Forensics (2) Participation in intercollegiate debate and individual speaking competition. Practice and theory of debate, extemporaneous speaking, persuasive speaking, oral interpretation, impromptu speaking. Four activity hours per week. Prerequisite: permission of the instructor. May be repeated for credit. A field trip fee may be required. Consult Class Schedule for specific details.

Communications 214. Newspaper Production (2) Production of a weekly laboratory newspaper, *The Runner*, to provide practical experience in news writing and editing, proofreading, photography, advertising, layout, paste-up, circulation. Minimum of six class hours per week. May be repeated three times for credit. Prerequisite: English 110 or equivalent.

Communications 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 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 222. Small Newspaper Management (1) Fundamentals of newspaper management, including circulation, advertising, distribution, production supervision, and finances. Two activity hours per week. May be repeated three times for credit.

Communications 274. 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 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. 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 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. Prerequisite: English 110 or its equivalent with a grade of "C—" or better, and upper division standing.

Communications 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. News Writing Study of contemporary journalism techniques and their influence on the audience they serve. Exercises in news gathering, newspaper writing style and the operation of video display terminals. Prerequisite: English 110 or its equivalent with a grade of "C—" or better, and upper division standing.

Communications 307. Basic Video Production Examination of the theories and development of the skills necessary to work with video equipment. Practice in writing, designing, producing, and editing video programs. Three lecture-discussion and four activity hours per week. A field trip fee may be required. Consult Class Schedule for specific details.

Communications 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. 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 with a grade of "C—" or better, and upper division standing.

Communications 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. 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. Mass Media Law and Ethics Investigation of the legal and ethical issues involved in the production and analysis of mass media communications. Emphasis on First Amendment issues and FCC regulation of broadcasting.

Communications 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 330. Speech Communication Skills for Management Speaking skills necessary for effective management. Includes training in presenting oral reports, using visual aids, interviewing strategies, conducting business conferences, inter-office and interpersonal communications, representing the company in the community, effective listening, and conflict/grievance resolution.

Communications 335. Negotiation Theoretical understanding of the communications concepts of bargaining and negotiation in diverse contexts—business, politics, industry, and labor. Practical skills in communication techniques commensurate with successful negotiating, e.g., role playing, problems solving, interpersonal communication, argumentation, arbitration, and principled negotiation. Emphasis on verbal messages, authority, suggestion, deadlines, timing.

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. Cross-listed as English 367.

Communication 368. Special Topics in Film A film analysis course concentrating on a specific cinematic genre, director, actor, nationality, or theme. Lectures and discussions will be augmented by viewing films and/or video-tapes. May be repeated for different course content. Cross-listed as English 368.

Communications 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. 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. 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 380. Technical Editing Principles and practices of editing and adapting written material for in-house dissemination or publication in professional journals, trade journals, and commercial, technical and business magazines. Prerequisite: Communications 304.

Communications 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. Among topics discussed are the organization as a communication system, theory of organization, analytical techniques for evaluating the quality of organizational communication, the use of communication skills to facilitate organizational change. Prerequisite: English 110 or its equivalent with a grade of "C—" or better, and upper division standing.

Communications 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. Course focuses on either news or commercial writing. May be repeated for different course content.

Communications 409. Argumentation Uses of ordinary language examined in light of theories of rhetoric and argumentation. Practical experience in advocacy, reasoning, and analysis.

Communications 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. A field trip fee may be required. Consult Class Schedule for specific details.

Communications 412. Intercollegiate Forensics (2) Participation in intercollegiate debate and individual speaking competition. Practice and theory of debate, extemporaneous speaking, persuasive speaking, oral interpretation, impromptu speaking. Four activity hours per week. Prerequisite: permission of the instructor. May be repeated for credit. A field trip fee may be required. Consult Class Schedule for specific details.

Communications 414. Newspaper Production (2) Production of a weekly laboratory newspaper, *The Runner*, to provide practical experience in news writing and editing, proofreading, photography, advertising, layout, paste-up, circulation. Minimum of six class hours per week. May be repeated three times for credit. Prerequisite: English 110 or equivalent.

Communications 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. 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 422. Small Newspaper Management (1) Fundamentals of newspaper management, including circulation, advertising, distribution, production supervision, and finances. Two activity hours per week. May be repeated three times for credit.

Communications 440. Advanced Video Production Development of visual literacy, image juxtaposition and composition. Advanced practice in writing, designing, producing and editing video programs, including special editing techniques in both audio and video. Three lecture-discussion and four activity hours per week. Prerequisite: Communications 307 or permission of instructor. A field trip fee may be required. Consult Class Schedule for specific details.

Communications 445. Advanced Multimedia Production Advanced work in the development of visual literacy through analysis and production of effective mixed media presentations. The construction of coordinated programs combining visual, auditory and written elements for a variety of practical applications. Three lecture-discussion and four activity hours per week. Prerequisite: Communications 411 or permission of instructor. A field trip fee may be required. Consult Class Schedule for specific details.

Communications 477. Special Topics In Communication (1-5) Study, analysis, and/or production in various media or in speech communication. Specific course content to be determined by instructor. May include directed field study in technical communication. Prerequisite for topics in technical communication: Communications 304.

Communications 480. Advanced Technical Communication Principles and practices of writing material particular to science and technology. Includes expanded definitions, technical descriptions, process explanations, instruction pamphlets, manuals, laboratory reports, proposals, and presentations. Prerequisite: Communications 304.

Communications 481. Advanced Business Communication Principles and practices of writing material particular to business administration, management, and marketing. Includes special purpose letters (request, inquiry, claim, adjustment, accommodation, sales, refusal, credit, collection, good will), promotional literature, news releases, policy statements, informal reports to stockholders, adaptation of the language of contracts, guarantees, and warranties for customers with no legal background. Prerequisite: Communications 304.

Communications 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

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. Internship In Applied and Professional Communication (1-5) Designed to permit the student to gain practical experience in the field of professional communication, primarily at an off-campus site. Students are assigned to various business firms or agencies and work under joint supervision of supervisors and the course instructor-internship coordinator. Requires participation in staff and internship conferences, assigned readings/projects where appropriate. Offered only on a credit/no-credit basis. (Arrangements should be made with the internship coordinator well in advance of the quarter in which the internship is to be taken, as the number of available internships is limited.)

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

(FT 303E, 833-3093)

Chair: J. Kleinsasser

Faculty: J. D. Davis, A. Dupratt, M. Heivly, T. Kerzie, G. Ketterl, J. D. Mason, G. McKercher, G. R. Mehling, S. Stone, 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 Fine Arts Department offers majors in three concentrations within the field of the Fine Arts: Art (for the requirements see p. 135), Music (for requirements see p. 138), and Theatre Performance (for requirements see p. 141).

Requirements for the Minor in Fine Arts

Requirements for the Minor in Art are on p. 136, for the Minor in Music see p. 139, and for the Minor in Theatre Performance, see p. 142.

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 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 477. 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. 104).

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

- I. Requirements for a Bachelor of Arts degree in Fine Arts with a concentration in Art and an emphasis in Studio Art:
 - A. Art 201 and Art 202.
 - B. Either Art 212 or Art 213.
 - C. Three courses selected from Art 312, 313, 314, 315, 316, 317, 318, 319 (any of these courses may be taken three times for credit).
 - D. Three courses selected from Art 343, 344, 345, 346, 347, 477.
 - E. Art 483 and Art 484.
 - F. Art 490.003 Senior Thesis or Art 490.001.
 - G. Art 490.001 and 490.002 Senior Art Project and Exhibition.
 - H. Minor as described in Section III below.

- II. Requirements for a Bachelor of Arts degree in Fine Arts with a concentration in Art and an emphasis in Art History:
- A. Art 201 and Art 202.
 - B. Two courses selected from Art 212, 213, 214, 216, 218, 242.
 - C. Five courses selected from Art 320, 381, 382, 383, 384, 385, 386, 387, 388, 478, 483, 484.
 - D. Ten units of a single foreign language (French preferred).
 - E. Art 490.003, Senior Thesis.
 - F. Minor as described in Section III below.
- III. All students concentrating in Art (under either emphasis) must complete one of the following options:
- A. A special minor (see p. 69).
 - B. A minor consisting of at least 20 quarter units designated by another discipline. (Note: Art, Music and Theatre are separate disciplines, so students may concentrate in one of these areas and minor in either of the other two.)
 - C. One of the interdisciplinary concentrations or minors (see "Interdisciplinary Concentrations and Minors" on pp. 98, 99).

Requirements for the Minor in Art

Four five-unit courses in either art history or studio art, three of which must be upper-division.

Communications majors who wish to minor in Art should be aware that the following courses are recommended: Art 212, 242, 313, and 318 (prerequisite for Photo-Journalism).

Teaching Credential—Single Subject

The CSB degree in Fine Arts, with a concentration in Art, has been certified by the Commission on 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 who has completed the expanded major. Students should consult with an advisor, since the expanded major contains a number of additional courses. 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 101. 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.

Art 201. Survey of Western Art, Prehistory to ca. A.D. 1400 Key monuments of art in western civilization from man's beginnings through the Medieval Period. Attention is given to philosophical, historical and cultural aspects of each period and civilization studied. Prerequisite: satisfactory completion of or concurrent enrollment in English 100, or the equivalent.

Art 202. Survey of Western Art, ca. A.D. 1400 to Present Key monuments of art in western civilization from the Late Gothic Age to the present day. Attention is given to philosophical, historical and cultural aspects of each period and civilization studied. Prerequisite: satisfactory completion of or concurrent enrollment in English 100, or the equivalent.

IN ST 206. World Archaeology (For course description see p. 104).

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 216. Introduction to Clay and Ceramics Introduction to ceramic processes with special emphasis on wheel-throwing, glazing, and firing techniques. Some attention will be given to hand-building and the history of ceramics and ceramic techniques. Materials fee required.

Art 218. Beginning Photography An introduction to basic skills of camera use, negative development and printing for the artist photographer. Emphasis on the use of photography as a method of visual documentation. Three lecture-discussion and four studio-laboratory hours per week. Materials fee may be required.

Art 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. Materials fee may be required.

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 consent of instructor. Materials fee may be required.

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 consent of instructor. Materials fee may be required.

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 consent of instructor.

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 consent of instructor.

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 consent of instructor.

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 consent of instructor.

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 consent of instructor.

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 consent of instructor.

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 consent of instructor.

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. Prerequisite: Art 242 and 315.001 or consent of instructor.

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 consent of instructor.

Art 316.001. Ceramics I Procedures of hand-building, throwing, glazing and firing as practiced by the studio potter and the ceramic sculptor. Three lecture-discussion and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 216 or consent of instructor.

Art 316.002. Ceramics II Continuation of Art 316.001, stressing the perfection of techniques and advanced concepts and ideas. Three lecture-discussion and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 316.001 or consent of instructor.

Art 316.003. Ceramics III Continuation of Art 316.002, with emphasis on exploratory projects and the development of the personal aesthetic concerns of the student. Three lecture-discussion and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 316.002 or consent of instructor.

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. Materials and use fee may be required.

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. Materials and use fee may be required.

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. Prerequisite: Art 317.001, 317.002. Materials and use fee may be required.

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. Prerequisite: Art 218. Materials and use fee may be required.

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. Materials and use fee may be required.

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. Materials and use fee may be required.

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 320. Survey of the Art of the Orient The art and architecture of India, China, and Japan from pre-history to ca. A.D. 1600, with brief consideration of later developments.

Art 343. Drawing Studio Studio experience in the problems and concepts of 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 346. Ceramics Studio Problems and concepts in ceramics using a variety of approaches and techniques. Advanced wheel work, hand-building, and glaze techniques will be explored. Three lecture-discussion and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 316 or its equivalent.

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. Materials and use fee may be required.

Art 381. The Art of Ancient Greece The art and architecture of ancient Greece from the Bronze Age to the end of the First Century B.C. Emphasis is placed on the art of the Classical Age.

Art 382. Roman and Early Christian Art The art and architecture of Rome and her Empire from the 8th century B.C. to ca. A.D. 400. The development of early Christian art to the 8th century A.D.

Art 383. Medieval Art The development of the Medieval schools and styles in Europe from the 8th century to the 15th century.

Art 384. The Art of the Italian Renaissance Painting, sculpture and architecture in Italy from the Fourteenth through the Sixteenth Centuries. Emphasis will be placed on the High Renaissance achievements in the arts.

Art 385. The Art of the Northern Renaissance An examination of the Late Gothic style of painting, sculpture and architecture of the Fifteenth Century in Northern Europe, and the gradual development through Italian influence of a true Renaissance style of art and architecture in the Sixteenth Century.

Art 386. Baroque and Rococo Art The major artists and schools of art and architecture in western Europe ca. 1600 to 1789.

Art 387. The Romantic Age The art and architecture of the Neoclassic and Romantic periods ca. 1750 to 1900. Emphasis is placed on the works of David, Ingres, Delacroix, Friedrich, Constable and Turner.

Art 388. Art in the United States Art in the United States from the beginning of our country to the present. Emphasis is placed on the expression of American values through art.

Art 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, and 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 477. Special Studies in Art (1-5) Classes, individual research, and/or group investigation of selected topics in art. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content. Possible fields of study are:

Drawing	Printmaking
Life drawing	Sculpture
Painting	Art Education
Photography	

Art 478. Special Studies in Art History The period and subject matter of this course will be designated before the time of registration. May be repeated for different course content. Areas which may be covered by this course are:

- The Art of the North American Indian
- The Classical Tradition in Art

Art 483. Modern Art ca. 1865-1970 A study of the development of and architecture in Europe and the United States from Impressionism to ca. 1970, focusing on major movements and leading artists. Prerequisite: English 110.

Art 484. Contemporary Directions in Art An examination of movements in art since the late 1960s. Particular attention will be paid to the aesthetic premises and development of Post-Modernism and the New Expressionism. Taught in the seminar format. Recommended preparation: Art 483.

Art 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Art 490.001. Senior Art Project and Exhibition I (3) The production under faculty supervision of a culminating body of work, selections from which will be exhibited in the college gallery. This work will be produced during the student's final two quarters in residence.

Art 490.002. Senior Art Project and Exhibition II (3) Exhibition of work and professional presentation of portfolio.

Art 490.003. Senior Thesis (6) An extensive research paper on a topic which is an outgrowth of the courses taken by the student in the major and the minor. The topic will be selected in consultation with an advisor and with the consent of the art faculty. A project proposal must have received approval no later than the preregistration period of the student's proposed final quarter.

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. Music 101, 122, 124, 152, 154, 201, 202, 222, 224. Transfer students may, with the approval of the department chair, substitute appropriate work taken previously.
- B. Five five-quarter-unit upper-division courses in music, including 370A, 370B and at least one course from the 481-485 series.
- C. Participation and credit in one of the following performing organizations during 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 music activity courses towards the major.
- D. Performing proficiency acceptable to the department in voice, and/or another instrument approved by the department. Students must demonstrate this proficiency during each quarter in residence at a jury examination performed before the music faculty. Before presenting their senior performance and paper, or, with consent of the music faculty, senior recital, students must pass a performance/recital permission examination performed before the music faculty.
- E. Piano proficiency equivalent to Music 356.
- F. Attendance during each quarter in residence of a minimum of three performances or gallery shows presented under the auspices of the Fine Arts Department.
- G. Music 490A, 490B or 490C.

H. One of the following options:

1. A special minor (see p. 69).
2. A minor consisting of at least 20 quarter units designated by another discipline. (Note: Art, Music, and Theatre are separate disciplines, so students may concentrate in one of these areas and minor in either of the other two.)
3. One of the interdisciplinary concentrations or minors (see pp. 98, 99).

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 who has completed an expanded major. Students should consult with an advisor, since the expanded major contains a number of additional courses. 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 101. 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.

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.

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. Prerequisites: 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 201. Survey of Music History I Examination of the important figures and periods in the history of music, from Gregorian Chant to the end of the Baroque. For the Music Concentrator or the general student with basic (treble and bass clefs) music reading skills.

Music 202. Survey of Music History II Continuation of Music 201, covering the history of music from the Classical period to the present. For the Music Concentrator or the general student with basic (treble and bass clefs) music reading skills.

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 221. 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	String
"New Music"	Woodwind
Keyboard	Small Jazz Ensemble
Recorder	Early Music

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 229. Advanced Singing Techniques (2) Advanced-level class instruction in techniques of singing. Repertoire building, songs in foreign languages, operatic arias.

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 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 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 222 or departmental consent.

Music 325. Beginning Conducting Elements of baton technique and development of basic skills common to instrumental and choral conducting.

Music 350. Advanced Conducting Further study of score-reading, advanced conducting and rehearsal techniques. Score preparation and conducting of works in performance.

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^b Clarinet, Bassoon, Saxophone
- .003. **Brass:** B^b Trumpet, French Horn, Trombone, Euphonium, Tuba
- .004. **Percussion:** Appropriate definite- and indefinite-pitched instruments, as determined by the instructor

Music 370A. Form and Analysis I Individual and class analysis of selected compositions of various periods and styles; experience in development of individual works. Prerequisite: Music 222 and 224, or consent of instructor.

Music 370B. Form and Analysis II Continuation of Music 370A. Prerequisite: Music 370A.

Music 375. Counterpoint Study of 18th Century counterpoint starting with "species" counterpoint and leading to the composition of a two-part invention, three-voiced fugue, canons, and a chorale prelude. Prerequisite: Music 222.

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 401. 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 405. Secondary Instrumental Music Methods I Designed for students who intend to become instrumental music teachers in the secondary schools. The place and function of instrumental music in the high school curriculum. Provides opportunity for students to develop skills in rehearsal techniques, program development and organization, philosophies of music education. Prerequisites: Music 370 or consent of instructor.

Music 406. Secondary Instrumental Music Methods II Advanced level study of issues confronted in Music 405. Field trips may be required. Prerequisites: Music 370, 405 or consent of instructor.

Music 410. Secondary Vocal Music Methods I Designed for students who intend to become vocal music teachers in the secondary schools. The place and function of vocal music in the high school curriculum. Rehearsal techniques, program development and organization, philosophies of music education. Prerequisites: Music 370 or consent of instructor.

Music 411. Secondary Vocal Music Methods II Advanced study of issues confronted in Music 410. Field trips may be required. Prerequisites: Music 370, 410 or consent of instructor.

Music 420. Chamber Music (1) Study and performance of various instrumental chamber combinations. Groups formed according to instrumentation registering for the class. Performance majors should consult with the applied faculty. A minimum of three class hours per week. One unit of credit per quarter, on a credit, no-credit basis.

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	String
"New Music"	Woodwind
Keyboard	Small Jazz Ensemble
Recorder	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 425. General Music Methodology Designed for music teachers who wish to develop music classes for the non-performer in the secondary schools. Provides opportunities for the development of skills in the areas of esthetics, creative problem-solving in general music, musicianship for the non-performer, curriculum design, organization and implementation.

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 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 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 490A. Senior Recital (6) Reserved for those students especially proficient on an instrument. Admission with consent of the music faculty, which must be obtained no later than the preregistration period of the student's proposed final quarter. Consists of a 45-70-minute recital, which must be undertaken in residence.

Music 490B. Senior Performance and Paper (6) Exhibition of proficiency in a major medium of musical performance, plus a substantial paper pertaining to the performance. Must be undertaken in residence. Permission for the performance must be obtained from the department chair and a draft of the paper must be submitted to the faculty no later than the preregistration period of the student's proposed final quarter.

Music 490C. Senior Thesis (6) An extensive research paper on an original topic which is an outgrowth of the courses taken by the student in both the major and the minor. The topic will be selected in consultation with an advisor and with the consent of the music faculty. A project proposal must have received approval from the department chair no later than the preregistration period of the student's proposed final quarter.

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:

- Theatre 271, 272 and 385. Transfer students may, with the approval of the Theatre faculty, substitute appropriate work taken previously.
- Seven additional five-quarter-unit courses in Theatre, at least four of which must be upper-division, selected with the approval of the faculty advisor. 100 level courses may not be used to satisfy this requirement.
- Six units of Theatre 201 and 401, with the following stipulations:
 - at least two units must be in Technical Theatre (.002)
 - at least three units must be taken as upper-division credit.

D. Theatre 491 and 492, Senior Project.

E. One of the following options:

1. A special minor (p. 69).
2. A minor consisting of at least 20 quarter units designated by another discipline. (Note: Art, Music and Theatre are separate disciplines, so students may concentrate in one of these areas and minor in either of the other two.)
3. One of the interdisciplinary concentrations or minors (pp. 98, 99).

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 Arts, when combined with specific courses in English literature and composition, has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential in English. The English/Drama waiver program involves extensive coursework in English and Theatre Arts. Students should consult an academic advisor in either English or Theatre Arts to assure that their program of study will be approved.

Courses

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

Lower Division

Theatre 101. 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.

Theatre 132. Introduction to Acting General training and experience in acting for the non-professionally oriented acting student.

Theatre 201.001. Rehearsal and Performance (1) Acting in major departmental stage, television or film productions. Open to all students; entrance by audition. Assignments made according to needs of productions. A minimum of three class hours per week. Limited to one unit of credit per quarter.

Theatre 201.002. 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 made according to needs of productions. A minimum of three class hours per week. Limited to 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 psycho-physical techniques in scene study.

Theatre 233. Acting II Development of material introduced in Acting I with an emphasis on movement in stage performance. Improvisation, concentration, development of basic skills. Prerequisite: Theatre 232 or consent of instructor.

Theatre 234. Acting III Development of material introduced in Acting I and II with an emphasis on vocal technique in stage performance. Prerequisite: Theatre 233 or consent of instructor.

Theatre 242. Stage Makeup (2) Practical work in all types of theatrical makeup. One lecture and two activity hours per week.

Theatre 271. Survey of Theatre History I: the Greeks to Shakespeare A survey of the structures and production practices of theatres and of the ideas behind them, from the Classical Age of Greece to Shakespeare, with references to the significant periods, plays, and playwrights. Plays from the various periods studied will be read. Prerequisite: satisfactory completion of or concurrent enrollment in English 100, or the equivalent.

Theatre 272. Theatre History II: the Golden Age of Spain to the 20th Century A survey of the structures and production practices of theatres and of the ideas behind them, from the Golden Age of Spain to the early 20th century, with references to the significant periods, plays and playwrights. Plays from the various periods studied will be read. Prerequisite: satisfactory completion of or concurrent enrollment in English 100, or the equivalent.

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 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 311. Movement I Intensive study of techniques in movement and use of space in terms of characterization and interaction in performance. Prerequisite: Theatre 234 or consent of instructor.

Theatre 312. Movement II Advanced work in stage movement, to include mime and combat. Prerequisite: Theatre 311.

Theatre 321. Voice and Diction I Intensive study of techniques in vocal production and diction as well as the interpretation of dramatic dialogue. Prerequisite: Theatre 234 or consent of instructor.

Theatre 322. Voice and Diction II Study of standard accents and dialects as used in performance. Prerequisite: Theatre 321.

Theatre 331. Script Analysis The analysis of playscripts or other written dramatic material with performance or production as the eventual goal. Course work will include the rehearsal and presentation of selected scenes. Prerequisite: Theatre 234 or consent of instructor.

Theatre 361. Directing I The fundamentals of play direction. Elements of interpretation and the techniques used to transfer the directorial idea into practical terms of picturization, composition, movement and stage business. Prerequisite: Theatre 331 or consent of instructor.

Theatre 379. The American Theatre The development of the American theatre as an artistic, literary, cultural, historical, political and social phenomenon, including the study of plays,

playwrights, actors, directors, designers and theatre companies in the United States from the Colonial era to the present day.

Theatre 385. Modern Drama Development of the theatre in the modern period, from the advent of naturalism to the contemporary mixture of realistic and nonrealistic styles. Prerequisite: English 110.

Theatre 401.001. Rehearsal and Performance (1) Acting in major departmental stage, television or film productions. Open to all students; entrance by audition. Assignments made according to needs of productions. A minimum of three class hours per week. Limited to one unit of credit per quarter.

Theatre 401.002. 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 made according to needs of productions. A minimum of three class hours per week. Limited to one unit of credit per quarter.

Theatre 461. Directing II Advanced study of the principles and techniques in directing plays of different types; directing and criticism of one-act plays. Production planning, technical rehearsals and working with actors. Prerequisite: Theatre 361.

Theatre 477. Special Studies (1-5) Classes, individual research and/or group investigation of selected topics in theatre. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

Theatre 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Theatre 491. Senior Project: Research (3) In consultation with the instructor, research for and creation of a theatre piece to be produced under Theatre 492. Prerequisite: senior Fine Arts major with a concentration in Theatre Performance, or consent of theatre faculty.

Theatre 492. Senior Project: Production (3) Under the supervision of the instructor, rehearsal and production of a short theatre piece (approximately the length of a one-act play) that shows to best advantage the theatrical skills of the individual. Theatre 492 must be completed during the quarter immediately following the completion of Theatre 491. Prerequisite: Theatre 491.

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 101. 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.

Dance 150.022. Beginning Mexican Folk Dance (1) Introductory course designed for non-dancers, beginning dancers, and teachers who need to teach simple Mexican folk dances to children. Introduction to dance technique (basic steps from differ-

ent regions), simple dances, and costume design. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Dance 150.023. Mexican Folk Dance (1) Description, interpretation, and performance of regional dances from Mexico. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis.

Dance 201. Survey of Dance History An overview of main ideas and developments in the history of dance, from early times to the twentieth century.

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 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.

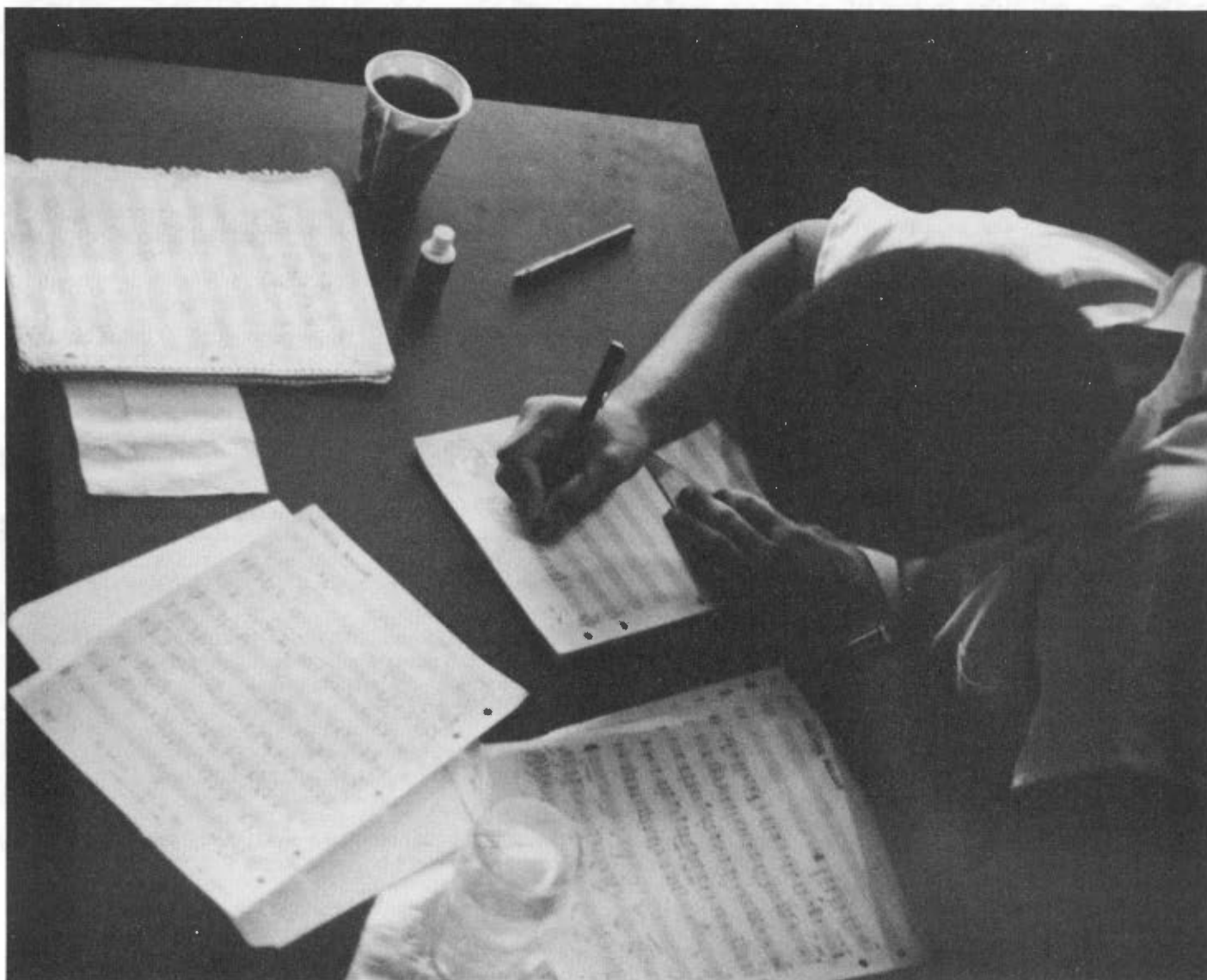
Dance 471. Ballet II (1) Continuation of ballet fundamentals, with additional focus on style of hands, arms, and head. Two activity hours per week. One unit of credit per quarter, on a credit, no-credit basis. Prerequisite: Dance 470 or departmental consent.

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 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

(DDH D116, 833-2359)

Chair: J. Reyna

Faculty: H. M. Corral, C. Lozano (Emeritus), M. A. Esteban, S. Ramondino (Emeritus), J. Schmidt, 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), Spanish 320.002 (Hispanic-American Culture and Civilization), and 412 (Introduction to Spanish Linguistics), and two other courses designed to develop and enrich their major interest.
- B. The satisfactory completion of one of the three options listed below:
 1. A special minor (p. 69).
 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. 98–101).

Students planning to teach are urged to select courses from the following, in consultation with their advisor: Spanish 320.001 or 320.002, Hispanic-American Culture and Civilization; Spanish 311, Advanced Spanish Grammar; Spanish 415, Workshop in Translation; Spanish 409, Advanced Spanish Syntax; Spanish 413, 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 320.002, Hispanic-American Culture and Civilization; Spanish 409, Advanced Spanish Syntax; Spanish 412, Introduction to Spanish Linguistics; Spanish 413, Contrastive Structures of Spanish and English; Spanish 420, Southwest Spanish; Spanish 422, Children's Literature in Spanish; Spanish 424, Culture and Civilization of Mexico and the Chicano/Mexican-Americans (in English); Spanish 425, Chicano Literature; Spanish 426, Southwest Hispanic Folklore.

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.

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.

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.

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 be registered at any level at any time.

French 201. Intermediate French Grammar Composition and conversation. An intensive review of French grammar with extensive practice in oral and written expression. Independent laboratory work and cultural readings. Prerequisite: French 103 or four years of high school French or the equivalent, as validated by placement examination.

French 202. Intermediate French A continuation of French 201, designed especially to prepare students for upper division work in language and literature.

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 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 which taped commentary in English. The student will write, in consultation with the instructor, a short research paper, *in English*, on a selected subject. One-unit courses do not count toward the French minor. (See Class Schedule for specific topics offered.)

French 210. Conversational French A course designed to develop fluency in oral communication and to enhance command of vocabulary and grammatical structures. Prerequisite: French 103 or its equivalent.

French 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

NOTE: Upper division courses are normally taught in French.

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 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. One-unit courses do not count toward the French minor. (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".)

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. Workshop in 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 425. The Novels of Colette in Translation A study of a selection of Colette's novels with emphasis on her career as a major French novelist. Attention will be given to the history of the novel in France and to Colette's contribution to the twentieth century French novel. All readings will be taught in English translation.

In order to receive credit in the French minor, students are required to do their readings and papers in French.

French 426. French Women Writers in Translation A study of twentieth century French women novelists with a special emphasis on the history and role of the female novelist in France. Attention is given to methods of female and male characterization as well as to the exploration of common themes found in these novels. All readings will be taught in English translation.

In order to receive credit in the French minor, students are required to do their readings and papers in French.

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 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 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.

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.

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 Grammar 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 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. One-unit courses do not count toward the Spanish minor or major. (See Class Schedule for specific topics offered.)

Spanish 210. Conversational Spanish A course designed to develop fluency in oral communication and vocabulary building. Conversations in small groups and discussion of a wide range of topics from contemporary issues, literature, and cultural concerns. Prerequisite: Spanish 103 or its equivalent.

Spanish 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

NOTE: Upper division courses are normally taught in Spanish.

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. (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 or 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 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/Spanish American 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. One-unit courses do not count toward the Spanish minor or major. (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 320.001. 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.

Spanish 320.002. Hispanic-American Culture and Civilization Same as Spanish 320.001. Taught in Spanish.

Humanities 395. Comparative Literature: Mirror of Western Civilization (For course description, see listing under "Interdisciplinary Courses".)

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 412. Introduction to Spanish Linguistics Introduction to phonology, morphology and syntax, as well as historical and sociolinguistic aspects of the Spanish language. Prerequisite: competency in Spanish at the 202 level or permission of instructor.

Spanish 413. Contrastive Structures of Spanish and English An analysis of the phonology, morphology, and syntax of Spanish leading to a contrastive examination of Spanish and English. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

Spanish 415. Workshop in 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. Southwest Spanish An in-depth view of the linguistic, cultural, and psychological aspects of the Spanish dialect(s) spoken in the Southwestern U.S. Prerequisite: competency in Spanish at the 202 level or 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. Students taking the course for major or minor requirement must do the course work in 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 426. Southwest Hispanic Folklore An introduction to the study of folklore, and a survey of the major Southwest Hispanic folklore genres, including folk literature, folk speech, folk belief, folk art, folk music, and custom. Prerequisite: Competency in Spanish at the 202 level or approval of the instructor.

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 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.

History Department

(FT 301B, 833–2291)

Chair: O. A. Rink

Faculty: D. F. Buttrick, H. C. Chaney, R. H. Dolkart, J. H. George, J. Harrie, C. Litzinger, G. Stanley, F. G. Wood

Program Description

History has been called the memory of human group experience, the collective repository 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 knowledge from different cultures and epochs, and the ability to express ideas in clear, readable prose. The study of history has practical rewards as well. It provides students with a broad cultural background and inculcates skills of analysis and composition that are considered essential to the study of education, literature, law, government, communications, journalism, public service, and business.

The undergraduate curriculum in History consists of three interlocking but distinct parts. Lower division courses (History 102–299) are developmental courses designed for potential history majors, for students who wish to satisfy specific goals in the CSB's General Education Program, for students seeking courses to fulfill American History and Institutions requirements, and for those who simply want to explore an historical period, topic, or theme. History courses numbered 300–399 are courses designed for students with at least junior standing but are open to sophomores also. Courses numbered 400–499 are courses for juniors and seniors which may, with departmental approval, also be taken by graduate students for graduate credit. 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. 74) 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. 78.

Examination Procedure Statement

While the Department of History strongly advises all students to meet the history portion of the American Institutions Requirement through classroom experience, 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. Lower Division
 1. Western civilization—at least two courses from History 202, 204, 206, or equivalent courses taken elsewhere
 2. United States History survey—at least two courses from History 231, 232, or equivalent courses taken elsewhere
 3. non-western civilization—at least one course from History 222 (formerly 277.007) History 268 History 250 (formerly 330), or equivalent courses taken elsewhere.
- B. Upper Division
 1. History 300—Historical Writing
 2. Three courses in United States History, one of which must deal with the history of minorities or women
 3. Two courses in European history
 4. One course in Latin American history
 5. One course in Asian history
 6. Senior Seminar, or a department-approved alternative
- C. The satisfactory completion of one of the three options listed below:
 1. a special minor consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline (see p. 69).
 2. A minor consisting of at least 20 quarter units within a major program designed by another discipline
 3. An interdisciplinary concentration or minor in one of specially developed areas (see "Interdisciplinary Concentration and Minors," pp. 98, 99).

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

Completion of the major constitutes satisfaction of the Single Subject requirements in History. Students are encouraged to augment their history major with courses in Cultural Geography, Political Science, and Economics. Contact the

History Department office for specific course recommendations.

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 university students will be considered as unclassified graduate students until they are classified by the Graduate Committee of the History Department. Acceptance by the university 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 from different instructors 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 the 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. Western Civilization I The cultural, political, social, economic, and intellectual development of Western civilization from its origins in the ancient Mediterranean world to the end of the European Middle Ages. Readings in the literature and audio-visual explorations of the arts of Western civilization supplement the lectures.

History 204. Western Civilization II The cultural, political, social, economic, and intellectual development of Western civilization from the Renaissance to the end of the Napoleonic era. Readings in the literature and audio-visual explorations of the arts of Western civilization supplement the lectures.

History 206. Western Civilization III The cultural, political, social, economic, and intellectual development of Western civilization from 1815 to the present. Readings in the literature and audio-visual explorations of the arts of Western civilization supplement the lectures.

IN ST 212. Plagues and People: A Biohistorical Examination of Mankind and Disease (For course description, see listing under "Interdisciplinary Courses," p. 95.)

History 222. (formerly 277.007) From Human Waves to Robotics: the Evolution of Modern East Asia An introduction to the history of modern China and Japan emphasizing the effects of the modern scientific and technological revolutions on these societies. The course will provide a chronological survey of the modern history of each country but the basic approach will be conceptual and will analyze in each society the modern transformation of social structure, culture, political structure, the economy, and international relations.

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. Survey of Latin American History The evolution of Ibero-American societies from ancient Amerindian cultures through Spanish and Portuguese colonization to nineteenth and twentieth century nation states.

History 250. (formerly 330) 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 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. May be repeated for different course content.

History 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division

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; historiography and historical research methods. 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. Modern Spain Spanish history from the Spanish American War through the Civil War and Franco dictatorship to the contemporary period of constitutional monarchy.

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 325. The History of European Colonialism, 1500-1970 The development of European colonialism in modern history will be studied in terms of four major empires: the Dutch, English, French, and Spanish. One of the imperial powers will be used as a focus to be compared with the others. The course will examine voyages of discovery, conquest and settlement, imperial institutions, colonial reform, economic and cultural dependency, and finally decolonization.

Humanities 320. The Social History of Ideas I (For course description, see listing under "Interdisciplinary Courses," p. 103).

Humanities 321. The Social History of Ideas II (For course description, see listing under "Interdisciplinary Courses," p. 103).

History 340. Reform and Revolution in Latin America Latin America's political, social, economic and cultural crisis in the twentieth century. Special emphasis on Latin American films as historical documents.

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. 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 372. California Indians A study of Native American cultures in California from their Pleistocene origins to the present. The first half of the course examines the components of culture that flourished before Drake, those everyday habits and patterned actions that attend collective existence; the second half of the course studies the experiences of Native Californians from the Spanish-Mexican period to the present and emphasizes cultural persistence in the missions, and cultural change and evolution from missionization to the present.

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 405. (formerly 321) Tsarist Russia From the founding of the Romanov dynasty to 1917, with special emphasis on the period from Peter the Great to the Revolution.

History 406. (formerly 322) Soviet Russia Domestic affairs and international relations, 1917 to the present.

History 411. Japan As "Number One": Modern Japanese Labor and Management in Historical and Comparative Perspective Investigation of the historical roots of Japan's twentieth-century economic success; emphasis on the "unique" set of cultural, social, and historical factors which make Japan's economy the world's most productive but its markets the most impenetrable.

History 415. The Longest War: the History of the U.S. in Vietnam Explores the Vietnamese context of the war as well as the reasons for U.S. involvement; the relationship of the war to the domestic and foreign policy of the Kennedy, Johnson, and Nixon administrations; the anti-war movement; the causes of defeat; the plight of the war's veterans.

History 424. All Under Heaven: the History of China from Qin to Qing, 256 BCE–1839 CE Investigation of the social and cultural factors leading to the creation of the world's longest enduring state by the Qin and Han dynasties; the economic revolution which made the Tang and Song empires the richest in the world; the reasons for the decline of China during the Ming and Qing periods.

History 425. The Fall of "Confucius and Sons": the History of China from the Opium War to the Founding of the People's Republic Focuses on social, cultural, and intellectual change in China following the intrusion of Western imperialism; contrasts will be drawn between the conservative response of the traditional leadership of the nineteenth century and the radical response of the nationalist and revolutionary leadership of the twentieth century.

History 426. (formerly 477.046) Revolutionary China, 1949–Present The political, social, and economic history of China from the establishment of the People's Republic to the present including the Great Leap Forward, the Sino-Soviet Split, the Cultural Revolution, the Rise and Fall of the "Gang of Four," and the Four Modernizations under Deng Xiaoping.

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. Twentieth-Century U.S. Diplomatic History 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 441. Ancient Mexico The development of Pre-Hispanic civilizations in Mexico from the Olmec to the Aztec.

History 442. 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 443. Modern Mexico The political, economic, social, and cultural development of the peoples of Mexico in the Nineteenth and Twentieth Centuries.

History 445. The Wild Wild West This course focuses on the myth and reality of the American West from the Mayflower to the gunfight at the O.K. Corral. It covers expansion and development, politics, economics, geography, ethnic and social groups, and the effect of western expansion on foreign policy; and includes special topics, such as Native Americans, the image of the cowboy, and prostitution on the frontier.

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 single 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 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 causal factors which relate to violence in the history of the United States. Special emphasis is given to the impact of social groups, racial issues, international terrorism, 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.

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 topical approach to the history of women in Western civilization. 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.

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 469. History of Asian Americans Comparative analysis of the historical experience of various Asian groups and their role in the general economic and social history of the United States.

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 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 535. Reading Seminar in Asian History Reading in selected topics to be announced each quarter. May be repeated if subject matter is 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.

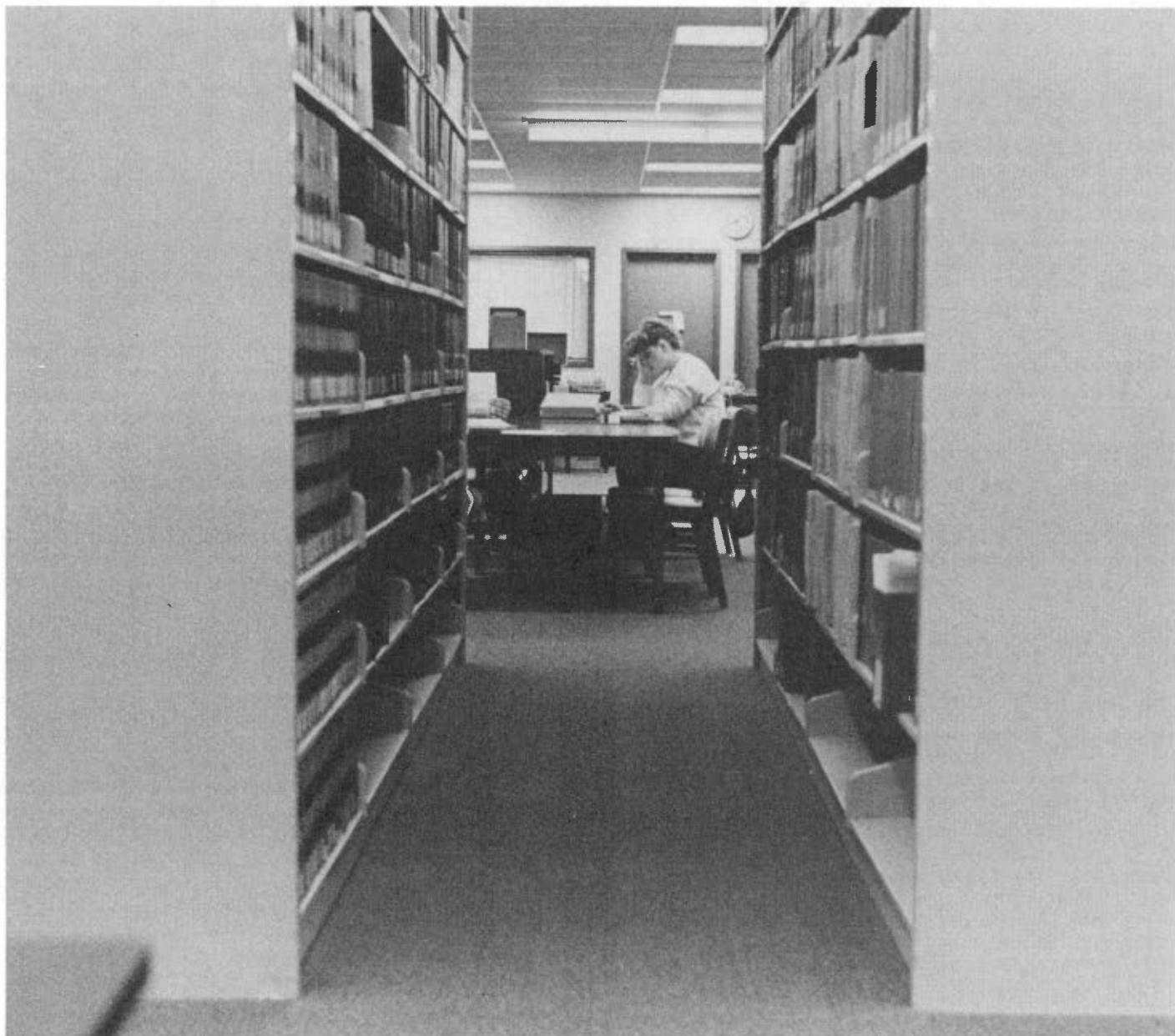
History 602. Research Seminar in European History Research in selected topics to be announced each quarter. May be repeated if subject matter different.

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.



Department of Mathematics

(Sci 314, 833–3151)

Chair: L. E. Taylor

Faculty: S. F. Chang, P. Dirkse, M. G. El-Ansary,
J. W. Hardy, K. Lee, K. E. Secor, M. B. Smith,
W. A. Stannard, M. P. Thomas, L. F. Webb

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 or to embark upon a course of graduate study leading to an advanced degree. Specific concentrations that may be selected are: applied mathematics, theoretical mathematics, and the teaching of mathematics. The applied emphasis includes courses in differential equations, numerical analysis, complex analysis, statistics, and partial differential equations. The theoretical studies for graduate school preparation include advanced algebra, real analysis probability 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 in Mathematics

Students seeking a Bachelor of Science degree in Mathematics must complete at least seventy units in Mathematics and Computer Science, including the following (or equivalent):

- I. For the major in Mathematics:
 - A. Math 201, 202, 203, 204, 300, 303, 330, 331, 340
 - B. Computer Science 210 or 212
 - C. One of the following patterns:
 1. Theoretical Mathematics: Three of the following: 302, 402, 412, 420, 430
 2. Applied Mathematics: Three of the following: 302, 305, 339, 341, 402, 412
 - D. Mathematics 490—Senior Seminar
- Cognate areas: Competency, including one upper division course, approved by the department, in a related discipline.

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.

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.

The courses required to complete a waiver program are more restrictive and very specific. To satisfy the waiver requirements, the student must complete the following (or equivalent):

- A. Mathematics 140, 201, 202, 203, 204, 300, 303, 330, 331, 340, 420, 430, 490.
- B. One of the following: Mathematics 302, 305, 339, 341, 402, 412.
- C. Computer Science 210 or 212.
- D. At least two five-unit courses in either Physics, Chemistry, Biology, or Geology.

Mathematics Courses

NOTE: Each course carries five quarter units of credit unless otherwise designated.

Lower Division

Mathematics 60. Arithmetic (Formerly Math 54.001) The arithmetic of fractions, decimals, exponents and radicals, percents, ratios, proportions; simple statistics; business and consumer applications; word problems. Does not count toward graduation.

Mathematics 70. Arithmetic, Geometry, and Pre-Algebra (Formerly Math 54.015) Business and consumer applications (with the use of a calculator); geometry (perimeter, area, and volume); Pythagorean theorem, similar triangles; operations of real numbers; solutions of first degree equations; word problems. Does not count toward graduation. Prerequisite: Successful completion of Math 60 or satisfactory score on a mathematics diagnostic examination.

Mathematics 80. Algebra (Formerly Math 54.002) Operations with real numbers, polynomials, and rational expressions; exponents and radicals; solutions of first and second degree equations. Does not count toward graduation. Prerequisite: Successful completion of Math 70, or satisfactory score on a mathematics diagnostic examination.

Mathematics 90. Intermediate Algebra Systems of linear equations; inequalities; polynomial equations; the factor and remainder theorems; fractional exponents and radicals; the function concept; exponential and logarithmic functions and equations; applied problems. Does not count toward graduation. Prerequisite: successful completion of Math 80 or satisfactory score on a diagnostic test.

Mathematics 102. Mathematics of the Physical World The concept of measurement as applied to length, area, volume, and angle; coordinate geometry, graphs; informal calculus, volumes of revolution, instantaneous velocity; measurement of discrete quantities, combinatorial analysis. Prerequisite: 1987–88, pass ELM * and one of the following—one year of high school algebra or its equivalent or Mathematics 80. 1988–89, pass ELM and one of the following—two years of high school algebra or equivalent or Mathematics 90 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; polynomial equations; the factor and remainder theorems; fractional exponents and radicals; the function concept; exponential and logarithmic functions and equations; applied problems. Prerequisite: Pass ELM * and one of the following: one year of high school algebra or its equivalent; Math 80.

NOTE: This course will not be offered after the 1987–88 academic year. Students requiring an intermediate Algebra course should enroll in Math 90.

Mathematics 106. Trigonometry and Analytic Geometry Trigonometric and inverse trigonometric functions, their properties, relationships, and graphs; radian and degree measure; trigonometric identities and conditional equations; solution of right and oblique triangles; conic sections; polar coordinates and graphs; parametric equations and graphs. Prerequisite: Pass ELM * and either a satisfactory score on the department's placement test or completion of Math 105 with a grade of C— or better.

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 Descriptions of sample data; exploratory data analyses; elementary probability; binomial, normal, "t", chi-square, F and other distributions; basic concepts of sampling and sampling distributions; estimation and hypothesis testing techniques; non-parametric methods; linear regression and correlation; introduction to multiple regression. Applications to fields including business, natural sciences, social sciences, and humanities. Use of computer via statistical packages such as MINITAB. 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 theoretical foundations. Emphasis on techniques and applications of differentiation. Prerequisite: Pass ELM * and Math 106 or the equivalent with a grade of C— or better.

Mathematics 202. Calculus II Introduction to integral calculus and more applications of differentiation with associated geometry (i.e. conics). Emphasis on techniques and application of integration (with a grade of C— or better) or the equivalent.

Mathematics 203. Calculus III Calculus including sequences, infinite series, power series, polar coordinates, plane and space vectors, lines and planes in space; linear algebra including solutions to linear systems using matrices and row reduction, algebra of matrices, determinants. Prerequisite: Math 202 (with a grade of C— or better) or the equivalent.

Mathematics 204. Calculus IV Vector functions, plane and space curves, introduction to multivariable calculus including multiple integrals, partial differentiation, Green's Theorem, Stoke's Theorem. Prerequisite: Math 203 (with a grade of C— or better) or the equivalent.

Mathematics 277. Contemporary Topics in Mathematics (1–5) Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced.

Mathematics 289. Experiential Prior Learning 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. Sets and Logic An investigation of the fundamental tools used in mathematical proofs including: sentential and predicate calculus, topics from naive set theory: Cartesian products, partitions, equivalence relations, functions, countability, and mathematical induction. This course relies heavily on problem solving in the context of an axiomatic system to illustrate the correct use of the logical tools and methods discussed. Prerequisite: Mathematics 203 or permission of the instructor.

Mathematics 302. Ordinary Differential Equations First-order differential equations; linear differential equations; linear systems; Laplace transform and its application to solutions of linear differential equations and systems; series solutions of second-order linear equations and/or numerical solutions of differential equations; topics in nonlinear differential equations and systems; applications. Prerequisite: Math 203 or permission of the instructor.

* Exemption from ELM only by other test scores (such as SAT) or by certification of completion of general education requirement. (See p. 52 for explanation of ELM.)

Mathematics 303. Introduction to Analysis Development of a rigorous foundation for topology and abstract analysis; open and closed sets; sequences and series; continuity and differentiability; the Riemann integral. Prerequisite: Math 300.

Mathematics 305. Numerical Analysis Number representation and basic concepts of error; numerical solutions of nonlinear equations and systems of equations; interpolation and extrapolation; numerical differentiation and integration; numerical solution of ordinary differential equations; approximation by spline functions. Prerequisite: CS 210 or CS 212 and Math 203 or permission of the instructor.

Mathematics 320. An Introduction to Number-Systems Principles of arithmetic and algebra for elementary and junior high school. Cardinality, sets, functions, relations, numeration systems, properties and operations of the system of: whole numbers, integers, and rational numbers. Number theory. Use of estimation, mental arithmetic, calculators, logical thinking, and problem solving will be integrated throughout the course. A calculator with a memory and scientific notation is required. This course may not be used to satisfy major or minor requirements. Prerequisite: 1987–88: Passage of the ELM, 2 years of college preparatory mathematics with at least C grades (algebra/geometry or algebra/algebra) or equivalent. 1988–89: Passage of the ELM, 3 years of college preparatory mathematics with at least C grades (algebra/geometry/algebra) or equivalent.

Mathematics 321. Basic Concepts of Geometry and the Real Numbers Topics selected from the following: Real numbers, non-metric geometry, properties of points, lines, planes, curves, space, polygons, polyhedra; relations in geometry—congruence, similarity, parallelism, and perpendicularity; concepts related to measure. A calculator with a memory and scientific notation is required. This course may not be used to satisfy major or minor requirements. Prerequisite: Mathematics 320 with a grade of C– or better or equivalent. 1987–88: Pass the ELM, 2 years of college preparatory mathematics with at least C grades (algebra/geometry or algebra/algebra) or equivalent. 1988–89: Pass the ELM, 3 years of college preparatory mathematics with at least C grades (algebra/geometry/algebra) or equivalent.

Mathematics 330. Linear Algebra Matrices; systems of linear equations; vector spaces, dimensions, linear independence; spaces associated with matrix; basis, change of basis, orthogonal bases; linear transformations, matrix representation; eigenvalues and eigenvectors, diagonalization; quadratic forms. Prerequisite: Math 300 or Comp Sci 275.

Mathematics 331. Algebraic Structures Mappings, relations, binary operations; groups; rings; integral domains and fields. Prerequisite: Math 300.

Mathematics 339. Intermediate Statistics Techniques of multivariable data analyses and modeling including: linear and multiple regression and correlation; non-linear regression; analysis of variance and covariance analysis. Use of statistical packages. Prerequisite: Math 140 or equivalent course.

Mathematics 340. Probability Theory Mathematical models; sample spaces and events; combinatorial and occupancy problems; axiomatic probability; conditional probability and Bayes Theorem; random variables, expected value, and functions of random variables; probability mass and density functions and distribution functions for both discrete and continuous variables; waiting times and queues; joint distribution for discrete variables. Prerequisites: Math 203, Math 300 or CS 275.

Mathematics 341. Mathematical Statistics Derivations of sampling distributions and their properties: estimation of parameters; theory of confidence intervals and hypothesis testing; properties of estimators and tests; likelihood ratio tests; power and most powerful tests. Prerequisites: Math 340 and Math 204.

Mathematics 402. Partial Differential Equations Classical partial differential equations; orthogonal sets of functions; Fourier series and integrals; Bessel functions and applications, Legendre polynomials and applications. Prerequisite: Math 302 and 204.

Mathematics 412. Complex Variables Complex numbers; analytic functions; conformal mapping; integrals; Cauchy's theorem and the calculus of residues; power series; analytic continuation. Prerequisite: Math 204 and Math 300.

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 300.

Mathematics 430. Number Theory Elementary theory of the natural numbers, including prime numbers and divisibility; congruences; number-theoretic functions and selected topics. Prerequisite: Math 300.

Mathematics 477. Special Topics in Mathematics Topics and prerequisites to be announced. May be repeated for different topics.

Mathematics 480. Research Participation Individual study, under supervision, in mathematical investigation. May be repeated. Prerequisite: Consent of instructor.

Mathematics 489. Experiential Prior Learning 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 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 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.

* Exemption from ELM only by other test scores (such as SAT) or by certification of completion of general education requirement. (See p. 52 for explanation of ELM.)

Graduate Courses

Mathematics 577. Advanced Topics in Mathematics

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Mathematics.

Mathematics 580. Advanced Research Participation Individual mathematical investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.



Nursing Department

(Nurs 100, 833-3102)

Chair: N. L. Cook

Faculty: B. H. Fleming, K. L. Fleming, S. Fujiki, R. J. Gerdts, M. J. Kasselmann, B. Keltner, N. Keltner, M. Leapley, J. Robinson.

The Department of Nursing offers a baccalaureate program built upon a foundation of science and liberal education which prepares graduates as professional nurses for positions in hospitals and community agencies. All graduates from the program are recommended for certification as public health nurses in the State of California. This program also prepares students for entrance into graduate programs in Nursing. The program is accredited by the California Board of Nursing and the National League for Nursing.

The Nursing curriculum is organized according to a developmental continuum to study health and health problems that occur during man's life cycle. Emphasis is placed on the nursing process as a systematic method of assisting individuals and families to attain, regain, and maintain behavioral system stability. Nursing intervention with clients is based on the use of this nursing process.

Baccalaureate Program Objectives

The program objectives are to prepare students for graduation who

1. Value the inherent dignity and worth of man as unique, goal-directed energy beings.
2. Create an environment in which the client and the family maximize their strengths, assets, and potential in their quest for optimal wellness as indicated by behavioral system stability.
3. Are proficient in the performance of nursing skills requiring cognitive, psychomotor and affective capabilities.
4. Use a nursing process which emphasizes critical thinking, independent judgment, and continual evaluation as a means to determine nursing activities.
5. Use theory and knowledge from nursing, the physical and behavioral sciences, and the humanities in providing and evaluating nursing care.
6. Accept individual responsibility and accountability for the choice of nursing intervention and its outcome.
7. Evaluate research for the applicability of its findings to nursing.
8. Modify their professional role and functions to meet the health care needs of a changing multicultural society.
9. Collaborate with colleagues and others on the interdisciplinary health team to promote the health and welfare of people.
10. Utilize leadership and management skills through involvement with others in meeting health needs and nursing goals.
11. Have a life-long commitment to continued learning, skills of self-directed learning, and the foundation for graduate study.

In summary, the professional baccalaureate program in nursing is based on the belief that the graduate is a liberally educated, self-directed person who has beginning competency

in delivering nursing care and is a responsible citizen.

While there is a single baccalaureate degree program in Nursing, the university offers a special track within the program for registered nurses who wish to earn a baccalaureate degree. Information about this special track for registered nurses can be found on p. 163 of the catalog.

Admission Policies

Applicants shall comply with the admission policies and procedures of the university. Entry into specific nursing courses is dependent upon successful completion of specified prerequisite courses, completing health requirements, obtaining malpractice insurance. The Department of Nursing complies with the affirmative action policies of this university.

Admission With Advanced Standing

Students wishing to transfer from another college or university may apply for admission with advanced standing. Applicants who are registered nurses must be graduates of an accredited college or hospital school of nursing.

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.

Students 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 required of licensed vocational nurses to qualify 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 shall be obtained through the Foundation Accounting Office Administration Building, Room 105. No other form of coverage will be accepted. Make checks payable to CSB Foundation, Malpractice Insurance.

Uniforms: Uniforms are required for entrance to Nursing 212. Students are advised to contact the Department of Nursing for information about where the uniforms can be obtained. The Student Policy Manual 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, after August 15 but prior to the week of Fall registration, 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) if Tuberculin Skin Test is positive
3. T.B. Skin Test (within preceding 6 weeks)
4. Coccidioidomycosis Skin Test (within the preceding 12 months)
5. Immunizations: Diphtheria/Tetanus within the last 10 years; Measles/Mumps/Rubella verification is required.
6. Hepatitis B Antigen Test.

Health Clearance for Returning Juniors & Seniors

In order to be eligible for classes in Fall quarter, students must present Health Clearance from Student Health Center attesting to the following:

1. T.B. Skin Test (within preceding 6 weeks)
2. Coccidioidomycosis Skin Test (within preceding 6 months)
3. Up-dated immunizations
4. Chest X-ray within the previous 6 months if Tuberculin Skin Test is positive.

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 enrolling in Nursing curricula. Loans are repayable over a ten-year period which begins nine months after completion of the program or when a student otherwise ceases to be at least a half-time student. The loan is interest-free while the student is enrolled in the program, and,

under Federal law, certain cancellation procedures are available to students who participate in this program.

Special Scholarships. Various organizations make money available to student nurses who are in need of financial assistance. These scholarships help to defray the expenses of books, uniforms, and student fees. For additional information, contact the Office of Financial Aid and Scholarships.

The Student Policy Manual describes the procedures and criteria used by the Nursing Department Scholarship Committee.

Academic Regulations

An overall GPA of 2.0 is necessary for entry in the first nursing course. 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 course may repeat the course once. Students who fail to achieve at least a "C" in a nursing course a second time are ineligible to remain in the Nursing major. If a course is satisfactorily completed, the prior unsatisfactory grade will no longer bar a student from continuing in the Nursing program although it will still be counted in computing the overall grade point average.

Students who drop out of the Nursing program for academic reasons or for personal reasons must write the Admissions Committee of the Department of Nursing for readmission to the program 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. 163)

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:

Anthropology 320. Culture and Communications
Behavioral Science 312. Social Psychology
Computer Science 300. Introduction to Microcomputers
Finance 300. Financial Management
Economics 445. Public Policy Evaluation
Philosophy 332. Ethical Theory
Religious Studies 360. The Meaning of Death
Physics 150. Introduction to Principles of Physics
Psychology 401. Biofeedback and Self-Regulation
Sociology 327. Race and Ethnic Relations
Sociology 367. The Sociology of Health, Illness, and Medical Care
Sociology 464. Family and Stress

Courses

NOTE: Each course carries five quarter units unless otherwise designated.

Nursing 210. Introduction to the Study of Professional Nursing Significant concepts that form part of the knowledge essential for providing effective nursing care such as mankind, development, family, community, culture, and health are introduced. The role and goals of members of the health care

team in a changing health care system are identified. A comparison is made between technical and professional nursing and nursing education as a background for analysis of a variety of philosophies, theories, and conceptual models of nursing. Historical events, current trends, legal, ethical, social and political issues are examined within changing social-cultural contexts. Beginning therapeutic communication skills are identified, practiced and evaluated through videotaping interactions and analyzing student interactions with clients. Three hours lecture-discussion, two three-hour laboratory sessions. Prerequisites: English 110, Psychology 100, Sociology 100 or Anthropology 100, Chemistry 150, Chemistry 203, Biology 250, Biology 255, Biology 256. Prerequisites or corequisites: Verbal English, Psychology 310, Biology 311, and Psychology 315. Preference for admission to course will be given to Nursing majors. (Offered fall quarter only.)

Nursing 211. Concepts and Principles Basic to Professional Nursing and the Health Needs of People Study of the application of the CSB Department of Nursing's philosophy and conceptual model in the nursing process. Use of the nursing process as the method to provide nursing care is related to the independent role of the nurse. Theories and concepts related to situations creating behavioral system instability as well as knowledge essential to delivery of nursing services are introduced. Group, assertive, and value clarification skills are identified, practiced, and evaluated. Students demonstrate group interaction through presenting information about cultural practices, values, and beliefs which impacts on provision of nursing care. Prerequisites: Nursing 210, Verbal English, Psychology 310, Biology 311, and Psychology 315. Corequisites: Nursing 212 and Biology 355. (Offered winter quarter only.)

Nursing 212. Skills in the Practice of Nursing Basic principles and skills of nursing care are presented and clinical applications to patient-care situations are demonstrated in simulation and clinical settings. Skills studied are related to: creating a safe and therapeutic environment; personal hygiene; physical assessment; surgical and medical asepsis; body mechanics; administration of medications; nutrition and elimination; pre- and post-operative care; and cardio-pulmonary resuscitation. Introduction to reporting and recording data. Emphasis is given to nursing care plans and the nursing assessment (client perception) stage of the nursing process. Fifteen hours of 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 Promotion During the Period of Family Expansion Principles and concepts of health assessment and maintenance and potential health problems of pregnant women, their families and infants to 18 months of age are presented. Behavioral system stability during this period are studied, with emphasis on preventive and therapeutic aspects of nursing care. Concepts of human sexuality, altered body image, parent-infant bonding, attachment, and child abuse are included. 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 During the Period of Family Expansion Clinical experiences are provided wherein the student applies nursing care principles and concepts in the care of childbearing women, their families and newborn infants 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 and social problems interfering with adaptation and development from early childhood through adolescence are studied in relation to promoting behavioral systems development and stability. Health assessment and promotion including prevention of illness as well as therapeutic interventions are studied with the family as the focus of care. Five hours lecture/discussion. Prerequisites: Nursing 213, 214, 337, Biology 370 and Psychology 315. Corequisite: Nursing 316. (Offered fall quarter only.)

Nursing 316. Nursing Care of Children and Adolescents and Their Families Application of knowledge and skills through provision of nursing care in clinical situations involving behavioral system instability in infants, children, adolescents and their families. The nursing process is used to reach nursing diagnoses and develop comprehensive plans of care which are interrelated with the dependent and interdependent functions of the nurse. Emphasis is also given to health assessment, promotion and education related to the developmental level of children and their families. 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.)

Nursing 319. Health Problems of Adults Through Senescence, I Focus is on the identification and treatment of pathophysiological and psychopathological health problems of the young, middle-aged, and older adult. Patients are studied in relation to altered physiological and psychological processes as a means to provide sound nursing interventions. The theoretical conceptual framework, the behavioral systems model, provides a wholistic view of the individuals being studied. Principles and concepts from the natural and behavioral sciences are used to develop the nursing process. Five hours lecture-discussion. Prerequisites: Nursing 315 and 316, and Behavioral Science 317 or Behavioral Science 382. Corequisite: Nursing 320. (Offered winter quarter only.)

Nursing 320. Nursing Care of Adults, I Clinical experiences implementing the nursing process in the care of young, middle-aged and older adults with health problems. Acute, extended-care and community mental health settings are utilized. Alternate winter and spring quarters are spent with one quarter in the acute medical and surgical clinical settings; the other quarter in acute psychiatric and gerontological clinical facilities. Emphasis is placed on nursing interventions directed towards promotion of behavioral system stability and evaluation of the results of interventions. Utilization of biological, psychosocial theories, and the conceptual theory of nursing in the nursing process. Prerequisites: Nursing 315 and 316, and Behavioral Science 317 or Behavioral Science 382. Corequisite: Nursing 319. Fifteen hours clinical experience per week. (Offered winter quarter only. Open to Nursing majors only.)

Nursing 321. Health Problems of Adults Through Senescence, II Continuation of the examination of major health problems of the young, middle-aged, and older adult in relation to the impact of social and economic forces upon behavioral system stability. Special focus on maintenance, promotion, prevention, curative and rehabilitative activities in the delivery of nursing care. Five hours lecture-discussion. Prerequisites: Nursing 319, 320. Corequisite: Nursing 322. (Offered spring quarter only.)

Nursing 322. Nursing Care of Adults, II Continuation of clinical experiences as described in Nursing 320. Students change clinical emphasis from the previous quarter. Application of nursing in management skills. Fifteen hours clinical experience

per week. Prerequisites: Nursing 319 and 320. Corequisite: Nursing 321. (Offered spring quarter only. Open to Nursing majors only.)

Nursing 337. Pharmacology (3) Principles and concepts of pharmacologic intervention. A lecture/demonstration course integrating pharmacology, physiology and disease processes. Emphasis on providing the student with the information necessary to: assess a patient's reaction to pharmacologic agents; anticipate appropriate intervention; and recognize common problems associated with drug therapy. Two hours lecture, three hours laboratory. Prerequisites: For Nursing majors, Chemistry 203, Biology 311, Biology 355; for others, permission of the instructor. (Offered spring quarter only.)

Nursing 411. Community Health Nursing Principles, theories, and concepts of community health nursing are utilized to generate an understanding of the roles and functions of Community Health Nursing. Special focus is given to the acquisition of nursing skills needed to promote behavioral stability of individuals by influencing the impact of the family, group, organization, community, nation, society, and world on health care. The nursing process is utilized in consideration of suprasystem stability (family, group, community). Designed to promote the critical thinking necessary to perform autonomously in community health nursing. Prerequisites: Nursing 321, Nursing 322 or Nursing 335 and Nursing 336.

Nursing 412. Community Health Nursing Practicum Concepts and theories basic to community health nursing are utilized in the application of the behavioral systems model to man and his supra system. Cultural, ethnic, psychosocial, political and geographical factors obstructing or facilitating community health nursing are analyzed. Special emphasis is given to both the utilization of the nursing process with families and health teaching with groups. Prerequisites: Nursing 321, Nursing 322 or Nursing 335 and Nursing 336. Prerequisite or corequisite: Nursing 411. (Open to Nursing majors only.)

Nursing 477. Selected Topics in Nursing (5-6) Clinical internship with individual, self-paced activities guided by faculty and clinical preceptors. Experiences include planning, implementing, managing and evaluating the care of a group of clients. Prerequisite: Senior standing in nursing.

Nursing 481. Planning Nursing Research (3) An introduction to planning a nursing research project based upon a simple question. Includes rules for definitions of terms, alternative methods of writing problem statements, collecting a sample, choosing a data collection instrument, planning for data analysis, protection of human rights, reading nursing research reports, and writing and presenting a research proposal. Three lecture-discussions. Prerequisite or corequisite: Math 140 or Psychology 200. Senior Standing in Nursing.

Nursing 490. Senior Seminar in Nursing (3) A study of major theories of leadership behavior and management in health care settings as they relate to nursing and delivery of health care in contemporary society. Emphasis is placed on developing, sharing and critically examining group projects. Development is emphasized through role playing and simulation. Three hours per week. Prerequisite: Nursing 321 and 322 or Nursing 335 and 336. Senior standing in Nursing.

Nursing 496. Selected Advanced Practicum in Nursing An in-depth selected practicum to include application of research methodology and the nursing process in the management of patient care, with faculty guidance. Use of a variety of settings in the community. Fifteen hours clinical laboratory. Prerequisites: Nursing 411, 412, 490, and 481.

Nursing 499. Independent Study (1–5) Individual projects, such as directed reading, for students qualified to carry on independent work. Prerequisite: Permission of instructor. (Open to Nursing majors only.)

Special Track for the Registered Nurse in the Nursing Major

The program for the currently licensed registered nurse is designed to provide a baccalaureate program built upon a foundation of science and liberal education which prepares the graduates as professional nurses for positions in hospitals, homes and community agencies. All graduates of this program are recommended for certification as a Public Health Nurse (PHN) in the state of California.

The nursing curriculum objectives of this program are identical to those of the basic nursing program. The curriculum is organized according to a sequential developmental continuum to study health and health problems that occur during the human life cycle. Emphasis is placed on the nursing process as a systematic method in assisting individuals and families, attain, regain, and maintain behavioral system stability.

Baccalaureate Program Objectives (See p. 159.)

Admission Requirements*

Registered nurse applicants shall comply with the admission policies and procedures of the college. In addition, the RN applicant, to qualify for admission into Nursing 331 and 333 must have:

1. A current RN license to practice in California.
2. A minimum of 60 semester units or 90 quarter units, or junior standing.
3. A minimum of 45 quarter units of transferable lower division collegiate nursing. It is highly recommended that these courses be completed in the last 10 years. (NOTE: Diploma school graduates are referred to a community college for evaluation of nursing courses for lower division college credit.)
4. Completed the prerequisite admission cognates. It is highly recommended that they be completed in the last 10 years.
5. Two letters of reference attesting to competency in nursing, two copies of nursing school transcripts, along with all completed work to date, sent to the Department of Nursing and the Office of Admissions of CSB by March of the year applying for admission.
6. A minimum grade of "C" in each of the prerequisite cognate courses.

*NOTE: Students who have graduated from A.D.N. program at Bakersfield College are advised to follow the articulation agreement between the Departments of Nursing at B.C. and C.S.B.

Requirements for the Special Track for Registered Nurses

The Bachelor of Science degree in Nursing for the registered nurse requires eleven courses in nursing:

- 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 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 and interaction process as a significant tool for effectively implementing the nursing process. Students practice and evaluate communication and interactional skills using role-playing situations and audio-visual resources. Students make assessments of the nurse-patient interaction in clinical settings and arrive at the first part of the nursing process: client perception. Fifteen hours laboratory. Prerequisites: English 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 382. (Offered fall quarter only.)

Nursing 333. Nursing Care of the Family: Period of Family Expansion Through Adolescence Students use concepts about developmental processes while studying major nursing and health problems of individuals and families through the reproductive period, 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 better, 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 in the senior for registered nurses are the same courses for the basic major. See p. 162 for course descriptions.

Master of Science Degree with a Major in Nursing Purpose

The major objectives of this program are to provide graduate students in nursing with a core of advanced nursing theory and knowledge, experience in a clinical nursing specialty, an option in nursing administration, and experience in independent research. Graduates from this program will be qualified for mid-level management and executive positions in acute care hospitals and community agencies. They will also be prepared for doctoral programs in nursing.

Master Degree Program Objectives:

The program objectives are to prepare students for graduation who:

1. Expand knowledge and test theories and conceptual models for nursing as a basis for advanced nursing practice.
2. Utilize advanced concepts, theories, and principles from the sciences and humanities to support advanced nursing practice and role development.
3. Demonstrate expertise in a specialized area of clinical practice.
4. Initiate, conduct, and report research relevant to nursing.
5. Validate and extend research findings in practice.
6. Use administrative theory, knowledge, and skills in the functional area of nursing administration.
7. Develop and implement leadership strategies for improving nursing care and initiating changes in the health care system.
8. Assume leadership roles in collaborative relationships with others in multidisciplinary groups to improve health care.
9. Acquire a foundation for doctoral study in nursing.

Program Description

The content of this program includes advanced health assessment; analysis, development, utilization and evaluation of conceptual models of nursing; educational principles and methodology applied to nursing and health education; research methodology; application of advance knowledge in providing nursing care for adults and families representing a variety of cultural and ethnic backgrounds in both urban and rural community settings; nursing administration knowledge and theory; and a culminating nursing administrative practicum. Students complete theses which demonstrate their competence in independent investigation of significant problems.

Admission Policies and Procedures

Students shall comply with the admission policies and procedures of the university. Faculty advisors in the Department of Nursing will be assigned to students interested in entering the graduate program. Entry to the "classified status" in the graduate program is dependent upon meeting the following criteria:

1. Evidence of prior academic performance in nursing. The following criteria must be satisfied by all applicants:
 - a. A grade point average (GPA) overall undergraduate nursing courses and cognate courses required for the major of 3.0 or better (on a scale of A = 4.0) and in the last 135 quarter units or 90 semester units.
 - b. Graduate Record Examination with a score of 1000 or better on the quantitative and verbal sections.
 - c. Exception to above criteria is made only through offering evidence of ability for graduate study by petition to faculty in the Department of Nursing.
2. Letters of recommendation from a minimum of 3 persons who know the applicant's academic and professional abilities. At least one letter should be obtained from the undergraduate baccalaureate nursing school.
3. Completion of the following undergraduate courses or evidence of knowledge equivalent to that in the specified courses.
 - a. Pathophysiology (Biology 355)
 - b. Psychopathology (Psychology 315)
 - c. Basic physical and mental health assessment
 - d. Statistics (Mathematics 140 or Psychology 200)
 - e. Basic Research Course (Nursing 481)
 - f. Theories basic to Nursing (Nursing 210 and Nursing 211)
 - g. Principles of Nursing Management (Nursing 490)
4. A master's degree advisor in the Department of Nursing and an approved proposed program.

Students whose records show certain deficiencies but whose professional achievements indicate a promise of success may be admitted on a conditionally classified standing. To qualify for the regular "classified status" the student must initiate a petition to the admission committee in the Department of Nursing when the deficiencies have been removed.

Requirements for Advancement to Candidacy

The student must have:

3.1 Classified Status

3.2 Completion of 25 units of courses in nursing or required courses in the master of science degree program in nursing with a GPA of 3.0 or better (on a scale of A = 4.0).

Requirements for the Master of Science with a Major in Nursing

The Master of Science degree in nursing requires completion of 51 quarter units of required courses with a grade point average of at least a 3.0 (B) and an approved thesis.

Graduate Nursing Courses

		Units
Nursing 586	Advanced Health Assessment	4
Nursing 590	Development of a Theory or Conceptual Model of Nursing	4
Nursing 602	Adult Health Nursing I	5
Nursing 612	Adult Health Nursing II	5
Nursing 621	Educational Principles and Methodology Applied to Nursing with Emphasis on Nursing Staff Development	3
Nursing 625	Nursing Research: Advanced Methodology and Proposal Development	4
Nursing 690	Nursing Research: Thesis (Student may enroll for up to 3 units per quarter)	5
Nursing 698	Practicum in Health Services and Nursing Administration	6

Three elective courses selected with approval of the graduate nursing advisor from the following courses:

ACC 600	Accounting for Management Decision Makers	5
MIS 610	Seminar in Information Systems Management	5
MKT 600	Seminar in Marketing Management	5
MKT 602	Seminar in Marketing Communication Strategy	5
Mgt 600	Seminar in Management and Organizational Behavior	5
Mgt 610	Seminar in Human Resources Management	5
Mgt 685	Seminar in Public Policies Toward Business	5
PPA 518	Health and Human Services Planning and Policy Development	5
PPA 587	Financial Issues in Health Care	5
PPA 680	Public Management and Organizational Change	5

Course Descriptions

Nursing 586. Advanced Health Assessment (4 units)

Compile a complete and comprehensive data base to establish the health status of the client/patient. Emphasis is placed upon physiology, pathophysiology, psychopathology as well as physical, and psychosocial needs. Upon this foundation an individualized protocol for care will be established. Prerequisite: Senior standing in a B.S. degree with a major in nursing, conditionally classified, or classified status in the M.S. Degree Program in Nursing. 2 lectures/2 laboratories

Nursing 590. Development of a Theory or Conceptual Model of Nursing (4 units)

Discussion of the purpose of theories and conceptual models of nursing. Analysis of the construction of significant conceptual models. Selection or construction of a conceptual model which takes into account cultural diversity as related to human development of individuals and families. Complex and changing values as well as ethical and legal issues related to nursing and health care are addressed in the selected or constructed conceptual models. Prerequisite: Conditional or Classified standing in the M.S. Degree Program in Nursing. Lecture/Discussion

Nursing 601. Educational Principles and Methodology Applied to Nursing with Emphasis on Nursing Staff Development (3 units) Focus is on the use of teaching skills to help nursing staff and establish policies and develop programs for in-service education as well as health education for consumers. Prerequisite: Conditional or Classified status in the M.S. Degree Program in Nursing. Lecture/discussion/demonstration

Nursing 602. Adult Health Nursing I (5 units) Utilization of a developed or selected conceptual model to design nursing care for adults and families with complex health problems from culturally diverse backgrounds. Clinical laboratories in rural and urban acute care settings as well as in a variety of other community health care settings including the home. Prerequisite: Classified status in the M.S. Degree Program in Nursing and Nursing 586 and 590. 5 Laboratories

Nursing 612. Adult Health Nursing II (5 units) Continuation of Nursing 602. Emphasis moves to implementation and evaluation of conceptually based plans of nursing care for multicultural clients with complex health problems. Continuity of care through a variety of settings is emphasized. Clinical laboratories in rural and urban medical-surgical or psychiatric units, as well as in a variety of other health care settings including the home. Prerequisite: Candidacy status in the M.S. Degree Program in Nursing, Nursing 602, and Nursing 625. 5 Laboratories

Nursing 625. Nursing Research: Advanced Methodology and Proposal Development (4 units) In-depth study of selected research strategies commonly used in nursing, such as clinical case-study, experimental, quasi-experimental, historical, ethnographic, ex-post-facto, and survey methods. Identification and clarification of nursing problem statements and related hypotheses. Roles and functions of the nursing thesis research committee. Development and analysis of individual thesis proposals. Prerequisite: Classified status in the M.S. Degree Program in Nursing and Nursing 590. Lecture/discussion

Nursing 690. Nursing Research: Thesis (5 units) Independent study and research in nursing with faculty supervision. Students may enroll for a minimum of 1 unit per quarter up to a total of 5 units. Prerequisite: Candidacy status in the M.S. Degree Program in Nursing and Nursing 625.

Nursing 698. Practicum in Health Services and Nursing Administration (6 units) This course serves as the culminating experience of the functional area of nursing administration in the Master's degree program. Students, through administrative experience in clinical settings, draw together the knowledge of preceding courses and develop a field project paper. Prerequisite: Candidacy status in the M.S. Degree Program in Nursing and Nursing 612, Nursing 621, Nursing 625, and two courses selected from approved list of courses in the School of Business and Public Administration. 1 Seminar/5 laboratories

Philosophy/Religious Studies Department

(FT 104D, 833–2291)

Chair: J. A. Kegley

Faculty: L. S. Betty, B. W. Jones, G. E. Kessler, C. F. Meyers, 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 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. History of Western Philosophy I
 - Philosophy 303. History of Western Philosophy II
 - Philosophy 304. History of Western Philosophy III
 2. One course from *each* of the following groups:

Group A: Theory of Knowledge

 - Philosophy 351. Theories of Knowledge
 - Philosophy 352. Philosophy of Science
 - Philosophy 350. Symbolic Logic

Group B: Metaphysics

 - Philosophy 340. Metaphysics
 - Philosophy 341. Dimensions of Self and Mind
 - Philosophy/Religious Studies 342. Philosophy of Religion
 - Philosophy/Religious Studies 343. Asian Philosophy

Group C: Value Theory

 - Philosophy 331. Aesthetics
 - Philosophy 332. Ethical Theory
 - IN ST 333. Political Philosophy and Thought
 - Philosophy 334. Law and Morality
 - Philosophy 478. Special Topics in Applied Ethics
 - 3. Two additional courses in Philosophy
 - 4. Philosophy/Religious Studies 490. Senior Seminar
- B. The satisfactory completion of one of the three options listed below:
 1. A special minor (p. 69).
 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. The Interdisciplinary Minor in Applied Ethics may be of particular interest. (See "Interdisciplinary Concentrations and Minors," pp. 99).

Requirements for the Minor in Philosophy

Four courses, totaling twenty quarter units, at least three of which must be upper division.

Pre-Law Concentration In Philosophy

(Each course carries 5 units of credit except the Senior Seminar which carries 6.)

- A. Cognate Requirements
Mathematics 140. Elementary Statistics or Psychology 200 Introduction to Statistical Methodology in Psychological Research or the equivalent.
- B. Recommended Prerequisites
Philosophy 100. Philosophical Ideas
Philosophy 102. Logical Reasoning or Philosophy 103 Introduction to Symbolic Logic
Philosophy 201. Ethics
- C. Requirements—Nine Upper-Division Courses (46 units)
 1. Two courses selected from the following:
Philosophy 302, 303 and 304. History of Western Philosophy
 2. One course selected from the following:
Philosophy 332. Ethical Theory
IN ST 333. Political Philosophy and Thought
 3. One course selected from the following:
Philosophy 350. Symbolic Logic
Political Science 370. Legal Reasoning
Communications 409. Argumentation
 4. One course selected from the following:
Philosophy 351. Theories of Knowledge
Philosophy 315. Philosophy, Technology and the Future
IN ST 353. Understanding Science: Achievements and Limitations
 5. One course selected from the following:
Philosophy 341. Dimensions of Self and Mind
Philosophy 340. Metaphysics
IN ST 362. Psycho-Technology and Human Values
 6. Philosophy 334. Law and Morality
 7. One upper-division philosophy elective or any of the IN ST, Communications or
Political Science courses listed above that were not selected to complete the core requirements.
 8. Philosophy 490. Senior Seminar
 9. One of the following:
 1. A Special Minor (p. 69).
 2. A Minor developed by another department.
 3. An Interdisciplinary Minor (pp. 99–101).

Philosophy Courses

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Philosophy 100. Philosophical Ideas A study of philosophical methods 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 This course is designed to develop critical thinking skills related to the analysis and evaluation of arguments. It involves an analysis and criticism of deductive and inductive reasoning; an understanding of justification and evidence; and analysis of fallacious argument in various areas of inquiry.

Philosophy 103. Introduction to Symbolic Logic Subjects studied include contemporary formulations of basic logical and epistemological distinctions, sentential operators and truth tables, deductive proofs, quantification, and scientific methodology.

Philosophy 201. Introduction to Ethics Introduction to ethical theories and their application to contemporary moral problems. The analysis and evaluation of ethical argumentation will be studied along with a survey of ethical standards and issues arising in a range of professions such as law, health care, science, education and business. Such ethical issues as violence, abortion, sexual ethics, elective death, nuclear disarmament, human and animal transplantation will serve as case studies. This course is required for the Interdisciplinary Minor in Applied Ethics.

Philosophy 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.

Upper Division

NOTE: Philosophy 100 or Philosophy 102 or Philosophy 103 are strongly recommended as prerequisites for all upper division courses.

Philosophy 300. Philosophy of Life Philosophical viewpoints which have dominated contemporary philosophy will be examined critically with the purpose of providing students the elements necessary to forge a philosophy of life for the contemporary world.

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 exam-

ines 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. 103.)

Humanities 321. The Social History of Ideas II (For course description, see listing under "Interdisciplinary Courses," p. 103.)

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. 104.)

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. Asian Philosophy A study of the major Confucian philosophers: Confucius, Mencius, and Hsun 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) tradition.

Philosophy 350. Symbolic Logic Introduction to propositional, predicate, and class calculi. Identity, definite descriptions, number, formalization, and related concepts may be studied. Prerequisite: Philosophy 103 or consent of instructor.

Philosophy 351. Theories of Knowledge A critical analysis of various kinds of knowledge claims—religious, aesthetic, and ethical as well as scientific and mathematical—and of various theories of meaning, truth, and verification.

Philosophy 352. Philosophy of Science A critical analysis of the general philosophical questions relevant to science including problems in the methodology and the structure of scientific knowledge as well as concerns about fundamental concepts such as space, time, and causality.

IN ST 353. Understanding Science: Achievements and Limitations (For course description, see listing under "Interdisciplinary Courses", p. 104.)

IN ST 362. Psychotechnology and Human Values (For course description, see listing under "Interdisciplinary Courses," p. 104.)

Humanities 363. Philosophy and Religion in Literature (For course description, see listing under "Interdisciplinary Courses", p. 103.)

Humanities 370 (formerly Humanities 377). Philosophy of History (For course description, see listing under "Interdisciplinary Courses", p. 103.)

Philosophy 377. Special Studies in Philosophy (1-5) Topics to be offered will be announced prior to registration. May be repeated for different course content.

Philosophy 477. Special Studies in Philosophy (1-5) Topics to be offered will be announced prior to registration. May be repeated for different course content.

Philosophy 478. Special Topics in Applied Ethics Topics to be offered will be announced prior to registration. Such topics as medical ethics, business ethics, legal ethics and others will be covered on a periodic basis. May be repeated for different course content.

Philosophy 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office. May not be counted toward major or minor requirements.

Philosophy/Religious Studies 490. Senior Seminar (6) Consideration of the nature of philosophy and of religious studies and of various subjects relevant to them. Prerequisite: Senior standing.

Philosophy 497. Cooperative Education The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. This 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.

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 interest of students who live in a pluralistic society and wish to study the role played by religions in human life and culture. The program includes courses of three general types: those which 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. Religion in Western Civilization (or an upper division course in Western religions)
 - Religious Studies 111. Religion in Eastern Cultures (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 (Old Testament)
 - Religious Studies 302. New Testament
 - Religious Studies 345. India
 - Religious Studies 348. 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
 - Group C* Philosophical and Religious Thought
 - Religious Studies 381. New Religious Movements
 3. Philosophy 302. History of Western Philosophy I
 - Philosophy 303. History of Western Philosophy II
 - Philosophy 304. History of Western Philosophy III
 - Philosophy 332. Ethical Theory
 - Philosophy/Religious Studies 342. Philosophy of Religion
 - Philosophy/Religious Studies 343. Asian 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 three 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 110. Religion in Western Civilization

A comparative study of the religions and cultures which have shaped Western civilization. This course traces the development and interaction of religions and various aspects of Western civilization. Judaism, Christianity, and Islam and the role they have played in shaping the values and worldviews of Western civilization receive special attention. Some religions and cultures of the ancient near east, Greece, Rome, and ancient Europe may also be studied.

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 289. Experiential Prior Learning (variable units)

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

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. 104.)

IN ST 313. Sociology of Religion (For course description, see listing under "Interdisciplinary Courses", p. 104.)

IN ST 319. Anthropology of Religion (For course description, see listing under "Interdisciplinary Courses", p. 104.)

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. Asian Philosophy

A study of the major Confucian philosophers: Confucius, Mencius, and Hsun 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) tradition.

Religious Studies 345. India

A study of India's culture, especially her religious, mythical, and artistic expressions; the values and living patterns of her citizens; and the historical events leading up to her independence from Great Britain and the social, economic, and spiritual effect of independence on her people.

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 overall objective of the course is to understand something of the Chinese and Japanese people as they perceive themselves today, both religiously and socially.

Religious Studies 360. The Meaning of Death

A study of various attitudes toward death and dying, as reflected in philosophy, in various religious traditions, in literature, in attitudes toward suicide, in the care of the aged and dying. 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. 103.)

Humanities 374. History of Christian Thought I

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Humanities 375. History of Christian Thought II

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Humanities 376. History of Christian Thought III

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

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.

Humanities 378. History of Israel: Ancient

(For course description, see listing under "Interdisciplinary Courses", p. 103.)

Religious Studies 381. New Religious Movements

A study of new religious movements, sometimes referred to as cults, in contemporary America. The word "cult" sometimes pro-

duces fear and images of religious fanatics in many people's minds. This course will explore the meaning of the word cult, why people are attracted to them and some of their beliefs and practices.

Religious Studies 477. Special Studies in Religion (1–5)

Topics to be offered will be announced prior to registration. May be repeated for different course content.

Religious Studies 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. May not be counted toward major or minor requirements.

Religious Studies/Philosophy 490. Senior Seminar (6)

Consideration of the nature of philosophy and of religious studies and of various subjects relevant to them. Prerequisite: Senior standing.

Religious Studies 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 instruction), 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.

Religious Studies 499. Individual Study (1–5) Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of department chair.



Physics and Geology Department

(Sci II 273, 833-3027)

Chair: S. W. Mitchell

Faculty: J. R. Coash, D. Detwiler, A. Greene, R. A. Horton, E. A. Laskowski, J. C. Manning (Emeritus), R. M. Negrini

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 351, 352, 353
Geology 303, 306, 307
- D. Physics 480
- E. Physics 490

Cognates: Mathematics 201, 202, 203, 204, and 302.
Chemistry 211, 212.
Computer Science 210.

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, 302
- B. Physics 201, 202, 203, 240, 241, 244, 245
- C. Chemistry 211, 212
- D. Computer Science 210

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.

Teaching Credential—Single Subject

The CSB degree in Physics has been certified by the Commission for Teacher Credentialing as satisfying subject-matter waiver requirements for the State of California Single Subject Credential. This means that the Examination Waiver for Physical Science has been approved for a CSB graduate with an *approved* waiver in Physics. Because the waiver program differs from the basic program for the major, it is essential that credential candidates consult with a department advisor to assure completion of the required program. In addition, the student must be admitted to and must complete the Single Subject Credential program.

Courses

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Physics 100. Perspectives in Physics Modern physics in historical perspective; relevance of current physical concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. Three hours lecture-discussion and two three-hour laboratories per week.

Physics 110. Introduction to Astronomy Historical development of modern astronomy. Contents of the universe, the solar system, stars, and galaxies. Stellar evolution and solar processes. The planets. Modern cosmology. Three hours lecture-discussion and two three-hour laboratories per week.

Physics 150. Introduction to Principles of Physics Elements of mechanics, electricity, and modern physics. This course is designed to cover these selected areas of physics in a somewhat abbreviated fashion in a single term, and cannot be used as a prerequisite for other physics courses. Three hours lecture-

discussion and two three-hour laboratories per week. Prerequisite: Math 104 or Math 105 or Level B on mathematics placement test.

Physics 201. Basic Principles of Newtonian Physics Newtonian mechanics; relationships to contemporary physics; field and laboratory investigations, with emphasis on physical measurements of motion. Three hours lecture-discussion and two three-hour laboratories per week. Offered with either calculus-based or non-calculus-based text. Prerequisite or corequisite: Mathematics 106.

Physics 202. Basic Principles of Maxwellian Physics Maxwellian electromagnetics; relationships to contemporary physics; field and laboratory investigations in electricity, electronics, magnetism, and heat. Three hours lecture-discussion and two three-hour laboratories per week. Offered with either calculus-based or non-calculus-based text. Prerequisite: Physics 201.

Physics 203. Basic Principles of Contemporary Physics Modern physics; principles of relativity, quantum phenomena, light, and the structure of matter. Observations and investigation related to atomic, nuclear, and molecular structure. Three hours lecture-discussion and two three-hour laboratories per week. Offered with either calculus-based or non-calculus-based text. Prerequisite: Physics 202.

Physics 211. Biomedical Instrumentation Underlying theory of electricity, electronics, and optics utilized in current biomedical research and practice. Intended primarily to provide a theoretical basis for the understanding of the instrumentation used in biomedical laboratories. Three hours lecture-discussion and two three-hour laboratories per week.

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 211, 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 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. Prerequisites: 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 351.

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 hour lecture and one three-hour laboratory. Prerequisite: Chem 211 or Physics 201 or 211.

Physics/Geology 325. Introduction to the principles of geophysics. Topics include earthquakes, gravity, magnetics, reflection seismology, refraction seismology, plate tectonics and geophysical well logging. Emphasis will be placed on exploration geophysics particularly on reflection seismology. Students will collect and analyze gravity, magnetics and seismic data. Three hours of lecture-discussion and two three-hour laboratories per week. Prerequisite: Physics 202 or permission of the instructor.

Physics 404. Introduction to Quantum Mechanics Schroedinger 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 351.

Physics 477. Special Topics in Physics (1–5) Topics and prerequisites to be announced. Typical courses include astrophysics, advanced electronic systems, advanced mechanics, and statistical physics. May be repeated in different topics.

Physics 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

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, 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 211, 212, Mathematics 106, Physics 201, 202
 2. Two courses (10 units) from Mathematics 140, 201, or Computer Science 210

The following elective courses are strongly recommended for the major:

Mathematics 202
Chemistry 213
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 carries five quarter units of credit.

Recommended Courses

A distinction is made between prerequisite and recommended courses throughout the list of course offerings. Prerequisite courses are indicated where the total subject areas are considered necessary to successfully undertake the course. Recommended courses indicate that knowledge of portions of the subject areas is necessary, but that these portions may be acquired by a student through independent study. In all cases, the courses will be offered assuming the background indicated. The student is to make the decision as to adequate preparation. In cases of doubt, consultation with the instructor is encouraged.

Lower Division

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. A field trip fee may be required. Consult the Class Schedule for specific details.

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. A field trip fee may be required. Consult the Class Schedule for specific details.

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. A field trip fee may be required. Consult the Class Schedule for specific details.

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. A field trip fee may be required. Consult the Class Schedule for specific details.

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 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 211 and Geology 201. A field trip fee may be required. Consult the Class Schedule for specific details.

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. A field trip fee may be required. Consult the Class Schedule for specific details.

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. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 306. Concepts of Petrology and Petrography Origin, formation, and classification of igneous, sedimentary, and metamorphic rocks, emphasizing field identification under low magnifications. Spatial, physiochemical, thermodynamic, and petrographic properties of natural earth materials. Field and laboratory investigation and presentation. Prerequisite: Geology 303. A field trip fee may be required. Consult the Class Schedule for specific details.

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. A field trip fee may be required. Consult the Class Schedule for specific details.

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. Prerequisite: Geology 201 or consent of instructor. A field trip fee may be required. Consult the Class Schedule for specific details.

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 201, 204 or 205. Recommended: Geology 304 and Geology 305. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 310. Concepts of Geochemistry Distribution of elements within the earth, their mobilities and interactions during crustal processes. Methods of investigation, application to geologic and environmental studies and petroleum and minerals exploration. Field and laboratory investigations and presentations. Prerequisites: Chemistry 212, Geology 303. Recommended: Math 201. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology/Physics 325. Introduction to the principles of geophysics. Topics include earthquakes, gravity, magnetism, reflection seismology, refraction seismology, plate tectonics and geophysical well logging. Emphasis will be placed on exploration geophysics particularly on reflection seismology. Students will collect and analyze gravity, magnetism and seismic data. Three hours of lecture-discussion and two three-hour laboratories per week. Prerequisite: Physics 202 or permission of the instructor. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 460. Petroleum Exploration Geologic formation and properties of hydrocarbon reservoirs. Exploration for onshore and offshore structural and stratigraphic reservoirs. Prerequisites: Geology 201 and Geology 304 or 307 or 309. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 470. Oil Field Development Hydrocarbon reservoir exploration, management, and recovery (primary, secondary, and enhanced). Well drilling, logging, and control. Onshore and offshore production. Prerequisite: Geology 460. A field trip fee may be required. Consult the Class Schedule for specific details.

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 paleo-

ecology. Specific areas designated when offered, and prerequisites listed depending on the specific areas. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 489. Experiential Prior Learning (variable units)

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

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). A field trip fee may be required. Consult the Class Schedule for specific details.

Graduate Courses

Geology 577. Advanced Topics in Geology (1-5)

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Geology. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 580. Advanced Research Participation (1-5)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

Master of Science in Geology

The M.S. Program in Geology is designed to: (1) offer a terminal degree program which will train individuals with the competence required by the geological profession for employment in industry and government agencies; (2) improve the professional skills and stature of persons already employed; (3) enable promising students to attain a level of knowledge and ability required for admission to a Ph.D. program at another institution; and (4) provide course work and research experience for students planning to teach at the junior college level.

Admission to the Program

(See Admission of Post-Baccalaureate Students, p. 80)

Persons seeking an MS in Geology must first apply to the Office of Admissions and Records for admission as unclassified graduate students. After admission to the university in the unclassified category, students are eligible to take graduate courses in geology, but without the assurance that their course work will count as credit towards the MS degree at CSB. After admission to the university in the unclassified category, students should apply to the Graduate Committee of the Department to be advanced to conditionally classified or classified status.

Classified and Candidate Status

Conditionally Classified Status. Acceptance at a Conditionally Classified Standing indicates the space has been made available for the student within the program and that the student has met the minimum preparation requirements to commence the program as listed below.

- (A) An acceptable baccalaureate degree from an accredited institution.
- (B) An undergraduate GPA of at least 3.0 in the last 90 quarter (60 semester) units of course work; or Graduate School Examination scores of 1,000 or greater (verbal and quantitative); or a GPA of 3.0 or higher in all previous graduate course work (at least 20 quarter units); or an approved petition to the Graduate Committee of the Department waiving this requirement by proposing other evidence of adequate prior academic preparation.
- (C) Formal decision by the Department Graduate Committee to accept the student into the graduate program. The decision will be based on a formal application procedure which includes evaluation of GPA, Graduate Record Examination scores, letters of recommendation, and other materials which may be required by the Committee and/or offered by the student.
- (D) Acceptance into an academic advising relationship with a member of the faculty of the Department.
- (E) Conditionally Classified Status will be granted only if space is available for the student in the program. The faculty reserves the right to select those students which it deems most qualified for graduate work.

Classified Status. Acceptance as a Classified Student indicates that all prerequisite course work has been completed, that a formal Plan of Study has been developed, and that the student's progress in graduate level courses warrants continuation in the program. Specific requirements for Classified Status are listed below.

- (A) Completion of all requirements for Conditionally Classified Status.

- (B) Completion of 60 units in Geology; the last 40 units must be courses above the introductory level. Required courses (or their equivalents) are Geology 303 (Mineralogy), 304 (Sedimentation), 307 (Petrology), 309 (Stratigraphy) and S495 (Summer field course in Geology).
- (C) Completion of the following prerequisite courses in cognate areas: Chem. 211 (Principles of General Chemistry I), Chem. 212 (Principles of General Chemistry II), Chem. 213 (Principles of Chemical Analysis), Physics 201 (Basic Principles of Newtonian Physics), Physics 202 (Basic Principles of Maxwellian Physics), Math 140 (Elementary Statistics) or Physics 203 (Basic Principles of Contemporary Physics), Math 201 (Calculus I), Math 202 (Calculus II), and Computer Science 210 (Computer Programming Using FORTRAN) or Computer Science 212 (Computer Programming Using Pascal).
- (D) Completion of at least 20 quarter units of courses applicable to the Master of Science Degree in Geology with a grade of "B—" or better, and graduate GPA of at least 3.0.
- (E) A score of 650 or above on the Graduate Record Examination (Advanced Test in Geology); or if the student scores below 650, satisfactory performance on other examinations or course work which may be assigned by the Graduate Committee of the Department through a petition to it from the student.
- (F) Formal acceptance of the student's Plan of Study by the Graduate Committee of the Department.

Candidate Status. Acceptance as a candidate indicates that the student has completed at least 30 quarter units within the approved Plan of Study and that there is a reasonable expectation that the student will complete all remaining requirements within one year. The specific requirements for Candidate Status are listed below.

- (A) Completion of all requirements for Classified Status.
- (B) Completion of at least 30 quarter units of courses applicable to the Master of Science Degree in Geology with a grade of "B—" or better, and a graduate GPA of at least 3.0.
- (C) Certification by the student's academic advisor that there is a reasonable expectation that the student will satisfactorily complete the approved Plan of Study within one year.
- (D) Approval of the student's Master's Thesis research topic by the Thesis Director, Thesis Committee, and Graduate Committee of the Department.
- (E) Certification by the student's Thesis Advisor that there is a reasonable expectation that the student will satisfactorily complete the Master's Thesis within one year.

Time limits have been set for completion of requirements at each level of status. Admission to Classified Status must be accomplished within two calendar years after acceptance as a Conditionally Classified Student. Admission to Candidate Status must be attained within four calendar years after acceptance as a Conditionally Classified Student. All requirements, and graduation, are to be completed within five calendar years after acceptance as a Conditionally Classified Student. The five-year time limit can be extended by petition to the Graduate Committee of the Department.

Completion of all requirements for the Master of Science in Geology required satisfactory completion of all courses in an

approved Plan of Study and satisfactory completion of a thesis, including oral examination and any revisions required by the Thesis Committee or Departmental Graduate Committee, and maintaining a 3.0 GPA.

Requirements for the Masters Degree in Geology

A minimum of 45 units of course work is required for the MS in Geology.

- A. Courses required for the program are: Geology 460, 470, 565, 690.
- B. A minimum of 5 courses (25 units) are to be selected from the following: Geology S595, 604, 605, 607, 609, 610, 625, 677.

Courses

Graduate Courses

Geology 565. Advanced Petroleum Exploration and Development Advanced studies in the geologic occurrence and properties of oil and gas reservoirs. Geochemical, structural, stratigraphic, and sedimentologic applications in the exploration for, and development of, onshore and offshore reservoirs. Prerequisites: Geology 307, 309, and 470. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology S595. Advanced Summer Field Course in Geology (2-6) Two to six weeks of intensive field work, including advanced problems and methods in geological field studies and preparation of final report. Prerequisites: Geology 303, 304, 305, 306, 307, 309, and 495. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 604. Advanced Sedimentation and Sedimentary Petrology Petrography, classification, and genesis of sedimentary rocks, with emphasis on textural analysis, depositional processes, paleoenvironmental interpretation, and diagenesis. Field and laboratory studies will focus on the Cenozoic sedimentary rocks of Southern California. Prerequisites: Geology 303, 304, 306, 309, and 310. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 605. Advanced Micropaleontology Advanced studies in the morphology, taxonomy, ecology, and paleoecology of microfossils, with emphasis on foraminifera, radiolaria, ostracods, and pollen. Field oriented laboratory projects will focus on biofacies analysis, stratigraphic sequences of microfauna, microfauanal correlation, phylogenesis of foraminifera, and applied micropaleontology. Prerequisites: Geology 304, 305, and 309. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 607. Advanced Structural Geology Topics in advanced structural geology based on petrographic, geophysical, and experimental data combined with field observations. Prerequisites: Geology 306, 307, and 325. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 609. Advanced Stratigraphy Application of principles and techniques of stratigraphic analysis to the interpretation of time equivalence, depositional systems, and paleogeography of stratigraphic sequences. Lithostratigraphy, biostratigraphy, and sedimentologic and petrologic approaches will be incorporated into laboratory/field projects. Emphasis will be on Cenozoic rock units in Southern California. Prerequisites: Geology 305 and 604. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 610. Sedimentary Geochemistry Introduction to low temperature geochemistry, with emphasis on the geochemical cycle, aquatic chemistry, mechanisms of authigenesis and diagenesis, clay mineralogy, environmental geochemistry, trace element geochemistry, and geochemical exploration methods. Laboratory work will focus on the theory and practice of methods of geochemical analysis, including the application of thin-sections, x-ray diffraction analysis, and atomic absorption spectrometry in solving diagenetic problems. Prerequisites: Chem. 213, Geology 303, 304, 306, and 310. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 625. Advanced Geophysics Application of advanced geophysical principles to petroleum exploration and solid earth geophysics. Topics to be studied are seismology, geomagnetism, gravity, and electromagnetic methods. Research projects including analysis of already existing geophysical data or acquisition of data with geophysical instruments will be encouraged. Prerequisite: Geology 325. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 677. Advanced Topics in Geology Topics and prerequisites to be announced. May be repeated for different topics. These will include such subjects as: advanced economic geology; advanced seismology; computer applications in geology/geostatistics; exploration geophysics; exploration techniques in groundwater geology; hydrogeology; neotectonics; photogeology and remote sensing; seismic stratigraphy; tectonic evolution of California; underground fluids; and West Coast stratigraphy. Specific areas designated when offered, and prerequisites listed depending on the specific topics. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 690. Master's Thesis (5-9) Either laboratory or field investigation, or both, on a research problem. Preparation, completion, and submission of a written thesis approved by the Thesis Committee and the Departmental Graduate Committee, which is defended orally. Credit is given only for research underlying thesis, or writing of thesis. May be taken for a total not exceeding 9 units. Credit on acceptance of the thesis. Instructor is normally chairperson of student's thesis committee. Prerequisites: classified status and an officially appointed thesis committee.

Geology 700. Continuous Enrollment (1) Registration required for all students who have completed course work, but have not completed the thesis. The student will continue to register each quarter for Geology 700 until the thesis is completed and successfully defended. Prerequisite: Prior registration in Geology 690 with a grade of SP.



Political Science Department

Chair: S. Clark

Faculty: C. McCall, R. Geigle, T. Watts, F. Lopez III

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 ten full courses in political science of which at least eight must be at the upper division level. Students must also complete cognate and/or political science laboratory courses and a senior paper. 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 choose Political Science 101.
- B. Mathematics 140, Elementary Statistics, or Psychology 200, Introduction to Statistical Methods in Psychological Research.
- C. Political Science 300, Political Inquiry (5.0) and Political Science 380 (2.0–5.0)
- D. In St 333, Political Philosophy.
- 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
- Behavioral Science 307. Developing Political Systems
- Political Science 308. Government and Politics in China
- Political Science 309. Government and Politics in Latin America

- 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. Four additional courses in political science, one of which may be lower division. Political Science 100, Political Science 102, and lower division transfer courses in political theory, American politics, international relations, or comparative government satisfy this requirement. Activities courses, lower division internships, and other General Education courses, even those listed in Political Science, do not. Consult your advisor.
- J. Political Science 490, Senior Seminar in Political Science, including a senior paper that is either an empirical research paper or a philosophical inquiry reflecting the student's coursework or special interest in political science.
- K. The satisfactory completion of one of the three options listed below:
 - 1. A special minor (p. 69).
 - 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 (pp. 98, 99).

Requirements for the Major with a Concentration in International Relations

Political Science majors who wish to focus their studies on international relations should satisfy the requirements listed below. This course of study is designed to facilitate the learning of the basic concepts, theories, and methods of international relations and to train students in research, analytic, and communication skills that focus on the uses of international relations training. The program is designed to satisfy the needs of both students who wish to pursue graduate and vocational objectives in the field and those whose goals are the advancement of their understanding of this aspect of human activity.

Employment opportunities for international relations graduates exist in both national and international government, business, electronic and print journalism, teaching, and international service. Computer, analytical, and statistical skills developed in

the concentration are particularly important in the vocational applications of international relations study.

Required courses for the concentration in International Relations are:

- A. Political Science 102 and one additional introductory course in political science. Students meeting this requirement at CSB should choose Political Science 101.
- B. Mathematics 140, Elementary Statistics, or Psychology 200, Introduction to Statistical Methods in Psychological Research.
- C. Political Science 300, Political Inquiry (5.0).
- D. IN ST 333: Political Philosophy.
- E. All of the following: Political Science 302, American Foreign Policy; Political Science 304, International Relations; and History 440, 20th Century U.S. Diplomatic History.
- F. At least one course in comparative government, chosen from among:
Political Science 305. Government & Politics in Western Europe
Political Science 306. Government & Politics in the Soviet Union
Political Science 308. Government & Politics in China
Political Science 309. Government & Politics of Latin America
- G. At least one course in international political economy, chosen from among:
Behavioral Science 307. Developing Political Systems
Political Science 477. The Politics of International Commerce
Economics 412. International Trade & Development
- H. At least one course in strategic studies, chosen from among:
Political Science 377. American Defense Policy
Political Science 477. Problems in International Security
- J. Political Science 490, Senior Seminar in Political Science, including a senior paper.
- K. The satisfactory completion of one of the three options listed below:
 1. A special minor, (p. 69).
 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 Minor," pp. 98, 99).

Requirements for the Major with a Concentration in Pre-Law

Political Science majors who wish to focus their studies on pre-law should satisfy the requirements listed below. This course of study is designed to facilitate the learning of basic concepts, theories, and methods of research that are important to attorneys and to others whose work requires understanding of common and statutory law. Although it is a major that is taken by many undergraduates who intend to apply to law school, each student should realize that law schools admit the graduates of all majors so long as they have the requisite reasoning, analytical, and writing skills. Political science majors are often preferred not only because they may have such skills, but also because they are familiar with the institutional environment of our legal system. This concentration within Political Science attempts to provide the student not only with the analytical skills, but also of course, with substantive knowledge of our political and legal institutions.

Other careers pursued by pre-law graduates include law enforcement, political management, business, and teaching.

Required courses for the concentration in Pre-Law are:

- A. One introductory course in political science. Students meeting this requirement at CSB should choose Political Science 101.
- B. Mathematics 140, Elementary Statistics, or Psychology 200, Introduction to Statistical Methods in Psychological Research.
- C. Political Science 300, Political Inquiry (5.0) and Political Science 380 (2.0–5.0).
- D. IN ST 333, Political Philosophy.
- 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
Behavioral Science 307. Developing Political Systems
Political Science 308. Government and Politics in China
Political Science 309. Government and Politics in Latin America
- F. At least one course in American legal institutions chosen from among:
Political Science 314. Judicial Politics
Political Science 315. Civil Liberties
- G. Three additional courses in political science, one of which may be lower division. Political Science 100, Political Science 102, and lower division transfer courses in political theory, American politics, international relations, or comparative government satisfy this requirement. Activities courses, lower division internships, and other General Education courses, even those listed in Political Science, do not. Consult your advisor.
- H. Political Science 370. Legal Reasoning.
- J. Political Science 490, Senior Seminar in Political Science, including a senior paper that is either an empirical research paper or a philosophical inquiry reflecting the student's coursework or special interests in political science.
- K. The satisfactory completion of a minor or augmented major designed to improve skills needed in the practice of law or to introduce the student to a substantive area of law in one of the three options listed below:
 1. A special minor, (p. 69).
 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, 99).The student's minor for the concentration must be approved by the Department's advisor for Pre-Law studies.

American Institutions Requirement

Satisfaction of the American Institutions requirement (see p. 78) 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. 79.

Requirements for the Minor in Political Science

Four courses totaling 20 quarter units in Political Science—at least three of which must be upper division—with an average of "C" or better.

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 in Government. The degree has also been certified as satisfying subject-matter examination waiver requirements in Social Science, provided that the student also completes the 90-unit requirements for the Social Science waiver program in addition to the degree requirements for the Political Science major. See the Department Chair for further information about these waivers. In addition to the subject-matter requirements, the student must be admitted to the Credential Program in the School of Education in order to receive a permanent credential. See the Dean of Education for information.

Courses

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

Lower Division Courses

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 way 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 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. Studies 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. 101.)

Political Science 255. Political Games Simulation designed to give students insight into the factors influencing political decision-makers by providing considerable opportunity for role-planning 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 political science or consent of instructor. May be repeated once for credit.

Political Science 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

Upper Division Courses

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 political science. For related laboratory component, see Political Science 380. Prerequisite for Political Science 300: one course in political science and sophomore standing.

Political Science 302. American Foreign Policy An introduction to the major schools and approaches in the analysis of U.S. foreign policy. Particular attention is paid to ideological, bureaucratic, and economic influences on the decision-making process. Includes a survey and evaluation of the major developments in U.S. foreign policy from 1945 to present.

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 the 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. 101.)

Political Science 308. Government and Politics in China An examination of institutions and processes of government in China. Emphasis on the ideas of Marx, Lenin, and Mao, the Chinese political culture, the party, the military, communalization, and the cultural revolution as determinants of contemporary politics and policy change in China.

Political Science 309. Government and Politics in Latin America The comparative analysis of selected nations in Latin America, including Mexico, Argentina, and Brazil. Emphasis is on social and economic structures as determinants of contemporary politics and policy change in Latin American society. Problems of development are also examined.

IN ST 310. Criminal Law (For course description, see listing under "Interdisciplinary Courses," p. 104.)

Behavioral Science 311. Small Group Dynamics (For course description, see listing under "Interdisciplinary Courses," p. 102.)

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 300–380 or equivalent, or consent of instructor.

Political Science 314. Judicial Power and the Constitution An examination of the judicial role in American constitutional adjudication, both historical and contemporary. Investigation of constitutional provisions, political party philosophies, legal career patterns, and other factors that shape judicial responses. Prerequisite: One course in political science or consent of instructor.

Political Science 315. Civil Liberties An examination of the principles, reasoning, and politics of private and individual rights in the U.S. Investigations of current controversies. Prerequisite: One course in political science or consent of instructor.

Political Science 316. Congress An examination of Congressional decision making and the factors which shape legislative policies. Students can expect to engage in systematic research into selected aspects of legislative behavior. Prerequisite: One course in political science or consent of instructor.

Political Science 317. The Presidency An examination of the office and its occupants, with emphasis on the administrations since Franklin Roosevelt. The course includes investigations of constitutional and administrative powers, presidential leadership of Congress, other elites, and public opinion, and the personality responses of the Presidents to the dilemmas they encounter.

Political Science 320. Social Groups and Political Power in America An examination of the ways in which non-governmental groups influence the formation, direction, execution and

change in public policy in America. Emphasis on factors which contribute to such influences. Students can expect to pursue a research project on a selected topic. Prerequisite: Political Science 300.

Behavioral Science 321. Community Politics (For course description, see listing under "Interdisciplinary Courses," p. 102.)

Political Science 328. Public Opinion, Propaganda, and Media Politics. An examination of the psychological processes involved in the formation and change of public opinion. Attention focused on the role of propaganda in attitude acquisition and change. Several examples of political propaganda and mass appeals will be examined. Prerequisite: Upper division standing.

Behavioral Science 330. Political Psychology (For course description, see listing under "Interdisciplinary Courses," p. 102.)

Behavioral Science 331. Political Sociology (For course description, see listing under "Interdisciplinary Courses," p. 102.)

IN ST 333. Political Philosophy and Thought (For course description, see listing under "Interdisciplinary Courses," p. 104.)

Political Science 334. Democratic Theory An examination of fundamental assumptions about democratic government and practices. Students can expect to develop tests for evaluating performance of political institutions and practices based on the results of that examination. Special attention will be given to American experience as a whetstone for shaping those tests. Prerequisite: Upper division standing or consent of instructor.

IN ST 369. Environmental Regulation. (For course description, see listing under "Interdisciplinary Courses," p. 105.)

Political Science 370. Introduction to Legal Reasoning Consideration of and practice in the logic, analysis, data interpretation, and writing that characterizes Anglo-Saxon jurisprudence. Special topics taken from contemporary issues such as freedom of speech, abortion, sports law, entertainment law, and anti-trust regulation.

IN ST 375. Administrative Processes in Government (For course description, see listing under "Interdisciplinary Courses," p. 105.)

Political Science 377. Contemporary Political Issues (1–5) An intensive examination of issues of current political concern with attention to the development of the problem and alternate ways of responding to it. The issues examined vary from term to term but include such topics as political corruption, the political implications of multi-national corporations, terrorism and political subversion, etc. Prerequisite: Upper division standing, or permission of instructor. May be repeated for different course content.

Political Science 379. Real Property Law Introduction to the law governing real property entitlements with some attention given to historical development. Title; landlord-tenant relationships possessory estates; estates in land; concurrent ownership; future interest; conveyances; deeds; restrictions on property rights. Does not satisfy requirements for the major or minor in Political Science. Prerequisite: BA 372.

Political Science 380. Political Science Laboratory (2–5) A hands-on companion course to Political Science 300, Political Inquiry. Specific content for the laboratory may vary, but data processing, questionnaire formulations, interviewing, and introduction to field research are the major course topics. Prerequisite:

site: one course in political science or permission of the instructor. May be repeated for different course content. A field trip fee may be required. Consult the Class Schedule for specific details.

Behavioral Science 400. Data Processing in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses," p. 102.)

Behavioral Science 471. Colonialism and Culture Change (For course description, see listing under "Interdisciplinary Courses," p. 103.)

Political Science 477. Selected Topics in Political Science (1-5) Current concerns challenging the discipline's theories and methods. Topics include governmental regulation of innovation in medical treatment, ethics in the intelligence community, the impact of development on ideology, politics and mass media, etc. Offered periodically to respond to student and faculty interests. Prerequisite: Upper division standing. May be repeated for different course content.

Political Science 480. Directed Research Seminar in Political Science Student conducts and writes up an individual study under faculty supervision. Prerequisite: Political Science 300 and consent of instructor.

Political Science 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.

Political Science 490. Senior Seminar (6) Consideration of the nature of the discipline. Integration of materials from other courses. Relation of political science to other fields of study. Prerequisite: Senior major or consent of instructor.

Political Science 496. Internship in the Political Process (1-5) Students are assigned to either public or private agencies involved in the public choice process. Supervision of internship is shared by agency director and the course instructor. Assigned readings and projects where appropriate. Prerequisite: Permission of instructor. Up to five units may be applied to elective requirements in the major. With departmental approval, additional units (up to a total of ten) may be used if the internship experience generating the additional units is in a different institutional setting or involves a significantly greater responsibility on the intern's part.

Political Science 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. (See statement on credit under Pol. Sci. 496, above)

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. 103.)

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses," p. 103.)

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

(DDH B115, 833-2363)

Chair: M. J. Allen

Faculty: D. C. Cohen, K. E. Dietiker, K. L. Hartlep,
I. Peiser, R. C. Noel, C. D. Raupp, E. H. Sasaki, A. L.
Seltzer (Emeritus), S. E. Suter

Psychology can be considered from a variety of perspectives, such as (1) a natural or biological science, (2) a behavioral or social science, (3) an applied or professional field, or (4) a set of experiential or humanistic concerns.

The requirements for the major expose the student to the broad range of perspectives, problems, methodologies, and bodies of knowledge found in contemporary psychology. We believe that this foundation provides for the development of relevant skills, behaviors, and attitudes necessary for a diverse number of professional fields, especially those related to the human services.

All declared majors are expected to confer regularly with their faculty advisors to ensure that the selection of courses will be most appropriate for the student's career goals.

Requirements for the Major

- A. Prerequisites (11 units):
 1. Psychology 100. Perspectives in Psychology
 2. Psychology 200. Introduction to Statistical Methods in Psychological Research
 3. Psychology 290. Psychology as a Profession (1)
- B. Major Requirements (46 units):
 1. Two core courses (11 units):
 - a. Psychology 300. Introduction to Research and Methodology in Psychology
 - b. Psychology 490. Senior Seminar (6)
 2. Minimum of one foundation course from the following (5 units):
 - Psychology 301. Principles of Learning
 - Psychology 302. Perception and Information Processing
 - Psychology 303. Brain and Behavior
 3. Minimum of two foundation courses from the following (10 units):
 - Psychology 310. Child Psychology
 - Behavioral Science 312. Social Psychology
 - Psychology 315. Abnormal Psychology
 - Psychology 316. Personality
 4. Minimum of one foundation course from the following (5 units):
 - Behavioral Science 311. Small Group Dynamics
 - Psychology 403. Health Psychophysiology: Mind-Body Interactions
 - Psychology 429. Psychological Tests and Measurements
 5. Minimum of three elective courses in psychology (15 units) (up to 5 units may be lower division)
- C. Minor Requirements (20 units), selected from one of the following three options:
 1. A special minor (p. 69).
 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, 99).

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, provided that the student also completes the 90-unit requirements for the Social Sciences waiver program in addition to the degree requirements for the Psychology major. This means that the Examination Waiver for Social Sciences has been approved for a CSB graduate in Psychology, who has completed the approved 90-unit Social Science waiver program. 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 90-unit program leading to the Master of Science in Psychology, with options in one of the following areas:

1. Clinical psychology, primarily for students interested in graduate level preparation for a doctoral clinical program or for the psychological assistant certification.
2. Marriage, family, and child counseling, primarily for students interested in the academic preparation for the California State license in Marriage, Family, and Child Counseling, issued by the Board of Behavioral Science Examiners.
3. Organizational psychology, focusing on human/social service organizations, primarily for students interested in contemporary theories and practices in the supervision, appraisal, and development of the service delivery system.

There is a 40-unit common core across the three options, with the remaining 50 units involving requirements unique to an option and electives.

Admission to the Program

A student seeking admission to the Master of Science in Psychology program should first secure program application materials from the Department of Psychology. The student must specify the option for which admission is being sought. Application for the Master of Science program will be processed by the M.S. Program Committee of the Department of Psychology. The student must also apply to the Office of Admissions and Records for general admission to the University; this application for general admission at the post-baccalaureate level will be processed by the University. Completed applications should be filed with the Department of Psychology by March 1. Later applications will be considered until the positions available in each option are filled.

To be considered for admission to one of the options of the Master of Science in Psychology program, the student must fulfill the following minimum requirements:

1. Complete the following undergraduate courses, with a GPA of 3.0 or higher and with no grade lower than a "C" (2.0) in any single course:
 - Introductory Statistics (Psychology 200)
 - Research Methodology (Psychology 300)
 - Child Psychology (Psychology 310)
 - Abnormal Psychology (Psychology 315)
 - Personality (Psychology 316)
 - Psychological Tests and Measurements (Psychology 429)The CSB course numbers are provided for reference; the Department of Psychology will determine whether courses taken elsewhere are equivalent to the specified courses. Students may complete these prerequisite courses within the Department while enrolled in graduate courses for which they are eligible. A maximum of 25 units can be taken as counting toward the M.S. program before admission to the program, which will be considered only upon satisfactory completion of all the prerequisite courses.
2. Maintain a GPA of 3.0 or higher in the final two years (90 quarter units or 60 semester units) of academic course work; OR maintain a GPA of 3.0 or higher in all prior M.S. course work at CSB (at least 20 quarter units).
3. Have on file the scores for the general aptitude (verbal and quantitative) portion of the Graduate Record Examination (GRE). Students receiving scores of 1000 or higher (V + Q) will be given preference for admission to the program.
4. Submit three letters of recommendation attesting to the student's suitability and preparation for a 90-unit masters program emphasizing academic knowledge and skills appropriate to the option of the M.S. program for which admission is being sought.

The faculty of the Department of Psychology reserve the right to select those applicants they deem most qualified for each option. In making their decision, the faculty may also take into consideration the applicant's previous training in psychology, relevant work experience, and special skills and knowledge.

Formal admission to each option of the program is at the *conditionally classified* level. Students will be considered for advancement to *classified* level during the term in which at least 35 units of the common core will be completed. To be advanced to *classified* level, the student must meet the following requirements:

1. Be in Good Standing within the M.S. program (see Graduation Requirements below).
2. Receive approval of the Plan of Study (see Academic Advising below).
3. Receive satisfactory evaluations on clinical skills and professional responsibility from the faculty; these judgments will include behaviors observed in the classroom as well as during clinical observations.
4. Fulfill the upper division writing competency requirement.

Advancement to *classified* level is required prior to placement in a traineeship practicum. Normally, the student will be considered for advancement to *candidate* level in the quarter in which formal graduation is anticipated. The minimum requirements for advancement to *candidate* level are:

1. Be in Good Standing within the M.S. program (see Graduation Requirements below).

2. Declare formally that the approved Plan of Study will be completed (see Academic Advising below).
3. Receive satisfactory evaluations on clinical skills and professional responsibility from the faculty; these judgments will include behaviors observed in the classroom as well as during clinical observations.

The student should consult departmental notices concerning any additional criteria to be satisfied for advancement to *classified* and *candidate* levels, as well as for the various periodic evaluations during the program. There is a five-year time limit for completion of the program, which can be extended only by special petition approved by the faculty of the Department.

Degree Program

The 40-unit *Common Core* across the three options of the Master of Science program is as follows:

1. Primary Foundation (27 units)
 - Behavioral Science 500. Quantitative Methods in the Behavioral Sciences (5)
 - Psychology 510.001. Human Development: Childhood and Adolescence (4)
 - Psychology 510.002. Human Development: Adulthood and Aging (4)
 - Psychology 515. Descriptive Psychopathology (5)
 - Psychology 516. Dynamics of Personality (5)
 - Psychology 520. Professional Ethics (2)
 - Psychology 592. Diagnostic and Statistical Manual (1)
 - Psychology 593. Diagnostic Interviewing (1)
 2. Introduction to Psychological Assessment (8 units)
 - Psychology 530. Psychological Assessment of Intellectual Functioning and Interests (4)
 - Psychology 531. Psychological Assessment of Personality and Interpersonal Behavior (4)
 3. Introduction to Psychological Intervention (5 units)
 - Psychology 550. Principles of Psychological Intervention
- The *Clinical Psychology* option of the Master of Science program requires the following:
1. Common Core (40 units, as specified above)
 2. Additional Foundation (9 units)
 - Psychology 503. Human Neuropsychology (4)
 - Behavioral Science 512. Advanced Social Psychology (5)
 3. Advanced Psychological Assessment (11 units)
 - Psychology 630. Practicum in Assessment of Intellectual Functioning (4)
 - Psychology 631. Practicum in Objective Assessment of Personality (3)
 - Psychology 632. Practicum in Projective Assessment of Personality (4)
 4. Advanced Psychological Intervention (5 units)
 - Psychology 650. Approaches in Psychological Intervention
 5. Thesis (5–9 units)
 - Psychology 695. Master's Thesis in Psychology
 6. Electives (16–20 units, may include 10 units of Traineeship Practicum)

The *Marriage, Family, and Child Counseling* (MFCC) option of the Master of Science program requires the following:

1. Common Core (40 units, as specified above)

2. Marriage, Family, and Child Counseling (11 units)
 - Education-Counseling 605. Theories of Counseling (4)
 - Education-Counseling 610. Theories of Family Counseling (4)
 - Education-Counseling 615. Techniques of Family Counseling (3)
3. Advanced Psychological Intervention (5 units)
 - Psychology 650. Approaches in Psychological Intervention
4. Human Sexuality (4 units)
 - Psychology 540. Human Sexuality
5. Cross-Cultural Values and Mores (4 units)
 - Education-Counseling 505. Cross-Cultural Counseling
6. Legal Issues in Marriage, Family, and Child Counseling (2 units)
 - Education-Counseling 526. Legal and Professional Issues: Clinical Counseling
7. Special Clinical Issues (4 units)
 - Psychology 600.001. Chemical Dependency (2)
 - Psychology 600.002. Abuse and Battering (2)
8. Traineeship Practicum (10 units)
 - Psychology 670. Traineeship Practicum
9. Comprehensive Examination (5 units)
 - Psychology 696. Comprehensive Examination in Psychology
10. Electives (5 units)

NOTE: All education-counseling courses are based upon a new proposed program and specific courses are subject to approval of the proposal.

The *Organizational Psychology* option of the Master of Science program requires the following:

1. Common Core (40 units, as specified above)
2. Additional Foundation (25 units)
 - a. Methodology for Organizational Research
 - Behavioral Science 501. Research Design in the Behavioral Sciences
 - Behavioral Science 5XX. Program Evaluation Research
 - b. Individual/Group Behavior in Organizations
 - Psychology 432. Industrial and Organizational Psychology
 - Behavioral Science 512. Advanced Social Psychology
 - Sociology 541. Sociology of Complex Organizations
3. Human and Social Services Administration (5 units); selected from
 - Public Policy and Administration 518. Health and Human Services Planning and Policy Development.
 - Public Policy and Administration 519. Social Services Administration: Volunteer, Nonprofit, and Community Organizations
4. Human Resources Management and Development (5 units); selected from
 - Management 600. Seminar in Management and Organizational Behavior
 - Management 610. Seminar in Human Resources Management
5. Thesis (5–9 units)
 - Psychology 695. Master's Thesis in Psychology
6. Electives (6–10 units); selected from #3 or #4 above or the following:
 - Management 410. Problems in Human Resources Management
 - Management 415. Leadership and Management Development

- Sociology 441. Sociology of Organizational and Administrative Behavior
- Psychology 660. Community Mental health
- Psychology 670. Traineeship Practicum (10)
- Public Policy and Administration 680. Public Management and Organizational Change

NOTE: Students selecting the organizational psychology option must fulfill all prerequisite courses for the management courses. The prerequisite courses for admission into the M. S. program do *not* fulfill the prerequisite requirements for these specific courses. The prerequisite courses will *not* count toward the M. S. program.

Academic Advising

An academic advisor will be assigned to the student upon admission to one of the options of the M. S. program. The academic advisor and the student develop a Plan of Study appropriate to the option to which the student has been admitted and submit it to the Department faculty for approval before advancement to *classified* level. The Plan of Study consists of the following:

1. Statement of the student's goals, relative to the option selected.
2. List of all courses and number of units for each course which have been or will be taken to complete the option selected. The grade for each course completed will also be listed.
3. Indication of plans to satisfy all other criteria set by the Department for the student.
4. Indication of the student's anticipated date of completion of the program.

NOTE: The psychology faculty reserves the right to substitute courses for specific requirements as they deem necessary for programmatic considerations.

Graduation Requirements

1. To graduate with the M.S. degree, a student must meet the following requirements:
 - a. Complete the 90-unit program in accord with the approval Plan of Study and the standards specified herein. At least 60 units must be at the 500–600 level and at least 36 units must be in residence. Students may take up to 24 units of CR/NC work.
 - b. Receive an overall GPA of 3.0 or higher for the entire 90-unit program.
 - c. Be in Good Standing within the M.S. Program.
2. To be in Good Standing, a student must meet the following requirements:
 - a. Maintain the following levels of scholastic achievement at the end of *each* term of enrollment:
 - 1) A cumulative GPA of 3.0 or higher in *all* courses counting toward the M.S. program.
 - 2) A cumulative GPA of 3.0 or higher in *all required* courses specific to the option selected.
 - b. Receive satisfactory evaluations in clinical skills and professional responsibility from *both* the faculty and applicable traineeship supervisors at specified times in the program.
3. Students *not* in Good Standing must formally petition the M.S. Program Committee and receive written approval of their petition prior to enrolling in required courses specific to the option selected. The M.S. Program Committee will

evaluate the student's academic record, any extenuating circumstances bearing on the case which the student has made known to the Committee, and the faculty's professional judgment regarding the student's potential for succeeding in the M.S. program.

4. No more than two (2) courses, regardless of number of units, with a grade of lower than "B—" (2.7) shall be counted toward the M.S. degree.
5. No course receiving a grade lower than "C" (2.0) shall be counted toward the M.S. degree.

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 non-parametric 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 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 290. Psychology as a Profession (1) Introduction to the profession of psychology with a particular emphasis on careers within the field of psychology. Offered on a credit, no-credit basis only.

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. Offered on a credit, no-credit basis only.

Upper Division

Psychology 300. Introduction to Research and Methodology in Psychology Assumptions of scientific research and issues in philosophy of science as applied in psychology. Selected concepts and methods of psychological research, including naturalistic observation, correlational procedures, quasi-experimental methods, and true experimental methods. Emphasis on the collection and interpretation of empirical data and the generalizations that can be drawn from these data.

* Exemption from ELM only by other test scores (such as SAT) or by certification of completion of general education requirement. (See p. _____ for explanation of ELM.)

Lectures, discussion, and six hours of laboratory. Prerequisite: Psychology 100 and Psychology 200 (or equivalent).

Psychology 301. Principles of Learning The behavioral approach to psychology, which studies the processes through which behavior changes with experience. Emphasis on principles and application. Laboratories based primarily on experiments with animals. Lectures, discussion, and six hours of laboratory. Prerequisite: One course in psychology or permission of instructor. Recommended: Psychology 300.

Psychology 302. Perception and Information Processing The analysis of the sensory, cognitive, and memory processes involved in human perception and information processing, with some coverage of disorders in these processes. Lectures, discussion, and six hours of laboratory. Prerequisite: One course in psychology or permission of instructor. Recommended: Psychology 300.

Psychology 303. Brain and Behavior The neuropsychology of human emotion, motivation, learning and memory, perception, and motor activity, with some coverage of disorders in these aspects of behavior. Lectures, discussion, and six hours of laboratory. Prerequisite: One course in psychology or permission of instructor. Recommended: Psychology 300.

Psychology 306. Comparative Psychology (formerly Psychology 360) 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.

Psychology 309. Human Learning and Cognition The analysis of the processes involved in the acquisition of knowledge and skills, with particular emphasis on the influences of cognitive styles, motivation, attention, previous experiences, and environmental factors. Prerequisite: One course in psychology or permission of instructor.

Psychology 310. Child Psychology Problems, theories, methods, results in the study of the psychological development of the individual from birth to adolescence, with major focus on the period of early childhood. Lectures, discussions, and special investigations. Prerequisite: One course in psychology or permission of instructor.

Behavioral Science 311. Small Group Dynamics (For course description, see listing under "Interdisciplinary Courses", p. 102.)

IN ST 311. Psychology of Religion (For course description, see listing under "Interdisciplinary Courses", p. 104.)

Behavioral Science 312. Social Psychology (For course description, see listing under "Interdisciplinary Courses", p. 102.)

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. 102.)

Behavioral Science 318. Culture and Personality (For course description, see listing under "Interdisciplinary Courses", p. 102.)

Psychology 321. Introduction to Clinical Skills Theory and practice of basic clinical skills used in the helping professions. Including skills in interpersonal communication, problem solving, and crisis prevention. Prerequisites: One course in Psychology and permission of instructor.

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".)

Psychology 341. 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 344. Psychology of Aggression and Violence (formerly Psychology 444) An exploration of personal and social factors involved in the cause and control of human aggression and violence. Prerequisite: One course in psychology.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio (For course description, see listing under "Interdisciplinary Courses", p. 102.)

IN ST 362. Psychotechnology and Human Values (For course description, see listing under "Interdisciplinary Courses", p. 104.)

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. —.)

Behavioral Science 400. Data Processing in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses", p. 102.)

Behavioral Science 401. Evaluation Research (For course description, see listing under "Interdisciplinary Courses", p. 102.)

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 Investigation of the development of emotion, motivation, social reasoning and interpersonal relationships from birth through adolescence. Emphasis on normal personality development, including topics such as attachment, relationships with parents and peers, sex roles, prosocial and aggressive behaviors, and characteristics such as achievement, dependency, obedience, conformity, and creativity. May include psychodynamic, psychosocial, behavioral, cognitive, and biological perspectives.

Psychology 413. Language Development (formerly Behavioral Science 430) Examination of the child; acquisition, development, and use of language, including production and comprehension. Focus on the development of phonology, morphology, syntax, and semantics, with special emphasis on Cognitive-Developmental and Information-Processing theories. May include didactic variations, language dysfunctions, and measurement of language development. Prerequisite: Psychology 310 or permission of instructor.

Psychology 415. Developmental Psychopathology Examination of types of psychological disorder which are related to the process of psychological development. Focus on those disorders typically occurring in childhood and adolescence. Includes descriptions of disordered behavior syndromes, major theories about causation, and implications for early detection, prevention, and treatment. May include disorders related to the aging process. Prerequisite: Psychology 310 or 315 or permission of instructor.

Psychology 421. Psychology of Women Theory and research on the development of sex roles and sex differences, with an emphasis on the roles 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.

Psychology 432. Industrial and Organizational Psychology Examination of theories and research related to performance in contemporary work organizations. Topics include personnel selection and placement, training program development and evaluation, supervisor/manager development, and human factors. Emphasis will be upon the personal and interpersonal processes that affect the various behavioral and motivational aspects of performance in the work organization. Lectures, discussion, case studies, and simulation exercises. Prerequisite: At least one upper-division course in psychology, BA 300, or permission of instructor.

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 upper-division 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. Offered on a credit, no-credit basis only.

Psychology 489. Experiential Prior Learning (Variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

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 491. Senior Thesis Student prepares a formal research report summarizing an empirical investigation, which has been conducted under faculty supervision. The contents, organization, and editorial style of the research report shall be in accord with the *Publication Manual of the American Psychological Association*. Offered on a credit, no-credit basis only. Prerequisite: Senior standing, Psychology 300, Psychology 481, consent of instructor who will serve as sponsor, and approval by chair of Department of Psychology.

Psychology 496. Fieldwork in Human Services Psychology Supervised field experiences in community agencies concerned with the promotion of human well-being through the application of psychological knowledge in the treatment and prevention of psychological and physical disorders. Academic and placement requirements, such as hours, conferences, reading, and reports are arranged in consultation with the placement supervisor and the faculty sponsor. Offered on a credit, no-credit basis only. Specific prerequisites will vary depending on placement sites, but all students must have consent of the faculty sponsor and the placement supervisor and have approval by the chair of the Department of Psychology.

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. Offered on a credit, no-credit basis only.

Graduate Courses

Some 500-level courses and all 600-level courses are *not* available for undergraduate credit.

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, bivariate and multiple regression, factor analysis, analysis of variance, nonparametric statistics, and computer techniques of data compilation and analysis. Prerequisite: A college-level course in statistics. Carries credit in Anthropology, Economics, Political Science, Psychology, or Sociology.

Psychology 503. Human Neuropsychology (4) Basic principles of brain function as a means for understanding the neurological basis of complex cognitive processes, including memory, language, emotion, and orientation. Implications of the organization of the nervous system on the development and recovery of functions. Special emphasis on the major disorders of the nervous system, the manifestation of these disorders in behavior, and issues for assessment and treatment. Prerequisite: Psychology 303.

Psychology 510. Human Development (8) Survey of the theories, empirical literature, methodological approaches, and contemporary issues focusing on the lifespan development of the individual.

Psychology 510.001. Childhood and Adolescence (4) Focus on the developmental transitions from infancy through adolescence. Topics include biological basis of development, cognitive development, emotional development, personality development, social development, agents of socialization, and cultural and environmental influences on development. *Not available for undergraduate credit.* Prerequisite: Psychology 310.

Psychology 510.002. Adulthood and Aging (4) Focus on the developmental transitions from early adulthood through senescence. Topics include psychophysiological changes, cognitive development and intellectual functioning, personality consistency and change, consistency and change in social roles, variety of lifestyles, gender and ethnic differences, and issues regarding sickness and death. *Not available for undergraduate credit.* Prerequisite: Psychology 510.001.

Behavioral Science 512. Advanced Social Psychology (For course description, see listing under "Interdisciplinary Courses," p. 103.)

Psychology 515. Descriptive Psychopathology (Formerly Psychology 525) Explorations of the phenomena of mental disorder through first-person accounts, case studies, and supervised field work. Special attention given to the phenomenology of the mentally disordered person and to various ways of conceptualizing the experience of psychopathology. Parallels the current Diagnostic and Statistical Manual (DSM) for the establishment of the etiology, diagnosis, and prognosis of various mental disorders. Seminar discussions and regularly scheduled field placement. Enrollment limited to 20 students. *Not available for undergraduate credit.* Prerequisite: Psychology 315 and consent of instructor.

Psychology 516. Dynamics of Personality Critical examination of major approaches to the study of personality. May be broad or focus intensively on any one of the following approaches: developmental, drive and motivational, structural, and/or trait. Special attention to the application of personality constructs to psychodiagnostic assessment and psychotherapeutic intervention. Prerequisite: Psychology 316.

Psychology 520. Professional Ethics (2) Focus on contemporary professional ethics common to the scope of clinical/counseling practice. Presentation of professional codes of ethics (AACD, AAMFT/CAMFT, and APA) and illustrative case examples of key ethical issues, such as confidentiality and the administration of psychological tests. *Not available for undergraduate credit.* (Same as proposed ED-CS 520)

Psychology 530. Psychological Assessment of Intellectual Functioning and Interests (4) Introduction to the theories and applications of selected psychological tests to measure achievement, aptitude, ability, and interest. Special attention to the clinical process of planning and integrating assessment batteries. Includes consideration of the impact of cross-cultural variables on assessment. *Not available for undergraduate credit.* Prerequisite: Psychology 429 or ED-RS 680.001 and passing score on pretest. (Same as proposed ED-CS 530)

Psychology 531. Psychological Assessment of Personality and Interpersonal Behavior (4) Introduction to the theories and applications of selected objective and projective psychological tests used to measure personality and interpersonal behavior. Special attention to the clinical process of planning and integrating objective assessment batteries. Includes consideration of the impact of cross-cultural variables on assessment. *Not available for undergraduate credit.* Prerequisite: Psychology 429 or ED-RS 680.001 and passing score on pretest. (Same as proposed ED-CS 531)

Psychology 540. Human Sexuality (4) (Formerly Psychology 451) Examination of the major variables affecting human sexuality. Includes the physiological, psychological, and socio-cultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. Special attention to the etiology, assessment, and treatment of sexual dysfunctions and to the relationship between sexual dysfunction and intimate interpersonal relationships. *Not available for undergraduate credit.* (Same as proposed ED-CS 540)

Psychology 550. Principles of Psychological Intervention Introduction to communication processes fundamental to the development of psychotherapeutic intervention strategies. Includes interviewing skills, formation of a helping relationship, basic interpersonal communication skills, and ethical issues that

emerge in psychological intervention. Consideration of the significance of gender and ethnic differences and life transitions on the clinical process of psychological intervention. Experiential laboratory involving dyadic and group processes. *Not available for undergraduate credit.* Prerequisites: Psychology 315 and 316.

Psychology 577. Selected Advanced Topics in Psychology (1-5) Offered periodically as announced. Topics of special interest to graduates and senior students. May be repeated for different course content. Specific prerequisites will be indicated with each announced course.

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. *Not available for undergraduate credit.*

Psychology 593. Diagnostic Interviewing (1) Techniques of intake interviewing and determining mental status to formulate a differential diagnosis, based upon the framework of the Diagnostic and Statistical Manual (DSM). Prerequisite: Psychology 592.

Psychology 600. Clinical Issues (2) Special topic courses focussing on contemporary clinical issues that are of significance to clinical professionals. May be repeated for different topics.

Psychology 600.001. Chemical Dependency (2) Focus on the various aspects of alcohol and drug abuse and dependency. Includes etiology, diagnosis, treatment, family, medical, and legal issues, and community resources. (Same as proposed ED-CS 600.001).

Psychology 600.002. Abuse and Battering (2) Focus on the assessment of violence in families and in relationships. Emphasis on the physical, emotional, and sexual abuse of children, the elderly, and partners in intimate relationships. Includes abandonment, battering, rape, incest, general and severe neglect, willful cruelty, corporal punishment and injury, and abuse in out-of-home care. Also includes legal procedures for timely reporting of such victimization. (Same as proposed ED-CS 600.002)

Psychology 630. Practicum in Assessment of Intellectual Functioning (4) Further examination of the theories and applications of selected intelligence tests for children and adults. Special attention to the administration, scoring, and interpretation of the WAIS-R and WISC-R. Includes laboratory, clinical observation, and report writing. Coursework requires two consecutive terms.

Psychology 630.001 (2) Prerequisite: Psychology 530 and consent of instructor.

Psychology 630.002 (2) Prerequisite: Psychology 630.001.

Psychology 631. Practicum in Objective Assessment of Personality (3) Further examination of the theories and applications of selected objective personality tests. Special attention to the administration, scoring, and interpretation of the MMPI. Includes laboratory, clinical observation, and report writing. Prerequisite: Psychology 315, 316, 531, and consent of instructor. Strongly recommended: Psychology 515, 516, and 592.

Psychology 632. Practicum in Projective Assessment of Personality (4) Further examination of the theories and applications of selected projective personality tests. Special attention to the administration, scoring, and interpretation of the Rorschach. Includes laboratory, clinical observation, and report writing. Coursework requires two consecutive terms.

Psychology 632.001 (2) Prerequisite: Psychology 315, 316, 531, and consent of instructor. Strongly recommended: Psychology 515, 516, and 592.

Psychology 632.002 (2) Prerequisite: Psychology 632.001

Psychology 650. Approaches in Psychological Intervention In-depth examination of psychological intervention within a specific theoretical framework. May be repeated for different approaches. Prerequisites: Psychology 515, 516, and 550.

Psychology 660. Community Mental Health (Formerly Psychology 639) Principles, current methods, and innovative approaches to the development, implementation, and evaluation of intervention programs at the community level. Special attention to the impact of cross-cultural values and age-, ethnic-, and gender-related differences upon the effectiveness of community mental health intervention programs. Prerequisite: Consent of instructor.

Psychology 670. Traineeship Practicum (3-7) (Formerly Psychology 629) Supervised experience as a trainee under a licensed professional in a mental health setting appropriate to the option selected. Involves a minimum of four periodic seminar meetings with the faculty Clinical Coordinator or designee during each term. May be repeated for a maximum total of 10 units over two or three consecutive terms, in accord with the requirements of the traineeship setting. The student may vary the units in each term for scheduling purposes. Offered on a credit, no-credit basis only. Prerequisite: Classified standing in M.S. program and departmental approval for traineeship.

Psychology 680. Directed Graduate Research Seminar in Psychology Elaboration of principles of research design. Student conducts and writes up an individual or group study under faculty supervision. Prerequisite: Psychology 300 and consent of instructor.

Psychology 681. Directed Graduate Research in Psychology (1-5) Student designs and conducts a research project and writes a final report under faculty supervision. Prerequisite: Consent of instructor—who will serve as sponsor, approval by chair of Department of Psychology. Offered on a CR/NC basis only.

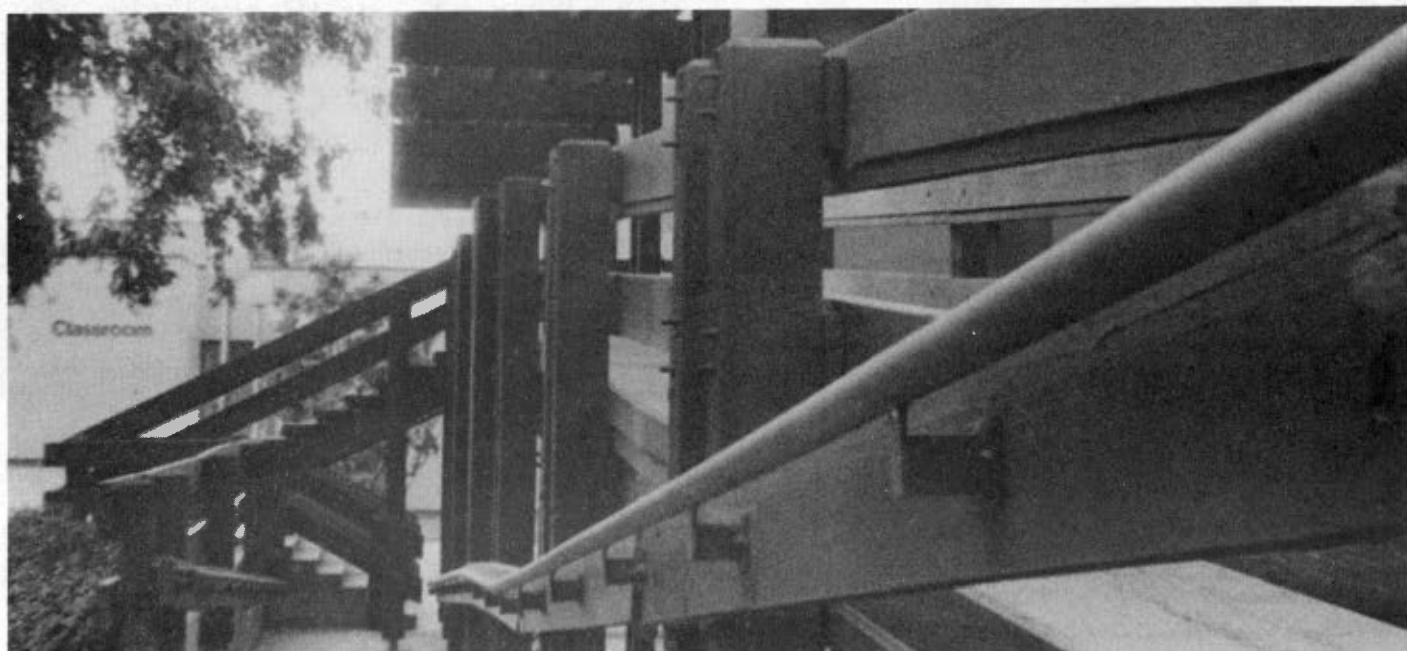
Behavioral Science 695. Master's Thesis in Behavioral Science (5-9)

Psychology 695. Master's Thesis in Psychology (5-9) Individual student project conducted under the supervision of a faculty committee. Student selects between (1) an approved empirical research project or (2) a critical literature review in an approved area of psychology. Each type of project will involve preparation of an approved proposal or plan of procedure, the carrying out of the approved empirical or library research, the preparation of a final report in accord with the *Publication Manual of the American Psychological Association*, and an oral explanation and defense of the research. Offered on credit, no-credit basis only. Prerequisites: Behavioral Science 500 and Classified standing in M.S. program.

Psychology 696. Comprehensive Examination in Psychology The culminating activity for students not completing a master's thesis. Students prepare for and satisfactorily pass a comprehensive examination appropriate to their option. Enrollment limited to the final term of the student's program. Offered on a credit, no-credit basis only. Prerequisite: Candidate standing in M.S. program.

Psychology 698. Directed Graduate Study in the Instruction of Psychology (1-5) Theory and method in undergraduate and graduate instruction in psychology. Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, proctoring self-paced instructional units, course development, discussion group leadership, treatment simulation supervision, observing psychological test administrations, and in-depth directed readings of relevant topics. Offered on a CR/NC basis only. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Psychology.

Psychology 699. Individual Graduate Study (1-5) Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor. Offered on a CR/NC basis only.



Sociology/Anthropology Department

(DDH AA 209, 833-2368)

Chair: P. Silverman

Faculty: J. E. Granskog, J. D. McMillin, K. L. Nyberg,
W. R. Paap, J. L. Ross, R. E. Travis

The degree programs offered by this department are intended to provide a basic understanding of how 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 relevant to their intellectual concerns and career goals. The two basic degree programs administered by the department are as follows:

- (1) Bachelor of Arts in Anthropology
- (2) Bachelor of Arts in Sociology

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 or archaeology.
- C. Two research methods courses:
 - Behavioral Science 300. Introduction to Research Methods
 - Behavioral Science 400. Data Processing in Behavioral Sciences
- D. Anthropology 490. Senior Seminar
- E. One course dealing with culture as an adaptive system, selected from the following:
 - Anthropology 333. Culture and Environment
 - Anthropology 370. Third World Communities
 - Anthropology 390. Principles of Archaeology
 - Behavioral Science 406. Social Epidemiology of Aging
 - Behavioral Science 463. International Business: Development in the Third World
- 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
 - Anthropology 354. Mexican Folk Dance: An Introduction to the Ethnology of Dance
- G. One course dealing with culture as an interactional system, including age/sex distributions and cultural dynamics, selected from the following:
 - Anthropology 338. The Anthropology of Women
 - Anthropology 339. Sexual Behavior in Cross-Cultural Perspective
 - Behavioral Science 382. The Aged
 - Behavioral Science 435. Family and Kin Around the World
 - Behavioral Science 471. Culture Change

- H. One additional course in anthropology or a cognate area. This course 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 one of the appropriate statistics courses, Mathematics 140 or Psychology 200. Other possible cognate courses include, but are not limited to, the following:
 - Behavioral Science 312. Social Psychology
 - Behavioral Science 317. Adulthood and Society
 - Behavioral Science 351. Social Psychology of the Ghetto/Barrio
 - Behavioral Science 401. Evaluation Research
 - Behavioral Science 430. Psycholinguistics
 - Biology 203. Principles of Ecology
 - Geology 201. Physical Geology
 - Geology 305. Concepts of Paleontology
 - English 415. Introduction to Linguistics
 - French 320. French Culture and Civilization
 - History 268. The History of Native Americans
 - History 437. The Afro-Creole Caribbean
 - History 441. Ancient Mexico
 - IN ST 311. Psychology of Religion
 - IN ST 313. Sociology of Religion
 - Political Science 307. Developing Political Systems
 - Political Science 308. Government and Politics in China
 - Sociology 327. Race and Ethnic Relations
 - Sociology 333. Mexican-Americans in Contemporary Society
 - Spanish 320. Culture and Civilization of Latin America
 - 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. A special minor (p. 69).
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, 99).

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, provided that the student also completes the 90-unit requirements of the Social Sciences waiver program in addition to the degree requirements of the Anthropology major. This means that Examination Waiver for Social Sciences has been approved for a CSB graduate in Anthropology who has completed the approved 90-unit Social Science waiver program. Some of the courses in the 90-unit waiver program can be completed as part of the major, minor and general education program. 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.

Anthropology 102. Physical Anthropology 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 classification and distribution of races. Investigative laboratory projects using field data are required. Four lecture-discussions and one three-hour laboratory.

IN ST 206. Introduction to World Archaeology An introduction to the methods and applications of archaeology, together with a survey of world prehistory; the acquisition of culture during the Paleolithic Age to the earliest civilizations. Carries credit in both Anthropology and Art History.

Behavioral Science 246. Faces of Change (For course description, see listing under "Interdisciplinary Courses," p. 101.)

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-Saharan), 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. 101.)

Behavioral Science 318. Culture and Personality (For course description, see listing under "Interdisciplinary Courses", p. 102.)

IN ST 319. Anthropology of Religion (For course description, see listing under "Interdisciplinary Courses", p. 104.)

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 the language, ethnosemantics, and the relationships between language and other aspects of culture. One course in anthropology recommended.

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 interaction, 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.

Behavioral Science 334. Participant Observation Research (Formerly Anthropology 334) Collecting, analyzing and reporting qualitative data from everyday life, natural social settings. Coverage includes the techniques of participant observation, including establishing rapport, notetaking, ethics of ethnographic fieldwork, and interviewing techniques. Emphasis is on the formulation of a research problem and the use of conceptual and theoretical materials in the analysis of field data. Each student completes a fieldwork project based on data collected in public places, organizations, or other community settings. Prerequisite: One previous course in anthropology, sociology, or related field. Carries credit in Anthropology or Sociology.

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.

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 354. Mexican Folk Dance: An Introduction to the Ethnology of Dance Compares a number of contemporary Indian groups of Mexico, using folk dance as an analytical tool. Their modes of social organization are compared and contrasted—to each other and to the larger society. The role of dance is analyzed in relationship to the cultural and social organization which gives rise to it. 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. 102.)

Anthropology 390. Principles of Archaeology The theory, method, and techniques employed by archaeologists in excavation, archaeological survey, reconstruction of prehistoric cultures, and the interpretation of culture history. Problem formulation and research design in archaeology. The history and contemporary developments of archaeological research. One course in anthropology recommended.

Anthropology 391. Field Archaeology Archaeological excavation and survey in the Kern County area. All aspects of field techniques are covered: field reconnaissance and survey, site recording, mapping, excavation and evaluation of data. Students excavate a selected archaeological site and analyze the artifacts uncovered. A field trip fee may be required. Consult the Class Schedule for specific details.

Behavioral Science 400. Data Processing in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses," p. 102).

Behavioral Science 401. Evaluation Research (For course description, see listing under "Interdisciplinary Courses", p. 102).

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.

Behavioral Science 406. Social Epidemiology of Aging The course is concerned with the relationship between social, cultural, and psychological factors in the etiology, occurrence, and distribution of morbidity and mortality. Emphasis is on the epidemiology of life styles and environmental factors associated with the aging individual's susceptibility to disease. Course content is designed for students in the behavioral sciences, nursing, and health sciences.

Behavioral Science 435. Family and Kin Around the World (For course description, see listing under "Interdisciplinary Courses", p. 102.)

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.

Behavioral Science 463. International Business: Development in the Third World (For course description, see listing under "Interdisciplinary Courses", (p. 102).

Behavioral Science 471. Culture Change (For course description, see listing under "Interdisciplinary Courses", p. 103.)

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 design and carry out a research project under the supervision of a faculty sponsor. Prerequisite: Permission of instructor.

IN ST 486. Educational Anthropology (For course description, see listing under "Interdisciplinary Courses," p. 105.)

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.

Behavioral Science 498. Directed Study in Teaching the Behavioral Sciences (1-5) (Theory and method in undergraduate instruction.) Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Sociology/Anthropology.

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. 103.)

Behavioral Science 501. Advanced Research Design and Analysis (For course description, see listing under "Interdisciplinary Courses", p. 103.)

Behavioral Science 540. Social Organization (For course description, see listing under "Interdisciplinary Courses", p. 103.)

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 eight 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. Behavioral Science 400. Data Processing in the Behavioral Sciences
- E. Four additional upper division courses in sociology with approval of advisor.
- F. 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. A special minor (p. 69).
- 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, 99).

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, provided that the student also completes the 90-unit requirements of the Social Sciences waiver program in addition to the degree requirements of the Sociology major. This means that the Examination Waiver for Social Sciences has been approved for a CSB graduate in Sociology, who has completed the approved 90-unit Social Science waiver program. Some of the courses in the waiver program can be completed as part of the major, minor and general education requirements. 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.

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 250. Popular Culture and Lifestyles How art, literature, music, and such popular culture forms as movies and television reflect and shape experience. Course includes sociological approaches to the study of mass media, commercialization, culture-producing organizations, and distinctive lifestyles.

Theories and methods for analyzing cultural expressions in popular music, street art, film, television and advertising. 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 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. 101.)

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. 102.)

Behavioral Science 312. Social Psychology (For course description, see listing under "Interdisciplinary Courses", p. 102.)

IN ST 313. Sociology of Religion (For course description, see listing under "Interdisciplinary Courses", p. 104.)

Behavioral Science 317. Adulthood and Society (For course description, see listing under "Interdisciplinary Courses", p. 102.)

Behavioral Science 318. Culture and Personality (For course description, see listing under "Interdisciplinary Courses", p. 102.)

Behavioral Science 321. Community Politics (For course description, see listing under "Interdisciplinary Courses", p. 102.)

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.

Sociology 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 different 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 sociology.

Behavioral Science 331. Political Sociology (For course description, see listing under "Interdisciplinary Courses", p. 102.)

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 334. Participant Observation Research (For course description see listing under "Interdisciplinary Courses", p. 102.)

Sociology 350. Sociology of Knowledge Critical analysis of the forms and structures of knowledge, their historical evaluation and philosophical foundation through consideration of contemporary exemplars and examples, such as scientific knowledge, spiritual and transcendent knowledge, everyday knowledge, and ideology, special attention is focused on the behavioral and organizational consequences of different knowledges throughout history, and how those differences today constitute cultural and institutional differentiation.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio (For course description, see listing under "Interdisciplinary Courses", p. 102.)

Sociology 355. The Sociology of Chemical Dependency Provides an overview of the social causes, consequences, and treatment of chemical dependence. Depressants, stimulants, and hallucinogens are covered. Attention is given to local community alcohol and other drug programs designed to cope with chemical dependence. One course in sociology is recommended.

Sociology 364. Family and Society An introduction to the study of the family from a developmental perspective. Specific attention is given to mate selection, marriage, parenthood and parent-child relations, and family relations during the middle and later years of life. Emphasis is on the contemporary American family. 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. Childhood and Society A chronological account of social and individual development during infancy, childhood, and adolescence with an emphasis on age-related changes in children's cognitive, social, physical and personal characteristics. An examination of how children interact with their social world at different ages, and how these interactions play a role in the developmental changes that lead to new forms of social interactions at later ages. One course in sociology or psychology required.

Sociology 367. Medical Sociology 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.

Sociology 375. Clinical Sociology This course is designed to familiarize students with the profession of clinical sociology and the sociology theory on which it is based. Clinical sociologists analyze human problems anchored in social contexts and devise appropriate interventions. Use of case studies, guest practitioners, and practical exercises that require students to apply and integrate the knowledge they are acquiring. Ideally, this course not only helps individuals to change themselves, but also helps individuals in changing the harmful aspects of their social environment. One course in sociology recommended.

Behavior Science 382. The Aged (For course description, see listing under "Interdisciplinary Courses", p. 102.)

Behavioral Science 400. Data Processing in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses", p. 102.)

Behavioral Science 401. Evaluation Research (For course description, see listing under "Interdisciplinary Courses", p. 102.)

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 412. The Sociology of Agriculture. A systematic examination of the social causes, contexts, and consequences of agriculture, especially in the United States. Special attention is focused on the role of agriculture in social change and economic development, and their impact on rural people. Finally, forecast and change models are employed to consider agriculture in the 21st century. One course in sociology recommended.

Behavioral Science 435. Family and Kin Around the World (For course description, see listing under "Interdisciplinary Courses", p. 102.)

Sociology 440. Social Stratification 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 its effect on the individual. Topics for this course include (1) historical patterns of change and theoretical perspectives of change (Marx, Spencer, Weber, Toynbee, Sorokin, *et al.*); (2) trends and megatrends (economic change, technological development, and population changes); (3) the effect of social protest (political processes, riots, mobs, terrorists, and revolutions); and (4) individual lifestyles and goals as related to culturally prescribed developmental stages. The overall goal of the course will be to provide participants with a perspective and analytical tools for examining their goals and prospects in a dynamic society. One course in Sociology recommended.

Behavioral Science 463. International Business: Development in the Third World (For course description, see "Interdisciplinary Courses", p. 102.)

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 develop-

ment 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 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.

Behavioral Science 498. Directed Study in Teaching the Behavioral Sciences (1-5) (Theory and method in undergraduate instruction.) Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Sociology/Anthropology.

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. 103.)

Behavioral Science 501. Advanced Research Design and Analysis (For course description, see listing under "Interdisciplinary Courses", p. 103.)

Behavioral Science 512. Advanced Social Psychology (For course description, see listing under "Interdisciplinary Courses", p. 103.)

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. 103.)

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.

School of Business and Public Administration

(DDH A100, 833-2157)

Dean: Harry Kelsey, Jr.

The School of Business and Public Administration is a professional school dedicated to educating students to become more effective and efficient managers in the public and private sectors operating in the complex and dynamic world of today. The primary skills emphasized in the school are problem identification, analysis of the problem in the context of the economic, social, political and philosophical forces that must be considered, and the development of problem solutions appropriate to the context in which the problem exists. This requires an integration of all the skills and disciplines learned in the course work of either the graduate or undergraduate programs.

The demanding programs in the School build upon the general education curriculum the prospective business and public administration student completes in the freshman and sophomore years. The knowledge and skills learned in this broadly based program are enhanced as the student enters the upper level professional program of Business and Public Administration.

In pursuing its educational mission, the School must be responsive to the needs and desires of its primary service area as well as the market outside. The faculty of the School, recognizing this need, has pursued research interests both within and outside the primary market. These research efforts have been critical to the growth and development of the School and have contributed significantly to the basic educational goals of the institution. In recent decades, the relevant geographical area of the school has expanded far beyond local, regional or even national boundaries. Decisions made today must consider the international environment within which most organizations operate. Research and teaching efforts of the School are designed to reflect this ongoing change.

The information explosion of yesterday continues unabated. The effective manager must be able to consolidate the data available and integrate this information across the disciplines. Management decisions cannot be made without consideration of the impact of marketing, operations, finance, human resources and other critical areas. The computer facilitates the integration and evaluation of this data, but must be understood and available at all levels of management. This means factoring computer applications and technology into all disciplines as a tool of management not as a separate discipline.

Excellence in education is a phrase that becomes a reality in BPA. The School is staffed with a faculty drawn from many of the top schools of business and public administration in the United States. As the School grows in response to ever increasing numbers of students entering, the faculty has grown . . . not only in physical numbers but in the necessary skills required to meet the new technological and conceptual changes occurring in the private and public sectors. An effective educational institution must proact to these changes rather than just react. The lead time required to train future

managers in new technologies can often be two to three years. This requires close contact with the practicing managers in the public and private sectors and requires close and continuous contact between the academician and the practitioner. The faculty of the School of Business and Public Administration interface with practitioners in their research and consulting efforts. Combining this approach with outstanding academic credentials yields a faculty truly capable of preparing the managers of the future as well as enhancing the managers of today many of whom comprise the graduate student population in the School.

A particularly significant force that provides invaluable services and support to the School is the Business Advisory Council. This is a group of twelve senior executives from national, regional and local businesses and governmental agencies. This council advises the Dean of the School in matters concerning the needs of the public and private sectors, in the evaluation of the graduates from the programs, in the trends that are appearing in the various sectors and acts as a sounding board for new programs or changes to existing programs.

Structurally, the School of Business and Public Administration is organized into five major departments: Accounting, Finance, Management, Marketing and Public Policy and Administration. These five departments represent five of the six concentrations offered in the School. The Management Department also houses the new Management Information Systems concentration.

Degree Programs

Undergraduate:

Bachelor of Science in Business Administration with concentrations in:

- Accounting
- Finance
- Management
- Management Information Systems
- Marketing
- General Business

Bachelor of Arts in Public Administration

Graduate:

- Master of Business Administration (MBA)
- Master of Public Administration (MPA)
- Master of Science in Administration—Health Care Management (MS-HCM)

Both the undergraduate and the graduate business programs are accredited by the American Assembly of Collegiate Schools of Business (AACSB). This is particularly significant in that only 210 institutions in the United States have both their undergraduate and graduate programs accredited. The School of Business and Public Administration is one of the smallest and youngest to have both of their programs accredited by

this prestigious organization, a confirmation of the quality of the faculty and their dedication to excellence in education.

The School has active chapters of Beta Gamma Sigma, the top national academic honorary for business majors, Sigma Iota Epsilon, national management honorary, Alpha Mu Alpha, national marketing honorary, Alpha Kappa Psi, national business fraternity, and Pi Alpha Alpha, national honorary for Public Affairs and Administration.

The 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 Public Administration is a functional bridge between California State University, Bakersfield and the public service community of Kern County and the College's service area. As such, the Institute brings together in a working coalition, management personnel from the public, non-profit, volunteer, and health sectors with appropriate faculty and administrators from the CSB community. Purposes of the Institute for Public Administration include: promoting management and supervisory training in the public, non-profits, volunteer, and health sectors within the CSB service area; relating management and supervisory training needs and other educational needs of public service personnel to available resources of CSB; encouraging and engaging in research focused on public, non-profit, volunteer, and health sector issues and needs; and cooperation with appropriate professional and academic groups and public service agencies in furthering the aforementioned objectives.

The Small Business Institute (SBI) is part of a program supported by the Small Business Administration (SBA) at some 500 universities and colleges throughout the country. SBA regional offices direct appropriate businesses to sponsoring SBI institutions for assistance in marketing, financial planning, accounting, and various other business management areas. Students participate in the SBI program at Cal State Bakersfield by enrolling in BA 428 at the undergraduate level or BA 628 at the graduate level. The students, acting as consultants under faculty supervision, conduct relevant field investigations for SBI clients and prepare a final written case report. Local businesses and students interested in the SBI program should contact the SBI director for further information.

American Institutions Requirement

The School of Business and Public Administration offers an interdisciplinary course in conjunction with the Political Science Department, IN ST 375: Administrative Processes in Government (see page 79) which satisfies the US Government portion of the American Institutions requirement.

Programs in Business Administration

Bachelor of Science in Business Administration

This curriculum is designed for the student who wishes to earn a Bachelor of Science degree with a major in Business Administration. It has two major components: (1) required lower and upper division courses which provide a foundation for understanding business organizations, their operation and their place in the economic political, social complex; (2) a concentration of courses which permit an in-depth study of a

selected aspect of business activity.

The Bachelor of Science degree requires the successful completion of 186 quarter hours with a minimum cumulative grade point average for all course work taken of 2.0.

To assure that a graduate of the business program is broadly educated, all Business Administration majors are required to take a minimum of 75 quarter units in courses offered outside the areas of business and economics.

Requirements for Major in Business Administration

The major consists of a minimum of 92 quarter units to be completed with a minimum cumulative grade point average of 2.0 in all courses counted for the major.

A. Required Lower Division Foundation Core

ACC	201	Fundamentals of Accounting I
ACC	202	Fundamentals of Accounting II
ECON	101	Essentials of Economic Theory: Microeconomics
ECON	102	Essentials of Economic Theory: Macroeconomics (Econ 101/102 satisfy Gen. Ed. Goal VII)
MATH	120	Introduction to Quantitative Methods in Business
MATH	140	Elementary Statistics (satisfies Gen. Ed. Goal IV)

Student must show computer competency either by test or by course approved by BPA faculty

- Business Administration majors *shall not* be enrolled in any upper division Business Administration course unless they have:
 - completed the courses designated above as Lower Division Foundation Core
 - attained junior status (completed 90 quarter hours of course work counting toward the 186 quarter hours needed for graduation)
- Courses requiring a specific prerequisite(s) *may be taken only after* the prerequisite(s) has been completed.

B. Required Upper Division Core Courses (40 quarter units)

MGT	300	Management and Organizational Behavior
MGT	301	Quantitative Methods and Information Systems
MGT	302	Introduction to Operations Management
MKT	300	Marketing Management
FIN	300	Financial Management
BA	370	Legal Environment of Business
BA	374	Business and Society
BA	490	Senior Seminar in Business Administration

C. Upper Division Concentration Electives

To qualify for the B.S. in Business Administration the business major must complete the required lower division foundation courses, the upper division core courses, and an additional minimum of 20 quarter units of upper division courses selected from a specific area of concentration or in accordance with the guidelines for a General Business concentration. The specific course requirements for the available areas of concentration are listed under the general heading of the department offering the specialization area. No course numbered 496, 497, or 499 can be used to satisfy any concentration elective requirements for a B.S. in Business Administration.

Requirements for a general business concentration

To qualify for the B.S. in Business Administration with a concentration in General Business a student must select at least five additional upper division courses from at least three of the business departments.

Requirements for a minor in business administration

A minor in Business Administration is available to candidates for a B.A. degree. A minor is not required for students majoring in Business Administration.

A student desiring a minor in Business Administration must take ACC 210 Accounting Perspectives (or ACC 201 and 202), FIN 300 Financial Management, MGT 300 Management and Organizational Behavior and MKT 300 Marketing Management. Special designed minors can be requested by written petition to the Dean of the School of Business and Public Administration. Special minors must be approved prior to taking any of the designated courses.

Business Administration Courses

Lower Division

BA 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 to other disciplines. Not open to upper division BA students.

BA 200. Computers in Business (2) Overview of computer and computer technology. The role of computers in all aspects of the management of business organizations. Survey of computer languages and an examination of software for micro and main frame computers.

Upper Division

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 I An introduction to business law. Topics include overview of legal system, contracts, agency, property, debtor and creditor relations, and an introduction to sales.

BA 373. Business Law II A continuation of Business Law I including attention to sales, commercial paper, partnerships, corporations, and the regulation of business. Prerequisite: BA 372.

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 393. Intercollegiate Business Policy Games This course consists of a three quarter sequence during which a team of students prepares for and competes in Intercollegiate Business Policy Games. The fall and winter quarter segments are taught locally and consist of lecture and discussion geared toward preparation of the student team to compete in the computerized game competition held annually in Reno, Nevada, in early spring. Offered on a credit, no-credit basis only. Prerequisite: permission of instructor.

BA 428. Small Business Consulting Students are assigned as consultants to specific SBI cases which are supervised by a faculty member. See detailed description of the Small Business Institute program provided earlier in this section of the catalog. Prerequisite: permission of SBI program director.

BA 490. Senior Seminar in Business Administration A terminal integrating course. Analysis of a wide range of policy decisions, with focus on the role of the executive in planning and implementing programs. Prerequisites: BA 370, 374, FIN 300, MGT 300, 301, 302, and MKT 300.

BA 497. Cooperative Education (1-5) The Cooperative Education Program provides a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and a faculty liaison working with the field supervisor. May not be used to satisfy the requirements of the Business Administration major. CR/NC only.

Graduate (MBA) Courses

BA 628. Small Business Consulting Students are assigned as consultants to specific SBI cases which are supervised by a faculty member. See detailed description of the Small Business Institute program provided earlier in this section of the catalog. Prerequisite: permission of SBI program director.

BA 690. Seminar in Business Policy 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 will serve as the required terminal evaluation for MBA candidate. Prerequisites: ACC 600, FIN 600, MGT 600, MGT 602 and MKT 600

Accounting Department

(DDH A101, 833-2158)

Chair: E. Erb

Faculty: L. Bacon, G. Blankenbeckler, M. McGhee, J. Patten, H. Purcell

Concentration: Accounting

Requirements: Student must take:

ACC	300	Intermediate Accounting I
ACC	301	Intermediate Accounting II
ACC	302	Intermediate Accounting III
ACC	303	Managerial Accounting
ACC	304	Federal Income Tax Accounting I

Recommended electives (not required)

All fields of Accounting:

BA	372	Business Law I
COMM	304	Technical and Report Writing
MIS	380	Systems Analysis and Design

Public Accounting:

ACC	305	Federal Income Tax Accounting II
ACC	400	Advanced Accounting
ACC	408	Auditing
FIN	350	Risk Management
BA	373	Business Law II

Managerial Accounting:

ACC	401	Seminar in Managerial Accounting
FIN	350	Risk Management
FIN	400	Seminar in Financial Management
MIS	340	Data Base Fundamentals

Non-profit and Governmental:

INST	375	Administrative Processes in Government
MIS	340	Data Base Fundamentals
PPA	478	Budgeting in Public Organizations

Courses

Lower Division

ACC 201. Fundamentals of Accounting I Accounting concepts and techniques essential to prepare balance sheets and income statements for a business enterprise.

ACC 202. Fundamentals of Accounting II A continuation of accounting for the preparation of financial statements—accounting for long term statement items, stockholder's equity and financial statement analysis concluding with an introduction to internal accounting analysis and feedback for the benefit of management. Prerequisite: ACC 201.

ACC 210. Accounting Perspectives A course for non-business majors with an overview of financial and managerial accounting concepts and reports. NOTE: Credit not allowed toward a business major.

Upper Division

ACC 300. Intermediate Accounting I Financial accounting theory, concepts and practices, the accounting cycle, with an overview of the financial statements and working capital. Prerequisite: ACC 202.

ACC 301. Intermediate Accounting II A continuation of financial accounting theory, concepts and practices with reference to accounting policy, long-term assets, long-term debt, and stockholders' equity. Prerequisite: ACC 300.

ACC 302. Intermediate Accounting III A continuation of financial accounting theory, concepts and practices with reference to accounting policy, leases, change statements, price level adjustments, financial analysis and other selected special problems. Prerequisite: ACC 301.

ACC 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 analysis of variances. The concepts of direct costing, responsibility accounting, by-product and joint product costing. Prerequisite: ACC 202 or equivalent.

ACC 304. Federal Income Tax Accounting I Basic concepts applicable to all taxpayers, with particular emphasis on the individual taxpayer. Prerequisite: ACC 202 or permission of instructor.

ACC 305. Federal Income Tax Accounting II Taxation of partnerships, corporations, estates and trusts. Prerequisite: ACC 304.

ACC 400. Advanced Accounting Special problems of accounting for combined corporate entities, fiduciaries, estates and trusts, nonprofit organizations, and governmental units. Prerequisite: ACC 302.

ACC 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. Prerequisite: ACC 303 or permission of instructor.

ACC 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.

ACC 477. Selected Topics Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

Accounting Department

ACC 499. Individual Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.

Postbaccalaureate

ACC 500. Essentials of Financial Accounting A summary of the principles and procedures applied to data collection, analysis and external financial reporting. Acceptable as the foundation requirement for the MBA degree, but it is *not* available for credit for students with both ACC 201 and 202, or equivalent.

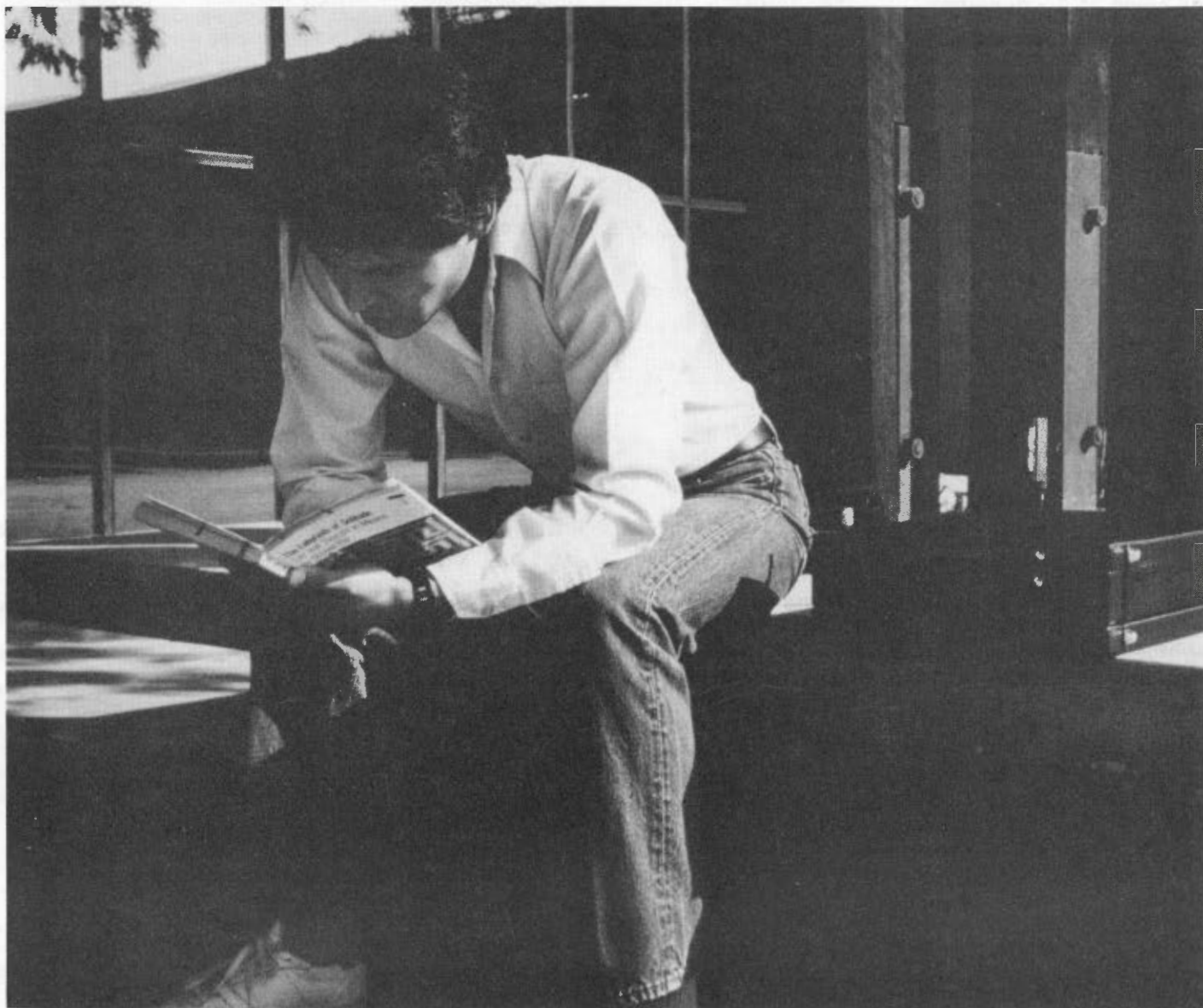
Graduate

ACC 600. 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 ACC 303 or students with an undergraduate Accounting major.)

ACC 677. Selected Topics in Accounting Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

ACC 699. Individual Graduate Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.



Finance Department

(DDH A101, 833-2158)

Chair: R. Fletcher

Faculty: K. Shakoori, G. Wood

Concentration: Finance (20 quarter hours)

Areas of Emphasis: General Finance, Managerial Finance, Investments

General Finance

Four courses selected from any of the following areas of emphasis.

Managerial Finance (20 quarter units)

FIN	320	Investments
FIN	400	Seminar in Financial Management
FIN	450	Employee Benefit Planning
FIN	460	Financial Institutions Management
FIN	490	International Business Finance

Investments (20 quarter units)

FIN	320	Investments
FIN	350	Risk Management
FIN	420	Seminar in Portfolio Management
FIN	450	Employee Benefit Planning
FIN	480	Real Estate Finance and Investments

The following courses meet the statutory college course requirements for the California Real Estate Broker's license:

ACC	201 or 202	General Accounting
BA	372	Business Law
FIN	480	Real Estate Finance and Investments

Finance Courses

Upper Division

FIN 300. Financial Management Theory of financing the business firm under uncertainty. The supply and demand for capital, asset management, capital structure analysis, cost of capital, and capital budgeting decisions. Statistical and financial analysis of problem sets also included as well as computer applications.

FIN 320. Investments Principles of analysis of various types of securities, securities markets, and institutions. Formulation of investment strategies. Quantitative investment techniques and analyses of financial statements included with computer applications. Prerequisite: FIN 300 or permission of instructor.

FIN 350. Risk Management Treatment of property, liability, and personnel risks using insurance and non-insurance techniques. Investigation of the probability of loss, different types of probability distributions, and other statistical tools.

FIN 400. Advanced Financial Management Builds on the concepts introduced in FIN 300. Case method utilizing statistical and financial analyst techniques and computer applications to show real world application. Prerequisite: FIN 300.

FIN 420. Portfolio Management Analysis of security investments using quantitative techniques. An investigation of financial tools appropriate to financial statement analysis is also included. Emphasis on investment portfolios rather than individ-

ual financial investments. Computer packages consisting of financial, statistical and accounting analysis will be used to value common stocks and bonds. Prerequisite: FIN 320 or permission of instructor.

FIN 450. 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, HR 10 plans, IRA's, tax deferred annuities and nonqualified deferred compensation. Analysis of financial statements and computer applications involved. Also included is the impact of ERISA on benefit plans.

FIN 460. Financial Institutions Management This course focuses on the financial management of financial institutions, analyzes the processes at work within the U.S. financial system, identifies major participants, and investigates the financial system's ability to deal with change. Problems and case analysis utilized and computer packages introduced.

FIN 477. Selected Topics in Finance Special topics courses provide departments with the opportunity to present an in-depth study of a selected topic or topic not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. Individual departments will determine applicability toward the concentration. Emphasis will be placed on bringing together more than one area of finance.

FIN 480. Real Estate Finance and Investments Explores methods of analyzing real estate investments using accepted financial and statistical techniques by utilizing the computer. Real estate investment opportunities are evaluated in the context of personal and business investment objectives. Individual projects analyzing an investment property or real estate issue is a part of the course. Satisfies the prerequisite of advanced real estate financing for the California real estate broker's license. Prerequisite: FIN 300.

FIN 490. International Finance An investigation of the problems facing financial managers in international operations. Some topical areas covered include foreign exchange, international financial markets, and foreign investment analysis. Statistical tools for analysis of international financial problems will be introduced. Student presentations utilized in the course. Prerequisite: FIN 300.

FIN 499. Individual Study Individual study is offered to give the student experience in planning and outlining a course of study on the student's own initiative under departmental supervision. Independent study should deal with a special interest not covered in a regular course or with the exploration in greater depth of a subject presented in a regular course. Instructor consent is required. May not be used to satisfy the requirements of the Business Administration major.

Post Baccalaureate

FIN 500. Corporate Financial Management Explores financial theories of the firm and introduces practical decision methods. Topical areas include: capital budgeting, risk, capital structure, financing, working capital, acquisitions, and international factors. Statistical and financial analysis using the computer are also covered.

Graduate

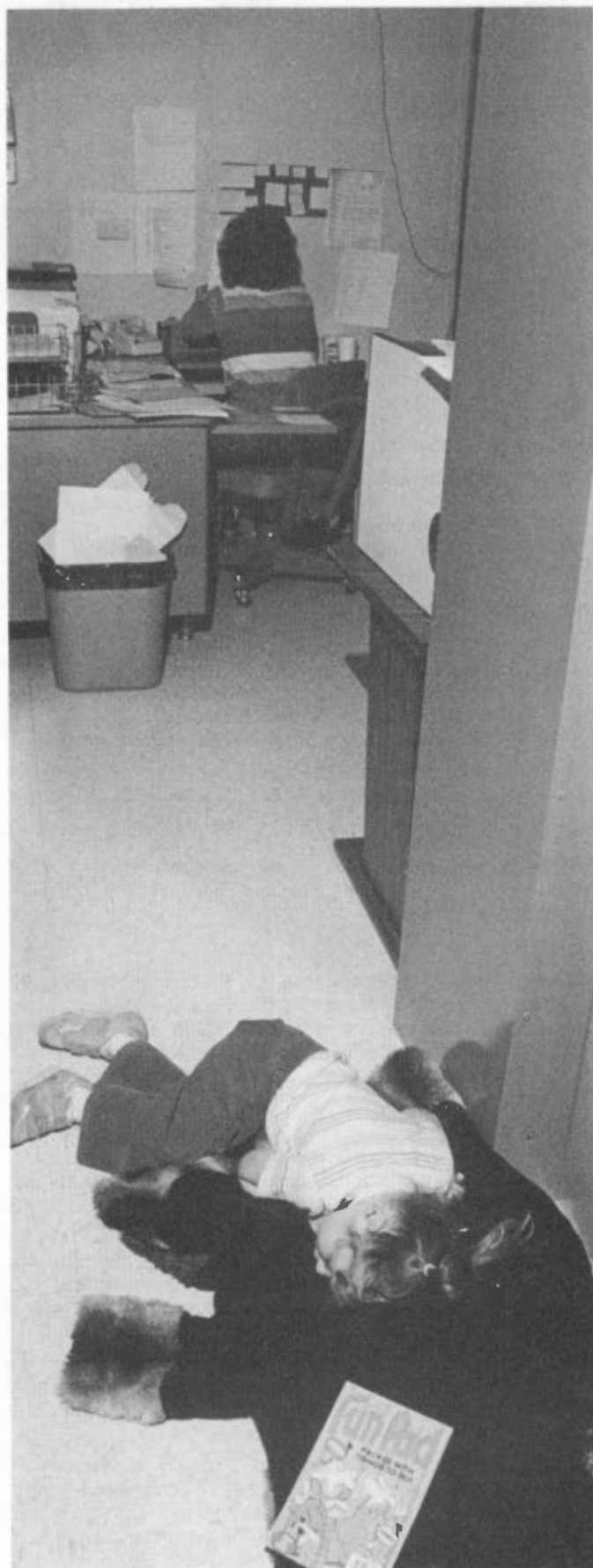
FIN 600. Seminar in Financial Policy Formulation of financial policies for obtaining and using financial resources. Emphasis is placed on the theoretical and practical problems in planning and controlling a company's financial structure, capital investments, working capital, long-term financing, and acquisitions. Statistical and financial analysis of cases are utilized along with exposure to computer-related packages.

FIN 620. Seminar in Investments Discussion and analysis of security investments. Emphasis directed toward understanding financial concepts and theories as they relate to investments. Statistical analysis and exposure to computer-related programs also presented.

FIN 660. Seminar in Capital Markets Examination of the full range of financial markets, financial instruments, and the major financial and nonfinancial participants. Also covered are the theoretical and empirical effects of governmental monetary policy. Computer packages consisting of financial, statistical and equilibrium valuation models will be presented. Problem and case analysis of selected capital market areas also included.

FIN 677. Selected Topics in Finance (1-5) Special topics courses provide departments with the opportunity to present an in-depth study of a selected topic or topic not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

FIN 699. Individual Study Individual study is offered to give the student experience in planning and outlining a course of study on the student's own initiative under departmental supervision. Independent study should deal with a special interest not covered in a regular course or with the exploration in greater depth of a subject presented in a regular course. Instructor consent is required. No more than 5 quarter units may be used to satisfy degree requirements. (May not be substituted for any required graduate seminar.)



Management Department

(DDH A103, 833-2623)

Chair: R. Bowin

Faculty: M. Attaran, H. Bidgoli, R. Bowin, M. Flanagan,
R. Graves, H. Kelsey, Jr., M. Marsh, B. McNamara, J.
Tarjan, J. Vigen

Concentration: Management

Areas of Emphasis: General Management, Human Resources
Management, Operations Management,
Small Business Management

General Management (20 quarter units)

Required:

MGT	308	Organization Theory
MGT	309	Advanced Organization Behavior

Plus two courses selected from the following:

MGT	310	Human Resources Management
MGT	345	Small Business Management
MGT	370	Operations Planning and Control
MGT	380	Materials Management and Quality Assurance
MGT	415	Leadership and Management Development
MGT	425	Labor Relations and Collective Bargaining
MGT	455	Decision Analysis
BA	428	Small Business Consulting
MIS	300	Management Information Systems

Human Resources Management (20 quarter units)

Required:

MGT	309	Advanced Organization Behavior
MGT	310	Human Resources Management
MGT	425	Labor Relations and Collective Bargaining

Plus one course selected from the following:

MGT	410	Problems in Human Resources Management
MGT	415	Leadership and Management Development
MGT	420	Wage and Salary Administration
BA	428	Small Business Consulting
FIN	450	Employee Benefit Planning

Operations Management (20 quarter units)

Required:

MGT	370	Operations Planning and Control
MGT	380	Materials Management and Quality Assurance
MGT	480	Current Topics in Operations Management

Plus one course selected from the following:

MGT	455	Decision Analysis
MIS	300	Management Information Systems
ACC	303	Managerial Accounting
MKT	310	Marketing Distribution Systems

Small Business Management (20 quarter units)

Required:

MGT	340	Entrepreneurship
MGT	345	Small Business Management

Plus two courses selected from the following:

MGT	309	Advanced Organization Behavior
MGT	310	Human Resources Management
MGT	370	Operations Planning and Control
ACC	303	Managerial Accounting
BA	372	Business Law
BA	428	Small Business Consulting
MKT	400	Marketing Research and Control
MIS	300	Management Information Systems

Concentration: Management Information Systems

Lower Division (10 quarter units)

MIS	220	Introduction to Structured Business Programming
MIS	250	Structured Business Programming II

Upper Division (25 quarter units)

MIS	300	Management Information Systems
MIS	340	Data Base Fundamentals
MIS	380	Systems Analysis and Design
MIS	440	Decision Support Systems
MIS	480	Special Topics in EDP/MIS/DSS

Management Courses

Upper Division

MGT 300. Management and Organizational Behavior An introduction to organizational and management concepts and theories with special attention to the functions of management, individual and group behavior, perception, motivation, influence processes, interpersonal communication, and international issues.

MGT 301. Quantitative Methods and Information Systems An introduction to the application of quantitative methods 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.

MGT 302. Introduction to Operations Management An introduction to processes for planning, operations, and control of manufacturing and service systems. Topics include: design of production systems, production planning and control, plant layout, work measurement, quality control, and equipment utilization. Prerequisite: MGT 301.

MGT 308. Organization Theory A study of the theories, experience and logic that explains why an organization operates the way it does. It is designed to provide an understanding of the organization, its structure, functions and interrelationships internally and externally so the management can facilitate the most effective and efficient operation of the organization. Prerequisite: MGT 300.

MGT 309. Advanced Organization Behavior An examination of the individual, group, and organizational processes that will increase the understanding of human behavior in organizational settings. Topic areas include learning, motivation, perception, personality, job satisfaction, leadership, communication, decision-making, and group dynamics. Prerequisite: MGT 300.

MGT 310. Human Resources 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 MGT 300 is recommended.

MGT 340. 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.

MGT 345. 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.

MGT 370. Operations Planning and Control Analysis of tools and techniques for planning, scheduling, controlling, and evaluating firm activities at the operational level. Topics covered include aggregate planning, master production scheduling, capacity planning, and job sequencing and scheduling techniques. JIT, CIM, and other recent advances and techniques for controlling and improving shop-floor activities will be examined. Prerequisite: MGT 302.

MGT 380. Materials Management and Quality Assurance A comprehensive study of basic frameworks for managing material flows into, within, and out of organizations. Study of the relationship between productivity, manufacturing strategy, and quality. Topics include distribution systems, inventory models, MRP, materials handling, quality assurance and process improvement. Prerequisite: MGT 302.

MGT 405. International Management An examination of contemporary issues related to managerial training, political structure, foreign receptivity to United States business, cultural factors, organizing and controlling the international firm.

MGT 410. Problems in Human Resources 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: MGT 310.

MGT 415. 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. Additionally, various communication and interpersonal relations concerns will be viewed as they impact on the leader-led relationship.

MGT 420. Wage and Salary Administration A comprehensive problems oriented study of the design and implementation of employee compensation systems relative to direct financial payments, indirect employee benefit payments, and nonfinancial rewards. The analysis of behavioral sciences and economics contributions to the development of compensation systems. Prerequisite: MGT 300.

MGT 425. 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: MGT 300.

MGT 455. Decision Analysis The application of methods employed in the making of managerial decisions. Emphasis is on the application of selected statistical techniques, including forecasting, in collection and analysis of quantitative information relating to managerial decision making.

MGT 477. Selected Topics in Management Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MGT 480. Current Topics in Operations Management An in-depth analysis of cases and readings relating to current topics in both manufacturing and service industries. Topics will include newly developed and developing tools and techniques for improving productivity, quality, and competitive position.

MGT 499. Individual Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.

Graduate

MGT 600. Seminar in Management and Organizational Behavior Examination of major concepts and theories as they affect behavior and performance in organizations, interpersonal communication, motivation, decision-making and organizational development. Prerequisite: MGT 300.

MGT 602. Seminar in Operations Management An examination of issues relating to the planning, design, and control of complex production systems. Current research and issues affecting production and service systems management will be explored.

MGT 610. Seminar in Human Resources Management Contemporary issues which focus upon human resources management and collective bargaining are examined.

MGT 655. Seminar in Statistical Analysis A study of selected statistical techniques relating to research design, acquisition and analysis of data as related to managerial decision-making.

MGT 677. Selected Topics in Management Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MGT 685. Seminar in 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.

MGT 686. Futurism: A Scenario For America and the World An introduction and critical overview of the science and art of futurism. The course will explore the challenge of human and institutional survival in the face of interconnected problems such as population growth, resource availability, environmental degradation, and capital shortage. Social, economic and ideological constraints will be identified and policy alternatives explored.

MGT 699. Individual Graduate Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.

Management Information Systems Courses

Lower Division

MIS 220. Introduction to Structured Business Programming Software development is explored at the pre-implementation stage. Heavy emphasis is placed on designing software solutions to business problems utilizing such software development methodologies as top-down design, structured charts, structured flowcharts, algorithms and pseudocode. The principles of free-format programming will be addressed and the modification of existing software and customizing software will be discussed. The coding software language used in the course is BASIC.

MIS 250. Structured Business Programming II A continuation of MIS 220 designed to discuss COBOL language in detail. File handling, sequential and random access files. Extended features of the COBOL language, multi-file and multi-table programming. Several programming projects using COBOL will be assigned. Prerequisite: MIS 220.

Upper Division

MIS 300. Management Information Systems The conceptual background and structure of computer-based management information systems (CBMIS) for functional areas of business including finance, accounting, production, marketing and personnel. Topics include systems approach, information systems life cycle, impact of CBMIS in organizations, systems analysis and design and future of CBMIS.

MIS 340. Data Base Fundamentals Discussion of fundamentals of data base and data base management systems. Design and implementation of data base within the context of

systems analysis and design. Topics include file organization, sequentials, random and indexed sequential, data secrecy and privacy, survey of different types of data models including relational, hierarchical, and network model. The student will design and implement a data base utilizing a commercial data base management system. Prerequisite: MIS 220.

MIS 380. Systems Analysis and Design The analysis and design of computer-based management information systems. Discussion of CBMIS life cycle including problem definition, feasibility study, systems analysis, system design, system implementation and post-implementation audit. The student will design and implement a CBMIS using a real life case example. Prerequisite: MIS 300 and MIS 340.

MIS 440. Decision Support Systems Comparative analysis of EDP, MIS, and DSS. Discussion of the process of building a DSS. Topics include DSS requirements, interactive design for DSS, system analysis and design for DSS, artificial intelligence and DSS, expert systems and knowledge engineering and DSS. The student will design a framework for DSS and will analyze a commercial DSS product to suit this framework. Prerequisite: MGT 301 and MIS 300.

MIS 477. Selected Topics in Management Information Systems Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MIS 480. Special Topics in EDP/MIS/DSS Discussion of the most recent topics in EDP/MIS/DSS. Topics include public and private telecommunication networks, local area networks, data transmissions and administration, distributed data processing, the future of CBMIS and its impact on private and public organizations. Prerequisite: MIS 300.

MIS 499. Individual Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.

MIS 610. Seminar in Information Systems Management An examination of contemporary issues related to the management and utilization of computer-based information systems. Topics include analysis, design, and implementation of an information system, management of EDP and information systems, and future impact of computer technology on information systems and organizations.

MIS 677. Selected Topics In Management Information Systems Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MIS 699 Individual Graduate Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.

Marketing Department

(DDH A103, 833-2326)

Chair: B. Moscové

Faculty: W. Ayars, D. Guseman

Concentration: Marketing

Areas of Emphasis: General Marketing, Consumer Marketing and Communications Strategy, Organizational Marketing, Services Marketing, Agrimarketing

Consumer Marketing and Communications Strategy

Students must take a total of four courses—

Two required courses:

MKT 301 Consumer Behavior
MKT 302 Marketing Communications Strategy

Plus one course selected from:

MKT 303 Management of the Sales Function
MKT 310 Marketing Distribution Systems
MKT 311 Creation and Management of Brands

Plus one course selected from:

MKT 400 Marketing Research and Control
MKT 490 Marketing Planning and Problem Solving

Organizational Marketing

Students must take a total of four courses—

One required course:

MKT 312 Marketing of Industrial Goods and Services

Plus two courses selected from:

MKT 303 Management of the Sales Function
MKT 310 Marketing Distribution System
MKT 420 International Marketing

Plus one course selected from:

MKT 400 Marketing Research and Control
MKT 490 Marketing Planning and Problem Solving

Services Marketing

Students must take a total of four courses—

One required course:

MKT 430 Services Marketing

Plus two courses selected from:

MKT 301 Consumer Behavior
MKT 302 Marketing Communications Strategy
MKT 311 Creation and Management of Brands

Plus one course selected from:

MKT 400 Marketing Research and Control
MKT 490 Marketing Planning and Problem Solving

General Marketing

Students must take a total of four courses—

Three courses selected from:

MKT 301 Consumer Behavior
MKT 302 Marketing Communications Strategy
MKT 303 Management of the Sales Function
MKT 310 Marketing Distribution Systems
MKT 311 Creation and Management of Brands
MKT 312 Marketing of Industrial Goods and Services
MKT 420 International Marketing
MKT 430 Services Marketing
MKT 477 Selected Topics in Marketing

Plus one * required course:

MKT 400 Marketing Research and Control
MKT 490 Marketing Planning and Problem Solving

* Students may take both 400 and 490 plus two more courses from the selection list above.

Agrimarketing

Students must take a total of four courses—

Three courses selected from:

MKT 311 Creation and Management of Brands
MKT 450 Marketing of Agricultural Products
MKT 451 Interregional and International Trade in Agrimarketing
MKT 452 Agricultural Policy

Plus one * course selected from:

MKT 400 Marketing Research and Control
MKT 490 Marketing Planning and Problem Solving

* Students may take both 400 and 490 plus two more courses from the selection list above.

Marketing Courses

Upper Division

MKT 300. Marketing Management A study of the nature and role of marketing in advanced economies in a managerial context presented in a lecture, case, and applied format. Analysis of consumer wants, motivation and purchasing power, and introduction to and formulation of optimizing mixes between product, pricing, distribution, and promotional variables.

MKT 301. 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: MKT 300.

MKT 302. 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. Emphasizes student participation through cases and projects; also the application of quantitative statistical and qualitative research techniques to formulate and evaluate communications plans. Prerequisite: MKT 300.

MKT 303. 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 salesperson effectiveness. Prerequisite: MKT 300.

MKT 310. Marketing Distribution Systems 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 strategies for choice of effective channels, with integration of appropriate statistical and/or computer applications, as needed. Prerequisite: MKT 300.

MKT 311. Creation and Management of Brands The course deals with organizing for new brands, isolating marketing and brand opportunities, molding the brand, determining the advertising, determining the brand name and the package, determining the channels of trade and managing products once launched. Emphasizes student participation and application of analytical tools such as statistical and research techniques. Prerequisite: MKT 300.

MKT 312. Marketing of Industrial Goods and Services Study of the differences and similarities of industrial and consumer markets with special emphasis on effective marketing strategies for the organizational customer. Prerequisite: MKT 300.

MKT 400. 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. Student application of research techniques and data treatment are emphasized. Prerequisites: MKT 300, MGT 301.

MKT 420. 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 human resource management activities. Emphasis on the design of optimal strategies under varying physical, economic, political, social and cultural environments and specific marketing situations. Case analysis. Prerequisite: MKT 300.

MKT 450. Marketing of Agricultural Products Studies 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 and man-

agement 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. Prerequisite: MKT 300.

MKT 451. 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 and long-term planning integrating business analysis tools such as research and statistical techniques, financial analysis, and computer applications. Prerequisite: MKT 300.

MKT 452. 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. Prerequisite: MKT 300.

MKT 477. Selected Topics in Marketing Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MKT 490. 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. The course integrates all aspects of marketing, business and quantitative theory into strategic policy making. Prerequisites: MKT 300 and two additional marketing courses, or permission of the instructor.

MKT 499. Individual Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.

Post-Baccalaureate

MKT 500. Marketing Planning and Management An intensive study of the nature and role of marketing concentrating on planning and administering the marketing program. Includes the basic marketing principles (products, place, price, and promotion) with emphasis on the analysis of customer wants, needs, and purchasing patterns. Combination lecture, case, and project format concentrating on applications of analytical and decision-making techniques. Intended for students preparing to enter the MBA Program but who lack the marketing prerequisite (replaces MKT 300). Prerequisite: Post-baccalaureate status/or permission of the instructor.

Graduate

MKT 600. Seminar in Marketing Mangement Development of marketing strategy for the organization and design of integrated product-service, promotion, and distribution programs utilizing systems analysis. Intensive analysis of management's marketing problems, including market analyses, pricing, channels of distribution, promotion, competition, product strategies, and marketing research. Applications are emphasized to include research, quantitative, and business analytical techniques through the development of case and project assignments.

MKT 601. 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. Prerequisite: MKT 600 or permission of instructor.

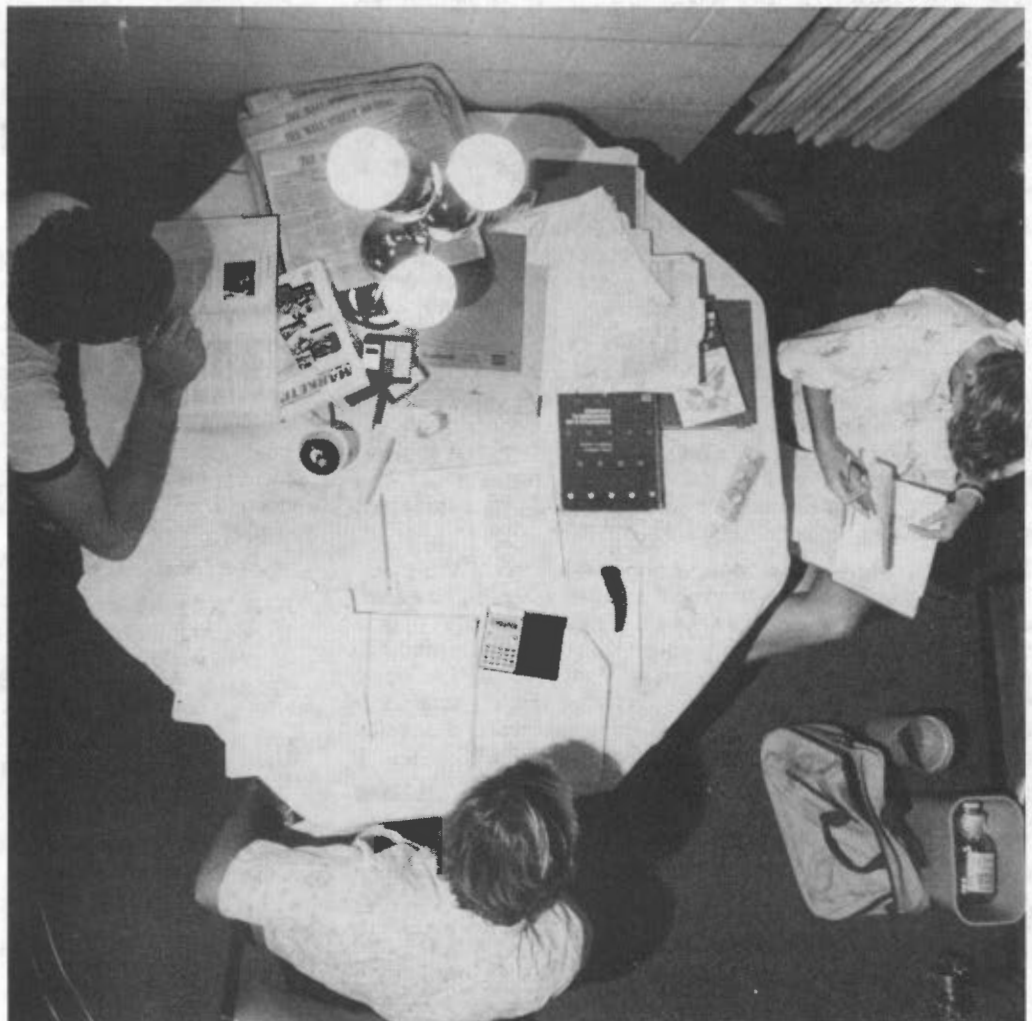
MKT 602. Seminar in Marketing Communications Strategy Development of communications strategy necessary to fulfill the objectives of the marketing program through intensive analyses of situational and primary information, target market(s), creative objective(s), media selection and scheduling, sales promotion, public relations, budgeting and program evaluation. Includes qualitative, statistical, financial, and computer applications. The

course integrates theory with case analyses and the development of a comprehensive marketing communications plan. Prerequisite: MKT 600 or permission of the instructor.

MKT 603. Marketing Decision Analysis Conceptual approach to defining, generating, and using information in a marketing-management context. Emphasis will be placed on information systems as well as concepts relative to collection and data analysis using quantitative methods. Case analysis and computer applications will be utilized. Prerequisite: MKT 600 or permission of the instructor.

MKT 677. Selected Topics in Marketing Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MKT 699. Individual Graduate Study Individual study is offered as an opportunity for the student to design a course of study dealing with a particular area of interest within the discipline, to research the subject area and present an in-depth study for review. Student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirements for the Business Administration degree.



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:	ACC 201 and 202 or ACC 500
Economics:	Econ 101 and 102 or Econ 500
Mathematics:	Math 120 and 140
Management:	MGT 300, MGT 301 and MGT 302
Finance:	FIN 300 or FIN 500
Marketing:	MKT 300 or FIN 500
Legal, Social, and Political Environment:	BA 370 and BA 374

Computer Concepts: Student must show computer competency either by test or by course approved by BPA faculty

Foundation courses are cognate requirements for the graduate degree and will not be accepted if taken on a credit, no-credit basis. Unclassified post-baccalaureate students must maintain a 2.5 cumulative GPA in the foundation courses.

Graduate Requirements

At least forty-five (45) units of approved graduate work (600-level courses) are required for the Master of Business Administration degree. All candidates for the degree must complete the following courses:

ACC	600	Accounting for Management Decision Makers
FIN	600	Seminar in Financial Policy
MGT	600	Seminar in Management and Organizational Behavior
MGT	602	Seminar in Operations Management
MKT	600	Seminar in Marketing Management
BA	690	Seminar in Business Policy

In addition to these required courses, the candidate must complete an additional fifteen (15) units of approved graduate work. No more than five quarter units of Individual Graduate Study (699) may be used to satisfy degree requirements. A candidate for the Master of Business Administration degree must earn at least a 3.0 grade point average in all graduate work. No course with a grade lower than "C" may apply toward the fulfillment of degree requirements.

Upper Division Writing Competency Exam

Each individual receiving a degree from California State University, Bakersfield, must obtain a satisfactory score on the Upper Division Writing Competency Examination or complete one of the approved English courses which satisfy this requirement. If you feel that you have satisfied this requirement at another institution, you are responsible for providing the appropriate evidence of your accomplishment.

Programs in Public Policy and Administration

Public Policy and Administration Department

(DDH A101, 833-2158)

Chair: P. Paris

Faculty: J. Goldsmith, R. Harris, E. Mann, T. Martinez

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, health care/human services, and non-profit sectors.

In addition to the affirmative recruitment of women, ethnic minorities and the disabled, the department strongly encourages the enrollment of practitioners in the undergraduate, graduate and certificate programs.

Bachelor of Arts in Public Administration

The Bachelor of Arts (B.A.) in Public Administration is designed to prepare undergraduate students for public service careers in government, private non-profit, health care, and volunteer organizations, as well as to upgrade the knowledge and skills of professional personnel already in such organizations.

Requirements for the Major in Public Administration

The major consists of a minimum of 83 quarter units; the B.A. requires 186 quarter units.

A. Required Lower Division Foundation Courses

ECON	100	The Economic Way of Thinking (or ECON 101 and ECON 120)
POLSCI	101	American Government and Politics
MATH	140	Elementary Statistics
ACC	210	Accounting Perspectives (or ACC 201)
One approved introductory course in information systems.		

B. Required Upper Division Core Course

BA	370	Legal Environment of Business
INST	375	Administrative Processes in Government
PPA	400	Public Management
PPA	476	Public Personnel Administration
PPA	478	Budgeting in Public Organizations
PPA	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 30 upper division elective quarter units. Alternatively, students have the option to pursue an interdisciplinary individualized focus. Examples include Administration of Justice, Health Care Management, Personnel Administration, Policy Studies, Administration of Non-Profit and Volunteer

Organizations, or Human Services Administration. Each focus consists of a cluster of courses in a specified subfield of public policy administration.

NOTE: Students should consider taking PPA 310 Technology and Public Policy which applies to GOAL XIII of the General Education requirements, and may apply an elective to the major.

Students without experience in public service or administration are required to take an approved internship or similar course.

Minor in Public Administration

A minor in Public Administration is available to candidates for a B.A. degree. (A minor is not required of students majoring in Public Administration.) A student desiring a minor in Public Administration should take at least four approved upper division courses in Public Policy and Administration (approved by Dean and Department Chair.)

Certificate in Public Administration

An individual who desires specialized study in Public Administration may apply for a certificate. Six courses are required for the Certificate in Public Administration: PPA 400 Public Management; INST 375 Administrative Processes in Government; PPA 476 Public Personnel Administration and PPA 478 Public Budgeting (three of the four) and three approved upper division interdisciplinary electives which may be clustered in four optional interest areas: Administration of Justice; Human Services Administration; Health Care Management; and Public Policy; Management and Planning.

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 or enhance expertise in administration, supervision and practice geared to career preparation, enrichment and advancement. The MPA program is consistent with 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 for public service careers.

Typical standards for determining promise of academic success are:

1. possession of a baccalaureate degree from an accredited college or university;
2. a grade point average of 2.5 in all undergraduate course work; and
3. satisfactory performance on the aptitude portion of the Graduate Record Examination (GRE) 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 recommendation, etc.) and
 - b. professional training in fields such as, budgeting, management, and supervision in the public, health, and/or non-profit sectors.

These admission standards recognize the need for different measure to establish the standard of quality between pre-service and in-service students. Final judgment on admission will be made by the department based on a combination of several of the above eligibility factors.

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 becomes a classified graduate student and is eligible to enroll in 600-level courses:

INST	375	Administrative Processes in Government
PPA	400	Public Management
PPA	473	Public Administration and the Political Process
PPA	501	Analytical Methods in Public Administration (6)
PPA	502	Decision Support and Control Systems: Public, Nonprofit, and Health Care Organizations (6)
PPA	503	Social, Economic and Legal Foundation of Public Service (6)

Graduate Requirements

At least forty-eight units (9 courses) of approved coursework are required for the Master of Public Administration degree. In addition, five units of a culminating experience are required.

A. MPA Required Core (Six courses)

PPA	510	Public Personnel Management and Labor Relations
PPA	511	Public Budgeting
PPA	624	State, Local and Intergovernmental Management (6)
PPA	671	Graduate Survey of Public Policy and Administration (6)
PPA	680	Public Management and Organizational Change
PPA	691	Seminar in Public Policy Analysis

B. MPA Electives (three approved courses)

For a Master of Public Administration degree a student must complete three additional approved courses at the 500 or 600 level offered by the Department of Public Policy and Administration.

Alternatively, students may with advisor approval, develop an individualized focus of 20–25 units in Human Services Administration, Administration of Justice, etc.

NOTE: Students with no experience in the field are required to take an internship or similar course.

C. Culminating Experience (5 quarter units)

Candidates for both the MPA and MSA degrees must complete a culminating activity in accordance with Title V of the California Administrative Code. The purpose of this activity is to demonstrate competency acquired in the masters program. This include mastery of knowledge in the discipline; the ability to deal with concepts, theories and principles in new situations; and the ability to formulate and analyze problems on an advanced level.

MPA and MSA candidates during their final year in the programs will take PPA 698. Prior to enrolling in PPA 691 or PPA 692, students should petition the Department for approval and culminating activity guidelines.

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, public and non-profit health care field.

Admission to the Program

Standards of admission are the same as those for the MPA.

The Program

Foundation Competencies

The following courses, or their equivalents, must be completed before students may enroll in 600-level courses offered for the degree:

INST	375	Administrative Processes in Government
PPA	400	Public Management
PPA	416	Health Services Management and Organization
PPA	501	Analytical Methods in Public Administration

- PPA 502 **Decision Support and Control Systems: Public, Non-Profit, and Health Care Organizations**
- PPA 503 **Social, Economic, and Legal Foundations of Public Service**

Graduate Requirements

At least forty-six units (9 courses) of approved course work are required for the degree of Master of Science in Administration—Health Care Management. In addition, five units of a culminating experience are required.

A. MS/Administration—Health Care Management Required Core (six courses)

- PPA 510 **Public Personnel Management and Labor Relations**
- PPA 511 **Public Budgeting**
- PPA 518 **Health and Human Services Planning and Policy Development**
- PPA 589 **Legal and Ethical Issues in Health and Human Services**
- PPA 680 **Public Management and Organizational Change**
- PPA 692 **Graduate Seminar in Health Care Policy Analysis**

B. MS/Administration—Health Care Management Electives (three approved courses from the following):

- PPA 419 **Aging Services Administration (additional work required for graduate students)**
- PPA 515 **Public Health Administration**
- PPA 587 **Financial Issues in Health and Human Services**
- PPA 624 **State, Local and Intergovernmental Management**
- or
- PPA 671 **Graduate Survey of Public Policy and Administration**

C. Culminating Experience (see above description in MPA)

NOTE: Students with no experience in the health care field are required to take an internship or a similar course.

Courses

All Public Policy and Administration Department courses not otherwise designated carry five quarter units of credit.

Lower Division

PPA 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.

PPA 289. Experiential Prior Learning (Units Variable) Students may be awarded experiential credit in those special cases where the life-learning experience merits the award. A maximum of 20 units may be earned. May not count for major requirements. Interested students should contact the Department Chair. CR/NC grading.

Upper Division

PPA 309. The Law and You: Personal Law and Public Agencies Principles of personal law analyzed through case studies and their applications to the individual will be the focus of this course. 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.

PA 310. Technology and Public Policy This course examines technology as a force of social change that raises or influences public policy questions. Special attention is given to the unintended as well as intended consequences of technology in our lives. The course also examines the problem of how public policy may shape technology to meet future human needs. Areas such as space exploration, national defense and computers are investigated. Cases provide the theoretical and conceptual bases for intensive treatment in group and individual presentations. (Satisfies general education Goal XIII.)

INST 375. Administrative Process 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 constitution, the role of government enterprises, problems of personnel, public budgeting, and alternative strategies for securing administrative responsibility. The course focuses on readings and cases involving the Federal, California, and local governments. (Satisfies the U.S. Government portion of the American Institutions requirement.)

PPA 389. Experiential Prior Learning (Units Variable) Students may be awarded experiential credit in those special cases where the life-learning experience merits the award. A maximum of 20 units may be earned. May not count for major requirements. Interested students should contact the Department Chair. CR/NC grading.

PPA 400. Public Management Through readings, discussion and case analyses, this upper division course will examine the theory and practice of effective management in the public, health care, and non-profit organizational settings. Students will become familiar with the nature of organizations and generic principles and practices of management in the context of contrasts and comparisons generated by the policymaking and political constraints impacting public managers.

PPA 416. Health Services Management and Organization This course discusses the internal and external political, social and economic environmental constraints of health institutions and describes how management theory can be used to resolve these problems. Pros and cons of health innovations are explored through case studies, group and individual presentations.

PPA 419. Aging Services Administration This course focuses on aging services administration, organization and policy at the national, state and local level. Special emphasis on Kern County.

PPA 471. Administration in the Justice System This course provides an intensive analysis of the major components of the criminal justice system as well as the interrelationships between the system's primary components. Management personnel, decision making, and planning problems faced by administrators within the justice system will be explored through guest presentations, discussion, individual and group presentations.

PPA 473. Public Administration and the Political Process This course utilizes readings and discussion on the functions of public administration in a democratic political system. Case studies

ies, guest presentations, individual and group presentations explore the media, pressure group processes, and the relationships between administration and political processes in defining the public interest and responding to social conditions.

PPA 475. Policy and Planning in the Justice System

This upper division course examines agency and planning policy development processes in various elements of the justice system with attention to their interrelationships. Techniques such as seminar guest presentations, role playing, case study analyses, individual and group presentations provide the student with practitioner-relevant strategies for planning and policy development in the justice system.

PPA 476. Public 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. Includes discussion of nonprofit agency personnel administration.

PPA 477. Selected Topics in Public Policy and Administration In-depth study of selected topic or topics not covered in regular courses are offered on a student demand basis. Topics vary each quarter; prerequisites announced for each topic. Conducted on a seminar basis.

PPA 478. Budgeting in Public Organizations This course provides an examination of the role of 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, the budget process, and the role of executive and legislative relationships upon the financial resources of government, and the setting of national, state, and local budget priorities. Includes discussion of nonprofit agency budgeting.

PPA 479. Urban Planning and Public Policy This course introduces the student to the philosophy, theory, and practice of urban planning. A survey of the development of cities and urban regions and the structure and functions of contemporary cities; a critical review of alternative theories, recent trends, and new directions in American planning concepts and institutions. Analysis of the context, function, and legal aspects of land-use controls, construction codes, mass transit, urban renewal, model cities, new towns, and related aspects of policy and program implementation.

PPA 490. Senior Seminar in Public Administration (6)

This capstone seminar for students in public administration examines: (1) the structure and environment of modern public bureaucracy; (2) the key administrative processes such as decision making leadership, communications, budgeting, and personnel; (3) the policy-making process; (4) Political and Economic bases of Public Policy and Administration.

PPA 496. Internship in Public Administration (1-5) Students are assigned to various agencies and work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and project where appropriate. (Arrangements should be made one quarter in advance as enrollments are limited.) Prerequisites: Permission of instructor. May be repeated for credit. Department determines application and number of units. CR/NC grading.

PPA 497. Cooperative Education (1-5) The Cooperative Education Program provides a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field

experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and a faculty liaison working with the field supervisor. May be repeated. May not be used as a substitute for requirements. Department to determine application and number of units. CR/NC grading.

PPA 499. Individual Study (1-5) Individual supervised projects or directed reading projects for students qualified to carry on independent work. Prerequisite: Permission of the instructor and department chair. Up to 5 units may be used to satisfy elective degree requirements. Department determines application and number of units.

NOTE: In order to count for graduate elective credit, 400-level courses must be augmented with additional work in order that graduate course standards be maintained.

Graduate Courses

PPA 501. Analytical Methods in Public Administration (6)

This graduate foundation seminar provides an introduction to analytical methods as they are applied to public administration and the administration of health care and non-profit agencies. The course covers problems of research design, measurement, applied descriptive and inferential statistics, to include regression analysis, and also introduces the technique of linear programming. The course contains a computer laboratory component in which the student learns to use interactive statistical and other programs for exploratory data analysis and the solution of quantitative problems.

PPA 502. Decision Support and Control Systems: Public, Nonprofit and Health Care Organizations (6)

Articulated with PA 501, this graduate foundation seminar takes a systems approach to organizational control and decision making. It introduces theoretical and practical aspects of the systems decision in public management and covers such techniques as network analysis, forecasting, and economic analysis. It examines fund accounting, management audit, and management information systems as they are used in the public, non-profit and health care sectors. It also employs micro-computers to accomplish the quantitative and statistical tasks under study.

PPA 503. Social, Economic, and Legal Foundations of Public Service (6)

This graduate foundation seminar provides for an analysis of those social, economic, and legal forces shaping public, nonprofit and health care sectors administration. Essential social, economic, and legal theories, analytic principles, structures, and trends as they affect the American public policy and administration system will be discussed and analyzed.

PPA 510. Public Personnel Management and Labor Relations

This graduate core seminar provides an in-depth study of the personnel and civil service systems in the federal, state and local governments and in nonprofit and health care organizations. Review of the methods of recruitment, promotion, discipline, and termination are explored through case studies, discussion, and simulations. Contemporary issues in collective bargaining and labor relations are extensively explored.

PPA 511. Public Budgeting

This graduate core seminar provides an investigation of the practical nature and role of the budget in public service entities. It reviews the budget process and examines the impact of executive agency and legislative relationships on the financial resources of government. The course contains a budgeting laboratory in which students experience the interaction of political institutions with economic processes and financial administration, and assessing the impact of public expenditures on public policy at the various levels of government. The course also examines techniques involved in

budget-making. It is recommended that students have a foundation in quantitative and economic methods before taking this course.

PPA 515. Public Health Administration Through discussion of the evolution and development of public health practices, concepts, and policies, this elective seminar 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 needs. Case studies, presentations, and group exercises are utilized.

PPA 518. Health and Human Services Planning and Policy Development This MSA graduate core seminar explores government's involvement in and regulation of health and human services emphasizing the political, legal, economic and social. An overview of legislation, programs, planning approaches, and techniques, health insurance issues, the implications of new and future health and human services policies and comparative health care approaches.

PPA 519. Social Services Administration: Volunteer, Non-profit, and Community Organizations This elective seminar will provide students with the managerial and supervisory techniques needed to administer, develop and market volunteer, nonprofit, and community-based organizations that provide health and human services at the local level.

PPA 520. Introduction to Grantsmanship This elective seminar is designed to provide individuals with the practical skills to be a successful grant writer. Topics to be covered include: How to write successful grant proposals; 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.

PPA 525. Administrative Law This elective seminar surveys administrative law and government regulation, the functions of administrative agencies, and the legal aspects of the process by which such agencies carry out their policies. It reviews the evolution of administrative authority and the Administrative Procedures Act, and it examines the delegation doctrine, rulemaking, enforcement, adjudication, judicial review, due process, notice, and hearings.

PPA 530. Administration in Multicultural Settings This elective seminar surveys the theory and practice of effective management in multicultural contexts. The increased presence of ethnic minorities and women within the structures of service organizations combined with increased services to multicultural communities and clients have provided challenges and opportunities to management and supervisors to reassess traditional supervisory practices. Students will explore those facets of organizational culture which are in this process of change.

PPA 540. Comparative Administration: Non-Western Systems This elective seminar develops an understanding of the comparative attributes and patterns of administration in non-Western cultures which operate in widely differing economic, socio-cultural, political-legal, education and technological contexts. The student will explore, identify, and evaluate similarities and differences among the variables associated with administrative effectiveness that may lead to a better understanding of administrative effectiveness in the non-Western world.

PPA 560. Alternatives to Bureaucracy (Formerly PPA 577.001) This elective seminar examines the deficiencies and inadequacies of contemporary forms of bureaucratic organization, and then considers alternative forms of organization that are more democratic, innovative and compatible with modern tech-

nology. Some of the topics dealt with are: employee participation, autonomous work groups, quality circles, office automation, democratic decision-making processes, self-management, networks and telematics.

PPA 570. Energy Policy This elective seminar studies energy policy in the United States. An overview of the energy situation, energy policy development, energy legislation, and the impact of energy policy on the economy, the environment and intergovernmental/international relations.

PPA 571. Seminar in the Administration of Justice This elective seminar emphasizes research and field investigations of current justice administrative and policy problems which cut across the total system. Topics may vary each quarter.

PPA 572. Resource Management and Policy This elective seminar studies the evolution of resource law and policy in the U.S. and California. Special emphasis on the impact of land and water resource policy on industry, agriculture, and the operations and management decisions of natural resource agencies.

PPA 573. Emergency Management This elective seminar surveys public and private sector responses to emergencies, disasters, and crises. Private and volunteer agencies and federal, state and local government roles are discussed. Emphasis is on public policy development and inter-agency/intergovernmental relations. Discussion of emergency management phases: mitigation, preparedness, response, and recovery. Consideration of technological and man-made hazards and natural disasters including floods, earthquakes, civil disorder and terrorism.

PPA 577. Selected Topics in Public Policy and Administration In-depth study of selected topic or topics not covered in regular courses. Topics vary each quarter; prerequisites announced for each topic. Conducted on a seminar basis.

PPA 587. Financial Issues in Health and Human Services This elective seminar provides a comprehensive analysis of financial issues related to the management and control of health care and human services institutions; the use of cost efficiency techniques; the application of third party reimbursement through insurance, Medicaid, and Medicare.

PPA 589. Legal and Ethical Issues in Health and Human Services This MSA graduate core course concentrates on the study of legal requirements in the health and human services fields involving constitutional issues, laws, administrative regulations, and court interpretation. An exploration of ethical issues and their impact on policy and implementation.

PPA 596. Advanced Analytical Methods in Public Administration This elective seminar studies advanced data analysis techniques in public, nonprofit and health care applications. Beginning with a review of basic probability and inferential statistics, the course will examine survey research and the application of multivariate statistical techniques in the collection and analysis of quantitative information relating to research and decision-making. The course will employ critical analysis of current professional journals, and it will culminate with a research project involving a local agency.

PPA 599. Individual Graduate Study (Units Variable) Supervised investigation of an approved project leading to a written report. Project selected in conference with instructor in area of major interest; regular meetings to be arranged with instructor. Department determines application and number of units. May only be used for elective credit.

NOTE: Only "Classified" graduate students may take 600 level courses.

PPA 624. State, Local and Intergovernmental Management

(6) This MPA graduate core seminar examines the management practices and policies in local and state governments with emphasis on intergovernmental management and trends in federalism. Particular attention given to the City of Bakersfield, Kern County, the State of California and to state, and local and nonprofit sector interfaces with the federal system.

PPA 671. Graduate Survey of Public Policy and Administration

(6) This MPA graduate core seminar examines the major concepts and issues in public administration. History of the development of the modern public service and bureaucracy. Investigation of the role of the public sector in American society, law, culture, and economy. A survey of current trends in the public sector, professional standards and ethics are studied.

PPA 676. Public Policies Toward Business Through this graduate elective, analysis of laws, judicial decisions and government regulations affecting business operations and management decisions is examined. The course seeks to examine the nature of the broad social, political, and legal influences exerted upon enterprise management in the American economy.

PPA 677. Selected Topics in Public Policy and Administration

In-depth study of a selected topic or topics not covered in regular courses. Topics vary each quarter; prerequisites announced for each topic.

PPA 680. Public Management and Organizational Change

In this graduate core seminar, the student examines public nonprofit and health organizations change dynamics in light of the information revolution, technological development, and other factors of socio-technical change.

PPA 691. Seminar in Public Policy Analysis (6)

This integrating MPA capstone graduate seminar focuses on initiation, formulation, and implementation of public policies. An exploration of policy models and policy analysis purposes and methodology. An analysis of selected contemporary policy areas: energy, the environment, criminal justice, welfare, education, foreign policy and defense. An overview of political, legal, economic, and social institutions and their impact on public policy is given.

PPA 692. Seminar in Health Care Policy Analysis (6)

This integrating capstone MSA graduate seminar which focuses on initiation, formulation, and implementation of health care policies. An exploration of policy models, health policies, and policy analysis purposes and methodology. An overview of political, legal, economic and social institutions and their impact on health care policy.

PPA 698. Culminating Activity (5 units)

The purpose of this graduate culminating activity is to demonstrate competency acquired in the masters programs. This includes mastery of knowledge in the discipline; the ability to deal with concepts; theories and principles in new situations; and the ability to formulate and analyze problems on an advanced level.

PPA 699. Individual Graduate Study (Units Variable)

Supervised investigation of an approved project leading to a written report. Project selected in conference with instructor in the area of major interest; regular meetings to be arranged with instructor. Department determines application and number of units.

School of Education

(DDH B100, 833-2219)

Dean (Acting): R. G. Serrano

The University provides opportunities for pre-professional and graduate preparation in education through the School of Education. Programs are offered of sufficient scope to prepare students for completing State of California elementary and secondary teaching credentials and fifth-year and graduate programs.

Students planning to enter the teaching profession must combine academic with professional studies. Their work in the School of Education is designed to complement the instruction provided by other components of the University.

The School of Education has administrative responsibility for elementary and secondary education, physical education, school specialist and services credentials, and graduate degree program concentrations.

Department of Teacher Education

(DDH CC205, 833-3134)

Faculty: C. Barrentine, R. Brie, N. Buchanan, M. Ice, L. Kellenberger, C. Miller, D. Moody, E. Page, M. Reyes, H. Taylor, 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

(DDH CC217, 833-3055)

Faculty: T. Arciniega, G. Calhoun, N. Carlson, R. Chavez, G. Hibbard, M. Papen-Daniel, K. Ritter, R. Serrano, R. Sethi, J. Skouge, 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 inservice education opportunities for persons currently filling such positions.

Basic Credential Programs

1. Multiple Subjects Credential
2. Single Subject Credential

In July, 1973, the university 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 University, Bakersfield who hold subject matter degrees approved by the Commission as waiver programs. (For specific degree, see major department.)

Students who transfer from other California colleges must have completed a waiver program at the college from which they earned their degree, or they will be required to pass the appropriate National Teachers Examination (NTE) or complete a CSB waiver program.

Advising

In consonance with University 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. (DDH BB210, 833-3074)

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:

<i>Credential</i>	<i>Degree Major</i>	<i>See Page</i>
Multiple Subjects:		
Child Development	BA-Child Development	86
Liberal Studies	BA-Liberal Studies	89
Single Subject:		
Art	BA-Fine Arts	121
English	BA-English	112
Foreign Languages	BA-Spanish	130
Music	BA-Fine Arts	121
Physical Education	BS-Physical Education.....	211
Adapted Physical Education	BS-Physical Education.....	211
Mathematics	BS-Mathematics	139
Physical Science	BS-Physics	155
	BS-Chemistry	103
Life Science	BS-Biology	100
Social Sciences	BA-Anthropology.....	170
	BA-Economics.....	109
	BA-Political Science	160
	BA-Psychology	165
	BA-Sociology	170
	BA-History	134
History	BA-History	134
Government	BA-Political Science.....	160

National Teacher Examination (NTE)

Students may elect to demonstrate subject-matter competency by passing the NTE rather than by completing one of the above approved subject-matter waiver programs. Students who already hold a baccalaureate degree that is not an approved waiver program may find this alternative attractive. After passing the NTE, however, students are still required to demonstrate preparation equivalent to the approved program. Students should consult an academic advisor from the waiver program to determine their status.

The NTE does not eliminate the requirement to complete a credential program.

Admission to Basic Credential Programs

A student must be admitted to the University 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.

Students may start the Single Subject program in spring quarter by taking Early Field Experience and General Methods. Applicants should apply by January 15. Students may start fall quarter with permission.

Students may start the Multiple Subjects program in fall or winter quarters. Applications for fall quarter must be on file in the Student Teaching Office by April 9 and for winter by September 18. Students may be able to start spring quarter.

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 (DDH/BB 209).

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.

Admission Requirements

Pass the California Basic Educational Skills Test (CBEST).

Earned a GPA which places the student in the upper half of undergraduate students in the candidate's discipline division (area of degree work)

ED-EL 240 Early Field Experience in the Elementary School/or equivalent experience

Math 320 An Introduction to Number Systems

Math 321 Elements of Geometry, Probability and Statistics

Upper Division Writing Competency

Prerequisite PED 412 Teaching Physical Education in the Elementary School

The course sequence for students wishing to receive a credential to teach in the elementary schools in California or in a multiple subjects classroom in pre-school, kindergarten, or grades 1 through 12 is as follows:

Phase I	ED-EL 411.001	Educational Psychology
	ED-EL 411.002	Introduction to Teaching Multiple Subjects
	ED-EL 422.001	Curriculum and Instruction of Elementary Language Arts
	ED-EL 422.002	Curriculum and Instruction of Elementary Mathematics
	ED-EL 423	Teaching Reading in the Elementary School I
Phase II	ED-EL 308	Laboratory Experience—Multiple Subjects
	ED-EL 401	Classroom Organization, Management, and Discipline
	ED-EL 424	Teaching Reading in the Elementary School II
	ED-EL 433.001	Curriculum and Instruction of Elementary Social Studies
	ED-EL 441.001	Seminar: Student Teaching Multiple Subjects I
Phase III	ED-EL 441	Student Teaching Multiple Subjects I
	ED-EL 433.002	Curriculum and Instruction of Elementary Science
	ED-EL 442.001	Seminar: Student Teaching Multiple Subjects II
	ED-EL 442	Student Teaching Multiple Subjects II

Changes are occasionally made in course units, numbers and content. Students must check with the Student Teaching Office for specific program requirements.

Phase IV Fifth year requirements and electives as necessary to complete the professional and credential programs.

Bilingual Emphasis Program

The Bilingual Emphasis Program is administered by the School of Education in cooperation and consultation with departments in the School of Arts and Sciences. To complete the Bilingual Emphasis Program students major in Liberal Studies (p. 95) or Child Development (p. 91) and then satisfy the following supplementary requirements:

1. Mastery at the Spanish 202 level or scoring at the F.S.I. level II of the CSB Bilingual Competency Assessment is required. Several Spanish courses at the 100 and 200 level are available and will assist those students who need the exposure before taking the CSB Bilingual Competency Assessment.
2. F.S.I. entry level II (40%) on the CSB Bilingual Competency Assessment for written knowledge of the Chicano/Hispanic Culture.
- *3. Bilingual Emphasis students are *required* to enroll in at least ten (10) units of Upper Division (over 300) Spanish courses. The Department of Foreign Languages has several upper division Spanish courses. The following are recommended:

Spanish 303	Introduction to Hispanic-American Literature
Spanish 311	Advanced Spanish Grammar
Spanish 320	Hispanic-American Culture & Civilization

- Spanish 409 Advanced Spanish Syntax
 Spanish 412 Introduction to Linguistics
 Spanish 413 Introduction to Spanish Linguistics and Contrastive Structures of Spanish and English
 Spanish 415 Workshop in Translation
 Spanish 416 Contemporary Hispanic-American Poetry
 Spanish 419 The Contemporary Hispanic-American Novel
 Spanish 420 Southwest Spanish
 Spanish 422 Children's Literature in Spanish
 Spanish 424 Culture and Civilization of Mexico and the Chicano/Mexican Americans
 Spanish 425 Chicano Literature
 Spanish 426 Southwest Hispanic Folklore
- *4. Bilingual Emphasis students are *required* to enroll in at least ten (10) units of Chicano Studies. The following courses are recommended:
- History 468 The Chicano Experience
 INST 486 Educational Anthropology
 Sociology 333 Mexican Americans in Contemporary Society
- Behavioral
 Science 327 Race and Ethnic Relations
 Behavioral
 Science 351 Social Psychology of the Ghetto/Barrio
 Spanish 420 Southwest Spanish
 Spanish 424 Culture and Civilization of Mexico and the Chicano/Mexican-American
 Spanish 425 Chicano Literature
- *5. Bilingual Emphasis Students are *required* to enroll in at least one five (5) unit linguistics course. The following are recommended:
- Spanish 412 Introduction to Linguistics
 Spanish 413 Introduction to Spanish Linguistics and Contrastive Structures of Spanish and English
 English 319 Structure of English
 English 415 Introduction to Linguistics
- *6. Bilingual Emphasis students are *required* to enroll in at least one five (5) unit Cultural Anthropology course. The following are recommended:
- INST 486 Educational Anthropology
 ED-BI 505 Cross-Cultural Education
 Anthropology 320 Culture and Communication
 Anthropology 333 Culture and Environment
 Anthropology 353 Peoples of Mexico
 Anthropology 354 Mexican Folk Dance: An Introduction to the Ethnology of Dance

* Please note that the Bilingual Emphasis requirements within the four areas (Spanish, Chicano Studies, Linguistics, and Cultural Anthropology) can be fulfilled in many cases by one course found within two areas.

7. 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.
8. During Phase III of the credential program, official Bilingual Emphasis students must student teach within a bilingual classroom and be supervised by a bilingual supervisor.

9. 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%).

Once Bilingual Emphasis students are admitted into the Multiple Subjects Preliminary Credential program, specific courses that are part of the curricula sequence will be required and will be in place of those offered for non-bilingual emphasis students.

Curricula Sequence for Bilingual Emphasis Credential Candidates

Bilingual Emphasis students are required to enroll in either ED-BI 540.001, Observation and Participation in Bilingual/Cross-Cultural Education or have the equivalent experience.

Phase I	ED-EL 411.001	Educational Psychology
	ED-EL 411.002	Introduction to Teaching Multiple Subjects
	ED-EL 422.011	Curriculum and Instruction of Elementary Bilingual Language Arts (Bilingual Emphasis only)
	ED-EL 422.002	Curriculum and Instruction of Elementary Mathematics
	ED-EL 423	Teaching Reading in the Elementary School I
	ED-EL 308.010	Multiple Subjects Laboratory Experience for Bilingual Emphasis Students
Phase II	ED-EL 401	Classroom Organization, Management and Discipline
	ED-EL 424.010	Teaching Reading in Bilingual Elementary School Settings II
	ED-EL 433.001	Curriculum and Instruction of Elementary Social Studies
	ED-EL 441.001	Seminar: Student Teaching Multiple Subjects I
	ED-EL 441	Student Teaching Multiple Subjects I
Phase III	ED-EL 433.002	Curriculum and Instruction of Elementary Science
	ED-EL 442.001	Seminar: Student Teaching Multiple Subjects II
	ED-EL 442	Student Teaching Multiple Subjects II (within a Bilingual/Cross-Cultural classroom)

Changes are occasionally 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 school, or Single Subjects pre-school through grade 12, in California is as follows:

Prerequisite	ED-SE 241	Early Field Experience in the Secondary School/or equivalent experience
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Phase I	ED-SE 412	Introduction to Education and Teaching
	ED-SE 426	General Methods and Educational Technology
Phase II	ED-SE 426.000	Special Methods and Resources in the Major Subject Area
	ED-SE 413	Managing and Assessing the Learning Process
	ED-SE 446	Student Teaching and Field Experiences I (with Seminar)
Phase III	ED-SE 427	Teaching Reading in Secondary Schools (with field laboratory component)
	ED-SE 447	Student Teaching and Field Experiences II (with Seminar)
Phase IV	ED-SE 448	Student Teaching and Field Experience III (with Seminar) HIGHLY RECOMMENDED:
	ED-SE 440	Microcomputers and Instruction
	ED-SE 460	Writing Across the Curriculum
Phase V	Fifth year requirements and electives as necessary to complete the professional and credential programs.	

Please check with Student Teaching Office for specific program requirements.

Before students begin a program of professional preparation for teaching they must complete 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.

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 that 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. Students must have a GPA that indicates they are from the upper half of undergraduate students in their degree area. See Student Teaching Office for specific GPA requirements.
4. Fifth-Year Program Requirements: Select at least one course (or equivalent) from the first four of the following categories:
 - a. Educational Foundations: Historical, Philosophical, Social
ED-CI 516, ED-CI 548, ED-CI 610
 - b. Psychological Foundations of Education
ED-CI 511, ED-EC 412, ED-EC 413, ED-EC 514
 - c. Curriculum and Instruction
ED-CI 520, ED-CI 530, ED-CI 531, or any advanced course in curriculum or instruction in a candidate's subject area
 - d. Special Education
ED-SP 501
 - e. Technology and Education (Recommended)
ED-CI 482

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 Development Grant Program

The California Student Aid Commission provides assistance to college undergraduates, graduate students, and teachers who are enrolled in bilingual teacher programs, have financial need, and are fluent in a second language.

The Commission's Bilingual Teacher Development Grant awards range from \$300 up to \$3,816 per year, depending upon financial need, and may normally be renewed for up to four years.

Freshmen, sophomores, juniors, seniors and graduate students at four-year institutions must be enrolled in bilingual programs approved by the Commission for Teacher Credentialing. Community college students must be enrolled in articulated Associate of Arts degree programs in bilingual education approved by the Community College Chancellor's Office. Certificated teachers with a bilingual waiver may also apply for grants if pursuing a bilingual/cross-cultural specialist or a certificate of competence approved by the Commission for Teacher Credentialing. Additional information may be obtained from the Office of the Bilingual/Cross-Cultural Education Program Coordinator.

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. Specialist in Special Education-Severely Handicapped
5. Administrative Services
6. Pupil Personnel Services
7. Reading Specialist

Specialist credential programs are designed to provide the specialized and advanced preparation for positions in teaching and in instructional leadership which require such knowledge and specific expertise.

REQUIREMENTS for specialist instruction credentials are: (1) valid teaching credential; and (2) such specialized and professional preparation as required by the Commission on Teacher Credentialing and by the University.

The 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; (3) passage of CBEST; and (4) requirements established by the University.

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. Passage of CBEST is required for admission.

Certificate Programs

The following certificate programs have been approved by the Commission on Teacher Credentialing. Information regarding these programs may be obtained from departmental advisors.

1. Language Development Specialist Certificate
2. Resource Specialist Certificate of Competence

The Bilingual/Cross-Cultural Program has an approved LDS Certificate Program. Holders of the Language Development Specialist (LDS) Certificate will be trained in second language acquisition methods and techniques and be competent in teaching English as a Second Language (ESL). Candidates must be knowledgeable about current theories and practices of both language acquisition and bilingual teaching strategies.

The LDS Certificate authorizes the holder to provide language instruction to Limited English Proficient (LEP) pupils, under certain conditions:

1. Impacted Language Programs (K-12)
2. Planned Variation Programs
3. Secondary Level Language Development Programs
4. Secondary Level Individual Learning Programs

The following courses are required for the LDS:

ED-BI 505	Cross-Cultural Education
ED-BI 506	Bilingual/Cross-Cultural Teaching Strategies
ED-BI 524	Techniques and Methods of Teaching English as a Second Language
ED-BI 540.002	Practicum in Bilingual/Cross-Cultural Education
ED-BI 564	Research and Evaluation in Bilingual/Bicultural Education
Spanish 413	Introduction to Spanish Linguistics and Contrastive Structures of English and Spanish
English 515	Theories of Grammar

Upon completing the required courses, the candidate will be administered an examination covering the coursework taken by the candidate. The examination will be written and read by those faculty whom the candidate has had as professors of record.

The Resource Specialist Certificate of Competence is an advanced specialization focusing on resource specialists serving more mildly handicapped students and consulting with regular education teachers. This twelve unit certificate is built on one of the five authorized advanced specialist credentials in special education.

Advanced Credential Advising

All students anticipating enrollment in a specialist or services credential program should obtain application materials and information from the Credentials Office of the School of Education describing program details, admission requirements, course requirements, and enrollment procedures. A conference with the appropriate faculty advisor is required.

Advanced Credential Admission Requirements

Before being admitted to a specialist or services credential program, students must complete an application and submit it to the Office of Admissions and Records and must be admitted to the university in postbaccalaureate unclassified standing.

Once admitted to the university, students should see the Credentials Office in the School of Education to complete a formal application to the credential program and to obtain further information pertaining to admission requirements; admission requirements vary for each of the specialist or services credential programs. Following a selection and screening process, students will be notified of formal admittance.

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 (7 units), (2) professional concentration options (34 units), and (3) a culminating project, thesis, practicum or comprehensive examination (2–5 units). All programs shall be based upon an irreducible minimum of forty-five (45) quarter units of graduate credit acceptable to both the School of Education and the University. Degree programs shall be planned cooperatively by the students and their advisors within the School of Education and subject to approval by the coordinator of Graduate Studies of the school. All courses and the culminating activity must be completed within a seven (7) year period to qualify for the degree.

Program Concentrations

Bilingual/Bicultural Education

The Master of Arts in Education with concentration in bilingual/bicultural education is designed to meet the needs of classroom teachers and students who seek to improve their skills in order to attain a higher level of professionalism in bilingual/cross-cultural education. The advanced degree is articulated with other programs available in the School of Education. A basic teaching credential is highly recommended to the awarding of the degree. Work toward the M.A. in Bilingual/Bicultural Education may be closely articulated with the Bilingual/Cross-Cultural Specialist Credential as designed by the standards of the Commission on Teacher Credentialing (CTC) to meet the requirements of the Ryan Act.

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 Preliminary Credential.

The Preliminary Administrative Services Credential is the first of two credentials that must be obtained to be permanently credentialed to be an educational administrator in California's elementary or secondary public schools. Individuals who have the Preliminary Credential may hold any administrative job in California for which they are otherwise qualified. The Preliminary Credential entitles one to all rights and privileges concerning employment as does any other administrative credential now in force. The Preliminary Credential is in effect for five years from the date of issuance or three years from date of employment in an administrative position requiring the credential, whichever date is later. At the completion of the seven-year period, the Professional Administrative Credential must be obtained. The Professional Administrative Credential can only be granted to those people who have previously completed the Preliminary Credential program in California or those who hold an equivalent credential to the Preliminary Credential from states that have a reciprocity agreement with California.

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 (CTC) to meet the requirements of the Ryan Act.

Special Education, General

The master's degree concentration in Special Education is individually designed to reflect the student's interests in the areas of either Severely Handicapped, Learning Handicapped or Resource Specialist. In addition, two state recognized credentials and one certificate can be earned, including the Severely Handicapped and Learning Handicapped credentials and the Resource Specialist Certificate. Technological applications and multicultural considerations are emphasized in all programs.

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.

COUNSELING AND PERSONNEL SERVICES**General Characteristics**

The Counseling and Personnel Services (CPS) Program offers coursework leading to both a degree and a credential; a Master of Arts Degree in Education (MA) with a concentration in Counseling and Personnel Services and a Pupil Personnel Services Credential (PPS) which authorizes one for K-12 school counseling.

The MA program currently consists of a 46 quarter unit sequence of courses, seminars, and practica which provide a balance between theory and practice in preparing individuals to function effectively in helping professions. Students are able to individualize their programs through elective fieldwork sites and studies that complement the required courses. The PPS Credential without an accompanying MA degree is 44 quarter units. Coursework meeting the educational requirements established by the Board of Behavioral Science Examiners (BBSE) for the state license in Marriage, Family and Child Counseling (MFCC) can be obtained by augmenting the MA degree with 44 quarter units of additional coursework.

It is anticipated that sometime during the 1987-88 academic year the CSU Office of the Chancellor and the California Post Secondary Commission will approve a new 90 quarter unit Master of Science degree in Counseling with options in School Counseling, Marriage, Family and Child Counseling, and Career Development Counseling. If this approval is granted, students seeking MFCC licensure must enroll in the 90 unit program. Students with other career goals will have the option of transferring to the new program. Curriculum for the proposed degree program is available from Counseling faculty.

Admission Steps

1. All students must be admitted to CSB with unclassified postbaccalaureate standing before *any* classes can be taken (CSB Admissions Office, SS105; 805/833-3036).
2. Students interested in applying to the Counseling program should also apply to the Education Graduate Studies Office. The application for Classified Graduate Standing includes a listing of courses to be taken by individual students. This form is filled out in conjunction with a program advisor who is assigned by the Education Graduate Studies Office (DDH/BB212; 805/833-3193).
3. All students, regardless of career objective, should also complete the Counseling and Personnel Services Program application form and file it in the Education Graduate Studies Office.

Completion of the above three admission steps should provide evidence of:

- Graduation from an accredited institution with a baccalaureate degree
- 2.5 GPA on last 90 quarter units (send 2 official sets of transcripts to the CSB Admissions Office)
- Formulation and filing of the individual's advisor-approved Program of Studies
- Five favorable letters of recommendation for the program
- Ten year life experience and/or employment history
- Autobiography including significant life experiences and goals, objectives, and motivations for seeking professional training in counseling

(The above items are part of the application form filed in the Education Graduate Studies Office.)

Conditionally Classified Graduate Standing

Students are conditionally accepted to the program at this point if their application has been approved by the program committee. This committee approves each subsequent advancement of the candidate through the program.

Classified Graduate Standing

Decisions regarding acceptance are delayed until students have a chance to determine if this program meets their personal and career needs and faculty have an opportunity to evaluate the performance of the student as a professional counselor. This decision is made after completion (with a 3.0 GPA) of:

- Psychology 315, Abnormal Psychology (or equivalent) (MFCC only)
- ED-CS 400, Introduction to Counseling
- ED-CS 500, Practicum: Human Communication I
- An additional course from the student's Program of Studies
- The Upper Division Writing Competency Requirement (see the English Department, 805/833-2144, FT 202A)

Advancement to Candidacy

The progress of candidates is again evaluated after the completion of three additional courses from the student's Program of Studies. These courses must be either numbered at the 500 level or selected from the following 600 level courses:

- | | |
|---------------|---|
| ED-RS 680.001 | Educational Statistics |
| ED-RS 680.002 | Research Design and Analysis in Education |
| ED-CS 640 | School Counseling |
| ED-CS 670 | Career Counseling |

Advancement to Candidacy is required for all 600 level Counseling classes with the exception of those listed directly above. In order to 1) better mentor the growth of students throughout the program, and 2) insure the quality of program graduates, the program committee reserves to itself certain requirements. See Student Handbook for details.

Ability to Work With People

Throughout the program and prior to completion, the student must continually provide evidence of the ability to interact competently, successfully, and ethically with other people from a variety of backgrounds in a manner consistent with the role of a professional person in counseling. Such evidence may come from practicum courses, courses with an experiential focus, or from supervised experiences included in the program. The applicant is advised that this quality is difficult to

evaluate prior to admission; it may become apparent only as he or she progresses through the program.

The applicant who recognizes that this may be a significant difficulty is urged to consider other programs.

Experiential Learning Requirements

The Counseling Program is sequential and based on principles of experiential learning. Consequently, students are frequently expected to participate from the counselee perspective in group and in individual sessions. Students provide each other the opportunity to experience interaction from both the counselor and counselee frame of reference throughout the program. Enrollment in the program implies student consent to engage in the experiential learning activities of the various courses.

Program of Study

The following program of study outlines the curriculum for the MA degree, the PPS credential, and the MFCC elective.

Master of Arts Degree (Required courses and electives, excluding prerequisite, must equal 46 quarter units)

Prerequisite:

ED-CS 400 Introduction to Counseling

Required Courses:

ED-RS 680.001 Educational Statistics

ED-RS 680.002 Research Design and Analysis in Education

*ED-CS 500 Practicum: Human Communication I

ED-CS 505 Cross Cultural Counseling

ED-CS 530 Psychological Assessment of Intellectual Functioning and Interests

*ED-CS 605 Theories of Counseling

*ED-CS 693 Counseling Case Analysis

*ED-CA 693 Counseling Internship

*ED-CA 693.005 Master's Project in Counseling

or

*ED-CA 693.701 Master's Examination in Counseling

Pupil Personnel Services Credential (44 quarter units, excluding prerequisites, required)

Prerequisites:

ED-CS 400 Introduction to Counseling

ED-RS 680.001 Educational Statistics

Required Courses:

*ED-CS 500 Practicum: Human Communication I

ED-CS 505 Cross Cultural Counseling

ED-CS 510 Developmental Counseling: Children and Adolescents

ED-CS 520 Professional Ethics

ED-CS 525 Legal and Professional Issues: School Counseling

ED-CS 530 Psychological Assessment of Intellectual Functioning and Interests

*ED-CS 605 Theories of Counseling

*ED-CS 640 School Counseling

*ED-CS 645 Techniques in School Counseling

ED-CS 670 Career Counseling

*ED-CS 693 Counseling Case Analysis

*ED-CA 693 Counseling Internship

ED-CI 511 Advanced Educational Psychology

MFCC Elective (90 quarter units, excluding prerequisites, required)

Prerequisites:

ED-CS 400 Introduction to Counseling

Psychology 315 Abnormal Psychology (or equivalent)

Required Courses:

ED-RS 680.001 Educational Statistics

ED-RS 680.002 Research Design and Analysis in Education

*ED-CS 500 Practicum: Human Communication I

ED-CS 505 Cross Cultural Counseling

ED-CS 510 Developmental Counseling: Children and Adolescents

ED-CS 515 Developmental Counseling: Adulthood and Aging

ED-CS 520 Professional Ethics

ED-CS 526 Legal and Professional Issues: Clinical Practice

ED-CS 530 Psychological Assessment of Intellectual Functioning and Interests

ED-CS 531 Psychological Assessment of Personality and Interpersonal Behavior

ED-CS 540 Human Sexuality I

ED-CS 600.001 Special Topics in Counseling: Chemical Dependency

ED-CS 680.002 Special Topics in Counseling: Abuse and Battering

ED-CS 680.003 Special Topics in Counseling: Spirituality

or

ED-CS 600.004 Special Topics in Counseling: Loss

*ED-CS 605 Theories of Counseling

*ED-CS 610 Theories of Family Counseling

*ED-CS 615 Techniques in Family Counseling

*ED-CS 620 Group Counseling

*ED-CS 625 Techniques in Group Counseling

*ED-CS 630 Practicum: Human Communication II

*ED-CS 635 Theory and Practice of Consultation

*ED-CS 693 Counseling Case Analysis

*ED-CS 693.001 Counseling Case Analysis II

*ED-CA 693 Counseling Internship

*ED-CA 693.001 Counseling Internship II

ED-CA 693.005 Master's Project in Counseling

or

*ED-CA 693.701 Master's Examination in Counseling

Psychology 515 Descriptive Psychopathology

Psychology 592 Diagnostic and Statistical Manual

* Must be taken in residence at California State College, Bakersfield.

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 University 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 University 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 university as post-baccalaureate or graduate students, and have planned a graduate degree program with their assigned advisors. All applicants will be notified in writing of actions taken by the Graduate Studies Committee regarding admission, individual status or progress.

Advisement and Planning of a Degree Program

All graduate programs leading to the 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 University 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 University (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. (833-2144)

California Basic Educational Skills Test for Teachers (CBEST)

All credential applicants applying to the Commission on Teacher Credentialing for initial issuance of any credentials and permits are required to have taken and passed the California Basic Educational Skills Test for Teachers. The CBEST will be administered at CSB at various times throughout the year. For more information contact the Credentials Office. (833-3074)

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.

Inservice Courses

Education courses offered at the 900 level are intended as inservice. They are generally offered as workshops or in conjunction with professional conferences or other activities.

Such courses cannot be figured into a student's grade point average (GPA) nor can they be used to meet degree or credential requirements. They are offered on a credit/no-credit basis only.

Education Courses

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-RD 52.001. Basic Reading Skills I (4-5) Designed to improve reading comprehension, speed, and vocabulary before or while students undertake courses that involve substantial amounts of required reading. Lecture-discussion and individual laboratory practice each week. 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. Course may be taken for course

load credit toward establishing full-time enrollment status, but is not applicable to the baccalaureate degree. May be repeated with instructor's approval.

ED-RD 52.001. Basic Reading Skills II (4-5) Distinguished from 52.001 by reading grade level (to be determined by instructor). Designed to improve reading comprehension, speed, vocabulary, concentration, and basic study skills before or while students take courses that involve substantial amounts of required reading. 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. Course may be taken for course load credit toward establishing full-time enrollment status, but is not applicable to the baccalaureate degree. May be repeated with instructor's approval.

MULTIPLE SUBJECTS

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.

GENERAL EDUCATION

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 their skills in communication. Speaking more clearly, listening more precisely, and reading more effectively will support and sustain the student's efforts in other college courses and work.

SINGLE SUBJECT

ED-SE 241. Early Field Experience in the Secondary School (2) Observation and participation in a junior high or senior high 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. Prerequisite for admission to Single Subject program.

Upper Division

BILINGUAL EDUCATION

ED-BI 475. Teaching the Bicultural Student (3) Analyzes several methods of instruction that will create successful personal and academic performance of bilingual/bicultural students in the classroom. The course will emphasize bicultural student experience from ethnically distinct cultural groups and focus on the concepts of cultural pluralism, multicultural education, and other key concepts.

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.

CURRICULUM AND INSTRUCTION

ED-CI 376. American Education and the School An introduction to American education and the school. Understandings regarding the basic economic, political, historical, philosophic, and social factors that have influenced and continue to shape public education will be investigated and developed.

ED-CI 482. Technology and Education (3) An examination of how a broad range of technological innovations has evolved and impacted upon operational systems and personal behaviors in education. Focus on theory and practice of such "high tech" devices as motion-picture projectors, video-tape recorders, video-disc or tape players, sound-image synthesizers, electronic calculators, word processors and microcomputers. Ethical issues regarding their use are considered.

ED-CI 484. Instructional Technology (2) Students will gain knowledge in utilizing visual and auditory aids in teaching, and develop skills in producing audiovisual materials and operation of audiovisual equipment in order to enhance the overall instructional process. Special attention will be given to instructional materials development, instructional values of educational media and materials, and hands-on experience with electronic media.

COUNSELING

ED-CS 400. Introduction to Counseling (formerly ED-CS 360) The focus of this course is a discussion of counseling services, including historical perspectives, basic philosophies and objectives, ethics, accountability and human relations. A major emphasis is on the relationship between the personal experience and identity of the counselor and the counseling process. Included is experience with the clinical processes of counseling skills and group dynamics.

EARLY CHILDHOOD EDUCATION

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 preadolescents and adolescents. Contemporary research and evidence from field experiences with children in a variety of environments; examination of patterns and causes of behavior.

INST 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.

ED-EC 443 (formerly ED-EC 542). 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.

MULTIPLE SUBJECTS

ED-EL 308. Laboratory Experience—Multiple Subjects (1) Field work for multiple subjects candidates. Supervised experiences highlighting various aspects of the elementary school setting. Includes observation of and participation in both cognitive

and affective curriculum components. Prerequisites: admission to the Multiple Subjects credential program and enrollment in one or more courses in Phase I.

ED-EL 308.010. Multiple Subjects Laboratory Experience for Bilingual Emphasis Students (1) Field work for multiple subjects candidates in supervised experiences highlighting various aspects of the bilingual elementary school setting. Includes observation of and participation in both cognitive and affective curriculum components.

ED-EL 401. Classroom Organization, Management, and Discipline (2) An examination of various classroom organization structures; management techniques of instruction, students, space, time, and resources; models to deal with discipline in the classroom. Theory-based effective application of a variety of approaches will be emphasized.

ED-EL 411.001. Educational Psychology (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 (3) A comprehensive course designed to prepare the student for student teaching. Includes social foundations within a multicultural school setting, self-awareness, multicultural awareness, school law and bilingual education legislation, objectives and planning, creativity, art education, audiovisual competency, and interpersonal communication skills within bilingual and non-bilingual settings.

ED-EL 422.001. Curriculum and Instruction of Elementary Language Arts (2) Provides knowledge of skills, methods, and materials of language arts curriculum and instruction. Includes diagnosis and prescription of student needs.

ED-EL 422.011. Curriculum and Instruction of Elementary Bilingual Language Arts (2) Provides knowledge of skills, methods, and materials of primary (Spanish) and second language (English) language arts curriculum and instruction. Includes diagnosis and prescription of linguistic minority and bilingual student needs.

ED-EL 422.002. Curriculum and Instruction of Elementary Mathematics (2) Provides knowledge of skills, methods, and materials of mathematics curriculum and instruction. Includes diagnosis and prescription of student needs.

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 424.010. Teaching Reading in Bilingual Elementary School Settings II (2) This course is a continuation of ED-EL 423. It includes methods for teaching reading in the primary language (L1), and examination of primary language materials, diagnosis, and prescription of reading problems and strategies for facilitating transfer from L1 reading to English reading.

ED-EL 433.001. Curriculum and Instruction of Elementary Social Studies (2) Curriculum, instructional strategies, skills, and materials for teaching the social studies in the elementary school. Includes evaluation and reporting pupil progress.

ED-EL 433.002. Curriculum and Instruction of Elementary Science (2) Curriculum, instructional strategies, and laboratory activities for teaching science in the elementary school. Course experiences are focused on the nature of science relative to science teaching.

ED-EL 441. Student Teaching Multiple Subjects I (8) Provides an initial opportunity to apply pedagogical theory and skills in a classroom setting with guidance and assistance from a cooperating teacher and college supervisor. The focus is on curriculum areas of reading, language arts, and mathematics. Scheduled during regular morning school sessions daily. Prerequisite: ED-EL 411, ED-EL 303, and admission by the Multiple Subjects program. Corequisite: ED-EL 411.001 and ED-EL 424.

ED-EL 441.001. Seminar: Student Teaching Multiple Subjects I (1) Discussion of problems and practices of elementary school teaching. Various topics are examined as appropriate. Individual identification and analysis of teaching problems. Corequisite: ED-EL 441.

ED-EL 442. Student Teaching Multiple Subjects II (14) Provides an opportunity to apply pedagogical theory and skills in a classroom setting with guidance and assistance from a cooperating teacher and college supervisor. This includes all areas of the curriculum as an extension of ED-EL 441 plus social studies, science, physical education, art, and music. Scheduled during the regular school sessions daily. Prerequisite: ED-EL 441 and admission by the Multiple Subjects program. Corequisite: ED-EL 442.001 and ED-EL 433.

ED-EL 442.001. Seminar: Student Teaching Multiple Subjects II (1) Discussion of problems and practices of teaching in the elementary school. Various topics are examined as appropriate. Individual identification and analysis of teaching problems. Corequisite: ED-EL 442.

INDIVIDUAL STUDY

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.

SINGLE SUBJECT

ED-SE 412. Introduction to Education and Teaching Introduces the student to the field of education and teaching profession. The student explores issues in the social foundations of education, curriculum and instruction, self-assessment, cultural awareness, and legal rights and responsibilities. Prerequisite to ED-SE 413 and 446.

ED-SE 413. Managing and Assessing 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 446. Prerequisite: ED-SE 412.

ED-SE 426. General Methods and Educational Technology/Special Methods and Resources in the Major Subject Area (3-5) Performance-based instruction in general methods, and modularized instruction related directly to the student's teaching in his major area. Includes instructional strategies, resources, media, and procedures used in the junior high and secondary schools. Five units required in General Methods and Educational Technology and three units in Special Methods 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 440. Microcomputers and Instruction (2) Designed to introduce the student to the theoretical and practical applicability of microcomputers in today's secondary classrooms and instruction. Prerequisite: GSt. 163, 163, equivalent course or permission of instructor.

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 426 and 413.

ED-SE 447. Student Teaching Single Subject II (7) 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 427. Prerequisite: ED-SE 446.

ED-SE 448. Student Teaching Single Subject III (7) 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 440 and 460. Prerequisite: ED-SE 447.

ED-SE 460. Writing across the Curriculum (3) This course introduces the student to the concepts, techniques, and experiences of teaching writing as a process in various content areas taught in the secondary public schools.

STUDENT GOVERNMENT

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.

SPECIAL EDUCATION

ED-SP 300. Self-Image of Special Children This course will focus on the historical and theoretical perspective of self-psychology. Some of the topics to be reviewed include: self-development, self-terminology and self-assessment of exceptional pupils.

INTERDISCIPLINARY STUDIES

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 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.

EDUCATIONAL ADMINISTRATION

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.

* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

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 673. Human Relations in Educational Management (3) Stresses the understanding and development of human relations skills in management, with special emphasis on the facilitative skills of relating personally and within a group, conflict resolution, and responsible confrontation.

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. 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.

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 680. Theory and Planning in Complex Organizations (3) A policy-level analysis of theory and application related to all phases of theory on complex organizations. Strategy related to long-term, short-term, and strategic planning to relate theory to practice will also be emphasized.

ED-AD 681. Instructional Leadership (3) Elements of instructional leadership, particularly those at the district-wide level, will be emphasized. Elements that will be included will be a means by which state priorities such as new curriculum standards or changing college and university entrance requirements are implemented and their implications for school/district policy decisions.

ED-AD 682. Management and Development of Human Resources (3) Effective use of human resources and long-range planning relating to recruitment and development at the school/district level will be emphasized. Programs for developing district management personnel as well as school-level personnel will be covered.

ED-AD 683. Legal and Political Policy Analysis (3) Court decisions and legislative enactments at the state and national level will be analyzed as to their implications as to school-level policy decisions. Activities relating to school/district intervention at the state policy level will also be investigated.

ED-AD 684. Fiscal Policy Planning and Management (3) Analysis of raising and allocating resources. Resource forecasting and allocational planning for human resources as well as materials, equipment, and buildings will be analyzed.

ED-AD 685. Managing and Policy in Multi-cultural Settings (3) The unique understandings necessary to meet the educational and social needs of culturally different children and the implications these needs have for policy decisions as they relate to both fiscal and human resources will be thoroughly analyzed.

ED-AD 686.000. Field Work in Education Administration (3)

ED-AD 686.001. Field Work in Education Administration (3)

ED-AD 686.002. Field Work in Education Administration (3)

ED-AD 686.003. Field Work in Education Administration (3)

These 12 units of field experience will be developed with the candidate, field supervisor, and college advisor. The emphasis of the field work for the Professional Credential will be assuring that candidates have a series of policy-level administrative experiences in order to give them understandings of the decision-making processes relating to the important legislative issues at the local, county, state, and national levels.

BILINGUAL EDUCATION

ED-BI 503. Teaching Reading in Bilingual Cross-Cultural Settings This course is designed to focus on theory, research and development, assessment techniques, and classroom management skills integral to the teaching of reading in the first and second languages to linguistic minority children within bilingual settings.

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 method 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 fieldwork for Bilingual/Cross-Cultural Specialist Credential and candidates. Supervised classroom teaching and related experiences, with seminars and conferences as arranged. Prerequisite: ED-BI 540.001 and consent of instructor.

* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

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 are included.

ED-BI 635. Curriculum Development for Bilingual/Bicultural Education Guided curriculum development for Bilingual/Bicultural Education; includes 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.

CULMINATING ACTIVITY

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 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 The internship provides an individually supervised clinical practicum in settings designed to facilitate the professional goals of the intern. For those pursuing the MFCC license, the internship provides a practicum falling within the scope and practice of a Marriage, Family and Child Counselor. It further provides opportunities for experience in interviewing, assessment, diagnosis, prognosis and treatment of familial and relationship dysfunctions (meets the MFCC practicum requirement specified in Division 2 of the Business and Professions Code, Chapter 13, Article 1, Section 4980.40). For those pursuing the Pupil Personnel Services Credential, the placement provides the opportunity to counsel in a cross-cultural setting (meets PPS Category B, 1.4). Students must enroll in ED-CS 693, Counseling Case Analysis, every quarter they are enrolled in this course. Offered for CR/NC only. Prerequisite: Advancement to Candidacy in Counseling Program; permission.

ED-CA 693.001. Counseling Internship II A continuation of ED-CA 693, Counseling Internship.

ED-CA 693.005. Master's Project in Counseling (2) The master's project is a quarter-long individually supervised, significant

undertaking appropriate to the professional field of counseling. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and a conclusion or recommendation. The project will be orally presented. (California Administrative Code Section 40510) Prerequisite: Advancement to Candidacy in Counseling Program; concurrent enrollment with Counseling Internship; permission.

ED-CA 693.701. Master's Examination in Counseling (2) An indepth examination in the field of counseling. Prerequisite: Advancement to Candidacy in Counseling Program; permission.

ED-CA 695.001. 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 695.003. 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 695.001, approved petition for advancement to candidacy, and the appointment of a Culminating Activity Committee.

CURRICULUM AND INSTRUCTION

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.

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 525. The Gifted, Talented and Creative Child This course introduces students to basic terminology, theories, and general approaches to education related to gifted, talented and creative children. The focus will be on the nature and needs of these children.

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.

* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

** 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 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 546.001. Computers in the Elementary School (3) This course will examine the instructional use of microcomputers in schools. The computer itself will be treated as subject matter that affects modern life. Areas of study will include computer awareness, "computer literacy," and implementation of microcomputer use by teachers in the classroom. This course will also examine the microcomputer as a medium of instruction.

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 microcomputer programs. The course will provide experience with software 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 with 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 Inservice Education (1-5) Repeatable with different topics. Special programs in inservice education.

ED-CI 595. Recent Developments in Education (1-5) An examination of significant developments in education. Presentation of recent research and ideas. Repeatable with different topics.

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 insight 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.

COUNSELING

ED-CS 500. Practicum: Human Communication I (3) (formerly ED-CS 668) This laboratory focuses on the theory and clinical practice of human communication with emphasis on communication skills, processes of verbal and non-verbal communication, use of communication skills applicable to counseling, interviewing, assessment, and evaluation of clients in simulated counseling situations. The major thrust will be on the actual practice of counseling procedures and practices focusing on human communication in the laboratory setting. Offered for CR/NC only. Prerequisite: ED-CS 400.

ED-CS 505. Cross Cultural Counseling (4) This course focuses upon issues arising from different values and cultural assumptions which affect therapeutic intervention in counseling individuals and families. Cultural pluralism and its relationship to the counseling process is discussed. Focus will be on cultural subgroupings of ethnicity (Blacks, Hispanics, Asians, and Native American, among others), socioeconomics, gender, orientation, religion, relationship status, disability, and demographics.

ED-CS 510. Developmental Counseling: Children and Adolescents (4) (formerly ED-CS 562) This course explores the developmental issues and tasks of normal biological, psychological, and social processes during childhood and adolescence. Disruption of normative development and issues and a variety of approaches for counseling with children and adolescents from different cultural backgrounds will be discussed.

ED-CS 515. Developmental Counseling: Adulthood and Aging (4) This course explores the biological, psychological, and social developmental tasks and life events of the adult years. It includes a focus on the developmental issues salient to relationships, separation, blended families, and geropsychology. A discussion of multicultural counseling approaches appropriate for adult and aging populations is also included. Prerequisite: ED-CS 510 or permission.

ED-CS 520. Professional Ethics (2) This course focuses on contemporary professional ethics common to the scope of clinical/counseling practice. The professional codes of ethics (AACD, AAMFT/CAMFT, and APA) will be presented and illustrative case examples of key ethical issues such as confidentiality and administration of psychological tests will be discussed. Not available for undergraduate credit. Prerequisite: Classified Standing in Counseling Program. (Same as Psychology 520)

ED-CS 525. Legal and Professional Issues: School Counseling (1) This course focuses upon the legal issues pertaining to school counseling as found in the California Education Code. Included is discussion of the laws governing minors and the reporting requirements imposed upon school counselors by regulation, statute and case law. Goals and objectives of professional organizations, standards of training, credentialing, and the rights and responsibilities of the school counselor are also discussed. Prerequisite: ED-CS 520 or concurrent enrollment.

ED-CS 526. Legal and Professional Issues: Clinical Counseling (2) This course focuses upon the statutory and regulatory law that delineates the professional scope of practice for Marriage, Family and Child Counselors. Current legal patterns and trends including those in family law and the reporting requirements imposed on California therapists by statute, regulation and case law are discussed. Included is discussion of the goals and objectives of professional organizations, standards of training, licensure and certification, and the rights and responsibilities of the professional counselor. Prerequisite: ED-CS 520 or concurrent enrollment.

ED-CS 527. Legal and Professional Issues: Career Counseling (2) This course focuses upon the legal issues regulating the practice of the counselor in business, industry, and vocational settings. Included is an examination of professional organizations, standards of training, certification, and the rights and responsibilities of the counselor/consultant.

ED-CS 530. Psychological Assessment of Intellectual Functioning and Interests (4) (formerly ED-CS 569) This course introduces students to the theories and applications of selected psychological tests which measure achievement, aptitude, ability and interests. Special attention is given to the clinical process of planning and integrating assessment batteries. It includes consideration of the impact of cross-cultural variables on assessment. Not available for undergraduate credit. Prerequisite: One of the following: Psychology 429, or ED-RS 680.001 and passing score on competency test. (Same as Psychology 530)

ED-CS 531. Psychological Assessment of Personality and Interpersonal Behavior (4) This course introduces students to the theories and applications of selected objective and projective psychological tests used to measure personality and interpersonal behavior. Special attention is given to the clinical process of planning and integrating objective assessment batteries. It includes consideration of the impact of cross-cultural variables on assessment. Not available for undergraduate credit. Prerequisite: One of the following: Psychology 429, or ED-RS 680.001 and passing score on competency test. (Same as Psychology 531)

ED-CS 540. Human Sexuality I (4) This course examines the major variables affecting human sexuality including physiological, psychological, and socio-cultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. The etiology, assessment, and treatment of sexual dysfunctions and the relationship between sexual dysfunction and intimate interpersonal relationships will be discussed. Counseling aspects will be highlighted. Not available for undergraduate credit. (Same as Psychology 540)

ED-CS 545. Human Sexuality II (4) This course focuses on the integration of human sexuality and the counseling process. The emphasis will be on identification of sexual issues and the use of counseling strategies and techniques to facilitate healthy sexual development and functioning.

ED-CS 590. Special Problems in Counseling (2-5) (formerly ED-CS 667) A review and analysis of specific topic areas in counseling. May be repeated with different topics; permission.

ED-CS 600.001. Special Topics in Counseling: Chemical Dependency (2)

ED-CS 600.002. Special Topics in Counseling: Abuse and Battering (2)

ED-CS 600.003. Special Topics in Counseling: Spirituality (1)

ED-CS 600.004. Special Topics in Counseling: Loss (1) These courses form a six unit module which focus upon topics of specific significance for professionals in the field of counseling. Separate enrollment is required for each module. All students must enroll in ED-CS 600.001 and ED-CS 600.002. Prerequisite: Advancement to Candidacy in Counseling Program.

Module Descriptions:

ED-CS 600.001. Special Topics in Counseling—Chemical Dependency This module meets the requirements established by the Board of Behavioral Science Examiners for MFCC licensing. The focus is upon various aspects of alcohol and drug abuse and dependency. Etiology, diagnosis, treatment, family, medical and legal issues, and community resources will be discussed. (Same as Psychology 600.001)

ED-CS 600.002. Special Topics in Counseling—Abuse and Battering This module focuses upon the assessment of violence in families and in relationships. A major emphasis is on physical, emotional and sexual abuse of children, the elderly and in partners in intimate relationships. Abandonment, battering, rape, incest, general and severe neglect, willful cruelty, corporal punishment and injury, and abuse in out-of-home-care will be discussed. The legal procedures for timely reporting of such victimization will be included. (Same as Psychology 600.002)

ED-CS 600.003. Special Topics in Counseling—Spirituality This module focuses upon the role of the counselor in assisting clients to resolve the spiritual issues of meaning and value that arise in the counseling process. Spiritual issues specific to adult transitions will be discussed.

ED-CS 600.004. Special Topics in Counseling—Loss This module focuses upon loss and the human experience. Cycles and processes of loss will be highlighted. Issues related to loss throughout the life course will be discussed.

ED-CS 605. Theories of Counseling (4) (formerly ED-CS 662) This course focuses upon basic concepts and theoretical models of counseling that can be used to intervene therapeutically with couples, families, adults, children, and groups. Applications of each perspective across the life span are discussed. Prerequisite: Advancement to Candidacy in Counseling Program.

ED-CS 610. Theories of Family Counseling (4) (formerly ED-CS 665) This course focuses upon the major theoretical psychotherapeutic orientations relative to relationships and family counseling. The psychodynamics of relationships and family systems, communications theory, and the role of family patterns and interactions in the individual and the family will also be dis-

cussed. Cross-cultural issues will be addressed. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 605.

ED-CS 615. Techniques in Family Counseling (3) (formerly ED-CS 665.001) This course focuses upon the development of counseling skills based upon the theoretical perspectives of family counseling. Clinical experiences in assessment and implementation will be provided by means of observation, demonstration and practice. Prerequisite: ED-CS 610.

ED-CS 620. Group Counseling (4) (formerly ED-CS 661) The focus of this course is the clinical process of group facilitation. Students will become familiar with the literature related to small groups and engage in experiential activities designed to relate the clinical process to theoretical explanations. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 605 and ED-CS 610.

ED-CS 625. Techniques in Group Counseling (3) The focus of this course is upon the development of counseling skills based on the theoretical perspectives of group process. Clinical experiences in assessment and implementation will be provided through observation, demonstration, supervision, and practice. Prerequisite: ED-CS 620.

ED-CS 630. Practicum: Human Communication II (formerly ED-CS 668.001) This practicum focuses upon advanced theory and practice of human communication with emphasis upon communication skills, assessment of nonverbal and verbal communication processes, and crisis intervention. The major thrust will be upon individual supervision of advanced counseling procedures and practices which focus upon the interviewing, assessment, and evaluation of clients. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 605 and ED-CS 610; permission.

ED-CS 635. Theory and Practice of Consultation (4) This course focuses upon discussion of the theory and practice of consultation. It is designed to enable counselors to promote primary prevention and facilitate change processes by functioning as consultants within a variety of organizational settings. Students enrolled in each counseling option (School Counseling, Marriage, Family and Child Counseling, and Career Development Counseling) will have the opportunity to specialize in consultant activities appropriate to their option. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 620 and ED-CS 680.002.

ED-CS 640. School Counseling (4) This course focuses on the role and function of the school counselor within the social structure of the educational system. It includes a discussion of the current trends in the organization and delivery of pupil personnel services in multicultural educational settings.

ED-CS 645. Techniques in School Counseling (3) This course focuses upon the development of the clinical skills necessary for effective functioning within multicultural educational settings. Experiences in curriculum awareness, assessment of classroom interaction, interpretation of educational tests, and academic and career planning will be provided through observation, demonstration and practice. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 640.

ED-CS 670. Career Counseling (4) (formerly ED-CS 660) This course focuses upon the processes of career development and counseling through the life span. Included will be emphasis on theories of career counseling, culturally different populations, the interface between the individual and the organizational climate, and the resources utilized in the career counseling process.

EC-CS 675. Techniques in Career Counseling (3) This course focuses upon the development of skills necessary for effective career counseling. Experiences with career resources, interpretation of interest, aptitude and value tests, and career planning for women, the culturally different, economically disadvantaged, adults in transition, the physically limited, and the developmentally disabled will be provided through observation, demonstration, and practice. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 670.

ED-CS 680. Counseling in the Workplace (4) This course focuses upon appropriate knowledge and helping skills associated with comprehensive counseling and career development services offered employees within a variety of work settings. It will examine the manner in which a career development orientation can serve as a pragmatic basis for integrating employee assistance and vocational services into the total human resource development plan of an organization. Prerequisite: Advancement to Candidacy in Counseling Program; ED-CS 670.

ED-CS 693. Counseling Case Analysis (1) This course accompanies Counseling Internship. It focuses upon case analyses and demonstrations relevant to field related experiences. Issues related to professional development will be discussed. Students must enroll in this laboratory each quarter they are enrolled in Counseling Internship. Offered for CR/NC only. Prerequisite: Advancement to Candidacy in Counseling Program; concurrent enrollment with ED-CA 693, Counseling Internship; permission.

ED-CS 693.001. Counseling Case Analysis II (1) A continuation of ED-CS 693, Counseling Case Analysis.

EARLY CHILDHOOD EDUCATION

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 ED-EC 412.

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 (1-6) Laboratory and field experiences with children in different environments: studies of behavior via modes of observation and research projects; methods and procedures.

INDIVIDUAL STUDY

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.

READING

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.

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.

* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

EDUCATIONAL RESEARCH

ED-RS 670. Single Subject Research Designs for Classroom-Based Research (3) The course addresses the appropriateness and importance of single subject accountability systems in educational settings, including a critical evaluation of single subject research designs and alternative strategies to evaluate the effectiveness of classroom-based intervention programs.

ED-RS 680.001. Educational Statistics (4) The application of statistics including computerized statistical packages, in educational research; descriptive and inferential statistics, parametric and non-parametric statistics, types of data; uses and misuses of statistics. Prerequisite: The equivalent of at least one year of algebra is recommended.

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.

SPECIAL EDUCATION

ED-SP 501. Introduction to Education of Exceptional Children and Youth (formerly ED-SP 568) 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 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 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 exceptional 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, 621.001, 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 supervision (ED-SP 625). Concurrent with or prerequisite: ED-SP 622.

ED-SP 624.001. Advanced Field Work Learning Handicapped Student Teaching: LH Classroom Emphasis Provides practical experience teaching learning handicapped students on a daily basis in a public school setting under the supervision of a cooperating teacher and university supervisor. The student teacher has the responsibility to plan and organize 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 624.002. Advanced Field Work Learning Handicapped Student Teaching: Mainstreaming Emphasis Provides practical experience teaching learning handicapped and remedial students on a daily basis in a public school setting under the supervision of a cooperating teacher or building principal and university supervisor. The student teacher has the responsibility to demonstrate individual and small group remedial strategies and the ability to implement and/or facilitate mainstreaming in the regular classroom. Concurrent with or prerequisite: ED-SP 623 and consent of the instructor.

ED-SP 625. Advanced Field Work Learning Handicapped Field Supervision (10) Provides advanced field supervision for competency certification for LH teachers who are teaching on emergency LH credentials. The teachers in training have the responsibility to plan and organize 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 651. Resource Specialist I—Role and Legal Mandates (3) Analysis of the role of resource specialist focusing on laws, regulations, and other compliance requirements. Emphasis will be on the resource specialist's role as facilitator between regular education and special education, and the specialized coordination and consultation functions of the resource specialist's role will be introduced.

ED-SP 652. Resource Specialist II—Diagnostic Assessment Coordination, Consultation, and Staff Development (3) Analysis of the resource specialist's role in assessment focusing on utilization of evaluation data for the modification of instruction and curriculum. Emphasis will be on assessment consultation to regular classroom teachers, on coordination of referral and assessment procedures, and on assessment staff development and inservice.

ED-SP 653. Resource Specialist III—Instructional Function Coordination, Consultation, and Staff Development (3) Analysis of the resource specialist's role in instructional coordination, consultation and staff development. This instructional function will be divided into two areas, one focusing on curriculum competencies and the other focusing on behavior management competencies.

ED-SP 654. Resource Specialist IV—Communication Strategies to Facilitate Staff Development and Parent Education (3) Analysis of the communication skills needed to effectively implement the total resource specialist role. Emphasis will be on strategies to facilitate the acceptance of students with exceptional needs by regular classroom teachers and peers and on strategies to enhance parent education.

ED-SP 672. Self and the Exceptional Child Self properties with respect to development, history, theories, terminology, and assessment will be reviewed. Additional focus will be directed to actual clinical assessment of pupils and diagnosis.

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: N. Bailey

Faculty: C. Craig, P. Douglass, G. Friedman, T. Kerr, E. Maglischo, M. Rooney, D. Rubio, J. Sage, K. Welter, J. Whitley

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	Professional Activities Series (9 courses required)
Physical Education 300	Motor Learning
Physical Education 310	Measurement and Evaluation
Physical Education 312	Introduction to Teaching Physical Education
Physical Education 330	History of Sport
Physical Education 401	Kinesiology
Physical Education 404	Physiology of Exercise
Physical Education 412	Teaching Physical Education in the Elementary School
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
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Physical Education 316	Lifesaving and Water Safety
Physical Education 317	Water Safety Instructors
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 405	Motor Development
Physical Education 410	Movement Education
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 on Teacher Credentialing (CTC) as satisfying requirements for the State of California Single Subject Credential. This means that a student completing the CSB B.S. degree in Physical Education also completes the CTC-approved examination waiver program in Physical Education. The program is undergoing review. Please check with the department office to see if there have been any changes in this program.

Adapted Physical Education Certificate Program

The CTC has granted an examination waiver for the teaching certificate in Adapted Physical Education. All students interested in the certificate program shall have current and valid a California teaching credential.

1. Prior to the completion of the certificate 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:

- Ryan Single Subject (P.E.)
- Standard ECE, P.E. Major
- Standard Elementary, P.E. Major
- Special Secondary P.E.
- General Secondary, P.E. Major
- 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. Professional Activities Series (2) A focus on the skill acquisition necessary for competent teaching of physical education activity classes. Two meetings per week, plus additional two hours per week field activity time.

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| Physical Education 211.003. | Professional Activities: Badminton/Racquetball |
| Physical Education 211.005. | Professional Activities: Basketball/Gymnastics |
| Physical Education 211.012. | Professional Activities: Field Hockey/Golf |
| Physical Education 211.023. | Professional Activities: Folk/Square Dance |
| Physical Education 211.029. | Professional Activities: Softball/Flag Football |
| Physical Education 211.031. | Professional Activities: Swimming/Water Safety |
| Physical Education 211.032. | Professional Activities: Tennis/Archery |
| Physical Education 211.035. | Professional Activities: Volleyball/Soccer |
| Physical Education 211.038. | Professional Activities: Weight Training/Physical Fitness |

Physical Education 250. Intercollegiate Sports (2) Daily instruction in intercollegiate activities. May be repeated for credit according to season. Field trips required. Five meetings per week. Prerequisite: Permission of the instructor.

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| Physical Education 250.001. | Intercollegiate Sports: Basketball |
| Physical Education 250.002. | Intercollegiate Sports: Wrestling |
| Physical Education 250.003. | Intercollegiate Sports: Men's Track |
| Physical Education 250.004. | Intercollegiate Sports: Women's Track |
| Physical Education 250.005. | Intercollegiate Sports: Cross Country |
| Physical Education 250.006. | Intercollegiate Sports: Women's Tennis |
| Physical Education 250.007. | Intercollegiate Sports: Men's Tennis |
| Physical Education 250.008. | Intercollegiate Sports: Volleyball |
| Physical Education 250.009. | Intercollegiate Sports: Soccer |
| Physical Education 250.010. | Intercollegiate Sports: Swimming |
| Physical Education 250.012. | Intercollegiate Sports: Softball |

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. Introduction to 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 316. Lifesaving and Water Safety (2) A course designed for students who wish to increase their awareness of water hazards and accident prevention, in, on, and around the water. Students who enroll should be reasonably proficient in the front crawl stroke, the breaststroke and the side-stroke. They should be able to tread water for 3-5 minutes and swim one-quarter mile nonstop.

Physical Education 317. Water Safety Instructors (3) A course designed for students who want to learn to teach a variety of swimming and lifesaving courses.

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 350.001. Theory and Practice of Coaching Competitive Swimming
- 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 379. Advanced Coaching Techniques in Competitive Swimming

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 related 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, non-competitive 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 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.

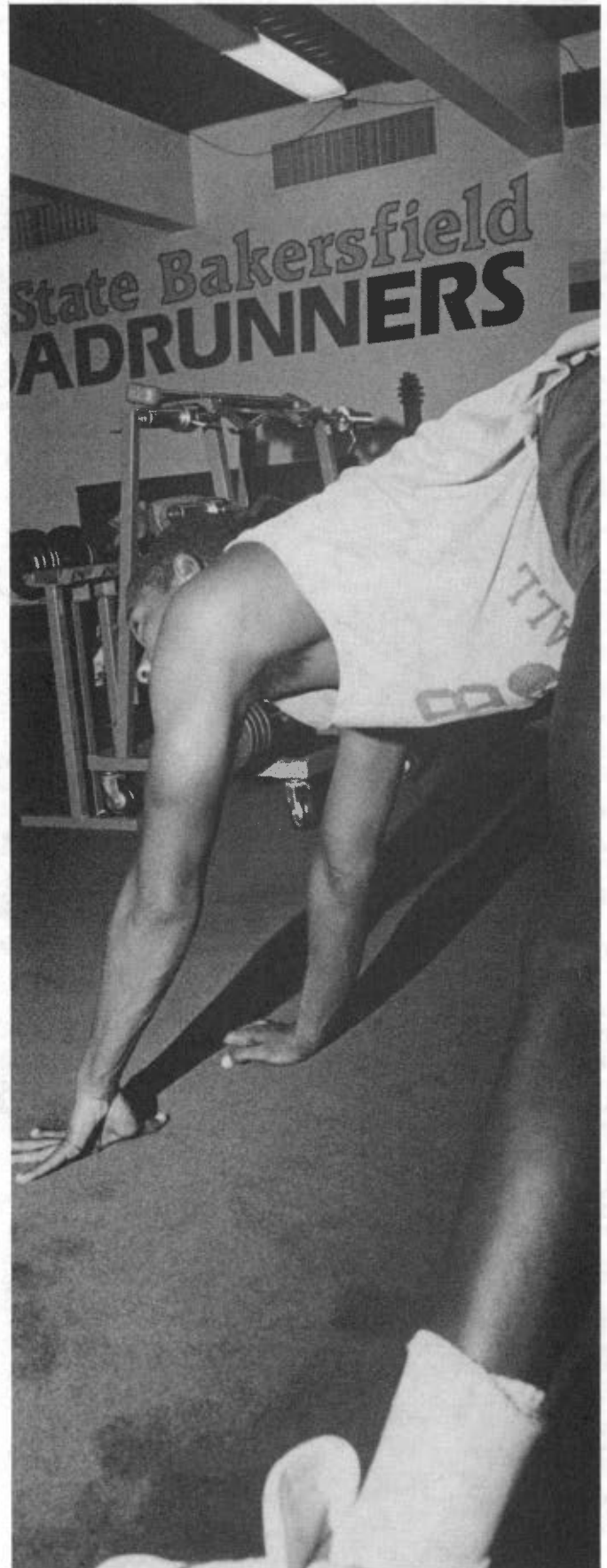
Physical Education 480. Sport Psychology Perception, motivation and emotion in relation to physical activities. Personality types and activity selection; relationships and interactions between coaches and players. The psychology of competition. Lectures and discussions.

Physical Education 490. Senior Seminar in Physical Education (5) A terminal integrating course dealing with the nature of the discipline with particular emphasis on the relationship between physical education and the student's minor field of study. Prerequisite: Senior major or permission of the instructor.

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.



CSB

Faculty



Faculty Directory 1986-87

- Alali, A. Odasuo, Jr.** (1986)
Assistant Professor of English
BA, Alabama A&M University; MA Murray State University; PhD, Howard University.
- Alexander, Cheryl** (1980)
Coaching Specialist, Women's Volley Ball
BS, California State University, Bakersfield.
- Alexander, Johanna A.** (1982)
Assistant Librarian
BA, History, California State University, Fresno; MLS, University of California, Los Angeles.
- Allen, David** (1982)
Assistant Librarian
- Allen, Mary J.** (1972)
Professor of Psychology
AB, PhD, University of California, Berkeley.
- Arciniega, Tomás A.** (1983)
President and Professor of Education
BS, New Mexico State University; MA, PhD, University of New Mexico.
- Arvizu, Steven F.** (1984)
Dean of Graduate Studies and Research and Professor of Anthropology
BA, Fresno State University; MA, California State University, Sacramento; MA, PhD, Stanford University.
- Attaran, Mohsen** (1984)
Associate Professor of Management Science
BA, College of Mass Communication; MSM, Northrop University; ABD, Portland State University.
- Ayars, William B.** (1972)
Professor of Marketing
BS, State University of New York; MBA, Oregon State University; PhD, Purdue University.
- Bacon, Leonard** (1979)
Professor of Accounting
BE, University of Nebraska; MBA, University of the Americas; PhD, University of Mississippi, CPA (Texas), CMA, CIA.
- Bailey, Nancy** (1974)
Chair and Associate Professor of Physical Education
BA, State University of Iowa; MA, University of Missouri; EdD, University of North Carolina.
- Barrentine, Carl D.** (1985)
Assistant Professor of Biology
BA, MS, Central Washington University; DA, Idaho State University.
- Behforooz, Ali** (1986)
Chair and Professor of Computer Science
BS, MS, Tehran University; MS, PhD, Michigan State University.
- Betty, L. Stafford** (1972)
Professor of Religious Studies
BS, Spring Hill College; MA, University of Detroit; MA, PhD, Fordham University.
- Bicak, Charles J.** (1983)
Assistant Professor of Biology
BSc, Kearney State College; MSc, The University of British Columbia; PhD, Colorado State University.
- Bidgoli, Hossein** (1983)
Professor of Management Information Systems
BA, Tehran Business College; MS, Colorado State University; PhD, Portland State University.
- Bilas, Richard A.** (1970)
Chair and E. C. Reid Professor of Economics
AB, Duke University; PhD, University of Virginia.
- Blankenbeckler, George** (1987)
Professor of Accounting
BS, MA, University of Alabama; Ph.D., University of Georgia.
- Blume, F. Duane** (1972)
Professor of Biology
AB, Wabash College; PhD, University of California, Berkeley.
- Boragno, John V.** (1983)
Assistant Coach in Basketball and Lecturer in Physical Education
BA, Fresno State University; MA, Fresno State University.
- Bowlin, Robert B.** (1984)
Professor of Management
BA, University of Portland; MS, Columbia University; PhD, University of Oregon.
- Boylan, Richard** (1986)
Assistant Professor of Communications
BA, University of Arizona; MA, PhD, University of Iowa.
- Brie, Raymond J.** (1986)
Associate Professor of Elementary/Math Education
BA, MA, PhD, Arizona State University.
- Buchanan, Nina K.** (1984)
Assistant Professor of Education
BA, MA, Montana State University; PhD, Purdue University.
- Buttrick, Don F.** (1970)
Associate Professor of History
AB, MA, PhD, University of California, Berkeley.
- Byrd, Gary W.** (1980)
Associate Professor of English and Communication Studies
BA, MA, and PhD, University of Oklahoma.
- Calhoun, George, Jr.** (1973)
Chair, Special Programs and Professor of Education
BA, MA, Eastern Michigan University; PhD, University of Michigan.
- Carter, Steven M.** (1985)
Assistant Professor of English
BA, University of California, Berkeley; MA, MFA, PhD, University of Arizona.
- Carvajal, Rudy** (1972)
Director of Athletics
BA, MA, University of California, Berkeley.
- Chaney, Homer C., Jr.** (1970)
Professor of History
AB, Dartmouth; MA, PhD, Stanford.
- Chang, Stephen F.** (1984)
Assistant Professor in Mathematics
BS, Tamkang University, Taiwan; MA, Mankato State University; MS, PhD, Iowa State University.
- Chávez, Rodolfo Chávez** (1980)
Associate Professor of Education
BS, University of New Mexico; MA, New Mexico Highland University; EdD, New Mexico State University.
- Clark, Stanley E.** (1972)
Chair and Professor of Political Science
BA, Colgate University; MA, Pennsylvania State University; PhD, University of Pennsylvania.
- Coash, John R.** (1970)
Professor of Geology
AB, Colorado College; MA, University of Colorado; PhD, Yale University.
- Cohen, David C.** (1973)
Professor of Psychology
BA, Yale University; MA, PhD, Harvard University.
- Cohn, Kim C.** (1972)
Professor of Chemistry
BS, Queens College; MS, PhD., University of Michigan.
- Cook, Nancy L.** (1972)
Chair and Professor of Nursing
BS, MA, PhD, University of Minnesota.
- Corral, Hella M.** (1974)
Associate Professor of Spanish
BA, MA, San Diego State University; PhD, University of Southern California.
- Craig, Charles** (1972)
Head Coach of Track and Field and Lecturer in Physical Education
BA, California State University, Fresno; MA Candidate, Cal-Poly State Univ., San Luis Obispo.

Faculty

- Davis, John Douglas** (1982)
Associate Professor of Music
BM, Univ. of Tennessee, Knoxville; MA, Harvard Univ.; PhD, Harvard Univ.
- Detwiler, Daniel P.** (1970)
Professor of Physics
BA, Swarthmore College; MS, PhD, Yale University.
- Dietiker, K. Edward** (1972)
Professor of Psychology
BA, Oberlin College; BD, Chicago Theological Seminary; MA, University of Chicago Divinity School; PhD, University of Chicago; Licensed Clinical Psychologist, California.
- Dirkse, John P., III** (1980)
Director, CSB Statistical Consulting Center and Professor of Mathematics
BS, University of Wisconsin, Oshkosh; MS, PhD, Purdue University.
- Dixon, Beverly A. Goven** (1984)
Assistant Professor of Biology
BA, Southampton College of Long Island University; MSPH, University of North Carolina; PhD, University of Georgia.
- Dolkart, Ronald H.** (1973)
Professor of History
BA, University of California, Los Angeles; MA, University of California, Berkeley; PhD, University of California, Los Angeles.
- Dorer, Fred H.** (1984)
Vice President for Academic Affairs and Professor of Chemistry
BS, California State University, Long Beach; PhD, University of Washington, Seattle.
- Dull, Roy R.** (1970)
Dean of Extended Studies and Regional Programs and Professor of Public Administration
BA, University of California, Riverside; MBA, Stanford University; PhD, Claremont Graduate School.
- DuPratt, Anita B.** (1981)
Associate Professor of Theatre
BA, UCLA; PhD, Univ. of Washington.
- Dutton, Melvyn L.** (1971)
Chair and Professor of Chemistry
BA, University of California, Riverside; MS, San Diego State College; PhD, University of California, Irvine.
- El-Ansary, Mohamed G.** (1983)
Associate Professor in Mathematics
BSc, Cairo University, Egypt; MSc, PhD, Michigan State University.
- Erb, Emerson C.** (1972)
Chair and Professor of Accounting; Coordinator, CSB Institute of Accounting
BS, MBA, DBA, Indiana University; CPA, Indiana.
- Evans, Mark O.** (1978)
Director, Center for Economic Education and Associate Professor of Economics
BA, New Mexico State University; PhD, University of New Mexico.
- Ewing, Charles B.** (1982)
Assistant Professor of Speech Communications
BS, MA, University of Texas at El Paso; PhD, Washington State University.
- Falero, Frank, Jr.** (1972)
Professor of Economics and Finance
BA, University of South Florida; MS, PhD, Florida State University.
- Fang, Fabian T.** (1970)
Professor of Chemistry
BS, National Central University, China; MS, PhD, University of Illinois.
- Flachmann, Kim** (1978)
Associate Professor of English
BA, Washington University; MA, MFA, University of Oregon.
- Flachmann, Michael** (1972)
Professor of English
BA, University of the South; MA, University of Virginia; PhD, University of Chicago.
- Flanagan, Michael** (1986)
Professor of Management
BS, MS, PhD, Purdue University.
- Fleming, Barbara H.** (1978)
Associate Professor of Nursing
BA, BSN, University of Wisconsin; MSN, University of California, Los Angeles.
- Fletcher, Robert G.** (1971)
Chair and Professor of Finance
BA, Willamette University; MA, PhD, University of California, Los Angeles.
- Friedman, Gloria** (1978)
Head Coach of Women's Tennis and Assistant Athletic Director
BA, University of California, Santa Barbara; MA, California State University, Bakersfield.
- Fujiki, Sumiko** (1983)
Professor of Nursing
AS, Weber Junior College, Ogden, Utah; Diploma, Thomas D. Dee Hospital School of Nursing; BS, University of Utah; MS, Washington University, St. Louis; PhD, University of Utah.
- Garcia, Augustine** (1986)
Professor of Elementary/Bilingual Education
BA, California State University, Fresno; MA, PhD, University of New Mexico.
- Geigle, Ray A.** (1970)
Professor of Political Science
BS, University of Utah; MA, PhD, University of Washington.
- George, James H.** (1970)
Asst. Vice President for Academic Affairs; Dean, Undergraduate Studies and Associate Professor of History
BA, Westminster College; PhD, University of Wisconsin, Madison.
- Gerds, Roberta** (1983)
Associate Professor of Nursing
BS, MN, University of California, Los Angeles.
- Gikandi, Simon** (1986)
Assistant Professor of English
BA, University of Nairobi; MA, University of Edinburgh; PhD, Northwestern University.
- Gilleland, Martha J.** (1972)
Professor of Chemistry
BS, Louisiana Polytechnic Institute; PhD, Louisiana State University.
- Gobalet, Kenneth** (1986)
Lecturer in Biology
BS, MA, PhD, University of California, Davis.
- Goldsmith, Jack** (1978)
Professor of Public Administration
BA, MA, University of California, Berkeley; PhD, University of California, Los Angeles.
- Granskog, Jane E.,** (1974)
Associate Professor of Anthropology
BS, Michigan State University, East Lansing; PhD, University of Texas.
- Graves, Richard W.** (1972)
Professor of Management and MBA Program Coordinator
BBA, MBA, University of Texas; DBA, Indiana University.
- Green, Donald C.** (1971)
Chair, English and Communication Studies and Professor of English
BA, Carleton College; MA, Miami University; PhD, University of Wisconsin.
- Greene, Alan C.** (1971)
Professor of Physics
BS, Northeastern University; PhD, Brown University.
- Guasman, Dennis S.** (1984)
Professor of Marketing
BBA, MSBA, Wichita State University; DBA, University of Colorado.
- Hancock, Deborah O. (on leave 1986-87)** (1979)
Dean, School of Education and Professor of Education
BA, California State University, Long Beach; MS, PhD, University of Southern California.
- Hardy, John W.** (1970)
Professor of Mathematics
BS, MS, PhD, Stanford University.
- Harrie, Jeanne** (1978)
Professor of History
BA, Seattle University; MA, PhD, University of California, Riverside.
- Harris, Richard** (1985)
Associate Professor of Public Policy and Administration
BA, MPA, PhD, University of California, Los Angeles.
- Hartlep, Karen L.** (1976)
Associate Professor of Psychology
BA, Dickinson College; MA, PhD, University of New Hampshire.

Heivly, Michael <i>Associate Professor of Art</i> BA, Lycoming College; MFA, University of Colorado.	(1975)	Kirkland, Janice <i>Librarian, Catalog and Periodicals</i> AB, MLS, University of California, Berkeley; MA, PhD, University of California, Los Angeles.	(1970)
Hersberger, Rodney M. <i>Director of Libraries</i> BS, MLS, Indiana University; MBA, Northern Illinois University.	(1984)	Kleinsasser, Jerome <i>Chair, Fine Arts and Professor of Musicology</i> BS, MA, PhD, University of Minnesota.	(1972)
Hibbard, George B. <i>Dean of Students and Professor of Education</i> BA, MA, EdD, Michigan State University.	(1970)	Kosakowski, David C. <i>Sr. Assistant Librarian</i> BA, Siena College; MA, MLS, State University of New York, Albany.	(1977)
Hinds, David S. <i>Chair and Professor of Biology</i> BA, Pomona College; MS, PhD, University of Arizona.	(1970)	Laskowski, Edward A. <i>Professor of Earth Sciences</i> BS, Union College, New York; MS, Rensselaer Polytechnic Institute; PhD, University of California, Los Angeles.	(1971)
Horton, Robert A. <i>Assistant Professor of Geology</i> BS, State University of New York at Binghamton; MS, University of Tennessee; PhD, Colorado State of Mines.	(1986)	Lasseter, Victor K. <i>Professor of English</i> BA, Washington and Lee University; MA, Florida State University; PhD, Harvard University.	(1970)
Hughes, Joan D. <i>Professor Emeritus of Education</i> AB, San Jose State University; MA, Stanford University; EdD, University of California, Berkeley.	(1970)	Leapley, Margaret J. <i>Associate Professor of Nursing</i> BSN, Indiana University; MPH, University of Michigan.	(1982)
Ice, Marie A. <i>Assistant Professor of Reading/Elementary Education</i> BA, Colorado State College; MA, University of Northern Colorado; PhD, University of Missouri-Columbia.	(1986)	Lee, King M. <i>Professor of Mathematics</i> BS, MIT; MS, PhD, University of Michigan.	(1983)
Iyasere, Maria M. <i>Professor of English</i> BA, Wells College; MA, PhD, State University of New York, Binghamton.	(1974)	Lin, John C. <i>Lecturer in Mathematics</i> BA, St. Michael's College, Winooski, Vermont; MS, North Dakota State University (Math); MS, Iowa State University (Statistics).	(1984)
Iyasere, Solomon O. <i>Professor of English</i> BA, MSc, State University of New York College, New Paltz; PhD, State University of New York, Binghamton.	(1972)	Litzinger, Charles A. <i>Assistant Professor of History</i> BA, Ohio State University; MA, Harvard University; PhD, University of California, Davis.	(1984)
Jones, Bruce W. <i>Professor of Religious Studies</i> BA, Amherst College; BD, Union Theological Seminary; PhD, Graduate Theological Union, University of California, Berkeley.	(1973)	Lopez, Fred A., 3rd <i>Assistant Professor of Political Science</i> BS, California State College, San Bernardino; MA, PhD, University of California, Riverside.	(1984)
Julian, Joseph <i>Anthropology and Professor of Sociology</i> BA, San Francisco State University; MA, PhD, University of Washington.	(1978)	Lozano, Carlos <i>Professor Emeritus of Spanish</i> BA, PhD, University of California, Berkeley.	(1970)
Kasselman, Mary Jo <i>Professor of Nursing</i> BSN, MA and PhD in Anthropology, Univ. of Kansas; MA, Nursing Education, Teachers College, Columbia Univ.	(1981)	Maglisch, Ernest W. <i>Head Coach of Swimming and Lecturer in Physical Education</i> BS, Ohio University; MS, Bowling Green State University; PhD, Ohio State University.	(1983)
Kegley, Jacquelyn A. <i>Chair, Philosophy and Religious Studies and Professor of Philosophy</i> BA, Allegheny College; MA, Rice University; PhD, Columbia University.	(1973)	Mann, Everett E., Jr. <i>Associate Professor in Public Administration</i> BA, University of California, Los Angeles; EdM, Oregon State University; MA, PhD, Claremont Graduate School.	(1984)
Kellenberger, Lon R. <i>Professor of Education</i> BS, Southern Oregon College; MEd, DEd, University of Oregon.	(1971)	Manning, John C. <i>Professor Emeritus of Geology</i> BS, University of Idaho; PhD, Stanford University.	(1971)
Kelsey, Jr., Harry <i>Dean, School of Business and Public Administration and Professor of Management</i> MBA, DBA, Indiana University.	(1983)	Marsh, Martin K. <i>Professor of Management</i> AA, University of California; BS, University of Maryland, College Park; MBA, PhD, University of Oklahoma, Norman.	(1984)
Keltner, Bette <i>Associate Professor of Nursing</i> BS, MS, California State University, Fresno; PhD, University of Austin.	(1986)	Mason, Jeffrey D. <i>Assistant Professor of Theatre</i> AB, MA, Stanford University; MA, California State University, Sacramento; PhD, University of California, Berkeley.	(1984)
Keltner, Norman <i>Associate Professor of Nursing</i> BS, MS, Fresno State University; EdD University of San Francisco.	(1986)	McBride, Landy J. <i>Associate Professor of Medical Technology and Education Coordinator for Medical Technology</i> BA, MA, University of California, Berkeley; PhD, University of Wisconsin, Madison.	(1983)
Kerr, Terrence J. <i>Head Wrestling Coach and Lecturer in Physical Education</i> BS, San Jose State University.	(1984)	McCall, Charles H. <i>E. C. Reid Professor of Political Science</i> AB, AM, Indiana University; PhD, Yale University.	(1970)
Kerzle, Ted L. <i>Professor of Art</i> BA, Washington State University; MFA, Claremont Graduate School.	(1976)	McKercher, Gary <i>Assistant Professor of Music</i> BA, Luther College; MA, California State University, Fullerton; DMA, University of Southern California.	(1984)
Kessler, Gary E. <i>Professor of Religious Studies</i> BA, Luther College; BD, Luther Theological Seminary; PhD., Columbia University-Union Theological Seminary.	(1970)		
Ketterl, George W. <i>Associate Professor of Art</i> BS., Moorhead State College; MFA, Claremont Graduate School.	(1970)		

Faculty

McMillin, J. Daniel <i>Associate Professor of Sociology</i> BA, MA, Washington State University; PhD, Southern Illinois University.	(1972)	Patten, James <i>Associate Professor in Accounting</i> BSC, MBA, DePaul University; CPA.	(1982)
McNamara, Brian <i>Associate Professor of Management Information Systems</i> BA, University of Stirling, Scotland; MS, PhD, University of Massachusetts.	(1986)	Peiser, Ilene <i>Assistant Professor of Psychology</i> BS, Queens College; MA, PhD, George Peabody College of Vanderbilt University.	(1983)
McNamara, John J. <i>Cal-Cot—Kennedy Distinguished Professor of Agricultural Marketing</i> BE, Northern Illinois University; MA, University of Iowa; PhD, Purdue University.	(1978)	Prigge, Norman K. <i>Associate Professor of Philosophy</i> BA, MA, PhD, University of California, Santa Barbara.	(1973)
Mehling, Gordon R. <i>Professor of Music</i> EdB, University of Alberta, Canada; MM Michigan State University; PhD, Michigan State University.	(1974)	Purcell, Harold L. <i>Professor of Accounting</i> BA, University of Arizona; MS, San Diego State University; MBA, Golden Gate University; DBA, University of Southern California; CPA, California.	(1971)
Miller, Carl E. <i>Director of Reading Center and Professor of Education</i> BS Anderson College; MA, Eastern New Mexico University; EdD, Texas Tech University.	(1970)	Ramondino, Salvatore <i>Associate Professor Emeritus of Spanish and French</i> BA, City University of New York; MA, PhD, Columbia University.	(1972)
Mitchell, Steven W. <i>Chair of Physics and Geology and Associate Professor of Geology</i> BS, MS, Wayne State University; PhD, George Washington University.	(1980)	Raupp, Carol <i>Assistant Professor of Psychology</i> BS, Michigan State University; MS, PhD, Pennsylvania State University.	(1985)
Moe, L. Maynard <i>Associate Professor of Biology</i> BA, MA California State University, Fresno; PhD, University of California, Berkeley.	(1976)	Reyes, Maria de la Luz <i>Assistant Professor of Elementary Education</i> BA, Webster College; MEd, Texas Woman's University; PhD, University of California at Santa Barbara.	(1984)
Moody, R. Dale <i>Chair, Teacher Education and Professor of Education</i> BA, Southwestern College, Kansas; MA, Colorado State College; PhD, Stanford University.	(1970)	Reyna, Jose R. <i>Chair, Foreign Languages and Professor of Spanish</i> BA, Michigan State University; MA, PhD, UCLA.	(1984)
Moscove, Brenda J. <i>Chair and Professor of Marketing</i> BS, Ferris State College; MA, Michigan State Univ., EdD, Oklahoma State University.	(1981)	Rinalducci, Esther <i>Professor Emeritus of Nursing</i> RN, BS, MS, University of Pennsylvania.	(1971)
Murphy, Ted D. <i>Professor of Biology and Director of Environmental Studies Area and Facility for Animal Care and Treatment</i> AB, MA, PhD, Duke University.	(1972)	Rink, Oliver A. <i>Chair, History Dept. and Professor of History</i> AB, MA, PhD, University of Southern California.	(1975)
Negrini, Robert M. <i>Assistant Professor of Physics and Geology</i> BA, Amherst College, PhD, University of California, Davis.	(1985)	Ritter, Kathleen Y. <i>Professor of Education</i> BA, University of Utah; MS, EdS, Kansas State Teachers College; PhD, University of New Mexico.	(1974)
Newell, Kenneth B. <i>Assistant Professor of English and Communications</i> BS, Lowell Technological Institute; MA, Columbia University; PhD, University of Pennsylvania.	(1984)	Roberts, Sharon K. <i>Program Director for Medical Technology and Associate Professor of Medical Technology</i> BA, San Jose State University; MT (ASCP) SBB; MA, Central Michigan University.	(1974)
Newman, Laurel Kay <i>Lecturer in Mathematics and Coordinator, Developmental Math Program</i> BS, University of San Francisco.	(1984)	Robinson, Julia G. <i>Associate Professor in Nursing</i> BS, Gonzaga University; MS, University of Utah.	(1984)
Noel, Richard C. <i>Professor of Psychology</i> BA, University of Portland; MA, PhD, University of Colorado.	(1971)	Rooney, Michael <i>Assistant Basketball Coach</i> BS, MS, Western Oregon State College.	(1986)
Nyberg, Kenneth L. <i>Professor of Sociology</i> BS, St. Cloud State University; MA, University of Maine; PhD, University of Utah.	(1980)	Rose, Seth <i>Lecturer in Geology</i> BS, Florida State University; BS, Florida International University; MS, University of Florida; PhD, University of Arizona.	(1986)
Oswald, Donald J. <i>Assistant Professor of Economics</i> BA, MA, PhD, Washington State University.	(1981)	Ross, James L. <i>Associate Professor of Sociology</i> B.S., M.A., University of Georgia; PhD., Ohio State University.	(1972)
Paap, Warren R. <i>Professor of Sociology</i> BS, MS, University of Wisconsin, Milwaukee; PhD, University of Missouri.	(1971)	Sage, John N. <i>Professor of Physical Education</i> BA, MA, EdD, University of California, Los Angeles.	(1972)
Page, Ernest R. <i>Associate Professor of Secondary Education</i> BA, St. Francis College, Pennsylvania; MEd, PhD, The Pennsylvania State University.	(1980)	Sasaki, Edwin H. <i>Professor of Psychology</i> BA, Willamette University; PhD, Stanford University.	(1972)
Paris, Phillip Sanchez <i>Chair and Professor of Public Administration</i> BSFS, Georgetown University; MA, PhD, University of Southern California.	(1982)	Schmidt, Josephine A. <i>Assistant Professor of French</i> BA, Chestnut Hill College; MA, University of Virginia; PhD, University of Virginia.	(1984)
Parks, James R. <i>Head Coach of Basketball and Lecturer in Physical Education</i> BA, California State University, Los Angeles; MA, California State University, Los Angeles.	(1983)	Scott, Donald W. <i>Assistant Professor of Criminology</i> BA, Memphis State University; MPhil, Yale University.	(1984)
Passel, Anne W. <i>Professor Emeritus of English</i> BA, Mt. Holyoke College; MA, PhD, University of the Pacific.	(1970)	Secor, Kenneth E. <i>Vice President for Administrative Services and Professor of Mathematics</i> BS, MS, EngD, University of California, Berkeley; Registered Civil Engineer in California.	(1970)

- Segesta, James E.** (1970)
Librarian
BA, University of Michigan; MS, MA, University of Southern California.
- Serrano, Rodolfo G.** (1974)
Acting Dean, School of Education and Professor of Education
BA, San Jose State University; MA, University of the Pacific; PhD, University of Arizona.
- Sethi, Renuka R.** (1973)
Professor of Education
BA, Nagpur University; BEd, University of Delhi; MEd, Smith College; PhD, Oregon State University.
- Shakoori, Khosrow "Ken"** (1984)
Professor of Finance
BS, Institute of Advanced Accounting; MBA, Bryant College, Smithfield, Rhode Island; PhD, Clark University, Worcester, Massachusetts.
- Silverman, Philip** (1971)
Professor of Anthropology
BA, University of Oklahoma; PhD, Cornell University.
- Skouge, James R.** (1984)
Assistant Professor of Special Education
BA, MEd, American University; EdD, University of Kentucky.
- Smith, Marion B.** (1972)
Professor of Mathematics
BS, MS, Louisiana State University; PhD, University of North Carolina.
- Spencer, Jeffry B.** (1973)
Professor of English
AB, University of California, Berkeley; MA, DePaul University; PhD, Northwestern University.
- Stanley, Christy** (1977)
Sr. Assistant Librarian, Reference
BA, California State University, Sacramento; MLS, University of Southern California.
- Stanley, Gerald** (1973)
Professor of History
BA, California State University, Chico; MA, PhD, University of Arizona.
- Stannard, William A.** (1984)
Associate Professor of Mathematics
BA, University of Montana; MAT, Stanford University; EdD, Montana State University.
- Stockton, Richard** (1973)
Associate Professor of English
BA, Harvard University; MA, PhD, Princeton University.
- Stone, Shelley C. III** (1983)
Assistant Professor of Fine Arts
BA, Indiana University; MA, PhD, Princeton University.
- Stucky, Katherine** (1981)
Lecturer in Management
DBA (ABD), Memphis State University; MBA, University of Texas at Arlington; BBA, Texas Tech University.
- Suter, Steven E.** (1970)
Professor of Psychology
BS, Bethany College; MA, Bowling Green State University; PhD, Johns Hopkins University.
- Tarjan, John** (1986)
Associate Professor of Management
BA, Brigham Young University; MM, Northwestern University; ABD, University of Utah.
- Taylor, Laird E.** (1973)
Chair of Mathematics and Professor of Mathematics and Computer Science
BA, Harvard University; MS, PhD, Stanford University.
- Thomas, Marc P.** (1981)
Professor of Mathematics
BS, UC Davis; MA, PhD, UC Berkeley.
- Toombs, Charles P.** (1986)
Assistant Professor of English
BA, MA, MS, PhD, Purdue University.
- Travis, Russell E.** (1971)
Associate Professor of Sociology
BS, Rider College; MA, San Diego State University; PhD, University of Texas.
- Vigen, James W.** (1971)
Chair of Management and Professor of Management Science
BS, MS, Colorado State University; PhD, Ohio State University.
- Watts, Thomas M.** (1970)
Professor of Political Science
AB, Albion College; MA, PhD, Indiana University.
- Webb, Janie Rae** (1974)
Professor of Education
BS, California State Polytechnic College, San Luis Obispo; MA, PhD, University of Texas.
- Webb, Leland F.** (1971)
Professor of Mathematics and Education
BA, University of California, Santa Barbara; MA, California Polytechnic State University, San Luis Obispo; PhD, The University of Texas at Austin.
- Webster, John A.** (1974)
Professor of Criminology
BS, Michigan State University; MS, University of Southern California; PhD, University of California, Berkeley.
- Webster, William E.** (1981)
Associate Professor of Education
BS, College of the Holy Cross; MA, Stanford University; EdD, Harvard University.
- Weinheimer, Edward A.** (1978)
Associate Professor of Biology
BS, PhD, University of Georgia.
- Welter, Kathy** (1985)
Head Softball Coach
BA, Kearney State College; MS, Western Illinois University.
- West, Lorraine W.** (1970)
Professor Emeritus of Education
BA, Fresno State College; MA, Stanford University.
- Wetterlind, Peter** (1986)
Professor of Computer Science
BS, University of Minnesota; MS, University of Arizona; PhD, Texas A&M University.
- Whitley, Jim D.** (1971)
Professor of Physical Education
AB, MA, EdD, University of California, Berkeley.
- Wilson, Jill** (1973)
Professor of Education
BA, MA, University of Michigan; PhD, Michigan State University.
- Winter, Eugenia B.** (1981)
Librarian and Acquisitions/Bibliographer
BA, Sweet Briar College; MLS, Peabody Library School.
- Wood, Forrest G.** (1970)
Professor of History
AB, MA, California State University, Sacramento; PhD, University of California, Berkeley.
- Wood, Glenn L.** (1976)
Professor of Finance
BS, Arizona State University; PhD, Wharton School of Finance and Commerce, University of Pennsylvania, CLU, CPCU.
- Yearout, Betty P.** (1972)
Professor Emeritus of Health Sciences
BS, Kansas State University; MT (ASCP); MS, University of Missouri.
- Yviricu, Jorge** (1981)
Associate Professor of Spanish
BBA, MA, St. John's Univ.; PhD, Univ. of Iowa.
- Zimmerman, Howard C.** (1970)
Professor of Education
AB, Northwest Nazarene College; MA, DEd, University of Oregon.

Clinical Faculty Nursing/Clinical Sciences

(Physicians)

1987-89

Ablin, George

Neurological Surgery
Clinical Professor of Nursing

Amin, H. C.

Pediatrics
Clinical Associate Professor of Nursing

Anderson, Joseph E. Jr.

Internal Medicine
Clinical Professor Nursing

Arbegas, Neil R.

Thoracic and Cardiovascular
Clinical Professor of Nursing

Ashmore, Charles S.

General Surgery
Clinical Professor of Nursing

Betenbaugh, Hubert

Director, Student Health Center
Clinical Professor of Nursing

Bezdek, William D.

Internal Medicine/Cardiovascular
Clinical Professor of Nursing

Bick, Rodger L.

Hematology
Clinical Professor of Nursing and Health Sciences

Binder, William A.

Diseases of Skin/Skin Cancer
Clinical Professor of Nursing

Birsner, J. W.

Radiology
Clinical Professor of Nursing

Bradley, D. M.

Diseases and Surgery of the Eye
Clinical Professor of Nursing

Burr, Hartman

Pathology
Clinical Professor of Clinical Sciences

Carbonell, A. D.

General Practice and Surgery
Clinical Professor of Nursing

Carbonell, Emma

Pediatrics
Clinical Professor of Nursing

Casteen, William

Ophthalmology
Clinical Professor of Nursing

Chaney, Raymond

Pediatrics
Clinical Professor of Nursing

Constantine, V.

Diseases of Skin and Skin Cancer
Clinical Professor of Nursing

Cunningham, R. T.

Chest and Cardiovascular Surgery
Clinical Professor of Nursing

DeFede, Anton J.

Pediatrics
Clinical Professor of Nursing

Diamond, Jess

Pediatrics
Clinical Professor of Nursing

DiNicola, William F.

Pediatrics
Clinical Professor of Nursing

Don Michael, T. A.

Internal Medicine/Cardiology
Clinical Professor of Clinical Sciences

Elliot, Frank A.

Obstetrics and Gynecology
Clinical Professor of Nursing

Evans, Davis J.

Diseases and Surgery of the Eye
Clinical Professor of Nursing

Faustick, Dyrel

Internal Medicine
Clinical Professor of Nursing

Finberg, Kurt

Obstetrics and Gynecology
Clinical Professor of Nursing

Fischer, Edward P.

Surgical Oncology
Clinical Professor of Nursing

Fox, Jerry C.

Obstetrics and Gynecology
Clinical Professor of Nursing

Freedman, Sheldon

Pathology
Clinical Professor of Clinical Sciences

Friend, J.

Orthopedics/Orthopedic Surgery
Clinical Professor of Nursing

Fritch, Charles

Diseases and Surgery of the Eye
Clinical Professor of Nursing

Gilllin, Lloyd I.

Radiation Therapy
Clinical Professor of Nursing

Harris, Frank S.

Neurology
Clinical Professor of Nursing

Helper, Stephen

Family Practice
Clinical Professor of Nursing

Helper, Susan

Internal Medicine
Clinical Professor of Nursing

Helvie, Richard E.

Neurology
Clinical Professor of Nursing

Helvie, Stephen J.

Neurology
Clinical Professor of Nursing

Ho, Sze

Pediatrics and Neonatology
Clinical Professor of Nursing

Holeman, Charles

Internal Medicine
Clinical Professor of Nursing

Hubbell, Wheeler

Obstetrics and Gynecology
Clinical Professor of Nursing

Iger, Mortimer

Orthopedic
Clinical Professor of Nursing

Jinadu, Babatunde

Deputy Public Health Officer
Clinical Professor of Nursing

Johnson, Royce

Pathology
Clinical Professor of Clinical Sciences

Karlen, R. V.

Radiology
Clinical Professor of Nursing

Kumari, Suresh

Pediatrics
Clinical 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

Lewis, David
Obstetrics and Gynecology
Clinical Professor of Nursing

Matychowiak, F. A.
Psychiatry
Clinical Professor of Nursing

Michelsen, E. W.
Pathology
Clinical Professor of Clinical Sciences

Miranda, Beth
Pathology
Clinical Professor of Clinical Sciences

Mosser, Robert S.
Internal Medicine
Clinical Professor of Nursing

Mukhopadhyay, Madan
Oncology
Clinical Professor of Nursing

Murdoch, Malcolm
Pathology
Clinical Professor of Clinical Sciences

Patel, Hansa
Obstetrics and Gynecology
Clinical Professor of Nursing

Perelli-Minetti, Antonio
Psychiatry
Clinical 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

Rabben, Joseph
Internal Medicine
Clinical Professor of Nursing

Rajguru, S. V.
Psychiatry
Clinical Professor of Nursing

Rivera, Ernesto
Pathology
Clinical Professor of Clinical Sciences

Rushovich, Alan
Pathology
Clinical Professor of Clinical Sciences

Schmalhorst, William
Pathology
Clinical Professor of Clinical Sciences
Medical Advisor, Med. Technology

Schneider, Norman
Hematology and Oncology
Clinical Professor of Nursing

Shah, Arvind
Internal Medicine
Clinical Professor of Nursing

Sheffei, D. J.
Orthopedic Surgery
Clinical Professor of Nursing

Sheldon, Robert W.
Ear, Nose, and Throat
Clinical Professor of Nursing

Siemon, Glenn
Diseases and Surgery of the Eye
Clinical Professor of Nursing

Simon, Warren E.
General Surgery
Clinical Professor of Nursing

Smale, Leroy E.
Obstetrics and Gynecology
Clinical Professor of Nursing

Suen, Vitus Foo-Tung
Pediatrics
Clinical Professor of Nursing

Swinyer, Bruce
Pathology
Clinical Professor of Clinical Sciences

Thompson, Havelock
Pediatrics
Clinical Professor of Nursing

Tivnon, Michael
Orthopedic Sports Surgery
Clinical Professor of Nursing

White, Emma
Pathology
Clinical Professor of Clinical Sciences

Whitfield, Richard
Pediatrics
Clinical Professor of Nursing

Wong, Kenneth G.
Family Practice
Clinical Professor of Nursing

(Nurses) 1987-89

Allen, Elaine
Rosewood
Clinical Assistant Professor of Nursing

Duffey, Jan
Mercy Hospital
Clinical Assistant Professor of Nursing

Harrington, Shirley
Kern County Public Health Department
Clinical Assistant Professor of Nursing

Hoffman, Chris
Tehachapi Valley Hospital
Clinical Assistant Professor of Nursing

Jones, Nancy
Kern View Hospital
Clinical Assistant Professor of Nursing

Kelley, Sue
Memorial Hospital
Clinical Assistant Professor of Nursing

Komarek, Allan
Delano Hospital
Clinical Assistant Professor of Nursing

Parker, Judie
Kern Medical center
Clinical Assistant Professor of Nursing

Reigers, Patricia L.
Medical Legal
Consultant

Serrano, Greta
Bakersfield Home Health Services
Clinical Assistant Professor of Nursing

Smith, Ardene
San Joaquin Hospital
Clinical Assistant Professor of Nursing

Sprayberry, Joyce
Personal Care Health Services
Clinical Assistant Professor of Nursing

Clinical Sciences/Medical Technology

(Instructors)

1987-89

Ancheta, David
Mercy Hospital
Clinical Instructor

Bartel, Ron
Physicians Automated Lab
Clinical Instructor

Bird, Carol
High Desert Hospital
Clinical Instructor

Boone, Christopher
San Joaquin Hospital
Clinical Instructor

Borgsdorf, Larry
Kern Medical Center
Clinical Professor

Bristol, Keith
Merced Community Medical Center
Clinical Instructor

Burger, Tony
Mercy Hospital
Clinical Instructor

Burke, Roger
San Joaquin Hospital
Clinical Instructor

Caldwell, John
Kern Medical Center
Clinical Professor

Carriger, Jerry
Tulare District Hospital
Clinical Instructor

Carter, Rheta
San Joaquin Hospital
Clinical Instructor

Chavarria, William
Tulare District Hospital
Clinical Instructor

Cooke, Ailyn
Tulare District Hospital
Clinical Instructor

Cooke, David
Tulare District Hospital
Clinical Professor

Corp, Richard
Merced Community Medical Center
Clinical Instructor

Cougley, Donald
San Joaquin Hospital
Clinical Instructor

Elick, Donald
Tulare District Hospital
Clinical Instructor

Fabro, Walter
Tulare District Hospital
Clinical Instructor

Ferns, Carla
High Desert Hospital
Clinical Professor

Fong, Sharon
Tulare District Hospital
Clinical Instructor

Ford, Gretchen
Physicians Automated Lab
Clinical Instructor

Foucht, Phillip
Tulare District Hospital
Clinical Professor

Geer, Barbara
Memorial Hospital
Clinical Instructor

Goodger, Patricia
Tulare District Hospital
Clinical Instructor

Graf, Raymond
Tulare District Hospital
Clinical Instructor

Harkeen, Nancy
Memorial Hospital
Clinical Instructor

Haskin, Jeanette
Mercy Hospital
Clinical Instructor

Henry, Claude
Delano Community Hospital
Clinical Professor

Hildebrandt, Hans
Merced Community Medical Center
Clinical Instructor

Hill, James
Tulare District Hospital
Clinical Instructor

Jones, Patricia
Mercy Hospital
Clinical Instructor

Langerfeld, Steve
Mercy Hospital
Clinical Instructor

Leonard, Jack
Kern County Public Health Dept.
Clinical Instructor

Maurer, Dorothy
Merced Community Medical Center
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McCollister, Linda
Merced Community Medical Center
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McCulloch, Leslie
Memorial Hospital
Clinical Instructor

Medina, Nelson
Tulare District Hospital
Clinical Instructor

Miller, Judy
Mercy Hospital
Clinical Instructor

Moffitt, Pamela
San Joaquin Hospital
Clinical Instructor

Nadura, Magdalena
Tulare District Hospital
Clinical Instructor

Nakade, Debbie
Merced Community Medical Center
Clinical Instructor

Oel, Jimmy
San Joaquin Hospital
Clinical Instructor

Pusavat, George
San Joaquin Hospital
Clinical Instructor

Reddy, Ann
Physicians Automated Lab
Clinical Instructor

Rosenlieb, Scott

Physicians Automated Lab
Clinical Instructor

Sheehy, Dean

Mercy Hospital
Clinical Professor

Slatky, Paul

Merced Community Medical Center
Clinical Instructor

Smith, Bruce

Physicians Automated Lab
Clinical Professor

Smith, Ron

Kern Co. Coroner's Office
Clinical Professor

Talbot, Ron

Kern County Public Health Dept.
Clinical Professor

Thornton, Jane

Memorial Hospital
Clinical Instructor

Tran, Sisi

Mercy Hospital
Clinical Instructor

Vasconcellos, Carol

Memorial Hospital
Clinical Instructor

Vedo, Mary

Merced Community Medical Center
Clinical Instructor

Walker, Elizabeth

High Desert Hospital
Clinical Instructor

Weaver, Sherrie

Mercy Hospital
Clinical Instructor

Whitmore, Sue

San Joaquin Hospital
Clinical Instructor

Williams, Don

Physicians Automated Lab
Clinical Professor

Williams, Elizabeth

Memorial Hospital
Clinical Instructor

Winters, Barry

Memorial Hospital
Clinical Professor

Wong, Dennis

Tulare District Hospital
Clinical Instructor

Adjunct Faculty

1986-87

Artho, Cornel

Adjunct Lecturer in Psychology

BA, Loyola University; MS, California State University, Bakersfield.

Ashley, Charles

Adjunct Lecturer in English

BA, MA, California State University, Fresno.

Atkinson, David W.

Coach (Soccer)

BS, University of California, Los Angeles.

Autrey, Doug

Music Studio Instructional Faculty

BA, San Fernando Valley College.

Bard, Mark

Adjunct Lecturer in Accounting

BS, Thomas College, Waterville, Maine; MA, University of Notre Dame, South Bend, Indiana.

Basirico, Nancy

Adjunct Lecturer in Music

BA, University of California, Santa Barbara; MM, California State University, Fullerton.

Bittleston, Louise

Adjunct Lecturer in Nursing

BS, Hunter College; MS, California State University, Fresno.

Borgsdorf, Larry

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PharmD, University of California, San Francisco.

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BS, UC; CPA, California, New York, North Carolina, and Louisiana.

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Music Studio Instructional Faculty

BA, University of Southern California; MA, Catholic University of America.

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Adjunct Lecturer in Education

BA, Fresno State University; MA, Cal State University, Bakersfield; EdD, University of Southern California.

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BA, University of California, Los Angeles; MM, Manhattan School of Music; DMA, University of Southern California.

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Adjunct Lecturer in Education

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Butkiewicz, Frank

BA, SUNY, Albany; JD, California Western School of Law.

Cervantes, Ernest

Adjunct Lecturer in Music

BA, California State University, Bakersfield.

Chaney, Elizabeth

Assistant Project Director, Continuing Education in Nursing

BS, California State University, Los Angeles; MSN, Yale University, School of Nursing; JDD, Loyola University, Law School.

Chapman, Robert

Adjunct Lecturer in Communications

BS, MS, Oregon State University; PhD, University of Southern California.

Chronister, Elaine

Adjunct Lecturer in English

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Clark, Michal C.

Adjunct Lecturer in Education and Psychology

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Cooke, E. David

Adjunct Lecturer in Education

AB, MA, EdD, University of California, Los Angeles.

Cooper, Michael

Adjunct Lecturer in Theatre

BA, Florida State University; MA, Illinois State University.

Coons, Robert A.

(1979)

Coaching Specialist in Physical Education

BS, Miami University; MST, Cornell University.

Copelin, Mary

Adjunct Lecturer in communications

BA, University of California at Santa Barbara; MA, PhD, University of California at Los Angeles.

Couture, Eugene

Adjunct Lecturer in Psychology

BA, University of Massachusetts at Amherst; MA, SUNY, Genesee; PhD, West Virginia University.

Crabtree, Lucinda

(1980)

Adjunct Lecturer in Accounting.

Darke, Richard

Adjunct Lecturer in Physics

BS, California State University, Bakersfield; MA, University of Texas at Austin.

Davis, Diane

Adjunct Lecturer in Dance

MFA, Women's College of U.N.C.

Dayan, Joseph

Adjunct Lecturer in Education

BA, California State Northridge; MA, Cal State University, Northridge.

DeArmond, Margaret

Adjunct Lecturer in Mathematics

BA, California State University, Fullerton.

Decker, James T.

Lecturer in Public Administration

BA, California State Northridge; MSW, State University of New York; PhD, University of Minnesota.

Dome-Campbell, Lorraine

Adjunct Lecturer in Health Science

MA, University of Washington.

Drushell, Barbara

Adjunct Lecturer in English

PhD, Harvard University.

Duey, Barbara

Music Studio Instruction Faculty

BS, Pennsylvania State University; MBS, University of Colorado.

Dukes, Fred R.

Adjunct Lecturer in Education

BA, Whittier College; MA, University of Southern California.

Endicott, Yvonne

Music Studio Instructional Faculty

BA, California State University, Bakersfield.

Fleming, Kathryn L.

(1973)

Adjunct Lecturer in Nursing

BSN, MSN, ANP, California State University, Fresno; nurse practitioner, adult and geriatric, Long Beach State University and UCLA; currently a doctoral student at Claremont Graduate School.

Garcia, Lupe

Adjunct Lecturer in Spanish

BA, Loyola Marymount; MA, California State University, Bakersfield.

Garrison, Scott

Adjunct Lecturer in Communications

PhD, Michigan State University.

Gill, Susan

Adjunct Lecturer in Psychology

BA, University of Southern California; JD, Loyola Law School.

Gonzales, Fred

Adjunct Lecturer in Mathematics

BA, University of California at Irvine.

Gordon, Robert H., Jr.

Adjunct Lecturer in Mathematics

BA, Yale University; MS, University of Wyoming.

Graham, Hugh F.

(1970)

Adjunct Lecturer and Professor Emeritus of History

BA, MA, University of Toronto; AM, Princeton University; PhD, University of Southern California.

Greenberg, Ella

Adjunct Lecturer in Mathematics

BA, University of California at Los Angeles.

- Greene, Bonita**
Adjunct Lecturer in English
BA, MA, California State University, Bakersfield.
- Halpern-Hinds, Annette**
Adjunct Lecturer in Biology
BA, MS, PhD, University of Arizona, Tucson.
- Hendrickson, Diane L.**
Adjunct Lecturer in Child Development
BS, MS, Southern Illinois University.
- Hodges, Laura**
Adjunct Lecturer in English
BS, Auburn University; MEd, MA, University of Houston; PhD, Rice University.
- Holland, Carole**
Adjunct Lecturer in Mathematics
BA, California State University, Fresno.
- Horton, James C.** (1970)
Adjunct Lecturer in Biology
BSc, PhD, University of Wisconsin, Madison.
- Johansen, Margaret**
Adjunct Lecturer in Education
BA, Fresno State University; MA, California State University, Bakersfield.
- Johnson, Susan**
Adjunct Lecturer, English and Communication Studies
BS, MA, California State University, Bakersfield.
- Kirchner, Kenneth**
Adjunct Lecturer in Mathematics
BA, Alfred University; BS, Ohio State University.
- Kyle, Vernon**
Adjunct Lecturer in Criminal Justice
BS, MS, California State University, Fresno.
- Lapham, Roger**
Adjunct Lecturer in Mathematics
BS, California State University, Dominguez Hills.
- Lazar, Thomas**
Adjunct Lecturer in Behavioral Sciences
BA, MA, PhD, University of California at Los Angeles.
- Lin, John**
Lecturer in Mathematics
BA, MS, North Dakota State University; MS, Iowa State University.
- Loyer, Alana-Patris**
Adjunct Lecturer in Communications
BA, MA, San Diego State University.
- Lucas, Susan I.**
Adjunct Lecturer in Education
BA, Albion College; MA, California State University, Bakersfield.
- Manoliakas, George D.**
Adjunct Lecturer in Accounting
BS, University of Southern California.
- Martin, Rhonda**
Music Studio Instructional Faculty
BA, Baylor University. First Flute, Los Angeles Philharmonic Institute Orchestra, under the direction of Leonard Bernstein and Daniel Lewis.
- Martinez, Tomas** (1984)
Adjunct Lecturer in Public Administration.
- Meyers, Christopher** (1986)
Adjunct Lecturer in Philosophy
BA, University of California, Santa Cruz; MA, PhD, University of Tennessee, Knoxville.
- Michals, Bernard**
Adjunct Lecturer in Biology
AB, MA, Colorado State College; EdD, Stanford University.
- Mitchell, Laurie**
Adjunct Lecturer in Nursing
BS, California State University, Bakersfield.
- Moheno, Phillip**
Adjunct Lecturer in Chemistry
BS, University of California at Los Angeles; PhD, University of California at Santa Barbara.
- Moyer, Steve L.**
Adjunct Lecturer in Education
BA, MA, California State University, Fresno; PhD, University of Southern California.
- Myers, Charlotte** (1985)
BA, Metropolitan State College, Denver; MA, University of Colorado, Boulder.
- Newberry, Paul**
Adjunct Lecturer in Philosophy
BA, MA, San Jose State University.
- Nichols, Ellen**
Adjunct Lecturer in English
BA, California State University, Bakersfield.
- Nieto, Jesus**
Adjunct Lecturer in Behavioral Sciences
BA, California State University at Long Beach; MA, University of California at Los Angeles; EdD, University of Southern California.
- Nisbett, Jack W.**
Adjunct Lecturer in Accounting
BS, California State University, Fresno; MBA, California State University, Bakersfield.
- Orborne, Mary**
Music Studio Instructional Faculty
- Page, Kaaren**
Adjunct Lecturer in Mathematics
BA, University of California at Riverside; MA, Pennsylvania State University.
- Perry, William**
Adjunct Lecturer in Education
BA, California State University, Fresno; MA, California State University, Bakersfield; EdD, Brigham Young University.
- Peterson, Tarik** (1986)
Adjunct Lecturer in Chemistry
BS, Antioch College; PhD, University of California.
- Platt, Kevin** (1986)
Coach (Men's Tennis)
BS, California State University, Bakersfield.
- Price, Kent**
Adjunct Lecturer in Political Science
BA, California State University, Bakersfield; MA, Washington State University.
- Pulskamp, Brenda**
Adjunct Lecturer in Nursing
BSN, College of Mt. St. Joseph, Ohio; MEd, California State University, Bakersfield.
- Raney, Mike**
Music Studio Instructional Faculty
BA, California State University, Northridge.
- Rose, Joy I.**
Adjunct Lecturer in Education
BA, California State University, Chico; MA, California State University, Bakersfield.
- Rozell, Elizabeth**
Adjunct Lecturer in Mathematics
BS, Houston Baptist University; MS, Texas A&M.
- Rucks, James** (1984)
Adjunct Lecturer in Management
- Ruoss, Meryl** (1974)
Adjunct Lecturer in Public Policy Administration
BA, Gannon College; M. Divinity, Union Theological Seminary; MPA, PhD, University of Southern California; California Licensed Marriage and Family Counselor.
- Scaffidi, Ralph**
Music Studio Instructor
- Scott, Jack**
Adjunct Lecturer in Clinical Sciences
BS, San Fernando Valley College; MA, Redlands University; MPH, California State University, Northridge.
- Seitzer, Allan L.** (1971)
Professor Emeritus of Psychology
BA, PhD, University of Chicago.
- Serrano, Sandra**
Adjunct Lecturer in Mathematics
BA, University of California at Berkeley.
- Shaffer, Nolan**
Adjunct Lecturer in Mathematics
BA, MA, California State University, Fresno.

Adjunct Faculty

Smetzer, Janice

Adjunct Lecturer in Marketing

BS, California State University, Bakersfield; MBA, California State University, Bakersfield.

Spencer, David

(1970)

Adjunct Lecturer in English

AB, MA, PhD, University of California at Berkeley.

Tanabe, Alvin M.

Adjunct Lecturer in Biology

BA, Whittier College; MS, University of Hawaii; PhD, University of California, Berkeley.

Taylor, Helen

(1985)

Lecturer in Secondary Education

BS, Ohio University; MA, East Tennessee State University; PhD, Colorado State University.

Thornton, Lester

Music Studio Instructional Faculty

BA, University of California at Los Angeles.

Vanni, Timothy

(1984)

Coaching Specialist: Wrestling

Velman, Joanne A.

Adjunct Lecturer in Public Administration

BA, California State University, Long Beach; MS, University of Southern California; JD, Northrup University School of Law.

Walker, Marguerite

(1970)

Adjunct Lecturer in Art History

BA, Western Washington College; MA, PhD, University of Washington; post-doctoral study, Institute of Fine Arts, New York University; Courtauld Institute of Fine Arts, London.

Weldon, Richard

Adjunct Lecturer in Management

BA, California State University, San Bernardino; MBA, California State University, San Bernardino

Woltersberger, Robert E.

Music Studio Instructional Faculty

BME, University of Kansas; MME, Wichita State University.

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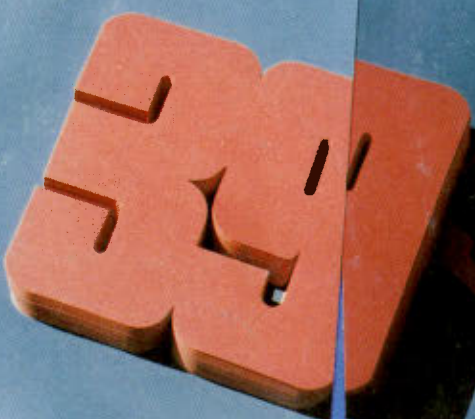
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