A CAMPUS OF THE CALIFORNIA STATE UNIVERSITY

Catalog

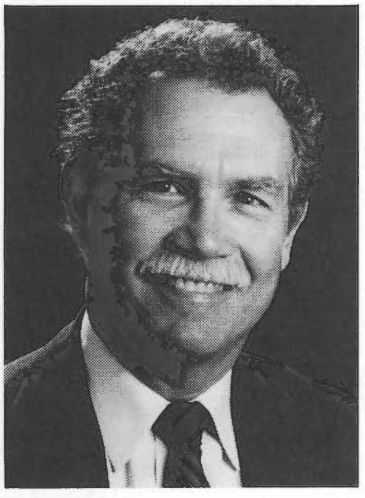
1993 — 1995

California State University Bakersfield

Catalog

1993-1995

Letter from the President



Welcome to Cal State Bakersfield. Through the pages of this catalog, I want to introduce you to our university. A university is, first and foremost, people and in the following pages, we bring you a picture of life at Cal State Bakersfield through the eyes and words of some of our students, faculty, and staff.

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 — the woman who is returning after many years of raising children and making a home, the young student who spent his early years working in the fields and now is the first in his family to attend college, the young woman from China who is getting a firsthand lesson in democracy and the free market. Our campus community is enriched by their presence and, because we believe that an important part of college life is interaction among students, all students are enriched by the diversity and complexity of our community.

Our mission is teaching and our faculty have established a distinguished record of scholarship, research, and publication. Most important to you, they are dedicated teachers. Many classes are comparatively small and students and teachers interact energetically.

Providing the opportunities, the direction, and the appropriate experiences to grow and develop in the field of study you choose is the reason we are here. We are committed to helping our students succeed and to that end, we provide a wide range of support services to ensure their success. I am confident that at Cal State Bakersfield you will find an extraordinary collegiate experience.

While these pages provide you with a sense of life at Cal State Bakersfield, I hope that you decide to visit our campus personally. We would very much like to arrange a tour for you and your family.

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

Tomás A. Arciniega

Tomás A. Arciniega
President
California State University, Bakersfield

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Changes in Rules and Policies

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

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

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Academic Calendar

Fall Quarter 1993

September 7	**All faculty due on campus**
September 10	**Orientation and Registration for new students**
September 13	**Walk-through Registration for continuing and new students**
September 14	**Advising** and administrative adjustments
September 15	First day of classes; beginning of **Late Registration**
September 22	Last day to **Add** classes; last day of **Late Registration**
September 24	Last day to apply for **Fall Graduation**
September 29	Deadline to apply for refundable part of Student Services fees
October 5	**Census Day**
October 5	Last day to change between credit/no-credit and letter grading
October 5	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
October 11	**Mid-Quarter Intervention Program (MQIP)** Deans distribute MQIP grade sheets to MQIP faculty
October 18	MQIP faculty return completed grade sheets to school deans
October 18 - 29	**Academic Advising** for continuing students
October 21	**Orientation and Advising** for new students
October 25	through November 5 - **Telephone Registration** for continuing students
November 2	Last day to withdraw from classes for a serious and compelling reason
November 8-12	SOCI Week
November 11	Veterans' Day—Regular classes scheduled
November 23	Last day of classes (Falls on a Tuesday; is a **Tuesday** schedule)
November 24	Study/Reading Day
November 25/26	Holiday—Thanksgiving
November 29	Study/Reading Day
November 30	through December 4 - Examination Period
December 6	Evaluation Day (to read and grade exams)
December 7-8	Grades Due

Fall Quarter Break: December 7, 1993 - January 2, 1994

Winter Quarter 1994

December 29	**Orientation and Registration** for new students
December 29	through January 3 - **Telephone Registration** for continuing students
January 4	First day of classes; beginning of **Late Registration**
January 11	Last day to **Add** classes; last day of **Late Registration**
January 14	Last day to apply for **Winter Graduation**
January 17	**Holiday**—Martin Luther King Day
January 18	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
January 24	Last day to withdraw from classes without a "W" being recorded withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
January 24	**Mid-Quarter Intervention Program (MQIP)** Deans distribute MQIP grade sheets to MQIP faculty
January 31	MQIP faculty return completed grade sheets to school deans
January 31	through February 11 - **Academic Advising** for continuing students
February 3	**Orientation** for new students
February 7-18	**Telephone Registration** for continuing students
February 21	Washington's Birthday - **Regular Classes Scheduled**
February 21	Last day to withdraw from classes for a serious and compelling reason
February 2	through March 4 - **SOCI Week**
March 15	Last day of classes (Falls on a Tuesday; is a **Tuesday** schedule)
Omitted	Study/Reading Day
March 16-19	Examination Period
March 21	Grades Due

Spring Break: March 21-25, 1994

Academic Calendar

Spring Quarter 1994

March 22	**Orientation and Registration** for new students
March 22-28	**Telephone Registration** for continuing students
March 29	First day of classes; beginning of **Late Registration**
April 5	Last day to **Add** classes; last day of **Late Registration**
April 8	Last day to apply for **June Commencement**
April 12	Deadline to apply for refundable part of Student Services fees
April 17	**Orientation** for first-time freshmen
April 18	**Census Day**
April 18	Last day to change between credit/no-credit and letter grading
April 18	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
April 25	**Mid-Quarter Intervention Program (MQIP)** Deans distribute MQIP grade sheets to MQIP faculty
May 2	MQIP faculty return completed grade sheets to school deans
May 2-13	**Academic Advising**
May 5	**Orientation** for new students
May 9-20	**Telephone Registration** for continuing students
May 16	Last day to withdraw from classes for a serious and compelling reason
May 23-27	**SOCI Week**
May 30	**Holiday**—Memorial Day
May 31	Regular Classes (Falls on a Tuesday; is a **Monday** schedule)
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 in June
Omitted	Study/Reading Day
June 11	Examination Period
June 11	Commencement
June 13	Grades Due

Summer Sessions 1994

June 10	Last day to apply for **Summer Session Graduation**
June 2 - July 29	First Session
August 1 - 19	Second Session

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

Fall Quarter 1994

September 6	**All faculty due on campus**
September 9	**Orientation and Registration for new students**
September 9-13	**Telephone Registration** for continuing students
September 14	First day of classes; **Late Registration**
September 22	Last day to **Add** classes; last day of **Late Registration**
September 23	Last day to apply for Fall 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
October 10	**Mid-Quarter Intervention Program (MQIP)** Deans distribute MQIP grade sheets to MQIP faculty
October 17	MQIP faculty return completed grade sheets to school deans
October 20	**Orientation and Advising** for new students
October 17 - 28	**Academic Advising** for continuing students
October 24	through November 4 - **Telephone Registration** for continuing students
November 1	Last day to withdraw from classes for a serious and compelling reason
November 11	Veterans' Day—Regular classes scheduled
November 9-13	**SOCI Week**
November 22	Last day of classes (Falls on a Tuesday; is a **Tuesday** schedule)
November 23	Study/Reading Day
November 24	through 25 - **Holiday**—Thanksgiving
November 28	Study/Reading Day
November 29	through December 3 - Examination Period
December 5	Evaluation Day (to read and grade exams)
December 6 - 7	Grades Due

Fall Quarter Break: December 6 - 30, 1994

Academic Calendar

Winter Quarter 1995

December 28	**Orientation and Registration** for new students
December 28	through January 3 - **Telephone Registration** for continuing students
January 2	**Holiday**—New Year's Day observed
January 4	First day of classes; beginning of **Late Registration**
January 12	Last day to **Add** classes; last day of **Late Registration**
January 13	Last day to apply for **Winter Graduation**
January 16	**Holiday**—Martin Luther King Day
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
January 24	Last day to withdraw from classes without a "W" being recorded; withdrawals from classes after this date and continuing through the next four-week period will be permitted only for serious and compelling reasons and require written approval by the dean or department chair
January 24	**Mid-Quarter Intervention Program (MQIP)** Deans distribute MQIP grade sheets to MQIP faculty
January 31	MQIP faculty return completed grade sheets to school deans
January 31	through February 4 - **Academic Advising** for continuing students
February 3	**Orientation and Advising** for new students
February 6 - 17	**Telephone Registration** for continuing students
February 20	Washington's Birthday—**Regular Classes Scheduled**
February 20.	Last day to withdraw from classes for a serious and compelling reason
February 27	through March 3 - **SOCI Week**
March 14	Last day of classes (Falls on a Tuesday; is a **Tuesday** schedule)
March 15 - 18	Examination Period
March 20	Grades Due

Spring Break: March 20 - 24, 1995

Spring Quarter 1995

March 22	**Orientation and Registration** for new students
March 22-27	**Telephone Registration** for continuing students
March 28.	First day of classes; beginning of **Late Registration**
April 5	Last day to **Add** classes; last day of **Late Registration**
April 7	Last day to apply for **June Commencement**
April 11	Deadline to apply for refundable part of Student Services fees
April 16.	**Orientation** for first-time freshmen
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
April 24	**Mid-Quarter Intervention Program (MQIP)** Deans distribute MQIP grade sheets to MQIP faculty
May 1	MQIP faculty return completed grade sheets to school deans
May 1 - 12	**Academic Advising**
May 4	**Orientation** for new students
May 8-19	**Telephone Registration** for continuing students
May 15	Last day to withdraw from classes for a serious and compelling reason
May 22-26	**SOCI Week**
May 29	**Holiday**—Memorial Day
May 30	Regular Classes (Falls on a Tuesday; is a **Monday** schedule)
June 6	Last day of classes (Falls on a Tuesday; is a **Tuesday** schedule)
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 1995

June 9	Last day to apply for **Summer Session Graduation**
June 19	through July 28 - **First Session**
July 31	through August 18 - Second Session

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

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, San Marcos, began instruction in Fall 1990.

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

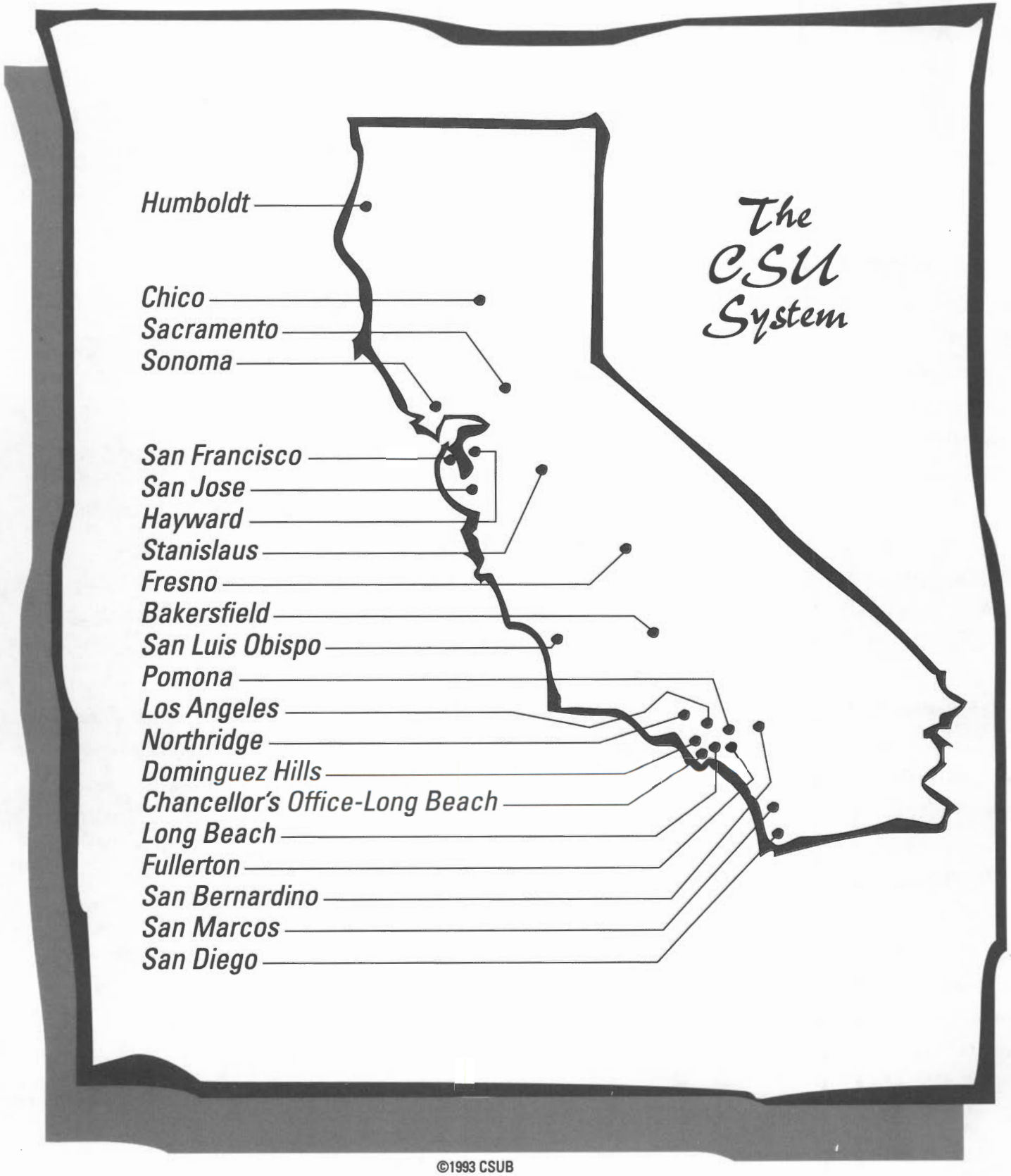
The Trustees, the Chancellor, and the Presidents develop systemwide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of The California State University, made up of elected representatives of the faculty from each campus,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

In Fall 1992, the system enrolled approximately 347,000 students, taught by more than 17,000 faculty. Last year the system awarded over 50 percent of the bachelor's degrees and 30 percent of the master's degrees granted in California. More than 1.2 million persons have been graduated from the 20 campuses since 1960.

CSU System Map



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CSU Campuses

California State University, Bakersfield
9001 Stockdale Highway
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Dr. Tomás A. Arciniega, President
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916/898-6116

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Carson, California 90747
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310/516-3300

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Dr. John Welty, President
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California State University, Northridge
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Northridge, California 91330
Dr. Blenda J. Wilson, President
818/885-1200

California State Polytechnic University, Pomona
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Pomona, California 91768-4011
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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
909/887-7201

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San Diego State University Imperial Valley Campus
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One Washington Square
San Jose, California 95192
J. Handel Evans, Acting President
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Dr. Warren J. Baker, President
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Rohnert Park, California 94928
Dr. Ruben Arminana, President
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The California State University
400 Golden Shore, Suite 322
Long Beach, California 90802-4275

Average Annual Cost of Education and Sources of Funds Per Full-Time Equivalent Student

The 20 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 1992/93, including capital outlay and employee compensation increases, is $1,741,478,000. The total cost of education for CSU, however, is $2,112,024,000 which provides support for a projected 247,194 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 $8,544. Of this amount, the average student fee support per FTE is $1,989. The calculation for this latter amount includes the amount paid by nonresident students.

Source of Funds and Average Costs for 1992/93 CSU Budget (Projected Enrollment: 247,194 FTES)

	Amount	Average Cost per Student (FTE)	%
Total Cost of Education	$2,112,024,000[b]	$8,544	100.0
—State Appropriation	$1,516,908,000[c]	$6,137	71.8
—Student Fee Support	$491,678,000	$1,989[d]	23.3
—Support from Other	$103,438,000	$418	4.9

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 students 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 20 campuses is currently valued at $6.5 billion, excluding the cost of land.

c This figure does not include the capital outlay appropriation of $224,570,000.

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 $1,989 depending on whether they are part-time, full-time, resident or nonresident students.

Leadership

1993-1995

Leadership

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Ph.D., University of New Mexico

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Director of Budgeting
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M.B.A., CSU Bakersfield

Director of Procurement
and Support Services
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B.S., Cal Poly, SLO

Foundation

Foundation Manager
Stan T. Frazier

Bookstore Manager
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Food Services Manager
Buck Brown
B.A., Arkansas College

Foundation Accountant
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Ed.D., Michigan State University

Associate Dean of Admissions & Records
Homer S. Montalvo
Ed.D., University of Southern California

Registrar and NSE Coordinator
J. Nolan Shaffer
M.A., CSU Fresno

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

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

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

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 of Student Activities.
Diana Cozzi-May
M.S., Cal Poly, SLO

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

Residence Director
Patrick Choi
M.S., Texas A & M University

Associate Dean, Educational
Support Services
Lee Adams
M.S., CSU Bakersfield

Coordinator of Outreach Services and
Director of Student Affirmative Action
Edward Ochoa
M.A., CSU Bakersfield

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

Learning Skills Specialist, Academic
Advancement Center
Mimi Merrill
B.A., CSU Bakersfield

Tutorial Coordinator, Academic
Advancement Center
Keith Powell
B.A., CSU Bakersfield

Associate Dean, Financial Aid and Scholarships
Steve Herndon
Ph.D., University of California, Los Angeles

Scholarship Coordinator/Financial Aid Counselor
Irma Jasso-Mendez
B.A., University of California, Santa Cruz

FFELP Loan Coordinator/Financial Aid Counselor
Leonard Gonzales
M.A., Chapman College

Offer Letter Production Coordinator/ Financial Aid Counselor
John Downs
M.S., University of Kansas

Associate Director of Financial Aids Office
John Casdorph
M.A., University of Missouri at Kansas City

Developmental Outreach Officer
Alvaro Rangel
B.S., CSU Bakersfield

Director of STAAR and Educational Talent Search
Donald Towns
M.A., CSU Bakersfield

Program Coordinator, Student Achievement, Academic Retention Program (STAAR)
Reynaldo Cuesta
B.A., CSU Chico

Academic Skills Counselor, Student Achievement, Academic, Retention Program (STAAR)
Deborah Stephens
B.A., CSU Bakersfield

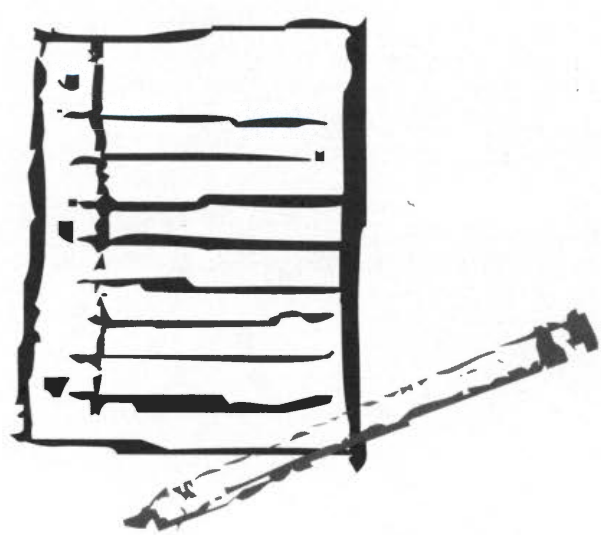
Junior High School Counselor, Educational Talent Search
Dolores Neira
M.A., CSU Bakersfield

High School Counselor, Educational Talent Search
Johnny G. Watson
B.A., CSU Bakersfield

Medical Director
Michael Huey
M.D., University of California, Los Angeles

Assistant Director of Health Services
Carolyn Krone
B.S., CSU Bakersfield

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



Community Involvement

Community involvement and support play an important part in the success of California State University, Bakersfield. CSUB 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 CSUB service region serve as directors of the Cal State Bakersfield Foundation and on the CSUB Advisory Board.

The Cal State Bakersfield 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 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.

Community Boards

Cal State Bakersfield Foundation Board of Directors, 1993-94

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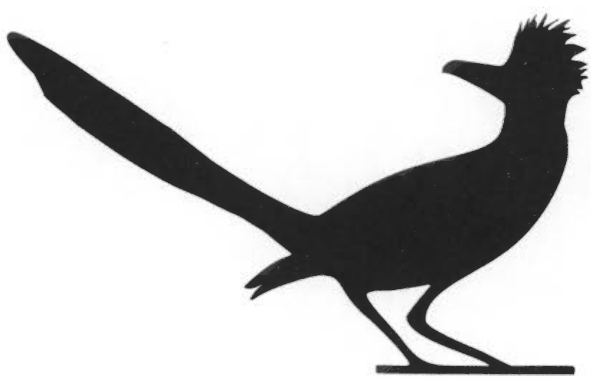
Esther Torres
Bakersfield

Ex-officio

Tomás A. Arciniega
Bakersfield
Executive Secretary

Bruce Bunker
Bakersfield
Foundation Board Liaison Representative

The Campus



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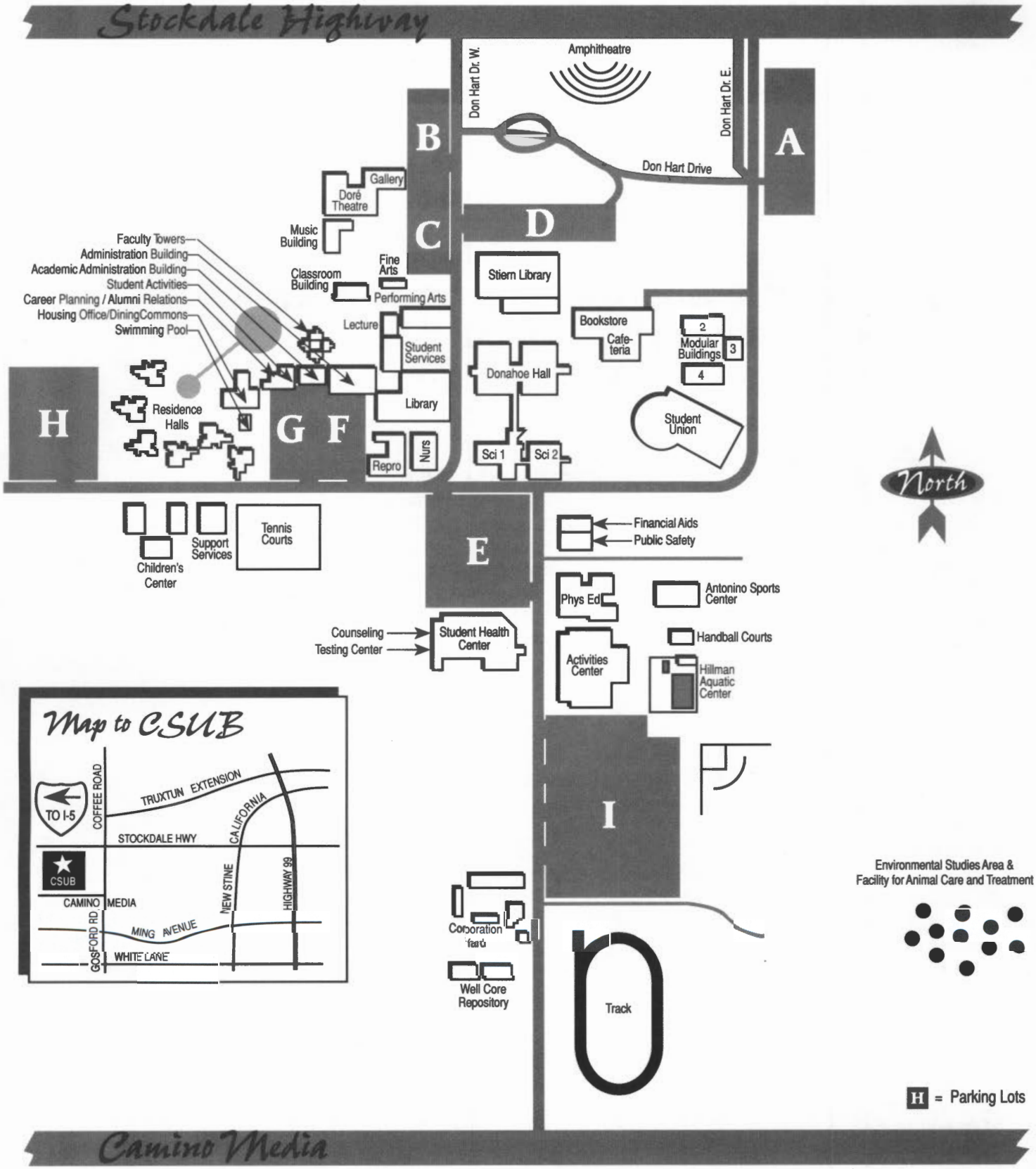


CSUB

Campus Map

Campus History

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 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 CSUB 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 percent of the tenured faculty hold doctoral degrees in their fields of study. Moreover, CSUB 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 to 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 5,000 students, undergraduate and graduate, are served by a faculty of nearly 300. The university operates on a three-course, three-term academic plan, under which the typical student program consists of three courses of five quarter units each during a quarter. The academic calendar consists of three 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.

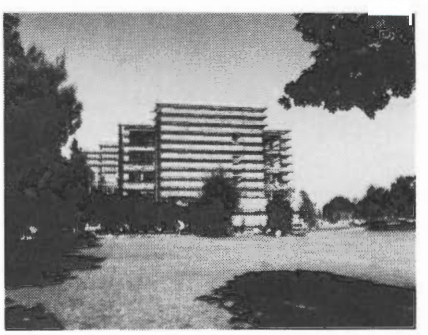
Getting To Know The Campus

Orientation programs provide newcomers with an introduction to academic life and the campus community. Conducted virtually year round to accommodate all students, the CSUB 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

The Walter W. Stiern Library, which will be completed in 1994, will provide state of the art facilities for housing more than 600,000 books and periodicals, the Media Center, the instructional television program, and most of the campus' computer laboratories.

The Stiern library is the first building on campus planned from conception to take full advantage of the new technology for storing and retrieving information. A revolution in communications technology has changed the way information is handled and that new technology has been introduced into every corner of the new library.



The Media Center will occupy the lower level. The main entrance on the first floor will open onto the basic services and collections: circulation, reference, government publications, and a reading room. The second floor will hold the university's extensive periodical collection, the audio-visual collections, and other materials. Reading tables, individual study carrels, and group study rooms will be located beside the open stacks on the third and fourth floors.

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

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 textbooks, school supplies, and miscellany at a convenient location next to the Cafeteria. Operated by the CSUB Foundation, proceeds from the bookstore are used to support educational advancement at the university.

Food Service

The Cafeteria and the Dining Commons are operated by ARA Services, Campus Dining Division. The Cafeteria is open Monday through Thursday 7:30 a.m. to 6:30 p.m. and Friday 7:30 a.m. to 1:30 p.m. The Stockdale Room, which provides a private dining room for special events, and the Pub, where beer and wine may be purchased, are located inside the Cafeteria. The Dining Commons not only serves residence students, but anyone may purchase individual meals or value-based meal plans.

Parking Information

The California State University Police, as a sworn law enforcement agency pursuant to California Penal Code Section 830.2, is responsible for the enforcement of parking and traffic regulations at California State University, Bakersfield. Parking regulations and ordinances are enforced 24 hours per day, 7 days per week. If not otherwise specified, all ordinances and laws contained in the California Vehicle Code are applicable to the operation of vehicles on this campus. All citations, bails, fines, and court appearances are processed through the Judicial Data Systems, Santa Ana, California. Failure to pay parking and traffic fines may result in the withholding of vehicle registration by the State Department of Motor Vehicles. Section 41103 C.V.C.

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

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

Effective Parking Permit Validity - Pay parking shall be in effect 24 hours per day, 7 days per week. Permits will be valid as indicated with beginning and ending expiration dates on the permit. The permit or decal must be clearly visible at all times to be valid. The parking decal is not transferable and must not be altered. Visitor permits will be valid only when displayed as directed on the permit.

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

Handicapped Space - Handicapped parking spaces have been designated in each of the parking lots. Their use is reserved exclusively for disabled persons with handicapped decals issued with prior approval by Disabled Student Services. Any parking in a handicapped space specifically prohibited except by those displaying special courtesy permits issued for temporary disabilities.

The Children's Center

The Children's Center provides day care and a developmental program for children two to five years old. The center provides a meaningful education experience for youngsters, including programs designed to serve educational needs, social development, emotional growth and physical well-being. Space is limited, so parents interested in placing their children at the center should contact the center's director before the beginning of each quarter to complete the application process. The Children's Center is operated by the Associated Students and the Cal State Bakersfield Foundation.

Academic and Research Centers

Applied Research Center

The Applied Research Center conducts sophisticated behavioral and organizational research. Its primary interest is applied and scholarly research in education, public policy, economic, and social issues within the community though it does conduct state, national and international research, as well. Faculty and research scientists of ARC are drawn from many disciplines including, but not limited to, sociology, economics, psychology, education, nursing, mathematics, and computer science. Working closely together these scholars, student research assistants, and technicians draw upon their skills to explain contemporary social, political, and economic conditions and project future patterns.

Through its funded research activities, ARC provides extensive methodological training to advanced undergraduate and graduate students.

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

Kegley Institute of Ethics

The Kegley Institute of Ethics is devoted to the study of ethical theory and practice. It is committed to improving the quality of ethics teaching. It takes an interdisciplinary approach to the task of teaching ethics, drawing upon faculty from many fields. The institute also serves as an educational resource to the community, providing consulting services to organizations interested in understanding the value dimensions of their programs and activities. The institute hosts conferences and workshops on ethical issues, including recent symposia on ethics in health care, in the media, and in product liability.

Archaeological Information Center

The Archaeological Information Center (AIC) is the State-sanctioned repository for archaeological site records, research reports, and management documents for a five-county area. This area, spanning the mountains and deserts of Kern County and the southern San Joaquin Valley, is rich in archaeological resources. The records archived at the AIC serve as a basic tool for research and as an important center for Environmental Impact related work by local government and developers.

Center for Economic Education and Research

The Center for Economic Education and Research conducts scholarly research and promotes economic literacy. One of the major objectives of the center is to nurture and develop the teaching of economics in the classroom. Toward that end, the center sponsors workshops and courses for teachers, assists in curriculum development and assessment, and consults with schools. The center also sponsors seminars, lectures, and scholarly research on a wide range of economic topics.

Cultural Resource Facility

The Cultural Resource Facility (CRF) conducts contract-funded archaeological research. Most of this work is to comply with the various regulations regarding Environmental Impact Studies. Students, supervised by professional staff archaeologists, are employed to conduct many of the studies. This provides an "on-the-job" training opportunity to the students in addition to fulfilling a need in the community for such services.

Included in the umbrella of the CRF is the Laboratory of Archaeological Science and the Museum of Anthropology. The Laboratory conducts research into protein residue analysis on ancient tools and on other specialized archaeological problems. The Museum provides a venue for the display and interpretation of local cultures, past and present. Students are involved in both the Laboratory and Museum.

FACT

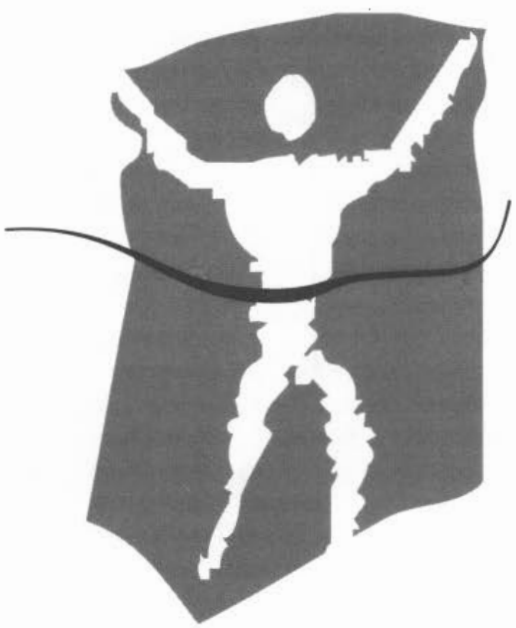
The Facility for Animal Care and Treatment was founded in response to the need for emergency medical treatment for injured animals, especially raptors and other species indigenous to the area. It has provided treatment and rehabilitation of hundreds of animals who have been injured, traumatized, or orphaned.

It has become an important educational and conservation resource for the community. FACT provides tours, lectures, and demonstrations to the public. Thousands of school children visit the facility, housed on the 40-acre Environmental Studies Area, each year and an education program has been developed to teach them about the environment, the local ecology, and the principles of conservation.

Well Sample Repository

The Well Sample Repository at CSUB is the only facility of its kind in California. It provides a permanent record and storage of important geological data, including well cores, sidewall samples, drill cuttings, outcrop samples, microfaunal slides, foundation borings, and mineral suites. The repository collects, classifies, processes, and stores representative samples of California rocks, especially subsurface rocks from oil wells and other subsurface information. The repository has thousands of samples from sites throughout the state and its offshore areas. All of the material is available to the public for study and investigation.

People Profiles



1993-1995

FACULTY PROFILE

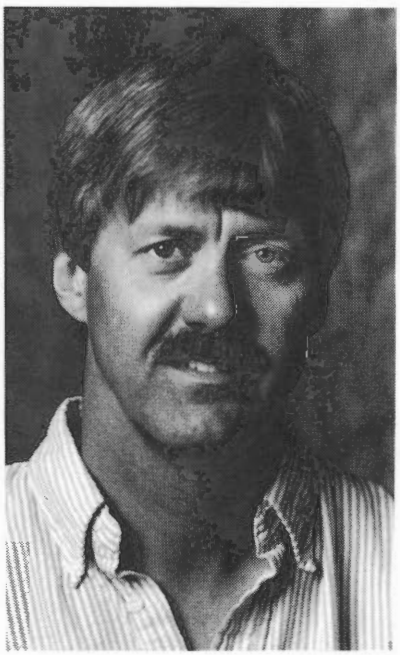
Michael Flachmann

"You are happy in your career, I've been told, if you are never quite certain whether you're working or having fun," says Michael Flachmann, professor of English. "If this definition is accurate, then I'm a very happy professor, because I find a tremendous amount of pleasure in my daily work."

Honored as The California State University Trustees' Outstanding Professor, Flachmann is a 20 year veteran at Cal State Bakersfield. When he arrived at CSUB, fresh out of graduate school, he was, in his own words, "well-trained intellectually, but I was frankly incomplete as a teacher and scholar till I added...what has amounted to a second 'doctorate' through my experience."

That experience includes teaching reading and composition classes and upper and lower division courses in Shakespeare, as well as extensive experience in theater production where Flachmann serves as dramaturg, working with actors and the director in developing dramatic interpretations and ensuring historical and literary authenticity.

"My involvement in professional theater has...enriched my teaching immeasurably as a source of inspiration and renewal. I learn a great deal about Shakespeare that I can teach my students when I return to the classroom... Because my primary job in the theater is to help actors bring Shakespeare's rich and highly textured language to life, I have become acutely sensitive to the human side of the plays. As a result, I've had considerable success encouraging my students to realize that the dramatic characters they study are all extensions of their own personalities. For better or for worse, there's a little bit of Mercutio, Rosalind, Iago, Hamlet, and Lady Macbeth in each of us."



Flachmann's experiences in the classroom and on the stage have informed and refined his approach to teaching. He has published articles and presented workshops on the topic and he is completing a book on the subject, entitled "The Play's the Thing: Strategies for Teaching Shakespeare in the English Classroom."

"The pedagogical theory I've developed as a result of this...view of Shakespeare is deceptively simple: I believe a play is most profitably defined as a script intended for production... As such, a script wants to be a production in the same way that a musical score wants to be an orchestral performance or a printed recipe wants to be a steaming hot plate of coq au vin. No sane person would ever attempt to rip

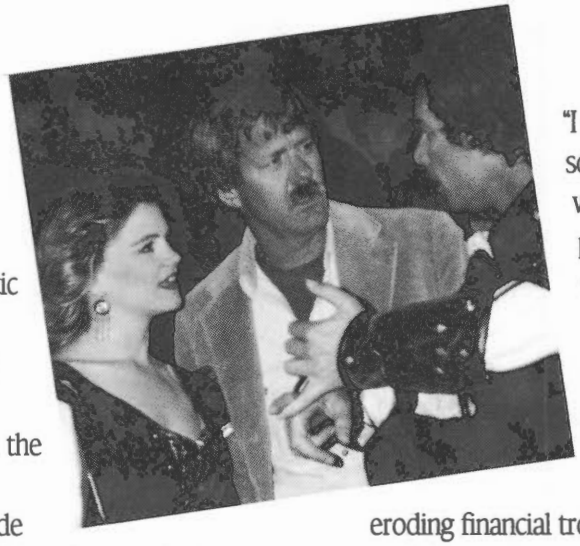
a page out of a recipe book and eat it, yet this is just what many Shakespeare professors imply when they teach their students that reading a play will be just as emotionally and intellectually nourishing as seeing it performed on stage."

Flachmann has published widely, including an edition of what he asserts is the first English novel, "Beware the Cat: The First English Novel", co-authored with William A. Ringler, Jr., two collections of topical scenes from the plays, "Shakespeare's Lovers" and "Shakespeare's Women," and numerous essays and studies in Shakespeare and Renaissance literature. In addition, he and his wife, Kim, have published a widely-used freshman composition textbook titled "The Prose Reader: Essays for Thinking, Reading, and Writing."

"I love my work and I'm always amazed at the end of each month that my university pays me so much money to perform a job that doesn't require any digging or heavy lifting... I've had the good fortune to choose an outstanding career with the California State University — one that allows me to turn work into joyful, productive play for my students as well as for myself."

Flachmann's enthusiasm is shared by his students.

"He showed so much enthusiasm that the whole class became enthusiastic too. He showed a genuine interest in the students, which made going to class a pleasure," writes one student.



"It is very clear that Michael enjoys teaching Shakespeare. Michael is enthusiastic and very encouraging. I think he is good at recognizing potential in a student and encouraging growth," says another.

"I don't think a single student was ever absent a single class... It was that much fun to go to. We read aloud, we sang the parts that were supposed to be sung, we broke up into groups and then in front of the class performed whatever piece we happened to be mauling. And through it all, Dr. Flachmann, leading us, cajoling us, somehow finding the actor, the singer, the orator in each of us," another student says.

Flachmann hastens to add, lest he be considered hopelessly optimistic and out of touch with recent fiscal realities, that the plight of public education funding is deflating.

"I confess that I sometimes grow weary of grading papers and attending so many academic meetings. I'm also deeply dispirited, as many of my colleagues are, by the rapidly eroding financial troubles of the CSU and their impact on the quality of service we give our students. I'm optimistic, however, that we will rebuild our resources as soon as humanly possible so that we can continue to offer the people of California a first rate system of higher education at an affordable cost."

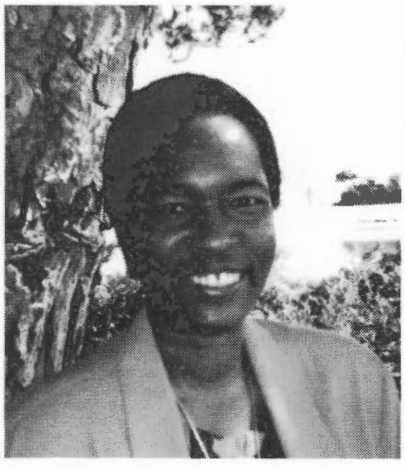
Still, his scholarship and his teaching sustain him.

"[The] search for truth is one of the primary reasons I've taught in college all these years. The study of Shakespeare, like the pursuit of all great art, is inexhaustible. I am constantly...learning more about these brilliantly written plays. I think most students respond quite positively to my genuine joy and enthusiasm for the material we study together. I am hopelessly, passionately in love with this literature and [the students] sense that it must be important in their lives, too... [We] become partners, my students and I, in the discovery of knowledge."

FACULTY PROFILE

Saundra Sparling

When education professor Saundra Sparling announced her plans to study theater arts in college, her parents urged her to consider teaching, steering her away from what they considered a tenuous profession at best. School teachers and administrators themselves, her mother and father provided eloquent models for what was good about teaching and what was bad.



Sparling saw firsthand the success and satisfaction that her parents derived from their work, but she also saw how hard they worked and how frustrating were the bureaucratic demands of the job as well as the sometimes perilous conditions in the classroom. She was persuaded to major in English at Cal State Los Angeles.

As an undergraduate, Sparling was not certain about a teaching career, but a program at CSULA convinced her. It was an intensive teaching internship program: she completed course work in one semester and in the second semester, she was already hard at work in the classroom, a sixth grade class in the south central Los Angeles neighborhood near where she grew up.

"I loved it, I was hooked," says Sparling. Subsequently, she taught 21 years in the Los Angeles Unified School District. Out of her classroom experience grew a special interest in gifted students, how to teach them, what motivates them, and in particular, how to identify them among minority groups. "I saw that children of color and ESL (English as second language) students were underrepresented in the programs for the gifted." She wondered why, since she knew from her own experience that there were many bright and talented students.

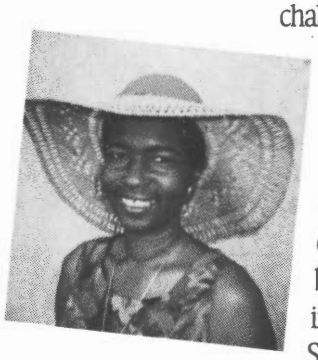
In 1975, Sparling developed a magnet program at 97th Street School in south central L.A. designed to attract gifted African American and Latino students. Nearly 20 years ago, the magnet school was an innovative concept that was still in its proving stage. In the wake of desegregation and busing, most parents chose to send their children to schools outside of the central city. But, Sparling wanted to prove that neighborhood schools in the city could be just as good as suburban schools. To ensure its success, she built into the program a requirement that parents attend a 15-hour orientation and training program to make parents partners in their children's education.

In a career spanning two decades in the L.A. Unified School District, Sparling has taught nearly every grade from kindergarten through ninth, including special education classes and magnet programs for gifted and talented children at Loyola Village Fine and Performing Arts School and USC-32nd Street Fine and Performing Arts School. All the while, she balanced the demands of career and family with graduate school, earning a master's degree and then a doctorate while she continued to teach.

Sparling's interest in gifted children, especially how to motivate them in the classroom, grew. It became the subject of the dissertation she wrote for the

joint doctoral program at CSULA and UCLA.

For her dissertation in education psychology, Sparling made a comparative study of gifted and non-gifted students to reduce aggressive and retaliatory behavior. She worked with more than 100 fifth and sixth grade students, Latino, African American, Asian, and white, comparing how they responded to provocation and how they expressed anger, seeking to find ways to reduce or direct aggressiveness. She developed what she calls "empathy training."



"First, we asked children to look at what bothered them, then to think about what they did to provoke others, and finally, to put themselves in the other person's place and think about how the other person felt. We suggested alternative responses to the children. We suggested they ask, 'What's bugging you?' and talk to the person or that they get an adult to mediate or help them to negotiate. Finally, we said to them, they could just walk away."

Following empathy training, Asian students expressed more anger, while Latino students expressed less. That's because Asian children felt it was impolite to say how they really felt, while Latino students were already expressive, says Sparling. Gifted children also showed more anger after training and she explains that they were holding back their true feelings and through empathy training they changed their way of expressing anger. The objective, she says, was not to eliminate anger altogether, but to find appropriate ways to respond and to help children learn to control their behavior.

Sparling's interest in the special needs of gifted children developed out of her own experiences with her son. While she proudly cites the accomplishments of her children, Scott, 23, who graduated from Hampton University, and Danielle, 21, a recent graduate of Howard University, Sparling recalls the challenges of trying to motivate her teenage son, who was obviously bright but often disinterested in his studies.

"Scott was identified as mentally gifted and diagnosed as dyslexic, but by that time, he had lost interest in school," says Sparling. In high school, he made minimal effort, but in community college, Scott renewed his determination to succeed. Sparling is zealous about ensuring that gifted children are not neglected by the school system. "We can't afford to lose them," she says simply.

Sparling has applied to the U.S. Department of Education for a grant to support a program that will be implemented in five local school districts to study gifted students among groups that are not usually represented, including handicapped and ESL students. She wants to help teachers learn ways to recognize gifted students in their classrooms.

"Giftedness can look like much more than 100 per cent on a math test!" says Sparling. In the Bakersfield City School District alone, she says, 83 languages are spoken at home. With English as their second language and the cultural adaptations they must make, gifted children may be slow to emerge or to be recognized as such in the classroom.

"I love my profession!" Sparling declares. It is a testimonial more significant considering her admission, "Watching my parents, I never wanted to be a teacher. My father was a principal and my mother was a superintendent. I saw how hard they worked."

Her own somewhat reluctant conversion was completed by her mentor, Barbara Clark, education professor at CSULA, who encouraged her throughout her career, pushing Sparling when her energy was flagging and urging her to get her doctorate. As director of the elementary teacher education program, Sparling strives to provide to her students the same support and mentorship she received.

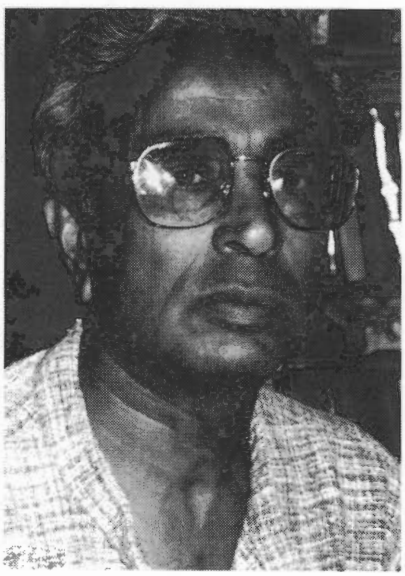
Wherever she goes, at junior and senior high schools, Sparling zealously makes her pitch, urging students to consider a career in teaching. There is such a need, she tells young people, "Give two or three or four years to teaching. You don't have to make a lifetime commitment, just try it."

Learning how to teach begins with a personal transformation, says Sparling. She always begins her classes by telling the story of J.R. J.R. was a bright but unmanageable student, she says, and as a novice teacher, Sparling did not know how to respond to him or motivate him or change his behavior. She tried banishing him from the classroom when his conduct became intolerable, but she soon realized that it was not a solution. Gradually, she learned how to express herself, to communicate with him, and finally, to get him to respond. "It was," she says, "the transformation of Saundra Sparling!"

FACULTY PROFILE

Kris Bellur

Marketing is one of the most popular majors at Cal State Bakersfield and professor and marketing department chair Kris Bellur thinks he knows why. "Marketing is not just a single subject. It is multidisciplinary, it's multifaceted and varied. It's exciting, because it's always changing."



Bellur himself took a circuitous route to present position. Born and educated in Bangalore, India, he spent many years as an agricultural adviser, specializing in dairy husbandry and technology, for the government of India and for the United Nations. He managed a dairy project which was supported by UNICEF, but after a while, says Bellur, the job became boring and routine. He continued to take graduate studies during his agricultural career and it was during one of his fellowships that a professor suggested that Bellur pursue an academic career.

"I had very good teachers when I was in school. They showed genuine concern for me and were very supportive and I wanted to be like them," Bellur says. The fellowship at the Royal Veterinary and Agriculture College in Copenhagen, Denmark led to a promise of

further support from the Danish government. Bellur came to the United States to study at Kansas State University in Manhattan, Kansas on a fellowship provided by the Danish government.

During graduate studies, Bellur discovered an interest in marketing and consumer behavior. Investigating consumer behavior led to post-doctoral studies in psychology and social psychology, an area of special interest. It is the human dimension of marketing that most appeals to Bellur, "I'm interested in how human beings respond to market variables."

His international experience has placed Bellur in great demand overseas. He recently visited Moscow to present a paper about catalog sales at the Russian Academy of Sciences. He is planning a visit to China to teach at the Southwest University of Finance and Economics in Chengdu. He did a stint as visiting professor of marketing and international business at The Chinese University of Hong Kong and was visiting professor at the Helsinki School of Economics and Business Administration in Finland.

"I understand the needs and challenges of developing countries. My experiences in India and working with the U.N. agricultural programs help me, I hope, to be sensitive to the particular needs of economic development in developing countries. For example, I understand the dynamics of change occurring in Russia and China as they move from central planning to a market economy."

Bellur appreciates the importance of global marketing strategies in a global community. "Marketing is basically segmentation, but we have to take a global view. Commerce is no longer bilateral, just between two nations. We do business in a global community and we must emphasize the commonality, not the differences between people."

A prolific scholar, Bellur has written and published on a wide range of topics — from the European common market to television audiences, from breakfast cereal consumption to shoplifting. He has published more than 150 articles, as well as several textbooks on marketing theory and management.

An area of special interest for Bellur is direct marketing and he has developed direct marketing studies at Cal State Bakersfield, including a certificate program. He won a fellowship from the Direct Marketing Club of Southern California to support the program and to provide scholarships. Cal State Bakersfield is one of five schools selected to take part in the fellowship program, including U.S.C., CSU Los Angeles and Northridge, and Cal Poly Pomona.

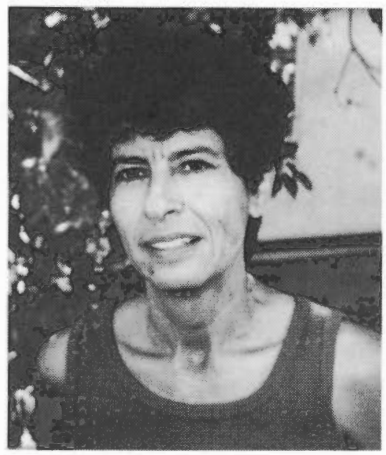
"Some of the faculty call me 'the mail man'," says Bellur, referring to the increasingly popular sales by mail and catalogs. He predicts that shopping centers one day will be obsolete, that personal computers, telecommunications, cable television and home shopping networks will replace the retail store and malls.

"I enjoy teaching," says Bellur. "There are new faces every quarter. I look at my students, like my own kids. The job of faculty is to help them. Students come to class so trusting, they look up to the professor. We have to maintain their trust."

FACULTY PROFILE

Cecilia Puerto

As an advocate for cultural diversity, librarian Cecilia Puerto makes a compelling statement. She was born in Manizales, Colombia, her family emigrated to the United States when she was seven years old, she grew up in Washington, D.C., Baltimore, and Philadelphia, she studied French and Russian, and she returned to Colombia where she lived for six years. Now she is writing a book about women artists of Latin America.



Her parents moved the family to the U.S. to escape political unrest which the assassination of a major political leader in Colombia was certain to unleash. Subsequent moves brought them to Washington, Baltimore, and finally, Philadelphia, where Puerto attended high school.

She completed her first year of college studying Russian and decided to spend the summer in Colombia touring and visiting family. She ended up staying six years, discovering her 'roots', as she says, a large extended family, and a country and culture she grew to love. Her fluency in English and Spanish served her well where she worked in Bogota, the capital city, and Cali.

Puerto returned to the United States in 1966, married with one young child and another on the way. Her Colombian-born husband was completing his residency in pathology in New Jersey. His medical career took the family to Philadelphia, St. Louis, and finally, Springfield, Illinois. The family had grown by now to three children. Isabel, 28, is completing an internship in diagnostic ultrasound at Stanford; German, 26, is serving in the U.S. Navy; and Pilar, 22, is a senior in environmental studies at the University of Illinois.

With children grown, Puerto returned to school in 1986. She earned her bachelor's degree in communication from Sangamon State University. The major allowed her to pursue her interest in languages and linguistics. When she graduated, she sought a career in which she could use her language skills in public service. Although she had not seriously considered a library career as an undergraduate, a growing need for Spanish-speaking librarians to serve the burgeoning U.S. Spanish-speaking communities led her to enter the library science program at the University of Illinois.

Following graduation, Puerto won an internship at the University of California at Santa Barbara. The internship gave her an opportunity to work in every department of a university library, which she soon discovered was the ideal setting for her to put into

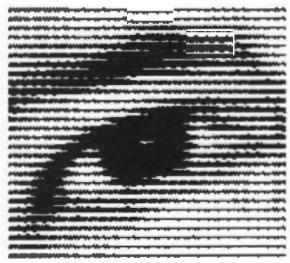
practice her ideas about a multicultural approach to scholarship.

Puerto came to Cal State Bakersfield in 1990. Soon after her arrival, she implemented several multicultural initiatives in the library which led to the development of the position of multicultural services librarian. It was an extraordinary opportunity for her. Puerto enthusiastically accepted the responsibility along with coordinating circulation.

"I see [the multicultural services librarian] as a very exciting position," says Puerto. "It's mine to develop. In an institution such as Cal State Bakersfield which has such a diverse mix of students, we need to make materials more visible, more accessible. In addition to improving access to materials representing different cultural experiences, I also act as an information resource person for faculty, students and staff." Puerto adds that facilitating the information process in this field is very exciting and rewarding due to the tremendous output of material presently being published by and about culturally diverse groups.

Puerto was pleased to find that the library had already accumulated a wide ranging collection of diverse cultural material and resources. She is constantly seeking creative ways to make the information more available. "One way to make the material more accessible is to take advantage of the new developing technology and to employ media other than print," she says. "That was the impetus in developing the multicultural film series."

"The film series grew out of an idea that [library colleague] Janice Kirkland and I had when we were considering programming for the Columbian quincentenary. I was searching for an innovative and interesting way to capture people's interest and to highlight the different cultures that have emerged in the Americas since Columbus." The series featured films about the Asian, African American, Latino, European and Native American experience in America. Furthermore, Puerto says, presenting the series to the public was a way to build bridges to the community.



"Multiculturalism is a way of celebrating our differences and finding the commonality that unites us, it is a way of seeing and appreciating the different threads that make up the fabric of our society." says Puerto. "After all, multiculturalism is not a new concept or a passing phenomenon. It's an intrinsic part of the historical formation of this nation. Just consider that Columbus' companions on his travels to this part of world included, among others, Africans, Italians, Portuguese, Arabs, and Jews, that the indigenous people he encountered were not one distinct nation but many, with different languages, and the successive waves of immigrants from Ireland, England, Germany, Scandinavia and other countries populated this country." Puerto says, "Embedded within different cultures are distinct thought processes. We are fast becoming a global community and to make that work, we must change our thinking process."

Puerto is completing research to produce an annotated bibliography of 20th century women artists of Latin America. The project brings together her interests in Latin American culture, women, and art. The most interesting finding so far, says Puerto, is that Latin American women artists appear to have gained greater prominence and success than their counterparts in North America. She speculates about how to reconcile that with the inferior economic and political status of women in the decidedly masculine Latin American culture.

Puerto is looking forward to the completion of the Walter W. Stiern Library. While it will mean more spacious and more comfortable quarters for the library staff, she is particularly excited about the possibilities for capitalizing on the rapidly developing technology.

"Library science and telecommunications technology are in a period of tremendous flux," says Puerto. "The new technology lets us tap into library catalogs across the country, around the world. A library without walls — that's a very apt term for this new technology. We can only speculate about what the technology will allow us to do in the future."

STUDENT PROFILE

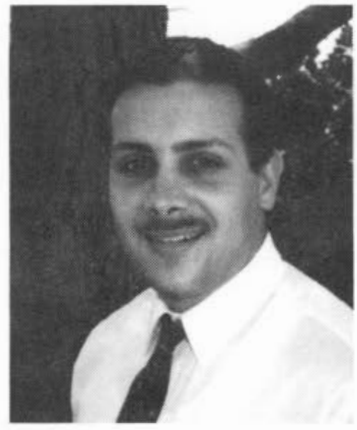
Gilbert Navarro

His story isn't finished yet. In fact, it's only beginning, but already it reads like a Horatio Alger story. Gilbert Navarro, the sixth of seven sons raised by a single father, is the first of his family to go to college. A veteran of four years in student government, Gilbert presides over Associated Students, Inc., and he maintains a 3.5 GPA in his major studies, management and business administration.

Gilbert was born in Tepatitlan in the Jalisco province of Mexico. His family moved to Southern California when he was three years old. When he was nine, his family moved to Arvin so that the family — including all seven children — could work in the fields. Gilbert started working in the fields when he was just nine years old. At first, his earnings were simply added to the family's. By the time he was 12, he was getting his own pay check, working the grape harvest during summer.

Gilbert is the first of his family to graduate from high school. What made the difference for him? "My father was a single parent, but my big brothers were like fathers to me. They quit school to work and it was their work that enabled me to stay in school." Gilbert's youngest brother, Alex, plans to follow him to Cal State Bakersfield.

Gilbert, abundantly aware of the love and sacrifice of his brothers, knows what it means 'to stand on the shoulders of giants.' It is the reason, he says, he wants to start his own business — so that he can work with his brothers and share success with them. "My main objective is to be happy in my work. I've always loved the idea of being my own boss. Whatever business I go into, it will be a family business."



His love of learning was nurtured early and he was determined to succeed in school, motivated in part by his early experience working in the fields. "I loved Arvin High School," says Gilbert. He says that in rural towns like Arvin, school is an important focal point of young people's lives. "Rural schools such as Arvin provide the only [social] outlet for young people. School is their life, it is their whole environment. School was like home to me." He took part in the honors program and was active in student government. He was elected class president three years.

He has continued his involvement in student government at CSUB. During his freshman year, Gilbert was elected representative at large; as a sophomore, he was a senator representing the School of Business and Public Administration; as a junior, he was program director. Associated Students have an important responsibility, managing an annual

budget well over $500,000.

Student government confronts important, substantive issues, such as the impact of rising student fees on affordability and access to higher education, the legal status of undocumented aliens at the CSU, and protecting and preserving equity programs.

"The main mission of the California State University is to provide affordable, accessible education. The California State Students Association at its annual legislative conference in Sacramento identified access, the cost of higher education, ethnicity issues, and political action as the most important issues."

"The CSSA endorses and supports the CSU position appealing the court decision [ruling that undocumented aliens must pay out of state fees]. As many as 50 students could be affected by the court ruling at Cal State Bakersfield. CSSA supports equity programs and we are concerned that the state legislature reduced funding for EOP [Educational Opportunity Program] last year. Furthermore, campus presidents now have greater autonomy in dealing with their budgets. When a president is supportive of equity programs, they will be preserved, but when a president does not support equity programs, they may be threatened."

Gilbert plans to go to graduate school and has his eye on Stanford and NYU. But, he wants to get more work experience. He has already accepted a job at J.C. Penney after graduation. He now works at the department store and has participated in the management internship program, which he learned about through the Career Planning and Placement Center on campus. Gilbert maintains a demanding schedule: he works 20 hours a week for the Student Outreach program and devotes 15 to 20 hours a week on ASI business, in addition to his off-campus job.

By the time he graduated from Arvin High School, Gilbert had won ten college scholarships, including an Hispanic Excellence Scholarship, and was admitted at UCLA, UC San Diego, and UC Santa Barbara. He participated in Summer Bridge at CSUB and says, "That was the best experience I've ever had. I probably learned more in that one month than I had learned in four years!"

About his decision to come to Cal State Bakersfield, Gilbert says, "There's no doubt in my mind that I made the perfect decision. [CSUB] is the perfect choice for me." Small classes and a congenial environment continue the happy learning experience he had at Arvin. Gilbert was invited to take part in the honors program, where outstanding students take an enhanced program, fulfilling all general studies requirements in specially designed classes. Classes are designed to be more rigorous and are taught by the best professors. One of the best features, Gilbert says, is that honors students take all their required classes together — with an opportunity to get to know each other and to develop an extraordinary rapport.

Gilbert finds it difficult to single out professors, but when pressed, he cites Jackie Kegley, Charles McCall, and Gerald Fenenga — "He taught a physical anthropology class which I took as an elective. Even though it was a huge lecture class, he kept our attention and he made the subject interesting." He calls Michael Flachmann his most memorable teacher. "Michael sees leadership qualities in his students and he tries to bring them out. He is not at all intimidating. I loved to go to class, I looked forward to going to class!"

STUDENT PROFILE

Alexis Frink

When she was named Volunteer of the Year for her service in the Human Corps program, it was just an extra dividend on an investment well made for Alexis Frink. The 21-year-old senior says that her work with ESL students was so rewarding that it helped her make an important career decision.

With a dual major in English and Spanish, Alexis plans to teach English as a second language. When she started her college career, she had her eyes on teaching Spanish. Fluent in Spanish, after two years volunteering as a tutor in the ESL program at South and West high schools, she decided to switch to the dual major and get her ESL teaching certificate. She plans to continue her studies in graduate school and wants to teach high school students or at the community college.

"The students were so motivated and disciplined, they tried so hard. It was wonderful to watch their progress. There were students who understood no English at the beginning of the year and by the end of the year, they had made so much progress. It was very fulfilling. I loved it and decided that was what I wanted to do." Many of her students were Asian, among them many recent East Indian and Vietnamese immigrants. Alexis points out that there are more than 50 languages spoken by students of the Kern High School District and the need for teaching English as a second language is great and growing.

The Bakersfield native attended local schools and graduated from West High School, where she was active in MESA, Spanish Club, Future Business Leaders of America, the National Honor Society, and the Spanish National Honor Society, as well as playing on the tennis and volleyball teams. She was accepted for admission at Spelman College and at the University of Pacific, but decided to come to CSUB, because it was affordable and close to home. By the time Alexis graduated from West High School, she earned a number of scholarships, including the Ernest W. Williams Scholarship, which helped persuade her to come to Cal State Bakersfield.

Alexis praises CSUB for providing a supportive environment for students. "It's a small school, but there are lots of support services for students, such as the Academic Advancement Center and EOP." An alumna of the Summer Bridge program, Alexis continues to be

involved in the Educational Support Services program. She was a tutor at the AAC and says that students need never feel lost without guidance or support. She admits she has availed herself of AAC services too, getting editorial advice on papers she wrote for upper division Spanish classes, which were required to be written in Spanish. It helped, Alexis says, to get a grammar check and advice on diction and vocabulary.

Alexis cites associate professor Helia Corral in the Spanish department as one of her most memorable teachers at CSUB. Recently, she took a modern poetry class, reading the works of Jorge Luis Borges, Octavio Paz, and Alfonso Reyes, among others. "Helia is tough, she's hard, and she's very determined in the classroom, but she is very energetic and inspiring."

Alexis enthusiastically recommends volunteer service to other students, especially the opportunities which the Human Corp program offers. "I would urge students to get volunteer experience. If more students did this, they wouldn't be so confused, so undecided about what they want to do."

In addition to tutoring, Alexis served as a peer counselor in the Early Outreach program, now known as STAAR, working with 7th and 8th grade students at Chipman and Compton junior high schools. The program is designed to provide encouragement and support to junior high school students who wish to go to college. Alexis visited campuses three days a week, providing tutoring in English and math, academic enrichment activities, and recreation. Even now, she stays in touch with some of her former students.

Alexis is active in her sorority and serves as chapter president of Delta Sigma Theta, which recently celebrated the tenth year of its charter at CSUB. Traditionally serving African American women, Delta Sigma Theta is unique, according to Alexis, because of its emphasis upon community service.

"We collect food, clothing, and personal items to donate to women and children in the shelter sponsored by the Alliance Against Family Violence. We sponsor an adopt-a-grandparent program in the nursing and seniors homes. At Christmas, we decorate the children's ward at Kern Medical Center and bring gifts to the children. In February, we volunteer in the door-to-door fund raising drive of the American Heart Association. We also do voter registration on campus and in the community. We sponsor an annual seminar focusing on different topics of interest to women, called 'Women Helping Women.' To promote and to raise funds for our program, we produce an annual talent show, 'A Night at the Apollo.' And, in May, we host a reception to honor graduating students and outstanding faculty."

Already busy with many commitments, Alexis made one more commitment last summer. She married Garland Frink, moved into her own home, and acquired a very large family of in-laws. She expects to graduate next year, completing the additional requirements of the dual major, and then, she is looking forward to teaching. She has already learned well the lessons of how to balance studies, work, volunteer service, and family.

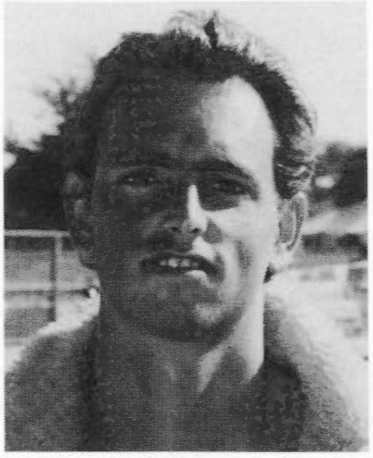
STUDENT PROFILE

Ondrej Bures

*J*ust as the 'velvet revolution' was taking place in Czechoslovakia, Ondrej Bures was filling out forms and completing applications to come to Cal State Bakersfield. During the Communist regime, it was virtually impossible to leave the country and Ondrej knew that it would be very difficult and it would take a long time to make his way through the bureaucratic maze to win permission to travel out of the country. But, he was determined to press his effort to come to the United States to study — and to swim.

As the owner of three national records — including the 200 meter butterfly, 400 meter individual medley, and 1650 meter freestyle — Ondrej was perhaps even more valuable to his country than the ordinary citizen. Only a couple of years before, Ondrej's friend and fellow swimmer Andrew Krenek had been forced to defect — in order to come to the U.S. to study at CSUB. Ondrej was not prepared to do that, but he was determined in his effort to come to the U.S.

When the peaceful revolution toppled the Communist regime in 1989, Ondrej was corresponding with CSUB swimming coach Ernie Maglischo, hopeful that perhaps he could enroll in Fall 1990. Instead, extraordinary events took place in Eastern Europe as one Communist regime after another fell, as playwright-author and one-time jailed dissident Vaclav Havel rose to lead Czechoslovakia through what has been called the 'velvet revolution,' as oppressive restrictions on individual rights fell, including the ban on travel, Ondrej suddenly found himself free to leave the country.



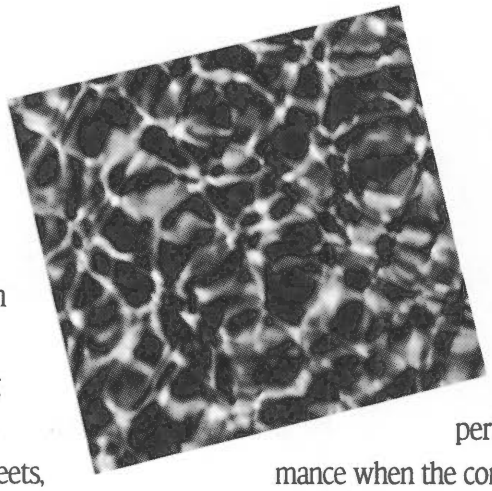
Ondrej arrived in Bakersfield in January 1990; classes started the following day. It was a bewildering pace for the young Czech swimmer, with history-making events transforming his country, to find himself so far from home, immersed in language and culture so foreign to his own. He had studied English in high school, but admits that

he really learned the language only after his arrival in the U.S.

Ondrej studied physical education at Charles University for three years, intending to teach and coach, but then left school to devote his time and energy to swimming. He has been swimming competitively for 20 years, beginning when he was barely seven years old. The effort paid off. Ondrej swam at the Summer Olympics at Seoul in 1988, competing in the 200 meter butterfly and the 400 meter individual medley.

In Czechoslovakia, as in all the Eastern Bloc countries, sports programs were subsidized by the state, including the swimming clubs where Ondrej first trained and competed. Beginning at a very young age, an athlete is evaluated for his potential and selectively trained and supported. Athletes were handsomely rewarded, competition was tough, and, in the case of East Germany, the results were initially breathtaking, then ultimately discredited. Now, the sports programs of former Eastern Bloc countries have lost support, as the national economies struggle to come to grips with the free market, and athletes find themselves cast adrift.

Ondrej was born in Prague, his father is a retired engineer, his mother a retired administrator. He has an older sister who is married and raising a family in Prague.



Ondrej started swimming when he was seven years old. Competing in international meets, he caught the eye of an American coach who urged him to come to the U.S. to study, train, and compete. The American told Maglischo about this gifted Czech swimmer and negotiations between Ondrej and Maglischo began. Although the two had not met, Ondrej knew about the coach's innovative training methods and Maglischo was impressed by Ondrej's records.

Back home, Ondrej spent at least five hours a day in the pool. Here in the U.S., Ondrej practices three to four hours a day, but he believes that the training techniques employed by Maglischo are more effective and more efficient. Maglischo has developed a scientific approach to conditioning, including tailoring a training program to each swimmer. Learning and performance curves are taken into account, so that a swimmer reaches his peak performance when the competition demands it. Ondrej considers Maglischo a very tough coach, both demanding and rewarding.

Ondrej is studying business administration and expects to graduate soon. He plans to continue his studies in graduate school, to earn a master's degree, and then return to Czechoslovakia. Ondrej remains optimistic about economic development in his homeland, he thinks opportunities will be good, and that economic development, while dependent in large part upon foreign investment, will occur, because the entrepreneurial spirit is thriving. Even without much experience in a market economy, most Czechs are eager to try. Ondrej looks forward to being a part of the economic and political renaissance taking place in his homeland.

STAFF PROFILE

Priscilla Frye

When she talks to students about the benefits of education, Priscilla Frye speaks with passion and commitment: it's her life she's talking about. As adviser in the Career Planning and Placement Center, Frye meets many students at an important crossroads in their lives, completing their higher education and embarking on careers. It is an especially satisfying moment for her, because many of the job seekers are students she recruited to Cal State Bakersfield.

When Frye says, "I wouldn't be here if it weren't for Cal State Bakersfield. I wouldn't have my degree if it weren't for the university," she isn't simply stating the obvious. She says that if it weren't for the encouragement, support, and accommodation which the university provided every step of the way, she would not have had the stamina to complete her degree and continue working and raising a family.

Frye came to CSUB in 1978 as a clerical assistant in the office of institutional studies, now known as the office of institutional planning. The office prepared important statistical data and strategic forecasting for the university. Subsequently, she moved to the personnel office and from there, Frye moved to outreach services, where she found her niche working with students.

Frye is a notable success story, but just one of many, she will point out. A single mother for much of the time, she earned a bachelor's degree in public administration and is currently working toward a master's degree in counseling. While working full-time at the university, Frye enrolled in classes nearly every quarter. She continues to take one or two classes each quarter and figures it will take her two more years to complete the master's degree.

"I have a lot of empathy for my students. I can relate to their experiences, the problems they're going through. I was a single parent. I had some rough times, but there was always someone here to help me, to give me encouragement. I was very fortunate, I had great support. For example, Phil Paris [public administra-

tion professor] helped me, when problems of school and family seemed overwhelming. Thinking back on all those years, 15 years to be exact, I would not have my degree if its weren't for the support I received here. It took me ten years to get my degree!"

"That's the reason I enjoy working with students," says Frye. "Working in outreach services gave me an opportunity to work with students. I was assigned as peer adviser and liaison to the transfer center at Bakersfield College. I also worked at the Reentry Center, the Martin Luther King Center, and the Chicano Cultural Center. My job was to assist students make the transition from a two year college to a four year college."

At the time, Bakersfield College was one of five transfer centers throughout the state. The goal of the centers was to increase the number of students transferring from community colleges to four year colleges. Frye found the work especially satisfying, because many of her students were first generation college students and women reentering school after years away to raise a family, students with whom she shared a special empathy. Often, they found administrative procedures daunting and bewildering, getting through the paperwork and maze of offices. Many felt intimidated by the other students, unsure of their ability to compete successfully. Her job was to help them over the hurdles.

"A lot of kids come from less than good backgrounds. They get no encouragement and support at home. They have to get it elsewhere. I am especially interested in reentry students, women and displaced workers. They really have to work hard to get through the system. It's tough on them."

"Students don't know where to go for help or guidance. They don't know about scholarships, loans, or financial assistance. The information is out there, but they don't know how to retrieve it. I believe it's the school's responsibility to get that information to them."

"The main thing I try to remember about students is that all of them have needs. I want to help them, to do something positive for them. I tell students, you buy into the school, go to concerts and plays, join clubs. Make the most of your college experience."

"Academic advising has to encompass everything in student's life, all aspects of their lives, there are so many demands, requirements, and constraints on their lives." Frye understands that students have many demands on them — work and family as well as academic.

It's not surprising that Frye shares a special empathy for working mothers. She is mother to five sons, including her own, Danny and Doug, and stepsons Michael, Jeff, and Kevin.

"Cal State Bakersfield has been a big part of my life. My kids played soccer on the field. They attended the summer enrichment program. My kids have brought countless injured animals to FACT."

Acknowledgments

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Information

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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 Code of Regulations. Students not sure of these requirements should consult a high school or community college counselor or the Office of Admissions. Applications may be obtained from the Office of Admissions at any of the campuses of the California State University or at any California high school or community college.

Importance of Filing Complete, Accurate, and Authentic Application Documents

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

Application Filing Periods

Terms in 1993–94	*Applications First Accepted*	*Filing Period Duration*	*Student Notification Begins*
Summer Qtr. 1993	Feb. 1, 1993	Each campus accepts applications until capacities are reached.	March 1993
Fall Sem. or Qtr. 1993	Nov. 1, 1992	Many campuses limit undergraduate admissions in any	Dec. 1992
Winter Qtr. 1994	June 1, 1993	enrollment category because of overall enrollment limits. If	July 1993
Spring Sem. or Qtr. 1994	Aug. 1, 1993	applying after the initial filing period, consult the campus admission office for current information.	Sept. 1993

Application Acknowledgment

Students may expect to receive an acknowledgment of an application from their first choice campus within two weeks of filing the application. A notice that space has been reserved for the student will also include a request for submittal of the records necessary for the campus to evaluate their qualifications. The student may be assured of admission if the evaluation of qualifications indicates that admission requirements have been met. Such a notice is not transferable to another term or to another campus.

HARDSHIP PETITIONS

The campus has established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Petitioners should write the Office of Admissions 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 $55 nonrefundable application fee should be in the form of a check or money order payable to "The California State University" and may not be transferred or used to apply to another term. 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 $55 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 as impacted when more applications are received in the first month of the filing period than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at some campuses. Students 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. Currently, CSUB's Nursing B.S. degree is impacted.

Students must file their application for admission to an impacted program during the first month of the filing period. Further, if they wish to be considered in impacted programs at two or more campuses, the student 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 the student is required to submit scores on either the SAT or the ACT, the test should be taken 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

Freshman Requirements

The student will qualify for regular admission as a first-time freshman if they

1. are a high school graduate,
2. have a qualifiable eligibility index, (see section on Eligibility Index), and
3. have completed with grades of C or better the courses in the comprehensive pattern of college preparatory subject requirements (see "Subject Requirements" and "Phase-in of the Subject Requirements"). Courses must be completed prior to the first enrollment in The California State University.

Eligibility Index The eligibility index is the combination of high school grade point average and the score on either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). The grade point average is based on grades earned during the final three years of high school studies, excluding physical education and military science, and uses bonus points for approved honors courses. Up to eight semesters of honors courses taken in the last two years of high school can be accepted. Each unit of A in an honors course will receive a total of 5 points; B, 4 points; and C, 3 points.

A student can calculate the index by multiplying the grade point average by 800 and adding the total score on the SAT. Or, if the ACT was taken, by multiplying the grade point average by 200 and adding ten times the composite score from the ACT. If the student is a California high school graduate (or a legal resident of California for tuition purposes), a minimum index of 2800 is needed using the SAT or 694 using the ACT; the adjacent eligibility index table illustrates several of the combinations of required test scores and averages required.

Applicants with grade point averages of 3.0 or above (3.60 for nonresidents) are exempt from submitting test scores. However, students are urged to take the SAT or ACT since all campusees use test results for advising and placement purposes.
The student will qualify for regular admission when the university verifies that the student has a qualifiable eligibility index and will have completed the comprehensive pattern of college preparatory subjects and, if applying to an impacted program, meets supplementary criteria. The student will qualify for regular admission, ***on condition,*** if otherwise eligible but missing a limited number of the required subjects (see "Phase-in" section). "Conditional admission" is an alternative means to establish eligibility for regular admission. The student should consult a counselor if questions exist.

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
3.00 and above qualifies with any score					
2.99	10	410	2.48	20	820
2.98	10	420	2.47	20	830
2.97	10	430	2.46	21	840
2.96	11	440	2.45	21	840
2.95	11	440	2.44	21	850
2.94	11	450	2.43	21	860
2.93	11	460	2.42	21	870
2.92	11	470	2.41	22	880
2.91	12	480	2.40	22	880
2.90	12	480	2.39	22	890
2.89	12	490	2.38	22	900
2.88	12	500	2.37	22	910
2.87	12	510	2.36	23	920
2.86	13	520	2.35	23	920
2.85	13	520	2.34	23	930
2.84	13	530	2.33	23	940
2.83	13	540	2.32	23	950
2.82	13	550	2.31	24	960
2.81	14	560	2.30	24	960
2.80	14	560	2.29	24	970
2.79	14	570	2.28	24	980
2.78	14	580	2.27	24	990
2.77	14	590	2.26	25	1000
2.76	15	600	2.25	25	1000
2.75	15	600	2.24	25	1010
2.74	15	610	2.23	25	1020
2.73	15	620	2.22	25	1030
2.72	15	630	2.21	26	1040
2.71	16	640	2.20	26	1040
2.70	16	640	2.19	26	1050
2.69	16	650	2.18	26	1060
2.68	16	660	2.17	26	1070
2.67	16	670	2.16	27	1080
2.66	17	680	2.15	27	1080
2.65	17	680	2.14	27	1090
2.64	17	690	2.13	27	1100
2.63	17	700	2.12	27	1110
2.62	17	710	2.11	28	1120
2.61	18	720	2.10	28	1120
2.60	18	720	2.09	28	1130
2.59	18	730	2.08	28	1140
2.58	18	740	2.07	28	1150
2.57	18	750	2.06	29	1160
2.56	19	760	2.05	29	1160
2.55	19	760	2.04	29	1170
2.54	19	770	2.03	29	1180
2.53	19	780	2.02	29	1190
2.52	19	790	2.01	30	1200
2.51	20	800	2.00	30	1200
2.50	20	800			
2.49	20	810	Below 2.00 does not qualify for regular admission		

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

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 842 (ACT).

Subject Requirements The California State University requires that first-time freshman applicants complete, with grades of C or better, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school.

English, 4 years.

Mathematics, 3 years: algebra, geometry, and intermediate algebra.

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

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

Foreign language, 2 years in the same language (or demonstration of 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: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture.

Other admission requirements, in addition to the preparatory subjects, include graduation date from high school (or equivalent) and college test scores.

Honor Courses

Grades in up to eight semester courses designated as *honors courses* in approved subjects and taken in the last two years of high school, 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; (Students should check with their counselors to see which classes are designated as honor courses).

Phase-in of the Subject Requirements CSU is phasing in the freshman subject requirements and during the phase-in period will admit, on condition, applicants who meet all other admission requirements but are missing a limited number of the required subjects. Students admitted on condition must make up missing subjects after enrolling in the university.

The phase-in schedule is:

Fall 1991–Summer 1992: at least 13 of the required 15 units, including at least 3 of the units required in English and 2 of the units required in mathematics.

Fall 1992 and later: full implementation of the 15-unit requirement expected.

Foreign Language Subject Requirement The foreign language subject requirement may be satisfied by applicants who demonstrate competence in a language other than English equivalent to or higher than expected of students who complete two years of foreign language study. The student should consult with a school counselor or any CSU campus admissions or relations with schools office for further information.

Subject Requirement Substitution for Students with Disabilities Disabled student applicants are strongly encouraged to complete college preparatory course requirements if at all possible. If an applicant is judged unable to fulfill a specific course requirement because of his or her disability, alternative college preparatory courses may be substituted for specific subject requirements. Students who are deaf and hearing impaired, are blind and visually impaired, or have learning disabilities, may in certain circumstances qualify for substitutions for the foreign language, laboratory science, and mathematics subject requirements. Substitutions may be authorized on an individual basis after review and recommendation by the applicant's academic adviser or guidance counselor in consultation with the director of a CSU disabled student services program. Although the distribution may be slightly different from the course pattern required of other students, students qualifying for substitutions will still be held for 15 units of college preparatory study. Students should be aware that course substitutions may limit later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please call the director of disabled student services at your nearest CSU campus.

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

Early Admission Program California State University, Bakersfield will recognize outstanding academic achievement (3.00 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 Dean of Admissions and Records.

Provisional Admission

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

Transfer Requirements

The student will qualify for admission as a transfer student if the student has a grade point average of 2.0 (C) or better in all transferable units attempted, is in good standing at last college or university attended, and meets any of the following standards:

1. The freshman admission requirements in effect for the term to which applying (see "Freshman Requirements" section).
2. Eligible as a freshman at the time of high school graduation and in continuous attendance in an accredited college since high school graduation, or
3. Eligible as a freshman at the time of high school graduation except for the subject requirements, has made up the

missing subjects, and has been in continuous attendance in an accredited college since high school graduation.
4. Completed at least 56 transferable semester (84 quarter) units and made up any missing subject requirements (see "Making Up Missing College Preparatory Subjects" section). Nonresidents must have a 2.4 grade point average or better.

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

Making Up Missing College Preparatory Subject Requirements Undergraduate transfer applicants who did not complete the subject requirements while in high school may make up missing subjects in any of the following ways: One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.

1. Complete appropriate courses with a C or better in adult school or high school summer sessions.
2. Complete appropriate college courses with a C or better.
3. Earn acceptable scores on specified examinations.
4. Applicants with 56 or more semester (84 quarter) units may complete, with a C or better in each course, one of the following alternatives:
   a. **1987 or earlier high school graduates:** the CSU general education requirements in communication in the English language (at least 9 semester units) and mathematics (usually 3 semester units);
   b. **1988 and later high school graduates:** complete a minimum of 30 semester (45 quarter) units to be chosen from courses in English, arts and humanities, social science, science, and mathematics of at least equivalent level to courses that meet general education or transfer curriculum requirements. Each student must complete all CSU general education requirements in communication in the English language (at least 9 semester units) and mathematics (usually 3 semester units) as part of the 30 unit requirement.

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

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.

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* 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) STUDENT ADMISSION REQUIREMENTS

The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. visas as students, exchange visitors, or in other nonimmigrant classifications.

The CSU uses separate requirements and application filing dates in the admission of foreign students. Verification of English proficiency (see the section on TOEFL requirement for undergraduate applicants), financial resources, and academic performance are all important considerations in admission. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations.

Priority in admission is given to residents of California. There is little likelihood of nonresident applicants, including international students, being admitted to either impacted majors or to those with limited openings.

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 a major or one close to it if the exact major is not offered.
2. Enclose the Application Processing Fee which is $55. The application fee is not refundable nor can it be applied toward a later application for admission.
3. Submit two Official Transcripts. Indicate dates and names of all certificates, diplomas, degrees, or licenses 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, the I-20A form must be surrendered to Immigration Officials, and an I-20B form will be issued. This form should be kept in the student's possession at all times while residing in the U.S.
3. At any time when a student wishes to leave the country, the I-20B must be submitted to the Office of Admissions at least 24 hours in advance of departure for approval.

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 school at the secondary level or above for at least three years fulltime where English is the principal language of instruction must present a score of 500 on the Test of English as a Foreign Language (TOEFL). Other CSU campuses may require a higher score.

Enrollment Information

All undergraduate foreign students are required to enroll in at least 12 units each academic quarter (fall, winter and spring) in order to comply with U.S. 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 at the University will present themselves to the Dean of Admissions and Records with their passport and visa.

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 during the school academic year must be enrolled full time in regular classes and 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 as follows:

- General Requirements—The general requirements for admission to graduate and postbaccalaureate studies at a California State University campus are in accordance with university regulations as well as Title 5, chapter 1, subchapter 3 of the California Code of Regulations. Specifically, a student shall: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria. Applicants meeting the general requirements for graduate and postbaccalaureate studies, will be considered for admission in one of the four following categories:
- Postbaccalaureate Unclassified—To enroll in courses for professional or personal growth, applicants must be admitted as a postbaccalaureate unclassified student. By meeting the general requirements, they are eligible for admission as a postbaccalaureate unclassified student. Some departments may restrict enrollment of unclassified students due to heavy enrollment pressure. Admission in this status does not constitute admission to, or assurance of, consideration for admission to any other graduate degree or credential program; or
- Postbaccalaureate Classified—If applicants wish to enroll in a credential or certificate program, they will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
- Graduate Conditionally Classified—Applicants may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, they can remedy deficiencies by additional preparation; or
- Graduate Classified—To pursue a graduate degree, applicants will be required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus.

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 CSU ADMISSION 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). Some CSU 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 credit must submit scores, unless exempt (see "Eligibility Index" on page 48), from either the Scholastic Aptitude Test (SAT) of the College Board or the American College Testing Program (ACT). If an applicant is applying to an impacted program and are required to submit test scores, they should take the test no later than early December if applying for fall admission or no later than November if applying to San Luis Obispo. Test scores are also used for advising and placement purposes. Registration forms and dates for the SAT or ACT are available from school or college counselors or from a CSU campus testing office. Or they may write to or call:

The College Board (SAT)
Registration Unit, Box 592
Princeton, New Jersey 08541
(609) 771-7588

American College Testing Program (ACT)
Registration Unit, P.O. Box 168
Iowa City, Iowa 52240
(319) 337-1270

Course Preparation 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, three years of college preparatory mathematics, and other courses. The 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 and CSU Admission Office.

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.

The student may still qualify for regular admission *on condition* if 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 three years of mathematics. 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 the student is prepared for college work and, if not, to counsel how to strengthen their preparation. Students might be exempted from one or both of the tests if they 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 score on the CSU English Equivalency Examination that qualifies a student for exemption from the English Placement Test;
- a score of 470 or above on the Verbal section of the College Board Scholastic Aptitude Test (SAT-Verbal);
- a score of 22 or above on the ACT English Usage Test (taken prior to October 1989);
- a score of 25 or above on the ACT (Enhanced) English Test (taken October 1989 or later);
- a score of 600 or above on the College Board Achievement Test in English Composition with essay; or
- for transfer students, completion and transfer to the CSU of an acceptable college course in English composition of four quarter or three semester units with a grade of C or better.

Failure to take the English Placement Test at the earliest opportunity after admission may lead to administrative probation which, according to Section 41300.1 of Title 5, California Code of Regulations, 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 Testing Center or the Department of English and Communication Studies.

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 560 or above on the mathematics section of the Scholastic Aptitude Test (SAT-Math);
- a score of 27 (prior to October 1989) or 28 (after October 1989) or above on the ACT Mathematics Test;
- a score of 23 or above on the ACT (Enhanced) Mathematics Test;

* 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.

- a score of 560 or above on the College Board Math Achievement Test, Level 1 or 2; or
- for transfer students, completion and transfer to the CSU of a college course that satisfies the General Education-Breadth Requirement in Quantitative Reasoning, provided such course was completed with a grade of C or better.*

Failure to take the Mathematics Test (ELM) at the earliest opportunity after admission may lead to administrative probation, which, according to Section 41300.1 of Title 5, California Code of Regulations, and CSU Executive Order 393, may lead to disqualification from future attendance.

At CSUB, students who are otherwise not exempt must take the ELM by the end of their second quarter of residence. Those not doing so will not be allowed to enroll in a subsequent quarter until they take the ELM.

Information bulletins and registration materials for the ELM will be mailed to all students subject to the requirements. The materials may also be obtained from the Office of Admissions or the campus Testing Center.

* 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 re-entering students.

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

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.

Health Screening All new students and readmitted students born after January 1, 1957, will be notified of the requirement to show proof of measles and rubella immunity. This is *not* an admissions requirement, but shall be required of students by the beginning of their second term of enrollment in CSU. 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.

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.

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.

Use of Social Security Number

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

Limitation of Enrollment

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

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

circumstances and only by applying for special consideration will such applicants be admitted to California State University, Bakersfield.

Auditors

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

Graduation Requirement in Writing Proficiency

All students must demonstrate competency in writing skills as a requirement for graduation. Information on currently available ways to meet this graduation requirement may be obtained from 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 Undergraduate Studies and staff in the Counseling 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 immediately of his change in plans. A student who is admitted but does not enroll, and who later wishes to undertake work at the University must file a new application, pay a new application fee, and meet all current requirements for admission. Material supporting the application for admission, such as transcripts and entrance examination scores, are retained only for one year from the date of their original submission.

WITHDRAWAL FROM THE UNIVERSITY

Medical Withdrawal

A student who finds it necessary to withdraw from the University for medical reasons must report to the Student Health Services with written verification of illness or incapacity from a physician. Upon approval of the verification, the Student Health Services will refer the student to the 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 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 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.

REQUIRED DOCUMENTS AND TRANSCRIPTS

Transcripts Required

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

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

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

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

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

DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

The campus Admissions Office determines the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission and, if

necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information to establish a right to classification as a California resident will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by The California State University is found in Education Code Sections 68000–68090, 68121, 68123, 68124, 89705–89707.5, and 90408 and in Title 5 of the California Code of Regulations, Sections 41900–41912. A copy of the statutes and regulations is available for inspection at the campus Office of Admissions.

Legal residence may be established by an adult who is physically present in the state and who, at the same time, intends to make California his or her permanent home. Steps must be taken at least one year prior to the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residence. The steps necessary to show California residency intent will vary from case to case. Included among the steps may be registering to vote and voting in elections in California; filing resident California state income tax forms on total income; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service.

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

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

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

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

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

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

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

Questions regarding residence determination dates should be directed to the campus Office of Admissions, which can provide the residence determination date for the term for which the student is registering.

There are exceptions from nonresident tuition, including:

1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues for one year to enable the student to qualify as a resident student.
2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and entirely self-supporting for that period of time.
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year.
4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. The exception, once attained, is not affected by retirement or transfer of the military person outside the state.
5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education.
6. Dependent children of a California resident who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous residence is maintained at an institution.
7. Graduates of any school located in California that is operated by the United States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as continuous attendance is maintained by the student at an institution.
8. Certain credentialed, full-time employees of California school districts.
9. 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.
10. Certain exchange students.
11. Children of deceased public law enforcement or fire suppression employees, who were California residents, and who were killed in the course of law enforcement or fire suppression duties.

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

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

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

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

Registration

Registration is the final step in the matriculation process. When students have been admitted to the University and have determined which subjects they should take, they are ready for registration.

A class schedule listing courses offered and the procedure for registration is available before registration for each quarter. No student should attend classes until his or her registration has been completed. Registration is complete only when official programs are properly filed and all fees and deposits are paid. Students may not receive credit in any course for which they are not registered.

Academic Advising

Academic Advising permits students to plan their upcoming quarter's academic program. It occurs during the sixth and seventh week of the quarter. Students meet with their academic advisor and select the courses to be taken the next quarter. The course selections are placed on the form provided in the class schedule; the form is used to register by telephone.

Telephone Registration

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

Add/Drop

CSUB uses its telephone registration system to process student ADDs and DROPs during the first three weeks of the quarter. After the end of the third week student ADDs and DROPs are processed through official forms available at the Records Office. Unauthorized withdrawal or dropping of a course will result in a final grade of "F" or "U".

Registration Dates

Registration dates and the last day to register for classes are published in the Class Schedule and the University Catalog. Late registrants may find themselves handicapped in arranging their programs due to closed classes. A $25.00 fee is required for late registration.

Change of Address

A student who changes a local or permanent mailing address after admission or registration should immediately notify the 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, 805/664-3016;

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

The following information concerning the cost of attending California State University, Bakersfield is available from Director of Admissions, 9001 Stockdale Highway, Bakersfield, California 93311-1099; 805/664-3036/3037. 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; 805/664-2123/2147.

Academic Program Information

Information concerning the academic programs of California State University, Bakersfield may be obtained from the Vice President, 9001 Stockdale Highway, Bakersfield, California 93311-1099; 805/664-2154. This information may include:

1. The current degree programs and other educational and training programs;
2. The instructional, laboratory, and other physical plant facilities which relate to the academic program;
3. The faculty and other instructional personnel;
4. Data regarding student retention at California State University, Bakersfield and, if available, the number and percentage of students completing the program in which the student is enrolled or expressed interest; and
5. The names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution's accreditation, approval, or licensing.

Career Placement

The Career Planning and Placement Center may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all campuses in The California State University.

Information for the Handicapped

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

Privacy Rights of Students in Education Records

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) and California Education Code Section 67100 et seq., set out requirements designed to protect the privacy of students concerning their records maintained by the campus. Specifically, the statute and regulations govern access to student records maintained by the campus, and the release of such records. In brief, the law provides that the campus must provide students access to records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than a specified list of exceptions. The institution has adopted a set of policies and procedures concerning implementation of the statutes and the regulations on the campus. Copies of these policies and procedures may be obtained at the 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 telphone 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. *Disclosure may also be made to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation: in response to a court order or subpoena; in connection with financial aid; to other institutions to which the student is transferring).*

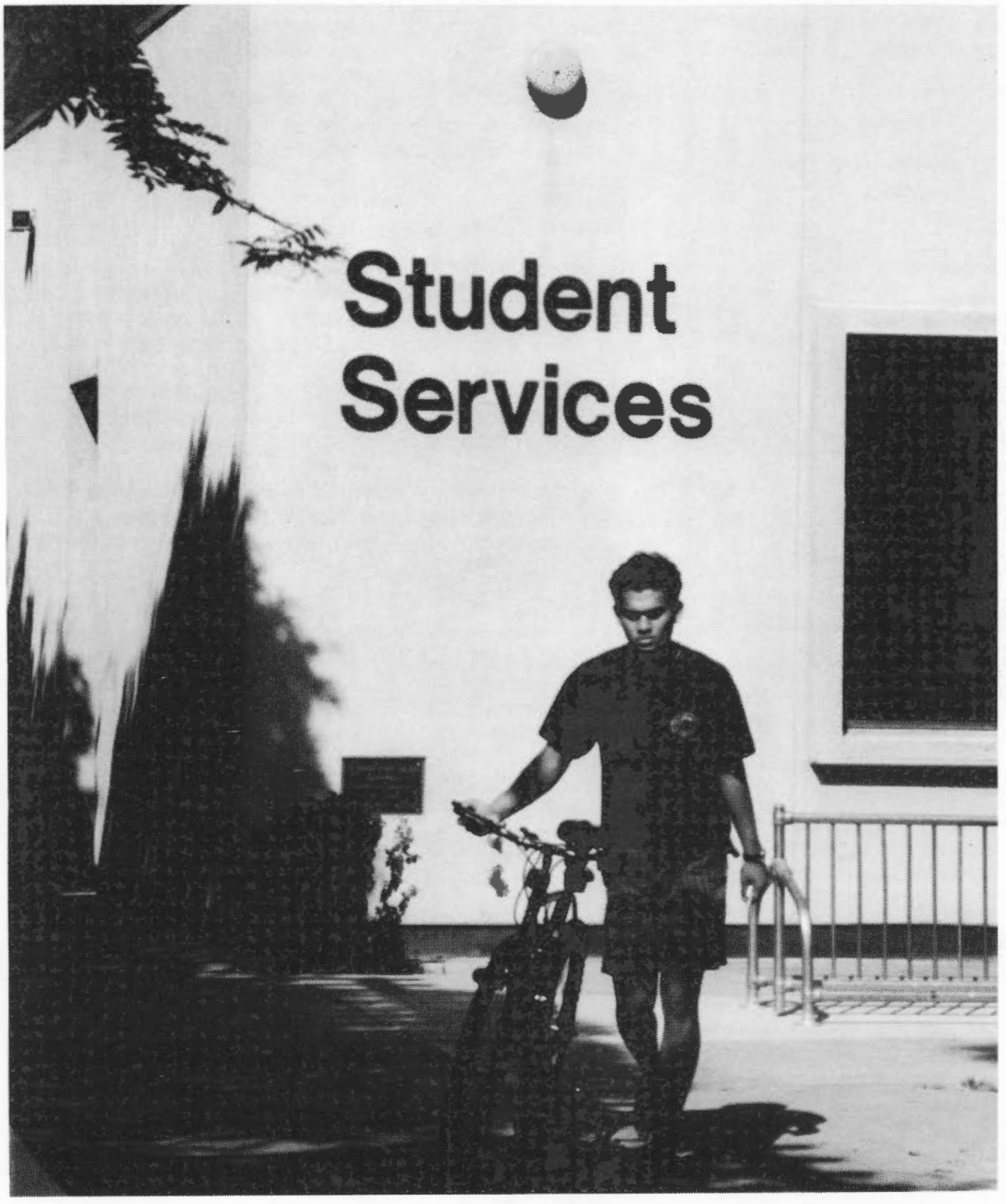
Transcripts

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

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

Procedure for the Establishment or Abolishment of a Student Body Fee The law governing The California State

University provides that a student body fee may be established by student referendum with the approval of ⅔ 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 ⅔ approval of students voting on a referendum called for by a petition signed by 10% of the regularly enrolled students (Education Code, Section 89300). The level of the fee is set by the Chancellor. An increase in the student body fee may be approved by the Chancellor only following a referendum on the fee increase approved by a majority of the students voting. Student body fees support a variety of cultural and recreational programs, child care centers, and special student support programs.



Schedule of Fees, 1993–1995

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 $55.00

	Per Quarter
State University Fee	
(0–6.0 units)	$278.00
(6.1 or more units)	$480.00
Facilities fee	$ 2.00

Nonresident (U.S. and Foreign)
Nonresident tuition (in addition to those fees charged all students)
for all campuses except California State University, Stanislaus:
Per Quarter unit $164.00
Duplicate Degree Tuition (plus all fees except State University Fee)
Per Quarter unit $100.00

Special Session
Standard course fee per summer quarter unit ..... $ 65.00

Note: Fees are subject to change without advance notice.

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

Student Association Fees

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

FALL QUARTER	$27.00
WINTER QUARTER	$25.00
SPRING QUARTER	$25.00

Student Body Center Fee

FALL QUARTER	$14.00
WINTER QUARTER	$13.00
SPRING QUARTER	$13.00

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)	$ 2.00
Application Fee (non-transferable and non-refundable)	55.00
Late Registration Fee (non-refundable)	25.00
Graduation Fee	25.00
Graduation Re-application Fee	15.00
Evaluation Fee for Credential Candidates	25.00
Check Returned from Bank for any Cause	10.00
Transcript of Record	4.00
Replacement of equipment or materials lost or damaged	See Athletics
Challenge of Course by Examination	2.00
Extension Courses (per quarter unit)	
Lecture and Discussion Courses	65.00
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	24.00
Four-week session or period	12.00
Parking meter (per day)	1.50
Locker usage fee	10.50
One quarter	6.00
Two quarters	8.00
Three quarters	10.00
Resident Hall fee (per academic year)	(approx., $3,635.00 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 $50.00 for books and from $301 to $485 for fees, plus parking costs, each quarter. On-campus housing costs which include room and board in the new residence facilities will be approximately $1190 each quarter. Students who live in off-campus private housing should allow $1,360 each quarter for room and board. Tuition for non-residents of California is paid in addition to the above costs.

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

** 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.

person owing a debt. If a student believes that he or she does not owe all or part of an unpaid obligation, the student should contact the campus business office. The business office, or another office on campus to which the student may be referred by the business office, will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

Refund of Fees

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

Student Services

Student Services are offered to individualize and supplement university instruction. The Student Services program is based upon the principle that personal development and maturity are prerequisites to a happy and productive life. To these ends, Student Services are designed to help students gain full benefit from university life. The function of the Dean of Students is to coordinate the enrichment program of the university 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 Health Services; the Children's Center; the Educational Support Services (responsible for Academic Advancement Center, Educational Opportunity Program, Outreach Services, and Student Affirmative Action); and the STAAR and Educational Talent Search.

ADMISSIONS 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, and the Veterans Affairs Program.

Office of Admissions Is responsible for admitting freshman, transfer and graduate students into the University. The office processes over 4,100 applications a year, provides pre-admission advising to prospective students, adults, and veterans seeking admissions into the undergraduate, graduate and credential programs of the university. The Office of Admissions, also assists the Office of Outreach Services in their recruiting efforts and works closely with school deans, superintendents, high school principals, counselors, and community colleges in providing admissions information on required course patterns and other admission changes approved by the Board of Trustees for the California State University. The Office of Admissions also provides applications to prospective students and to high schools and community colleges in the service area. Students interested in enrolling in the University should contact this office.

Records Office The Records Office is responsible for registration, works closely with faculty, school deans, and Extended Studies Division in keeping records and processing grades of students. They also process academic renewals, credit/no credit, auditing, grade changes, transcript requests and class withdrawals for both undergraduate and graduate students.

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

National Student Exchange Program The Office of Admissions and Records administers and works closely with over 100 colleges and universities in the United States, Guam, Puerto Rico, and the Virgin Islands in providing admissions and registration support to students enrolled in the National Student Exchange Program. Students enrolled at California State University, Bakersfield who are interested in participating in the program should contact the Registrar to obtain participation admission requirements.

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

COUNSELING CENTER

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

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

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

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

General Studies Group Courses: Each term counselors offer a number of one credit unit courses or workshops to assist students in being more successful in reaching

educational and career goals. Topics include Systems for Success, Test Anxiety, Reentry Rap, and other areas that assist students in developing strategies for academic growth.

Academic Advising: The student's faculty advisor assists with class scheduling and answers questions pertaining to academic policies and procedures.

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

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

For information and registration bulletins concerning the following tests, inquire at the Testing Center located in Student Center (3373).

American College Test (ACT)
Scholastic Aptitude Test (SAT)
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
Strong Campbell Interest Inventory
Myers-Briggs Type Indicator (MBTI)

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

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

1. admission, and test accommodations,
2. adapted computers and other equipment,
3. readers, interpreters and notetakers,
4. disability-related counseling,
5. learning disability assessments and services,
6. liaison with college departments and community agencies, including Department of Rehabilitation,
7. coordination of special parking on campus.
8. coordination of services with various college and community departments, and individuals and agencies in the community,
9. issuance of Handicapped Parking Permits. The Student Health Services will issue a handicapped parking permit to those persons submitting verification of need from private physicians or other responsible agencies.

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

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

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

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

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

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

All charges for health care given off-campus are the responsibility of the individual student. For this reason, students are urged to enroll in supplementary health insurance plans to meet major medical expenses not available at the Health Center. For those not otherwise covered, medical plans are available through the Associated Students.

CAREER PLANNING AND PLACEMENT SERVICES

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

Career Placement Career Planning and Placement maintains an active program of relations with business,

industry, government, and education in order that seniors and qualified alumni may find positions for which they are appropriately qualified.

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

Career Counseling The primary responsibility for career counseling of CSUB students is housed in career planning and placement. Emphasis is placed on assisting students in looking at themselves and appraising their strengths and weaknesses relative to career goals and aspirations. Career inventories are used to assist students in identifying interest patterns and characteristics which may help them make sound career decisions.

Career Placement Information The campus may furnish, upon request, information including data concerning average starting salaries, and projections of employment for specific careers. The information provided may include data collected from either graduates of the campus or graduates of all campuses in the California State University system.

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

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

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

Vacancy Listings and Referrals Each year over 7,000 jobs are listed with the Career Planning and Placement Center. Along with this service, direct referrals are made of seniors and graduates who have specific qualifications which are sought by individual employers.

Seminars and Workshops The Career Planning and Placement staff offers a General Studies course, designed to help students choose a career compatible with their skills and interests, and to provide a broad overview of the basic elements of the job search process. It includes resume writing and interview preparation. This course is offered at least once a quarter. Presentations are also made to classes and seminars relative to careers for specific curriculum areas.

Career Assistance Via Computers SIGI PLUS and EUREKA are the two computer programs available for use in the Career Planning and Placement Center. SIGI PLUS (System of Interactive Guidance and Information PLUS) can help you examine your present values, interests, and skills systematically. Once you enter your own preferences, the program searches its built-in library, and finds those careers that most closely match those preferences. EUREKA (The California Career Information System) is a library of occupational and educational information which is up-to-date and localized to our area (California).

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

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

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

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

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

In addition, Student Activities is responsible for the International Study Abroad program which involves 36 foreign universities in 16 countries around the world.

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

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

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

Foreign Student Advising: Student Activities provide 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. Academic advising is available through the Center for International Education (664-2354, DDH D114)

International (Foreign) Student Services International (foreign) student assistance is available in the Center for International Education (DDH D114, 664-2354) to help students regarding their academic concerns, personal, and cultural requirements. A variety of special programs and services are also available to assist international (foreign) students become better acquainted and adjusted to university life, including an orientation for new students, special interest programs, the Nations (a monthly newsletter) and conversation/discussion groups.

EDUCATIONAL SUPPORT SERVICES

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

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

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

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

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

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

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

Additional Preparatory Workshops—These include CBEST and ELM preparation.

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

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

Campus tours are available for prospective students and their parents. Appointments can also be made with faculty and staff concerning their educational goals. These tours and appointments may be arranged by contacting the Office of Outreach Services. (805) 664-3138

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

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

OTHER SPECIAL PROGRAMS

TRIO Programs

Student Achievement, Academic, & Retention Program (STAAR): The purpose of the STAAR Program is to identify low-income, first generation college students, or disabled students, who are accepted for enrollment at the university and to provide educational support services for these students. The program provides orientation activities for new students; personal and academic counseling; peer counseling; career guidance; instruction in study, learning, and college survival skills; ELM tutoring and preparatory workshops; field trips to graduate schools; and activities to help students obtain admission and financial assistance in graduate and professional programs.

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

OFFICE OF FINANCIAL AID AND SCHOLARSHIPS

The Office of Financial Aid and Scholarships administers a number of financial aid programs to enable students without adequate financial resources to attend California State University, Bakersfield. Students may contact their high school counselor, community college financial aid office, or the Office of Financial Aid and Scholarships at Cal State Bakersfield for filing instructions. The priority filing date for financial aid consideration for all CSU campuses is March 2 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. Subject to available funding, students who meet the required eligibility criteria are awarded State University Grants (SUG) of $567 per academic year if enrolled in 6.1 units or more and $237 if in 0 through 6.0 units.

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

California Educational Opportunity Grant This program provides up to a maximum of $1,000 per year to a limited number of full-time students. Recipients of this grant must be admitted to the 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 $2,000.

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) 664-2231 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 Loan (NL) Program is available to students accepted into the Nursing Programs as bona fide nursing candidates. The Program provides $2,500 per academic year with a maximum of $4,000 per year for third and fourth year nursing students. Repayment begins nine (9) months after a person ceases to be at least a half-time student. The total repayment period may extend up to 10 years, and during repayment 5% simple interest is charged on the unpaid balance of the loan principal. No repayment is required for up to three (3) years if a student is serving in the Armed Forces or Peace Corps (does not include VISTA). Additional information concerning deferment and cancellation provisions prior to 9/29/79 is available through the Financial Aid Accounting Office at (805) 664-3096.

Stafford Loan Program (formerly GSL) These loans are made available to students by participating lending institutions and are guaranteed by the State/Federal government. Applications are available in the Financial Aid Office. Repayment begins six months after the student graduates or leaves school and must be paid within a 10-year period. The current interest rate for new borrowers is 8% simple interest for the first four years and 10% for each year thereafter. In specific instances, repayment can be deferred up to three years. Repayment is scheduled with the appropriate lending institution. Students at the freshman or sophomore level may borrow up to $2,625 per year. Junior and senior level students may borrow up to $4,000 per year. Undergraduate students may accumulate up to $17,250. Graduate students may borrow up to $7,500 per academic year and accumulate up to $54,750, including amounts borrowed as an undergraduate.

Supplemental Loans for Students (SLS)/Parent Loans for Undergraduate Students (PLUS) These loans are secured through eligible lending institutions and are available to graduate and professional students, independent undergraduate students, and parents of dependent undergraduate students. Qualified borrowers may borrow up to $4,000 per year to help pay for education costs at eligible institutions of higher education. Loan amounts range from $500–$4,000 per year and carry a 10.42% interest rate. Repayment (principal and interest) begins 60 days after the loan is disbursed. Full-time students automatically qualify for a deferment (postponement) of the principal. Applications and further information are available in the Financial Aid 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 thirty (30) $750 scholarships to outstanding high school seniors and/or transfer students in the CSUB service region who meet scholarship requirements, i.e., minimum of 3.0 grade point average, evidence of community and school involvement, leadership potential, and demonstration of financial need. 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:

Associated Students of Cal State Bakersfield Four $500 scholarships are awarded annually to two freshmen and two community college transfer students who demonstrate academic excellence and leadership potential through involvement in Associated Students or other campus-related organizations.

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.

Victor and Dolores Cerro Established by Victor and Dolores Cerro and family, these scholarships are awarded annually to three students transferring from Bakersfield College to California State University, Bakersfield. Eligible applicants must be Transfer Center participants who plan on attending CSUB full-time (12 units or more), have a minimum 2.5 grade point average, demonstrate evidence of campus and community involvement, and have resided in Kern County for at least three years.

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. Frasch, Sr., and the Kern District Federation of Women's Clubs, Bakersfield Chapter.

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

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

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

Alan Pattee Scholarships Children of deceased public law enforcement or fire suppression employees, who were California residents and who were killed in the course of law enforcement or fire suppression duties, are not charged fees or tuition of any kind at any California State University, according to the Alan Pattee Scholarship Act, Education Code Section 68121. Students qualifying for these benefits are known as Alan Pattee scholars. For further information, contact the Admissions/Registrar's Office, which determines eligibility.

Gladys Rachal Scholarships Four $400 scholarships are awarded to first-time freshmen students who are graduates of CSUB service region high schools and who have demonstrated outstanding scholarship, campus and community activity.

Hispanic Excellence Scholarship Fund. This fund provides $1,000 scholarships for up to 50 economically needy Hispanic students who demonstrate academic excellence, and leadership potential. These scholarships are available at all levels including graduates. Funds are raised locally and matched by the National Hispanic Scholarship Fund. For information contact the Dean of Admissions and Records at (805) 664-2160.

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:	Sean Baxter Memorial
	Kneif Lovelace Memorial
Business and Public Administration:	Alumni Accounting Scholarship for Women
	Dr. Jimmy D. Barnes Memorial Learning Scholarship
	Beta Gamma Sigma Scholarship in Honor of Dr. Jimmy Doyle Barnes
	California Society of Certified Public Accountants
	Robert Half & Associates of Southern California
	Kern County Management Council
	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 Sheriff's Employee's Welfare & Benefit Association
	Kern County Sheriff's Reserve Association
Education:	CSB Alumni—Education Chapter
	California Retired Teachers' Association Laura E. Settle Memorial Scholarship
	California State PTA
	Kern County Superintendent of Schools California Teacher's Association—Christa McAuliffe Memorial Scholarship
	Schuetz-Richardson Endowed Scholarship

	for Special Education
	Kathleen Van Horn Scholarship
English/Communication Studies:	The Bakersfield Californian
	Don Hopkins Bakersfield Ad Club
	Special Projects Debate
Fine Arts:	Dorian Society
	Dr. Armand Hammer's Scholarship in Fine Arts
	Instrumental Music
	Margaret Rogers Lovallo
	Bishop Joseph J. Madera
History:	Arthur Rosales Memorial
Natural Science and Mathematics:	Earl J. Cecil
	Kenneth Darbyshire Memorial
	Bishop Joseph J. Madera
	C. E. Strange
	Brent Waterman Memorial
Nursing:	Haidee DuRelle Nursing Scholarship
	Kern County Medical Society
	Kern County Medical Society Auxiliary
	Kern Medical Center Auxiliary
	Kern Registered Nurses
	Operating Room Nurses Association
	The Woman's Club of Bakersfield
Petroleum Land Studies:	Bakersfield Association of Petroleum Landmen
	Occidental Oil and Gas Corporation

Veterans' Affairs California State University, Bakersfield is approved by the State of California 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 university under the G.I. Bill. These services include certification of enrollment for educational benefits, direct liaison between the University and the Veterans Administration Regional Office regarding underpayment, overpayment, or nonpayment of benefits, veterans work-study, and information concerning University services.

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

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

Full Time	12 or more units
¾ Time	9–11½ units
½ Time	6–8½ units

Less than ½ time (1–5½ units) will receive payment for tuition and fees only. Graduate students enrolled in graduate level courses (courses numbered 500–699, or courses acceptable by the particular curriculum department as work towards a 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 Code of Regulations*. These sections are as follows:

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

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

(a) Cheating or plagiarism in connection with an academic program at a campus.
(b) Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus.
(c) Misrepresentation of oneself or of an organization to be an agent of a campus.
(d) Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.
(e) Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.
(f) Theft, of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
(g) Unauthorized entry into, unauthorized use of, or misuse of campus property.
(h) On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.
(i) Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus president.
(j) Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.
(k) Abusive behavior directed toward, or hazing of, a member of the campus community.
(*l*) Violation of any order of a campus president, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.
(m) Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this Section.
(n) For purposes of this Article, the following terms are defined:
  (1) The term "member of the campus community" is defined as meaning California State University Trustees, academic, non-academic and

administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.

(2) The term "campus property" includes:
  (A) Real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and
  (B) All campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.

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

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

(5) The term "hazing" means any method of initiation into a student orgainzation 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 the actions taken under this section.

Student Opinionnaire on Courses and Instruction (SOCI)

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

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Academic Information

ACADEMIC AFFAIRS

The University's Academic Vice President, Dr. Fred H. Dorer, is responsible for all academic programs. The degree programs are administered by school deans and housed in three schools: the School of Arts and Sciences (DDH C-100, 664-2221), the School of Business and Public Administration (DDH A-100, 664-2157), and the School of Education (DDH B-108, 664-2219). The Dean of Graduate Studies and Research (DDH D-100, 664-2231) provides overall coordination for graduate programs. The Dean of Undergraduate Studies and Associate Vice President for Academic Affairs (Science 104, 664-3420) assists the school deans with undergraduate programs. Individuals with questions about specific degree programs or academic policies can contact the above offices.

The following sections are organized to provide essential information about academic programs and policies.

Academic Assistance For Students

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

RIGHTS AND RESPONSIBILITIES OF STUDENTS

Academic Honesty

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance. Faculty have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be positively encouraged.

There are certain forms of conduct that violate this community's principles. ACADEMIC DISHONESTY (CHEATING) is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. PLAGIARISM is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. It may consist of handing in someone else's work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases written by another, or using data and/or statistics compiled by another without giving citation. Another example of academic dishonesty (cheating) is the SUBMISSION OF THE SAME, or essentially the same, PAPER or other assignment for credit in two different courses without receiving prior approval.

When a faculty member discovers a violation of the community's principles, the faculty member is required to give a failing grade to the student for the course. In addition to assigning the final grade, the faculty member also notifies in writing the Dean of Students and the relevant school dean that an act of academic dishonesty has occurred and a grade of F has been assigned. The student receives a copy of this letter.

The letter becomes part of the student's permanent file. If a second act of dishonesty occurs, the student is administratively dismissed from CSUB.

Under the Student Academic Grievance Procedures, a student may appeal any sanction employed by faculty or the University based on an allegation of academic dishonesty. The initiation of the grievance must occur within fifteen (15) school days after notification of the grade is mailed or personally given to the student. Copies of these procedures are available in the offices of the school deans.

Academic Freedom

Freedom to pursue truth and to achieve personal and intellectual development is essential to CSUB's community of scholars. The University is firmly committed to such freedom for both students and faculty.

For the achievement of academic freedom, a necessary condition for such pursuit is an acceptance of spirit of inquiry and appreciation for diverse ideas, viewpoints, cultures, and life-styles. Acceptance must be present both in the classroom and in other areas of the campus. The achievement of academic freedom, however, must occur within a respect for law and the protection of the opinions of others.

Classroom Conduct

The classroom is essential for the achievement of academic freedom, the pursuit of truth, and the development of students. Because of its importance, students as they enter the classroom must exhibit respect for the views of others, the professionalism of the instructor, and the goals of academic freedom.

Faculty are obligated to recognize and respect student diversity and opinion. Yet they have a fundamental responsibility to uphold the integrity of the learning environment. When confronted by unreasonable disruption of the classroom, faculty are expected to initiate actions to correct such conditions. Such actions can result in disciplinary action including removal from the classroom.

Orientation

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

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

To gain specific information about the orientation options, students can call the Orientation Office (664-3388) or the Division of Undergraduate Studies (664-3420).

Academic Advising

The university prides itself on its advising system. The faculty are trained to provide accurate information and empathetic advice. Every student is assigned to a faculty advisor in the student's area of interest. Students are encouraged to meet with their advisors every quarter; lower division students are required to do so before they can register for classes. Advising is particularly important prior to telephone registration. This period, normally the sixth and seventh week of the quarter, allows students to reserve a place for themselves in the next quarter's classes. Students who utilize the telephone registration process are then able to register. (p. 72).

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 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, 664-3420)

Telephone Registration

Starting in Winter 1994, the university will utilize a system of telephone registration to permit students to plan their upcoming quarter's academic program. Telephone registration occurs during the seventh and eighth week of the quarter. Students meet with their academic advisor and select the courses to be taken the next quarter. The selections are made official through a telephone registration call. Students are given a specific time to telephone and register for the next quarter. Specific instructions are found in the class schedule.

Declaration Of Major By Undergraduates

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

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

UNDERGRADUATE DEGREE PROGRAMS

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

Bachelor of Arts degree programs have a broad focus and prepare students for immediate employment or graduate study in a variety of disciplines and professions. The major and the minor, often complementing each other, constitute areas of study 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. 74–75. 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. 122)	
c. A special minor consisting of 20 or more units, 15 of which must be upper division, taken outside the major discipline, and drawn from two or more departments. A proposal listing the courses and the rationale for their selection must be submitted to the department office no later than the beginning of the student's senior year. The proposed special minor must be approved by the advisor, the department chair, and the Dean of Undergraduate Studies.	
Electives	58 quarter units
Total units required for graduation	186 quarter units

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

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

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 pp. 74–75. The minimum requirements are as follows:

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

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

Senior Seminar

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

DOUBLE MAJORS

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

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

Students graduating with a double major are required to complete all components of each major, including the Senior Seminar. Although doublecounting of courses from one major to the other is possible, the student must accumulate a minimum number of unduplicated units in each major. For the BA major, the minimum is 36 quarter units; for the BS major, it is 55 q.u. The student completing a double major does not need to complete a minor.

MINORS

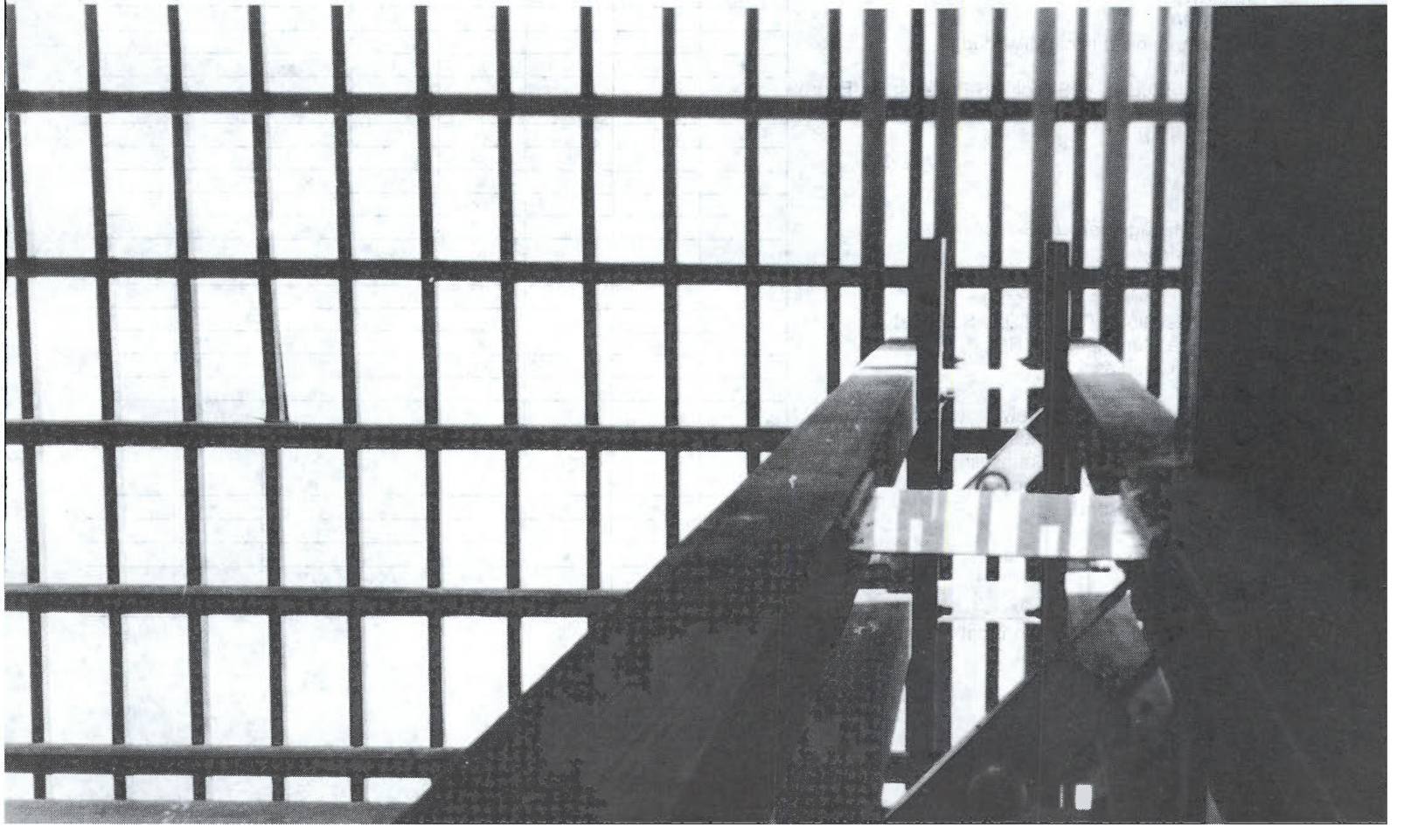
Students pursuing a Bachelor of Arts degree are required to complete a minor.

There are three options—a traditional minor, a special minor, and an interdisciplinary minor—all of which require a minimum of twenty units of coursework.

Students whether pursuing a BA or a BS degree are able to complete minors and have them displayed on their diploma.

In the case of majors requiring extensive lower division cognates (for example, Business Administration), students can count two of these in lieu of one upper division course required in the minor.

Students wanting to complete a minor and have it displayed should contact the responsible department. The minor department approves the program of study and certifies completion of the minor at the time of graduation.



UNDERGRADUATE AND GRADUATE DEGREES AND PROGRAM ALTERNATIVES

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

	Undergraduate Programs xx *Denotes Interdisciplinary*				*Graduate Programs* xx *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 Economics (BA-Econ)			x					
Applied Ethics				xx				
Applied Statistics				x				
Art (BA)	x			x				
Art History (BA-Art)			x					
Art Studio (BA-Art)			x					
Asian Studies				xx				
Behavioral Sciences (MA)					xx			
Bilingual/Bilcultural (MA-Educ)								x
Biochemistry (BS-Chemistry)			x					
Biology (BS)		x		x				
Black Studies				xx				
Business Administration (BS; MS; MBA)		x		x		x	x	
Chemistry (BS)		x		x				
Chicano Studies			xx	xx				
Child Development (BA)	xx							
Clinical Science (BS)		x						
Communication (BA)	x			x				
Computer Science (BS)		x		x				
Counseling (MS)						x		
Curriculum and Instruction (MA-Educ)								x
Criminal Justice (BA)	xx			x				
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)			x					
Finance (BS-Bus Adm)			x					
Film & Modern Art				xx				
French				x				
Geology (BS;MS)	x			x		x		
Gerontology				xx				
Health Care Management (MS-Admin)								x
History (BA; MA)	x			x	x			
Hydrogeology (MS-Geology)								x
International Economics (BA-Econ)				x				
International Relations (BA-Political Science)			xx					
Land Resource Management (BS)		xx		x				
Latin-American Studies				xx				
Liberal Studies (BA)	xx							
Management & Operations Analysis (BS-Bus Adm)			x					
Management Information Systems (BS-Bus Adm)			x					
Marriage, Family and Child Counseling (MS-Counseling) [MS-Psychology *]								x
Marketing (BS-Bus Adm)			x					
Mathematics (BS)		x		x				
Medical Technology (BS-Clin Sci)			x					
Music (BA)	x			x				
Nursing (BS;MS)		x				x		

* MS-Psychology offers an option that meets the MFCC educational requirements.

	Undergraduate Programs ** *Denotes Interdisciplinary*				*Graduate Programs* ** *Denotes Interdisciplinary*			
	BA	BS	Concentrations	Minors	MA	MS	MBA/MPA	Concentrations
Petroleum Land Studies (BS-Land Res Mgt; BS-Bus Admin)			xx					
Philosophy (BA)	x			x				
Physical Education (BS)		x		x				
Physics (BS)		x		x				
Political Science (BA)	x			x				
Pre Law (BA-Econ; BA-Philos; BA-Poli Sci)			xx					
Psychology (BA; MA; MS)	x			x	x	x		
Public Administration (BA; MPA)	x			x			x	
Pupil Personnel Services (MA-Ed)								x
Reading (MA-Educ)								x
Religious Studies (BA)	x			x				
School Counseling (MS-Counseling)								x
Sociology (BA)	x			x				
Spanish (BA)	x			x				
Special Education, General (MA-Educ)								x
Special Major (BA)	x							
Speech & Theatre				xx				
Theatre Arts (BA)	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 CSUB. A student who transfers with a large number of upper division units in a degree program not offered at the University can find this alternative particularly useful. Students seeking information on the Special Major can contact the Office of the Undergraduate Dean (Sci 104, 664-3420).

A student wanting to develop a Special Major first approaches a faculty member with preparation in the proposed field of study and requests she or he serve as the academic advisor. The advisor, upon agreeing to serve, 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 form to be completed for the Special Major is available in the Office of the Undergraduate Dean (Sci I 104, 664-3420).

The program is then reviewed for approval by the dean or deans of the school(s) involved. If the program receives their approval, the 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 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:
Hardware and Systems Software
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

Business and Public Administration

Within the concentration in Accounting (B.S.—Business Administration), the student may emphasize:
Public Accounting

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

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

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

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, 664-2441)
- Certificate in Chicano Studies (p. 122)
- Certificate in Clinical Laboratory Assistant (p. 137)
- Certificate in Environmental Management (p. 115)
- Certificate in Hydrogeology (p. 211)
- Certificate in Land Resources Management (p. 115)
- Certificate in Medical Technology—Post-Baccalaureate (p. 137)
- Certificate in Writing (p. 151)
- Certificates in Communication, 3 Options (p. 157)

Business and Public Administration
- Certificate in Public Administration (p. 256)

Education
- Certificate in Adapted Physical Education (p. 281)

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 CSUB will provide students with guidance in the selection of programs designed to prepare them for subsequent study in professional schools oriented toward careers in such fields as business administration, theology, forestry, and college teaching. Help with decisions concerning professional study is available through the Counseling Center (664-3366) and the individual schools.

Pre-Engineering

Although the University does not offer a degree in engineering, students can complete at this campus a substantial portion of required lower-division courses for engineering programs elsewhere. Students at Cal State Bakersfield enjoy the benefits of a liberal arts general education in small classes while preparing for more 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 preferential admission to several other universities in the CSU system have been completed, and this program is currently being expanded. At present CSUB has formal articulation agreements with California Polytechnical University, San Luis Obispo and California State University, Fresno, California State University, Los Angeles 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 (SB273, 664-3027) for information and assistance in planning course work.

The University also offers services through its Engineering Transfer Center located in Science I, Room 405 (664-2104). The ETC conducts field trips, assists with summer jobs with engineering firms, and connects the engineering students with other campuses.

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. 140/212	(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 221	(5)	Physics 222	(5)	Physics 223	(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 221–223 should be completed for ease in transfer after two years. Departures from these course sequences may result in a serious extension of the time required to receive a 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.

Special Consideration for Transfer to Cal Poly San Luis Obispo

For many Kern County residents, Cal Poly San Luis Obispo offers the most attractive engineering program. CSUB has reached an agreement with Cal Poly whereby CSUB students who complete one or two specified transfer sequences are given "special consideration" for admission. While there is no formal guarantee, completion of one of the sequences provides the student with a very strong assurance of admission.

The two sequences are described below. Since Cal Poly requires CSUB to certify completion of the sequence, the student must work closely with the engineering advisor.

Two Year Transfer Program (LEVEL II)

Mathematics 201, 202, 203, 204. Analytical Geometry and Calculus.
Chemistry 211, 212. Chemistry for science majors.
Physics 221, 222. Calculus based Physics.

Physics 240, 241. Statics.
Computer Science 140 or 212. FORTRAN or Pascal.
Engineering 160, 161. Introduction to Engineering.
English 100, 110. Composition.
Basic Skills and General Education. Five courses.

Three Year Transfer Program (LEVEL III)

In addition to the courses specified in the LEVEL II program, the following requirements must be satisfied.

Mathematics 302. Differential equations.
Physics 223. Modern Physics.
Chemistry 213.
General Education, including American Institutions. Eight Courses.

With both sequences, students must maintain a 2.75 GPA.

Special Consideration for Transfer to CSU Fresno, Los Angeles, and Northridge

These three CSU institutions also provide special consideration for CSUB students completing prescribed coursework. Students interested in one of these institutions should meet with the engineering advisor.

Pre-Law

Law schools are concerned about the general quality of an applicant's undergraduate education rather than about his/her having taken specific courses. Students can major in any discipline they desire, but must maintain a high gpa and develop good composition and problem solving skills. Advice on preparation for law school is available to CSUB students from the pre-law advisor in the Political Science Department. (DDH D113, 664-2353)

The University offers three pre-law concentrations, located within the Philosophy, the Economics, and the Political Science programs. The concentrations provide the appropriate broad preparation desired by law schools. Students wishing to prepare for law school may major in these concentrations. Students should read the relevant section of this catalog (p. 198, p. 148 and p. 213) 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 221, 222, 223; or equivalent. Course work in mathematics (Mathematics 140, 201, 202, and Computer Science 140 or 212) 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 Pre-Med Advisor (Science I 126, 664-3025) or 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 (Sci I 126, 664-3025) or from the Office of the Dean, School of Arts and Sciences (DDH C100, 664-2221).

Pre-Allied Health

The University offers coursework appropriate to meet the lower division requirements of most allied health programs. The Pre-Allied Health Advisor (Sci 316, 664-2220) is available to assist students to prepare themselves for transfer to a degree granting institution.

Since the requirements will vary from program to program as well as institution, the student should acquire from the degree granting institution a list of the specific requirements. The student and the Allied Health Advisor will then use that list as the basis for the selection of the CSUB courses.

ALTERNATIVES TO CLASSROOM STRUCTURE

The University provides a variety of alternatives to the traditional classroom. These alternatives serve a number of purposes. Some allow students to accelerate their progress toward a baccalaureate degree. Other alternatives may permit the student to earn baccalaureate credit for experience or study completed prior to matriculation at CSUB. Several permit the student to earn academic credit for career-related employment or community service.

Currently, the University offers the following alternatives: (1) credit for courses by challenge examination; (2) credit for prior experiential learning; (3) credit for the passage of externally developed tests; (4) career related internships; (5) the Human Corps Program; and (6) several kinds of independent study. Each of these alternatives is described below. Students are urged to explore with their advisors the different programs.

Credit for Courses by Challenge Examination

Currently enrolled students who, through formal study or informal learning, have thorough knowledge of the facts, ideas, and concepts of a CSUB course may request the opportunity to challenge that course. If they pass a faculty developed examination, they can earn credit for that course.

A student interested in challenging a CSUB course first contacts the chair of the department that offers the course to determine whether it is eligible for challenge. If the course is eligible, the student then discusses the challenge with a faculty member who teaches the course. That faculty member then may develop an appropriate challenge examination. The student is required to pay a $2.00 fee, payable to the CSUB Accounting Office, for each challenge examination; the student submits the receipt to the department prior to taking the examination.

There are several restrictions on Credit by Examination:

a. Credit shall not be awarded when degree credit has already been granted through regular coursework, credit by evaluation, credit through externally developed diagnostic tests, or other instructional processes, such as correspondence;

b. Credit shall not be awarded when credit has already been granted at a level more advanced than that represented by the examination;

c. Credit earned through credit by examination shall not count as resident credit and shall be awarded only on a CR/NC basis;

d. Application of the credit by examination units to major or minor requirements shall be determined by the department responsible for the student's degree program and to general education by the General Education Committee; and

e. A student may earn no more than 20 quarter units through Credit by Examination.

Credit for Prior Experiential Learning

The University may grant academic credit to currently enrolled students for their prior learning, knowledge, or skills acquired through work, volunteer, or other experience. Students who believe they have had such prior experience may petition for credit by consulting with the relevant school dean or department chair. Each department decides whether it awards Experiential Prior Learning Credit. Not every CSUB department participates in this program.

The amount of credit for experiential learning is determined only after self- and faculty-assessment of the scope and quality of the learning. Evaluation of experiential learning takes varied forms including written examinations, portfolios, personal interviews, and demonstrations. Frequently complementary academic study will be required prior to the awarding of credit.

There are several restrictions on Experiential Prior Learning Credit.

a. Experiential Prior Learning Credit is awarded only on a CR/NC basis and does not count as resident credit;

b. The amount of credit may not exceed 20 quarter units;

c. Only undergraduates are eligible to receive Experiential Prior Learning Credit, and the credit may not count for post-baccalaureate credit;

d. Students are ineligible for credit until they have completed thirty quarter units in residence.

Students interested in pursuing this option should consult with the appropriate school dean or department chair or the Campus Coordinator for Experiential Credit (DDH, AA207; 664-3159)

Credit for Passage of Externally Developed Tests

The University awards credit for the successful passage of certain externally developed tests described below. By taking advantage of these tests, students may speed their progress through the university and receive credit for the college-level knowledge they have acquired prior to formal matriculation. Students may earn up to a maximum of 45 quarter units through such tests.

There are several restrictions on receiving credit through such tests.

a. Credit shall not be awarded when equivalent credit has been granted for regular coursework, credit by evaluation, or other instructional processes, such as correspondence;

b. Credit shall not be awarded when credit has been granted at a level more advanced than that represented by the examination in question;

c. Credit shall not be awarded for passage of different tests that assessed the same knowledge; and

d. Credit earned through passage of diagnostic tests may apply to major and minor requirements only with the approval of the department responsible for the degree and to general education requirements only with the approval of the General Education Committee.

ADVANCED PLACEMENT PROGRAM

The University grants credit toward the undergraduate degree for the successful passage of the examinations of the Advanced Placement Program (AP). Students who present scores of 3, 4, or 5 on one or more AP examinations will be awarded university credit as recommended by the College Board. Students who have taken AP examinations should request that the scores be sent to the Office of Admissions and Records.

Students will receive credit for CSUB coursework most nearly equivalent to the material covered in the AP examination. The courses credited will be displayed on the Transfer Evaluation. Questions about credit should be directed to the Dean of Undergraduate Studies.

COLLEGE LEVEL EXAMINATION PROGRAM

The College-Level Examination Program (CLEP) enables students who have reached the university level of education outside the classroom and before matriculation to demonstrate their knowledge and to earn baccalaureate credit. Students interested in CLEP should contact the Testing Office (664-3373).

There are four CLEP General Examinations for which credit is awarded: Humanities, Mathematics, Natural Sciences, and Social Sciences. They provide a comprehensive measure of undergraduate achievement in these basic areas of the liberal arts. Students who successfully pass one or more of these examinations earn credit that applies to CSUB's General Education Program. The application of the Credit is displayed on the Transfer Evaluation.

There are also approximately thirty Subject Examinations. These differ from the General Examinations in that they are more closely tied to course content and are intended to cover material that is typical of university courses in these subjects. Before taking a Subject Examination, students should consult with the relevant department. If the department approves, the students may earn credit for specific university courses by passing a Subject Examination.

A student who has taken CLEP examinations should request that scores be sent to the Dean of Undergraduate Studies.

Career Related Internships

The University is anxious to assist its students to reach their career goals. All campus departments are aware of their students' career concerns. The campus has several all-university programs as well as department programs to facilitate students' efforts. Each department decides whether the course credit satisfies major requirements.

COOPERATIVE EDUCATION

Cooperative Education is a type of educational experience that integrates a students' university academic study with related work experience in business, government, or non-profit agency. Students participate in part-time employment with concurrent attendance or alternate periods of attendance with periods of employment.

Students enrolled in any discipline, who are in good academic standing, are eligible to apply. Academic credit is awarded through enrollment in either General Studies or departmental Cooperative Education courses. Credit is awarded on a CR/NC basis.

Students interested in this program should contact the Cooperative Education Office (DDH B112, 664-2411).

DEPARTMENTAL INTERNSHIPS

Many departments, as well as the Division of Undergraduate Studies and interdisciplinary programs, offer students an opportunity to earn academic credit while they gain experience in their chosen career fields. Departmental internships normally do not involve payment to the student.

Students interested in this option should contact the appropriate department or Undergraduate Studies.

HUMAN CORPS PROGRAM

The Human Corps Program provides students in a good academic standing an opportunity to receive university credit for volunteer community service experience. Qualified students volunteer for non-profit, governmental, educational or community-based service organizations. Placements are designed to provide direct experience with people or project planning, while improving the quality of life in the community.

To receive university credit, students enroll in the General Studies course, HUCOR 396, or a departmental Human Corps course, and must complete at least 30 hours of service per quarter. One unit may be earned each quarter, and no more than 12 units may be counted toward the baccalaureate degree, by Human Corps program participants.

The Human Corps Office (DDH B112, 664-3359) coordinates placements and will provide further information on this program.

Independent Study

A major goal of the University is the inculcation in its students of a commitment to continuing self-education. If the University is successful in this objective, many of its students will reach a point during their undergraduate or graduate years at which they will have the competence and discipline necessary to carry out independent projects.

Undergraduate or graduate students may enroll in independent study courses for 1 to 5 units of credit. Students may apply a maximum of 20 quarter units of independent study credit toward their undergraduate degree but no more than 10 toward their major. Graduate degree requirements vary by program. The department responsible for the degree determines the application of the independent study units toward specific requirements.

Students wishing to engage in independent study must file a petition. This petition, available in the school deans' office, requires the signatures of the supervising faculty member, the department chair and the school dean. After securing the required signatures, the student follows the registration procedures required for traditional courses.

The University offers several different types of independent study courses. The following list is not exhaustive. Students should explore with their advisor the alternatives offered by their department.

INDIVIDUAL STUDY

The individualized study course, normally numbered 499, 599 or 699, allows the student to explore in-depth a topic of interest to the student or to engage in an original research project selected by the student. The student must identify a faculty member willing to supervise the course. The University strongly recommends that students wishing to enroll in an independent study course have earned at least a 3.00 GPA and have completed 15 or more units in residence.

TUTORING

Students recruited by faculty for tutoring may receive one to five units per quarter of independent study units.

COOPERATIVE RESEARCH

Faculty involved in research projects may engage students with their research. Students so engaged may earn 1 to 5 units per quarter.

DIRECTED RESEARCH

Certain departments either require or assist students to engage in research projects selected and/or approved by department faculty.

.700 COURSE

When a student requires a regular course for graduation or other special purposes and the course is unavailable, the department may allow a student to enroll in that course as an independent study. A faculty member must agree to conduct this course.

OFF-CAMPUS STUDY ALTERNATIVES

National Student Exchange

Cal State Bakersfield is one of over 100 state colleges and universities within the United States, Guam, Puerto Rico, and the Virgin Islands that participate in the National Student Exchange program. Students may spend a year or part of a year at one of these institutions and return to CSUB to complete their undergraduate education. This program provides the student with new academic and social experiences through a simplified admissions process and assurance of full academic credit at CSUB during the term of exchange at a minimal cost to the student.

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

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

Tuition assessed is the in-state (resident) tuition at either CSUB or the host campus, depending upon the exchange plan of the member college or university. Participants must also pay for room and board, books, transportation, and personal expenses at the host school. Students are encouraged to consult with the Financial Aids Office early in the National Student Exchange application process to determine financial needs for the exchange period.

Catalogs, detailed information, and applications are available from the National Student Exchange Coordinator in the Records Office (664-2123).

Center for International Education

Donahoe Hall, Room D-114
805/664-2354

The Center of International Education (DDH D114, 664-2354) is responsible for the coordination of academic services to international students, including the following functions:

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

All international students should contact this office upon their arrival at CSUB.

Student Exchange Programs

CSU, Bakersfield offers various opportunities to study in other countries. These are coordinated through the Center for International Education.

The International Student Exchange Program (ISEP): This program is based on balanced one-to-one exchanges between CSUB students (home institution) and those in other countries (host institutions). Only full-time CSUB students who have studied for at least one academic year at CSUB may apply to ISEP. Most forms of financial aid can be applied toward participation in ISEP. Students must have a 2.75 GPA to apply to ISEP. In addition, if students intend to study at an ISEP institution and pursue their coursework in a foreign language, they must have a 3.0 GPA in the language. Through ISEP, CSUB students enroll directly in ISEP institutions and apply credit earned toward their CSUB degrees. Contact ISEP Coordinator: Dr. Joanne Schmidt, 664-2317.

Université d'Orléans - Orléans, France: This program is based on balanced one-to-one exchanges of CSUB and Université d'Orléans students. Student pays CSUB tuition and fees before departure to host institution. Room and board is arranged through the Université d'Orléans. Students must have a 2.75 GPA to apply to the Université d'Orléans. In addition, they must have the equivalent of two years of university French and a 3.0 GPA in the language. Through participation in study at the Université d'Orléans, CSUB students enroll directly in the host institution and are integrated with native students. Most majors at CSUB are offered by the Université d'Orléans. Contact Dr. Joanne Schmidt, 664-2317

MICEFA (Mission interuniversitaire de coordination des échanges franco-américains - Paris - Ile de France): This program is a Franco-American exchange based on balanced one-to-one exchanges of CSUB students (home institution) and those of MICEFA (host institutions are Universités de Paris III, V, VI, VIII, X XI, XII, XIII). Students must have a 2.75 GPA to apply to MICEFA. In addition, they must have the equivalent of two years of university French and a 3.0 GPA in the language. Most forms of financial aid can be applied toward participation in MICEFA. Students enroll directly in courses at host institutions. Most majors at CSUB are offered on the various campuses of the Université de Paris. Contact Dr. Joanne Schmidt, 664-2317.

International Programs

Now in its 29th year of continuous operation, 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. Since its inception, the International Programs has enrolled nearly 10,000 CSU students.

A wide variety of academic majors may be accommodated by the 36 foreign universities cooperating with the International Programs in 16 countries around the globe. The affiliated institutions are: the University of Queensland (Australia), the University of Sao Paulo (Brazil); the universities of the Province of Quebec (Canada): the University of Copenhagen (through DIS Study Program); 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); National Chengchi University (Republic of China/Taiwan); the Universities of Granada and Madrid (Spain); the University of Uppsala (Sweden); Bradford, Bristol, Sheffield, and Swansea Universities and Kingston Polytechnic (the United Kingdom) and the University of Zimbabwe. 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.

The International Programs pays all tuition and administrative costs for participating students to the same extent that such funds would be expended to support similar costs in California. Participants are responsible for all personal costs, such as transportation, room and board, living expenses, and home campus fees. Participants remain eligible to receive any form of financial aid (except work-study) for which they can individually qualify.

To qualify for admission to the International Programs, students must have upper division or graduate standing at a CSU campus by the time of departure. California Community Colleges transfer students are eligible to apply directly from their community college if they can meet this requirement. Students must also possess a current cumulative grade point average of 2.75 *or* 3.0, depending on the program for which they apply. Some programs also have language study and/or other coursework prerequisites.

Additional information and application materials may be obtained from the Student Activities office (SC, 664-3091) or by writing to The California State University International Programs, 400 Golden Shore, Suite 300, Long Beach, California 90802-4275.

UNDERGRADUATE DEGREE POLICIES

Requirements for the Baccalaureate Degree

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

UNITS

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

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

RESIDENCE

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

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; (3) all units counted toward satisfaction of the minor requirements; and (4) all units attempted at this university, except that only courses in which a letter grade (A, B, C, D, F) is assigned are used in computing the grade point average. Students must clear grades of I and SP before they can graduate.

Determination of Applicable Graduation Requirements

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

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

Continuous Enrollment and Graduation Requirements

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

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 CSUB 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 CSUB Catalog for Major and Minor Requirements

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

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

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

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

General Education Program

I. Purpose of General Education

General education requirements in the California State University and Colleges are so designed that together with the major program and electives 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 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 approved 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 and 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 CSUB. These are required of all students intending to graduate from CSUB, regardless of community college certification or the courses completed at other institutions. These courses cannot be completed and counted toward this requirement sooner than the term in which the students achieve Junior status. Students select a Goal XIII course and two other approved upper division courses drawn from two of the following three areas of the general education program:
      1. Goals 4–6—Science and Mathematics
      2. Goal 7–9—Social Sciences
      3. Goal 10–12—Humanities

      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.
   6. Only one of the upper division general education courses may be counted toward major, minor, cognate or pre-requisite requirements of the degree program.
   7. 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.
   8. 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, 664–3420).
   9. Students may substitute for one of the Goals X–XII a foreign language course taken at CSUB at the 103 or higher level (the course must be offered in the foreign language).
   10. Students majoring in certain disciplines are not required to satisfy certain Goals. Their major coursework satisfies the intent of the relevant Goal. The disciplines affected are:
       History—Goal VIII
       Nursing—Goals V, VI, & XIII
       Chemistry, Physics and Geology—Goal V
       Biology—Goal VI
       All Behavioral Sciences—Goal VII
       Medical Technology—Goals V and VI
       Philosophy—Goal X
       Land Resource Management—V
       English—Goal XII
       Art, Music and Theatre Arts—Goal XI

   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.

E. Transfer students may satisfy a portion or all of the lower division requirements through previous coursework.
   1. The University accepts full certification (57 quarter units) of lower division requirements or partial certification of one or more of the areas of the CSU general education program. Only California community colleges, CSU campuses, and other institutions that have negotiated agreements with the CSU can provide certification.

2. Transfer students are responsible for requesting certification of general education from their previous institution. The certifications are sent to CSUB's Office of Admissions.
3. The University also accepts the General Education Transfer Curriculum as satisfying its lower division requirements.
4. Regardless of certification or previous coursework, all students must meet CSUB's requirement of three approved upper division general education courses (see D, 3, p. 82).
5. 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, 664-3420).
6. 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, 664-3420).

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 D.8, 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 CSUB studies with less than 30 baccalaureate credit quarter units are required to:
   a. Complete Goal I within the first 45 baccalaureate credit quarter units at CSUB;
   b. Complete Goals II and III within the first 60 baccalaureate credit quarter units at CSUB;
   c. Complete Goal IV within the first 75 baccalaureate credit quarter units at CSUB.
2. Students transferring with 30 or more baccalaureate credit quarter units are required to:
   a. Complete Goal I, II, and III within the first 45 baccalaureate credit quarter units at CSUB;
   b. Complete Goal IV within the first 60 baccalaureate credit quarter units at CSUB.
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 certain courses as satisfying particular general education goals. For a listing of the approved courses that satisfy each of the 13 goals of the general education program, refer to a current issue of the class schedule.

American Institutions Requirement

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

Satisfaction of this requirement shall be met by no less than one course in United States History and one course in United States Government or by examinations administered respectively by the History (FT 301, 664-3079) and Political Science Departments (DDH D115, 664-2363). The course in United States Government must focus on both the United State Constitution and the state and local government of California. Students who have completed their U.S. Government course at a non-California institution will not have satisifed the state and local government requirement and will be required to take an additional course or pass the waiver examination.

Courses that satisfy the United States History requirement include:

History 231. U.S. History to 1865
History 232. U.S. History from 1865
History 233. Survey of U.S. History for International Students
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 466. History of Black America Since 1865
History 475. Constitutional History of the United States

Courses that satisfy the United States and state and local 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 CSUB.

Upper Division and Graduate Writing Competency Requirement

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

All students (undergraduate and graduate) who apply for a degree or a teaching credential must demonstrate upper division writing competency either by passing the university-wide Upper Division Writing Competency Examination or by achieving a grade of "C", (CR) or better in any of the following courses: Communications 304, 306, or 311, English 310, 410, 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 Testing Office (Health Center, 664-3373).

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. Brochures with more information on the UDWCE are available in the Testing Center, the Department of English and Communications, and in all deans' offices.

Women or American Ethnic/Racial Minorities Course Requirement

As part of its effort to assist its graduates to become well educated and be prepared to operate effectively in the comtemporary society, the University requires those graduates to complete a course focusing on women or American ethnic/racial minorities. This graduation requirement can be satisfied by courses taken at other institutions or by completing one of the following courses:

ANTH 338	The Anthropology of Women
ANTH 339	Sexual Behavior in Cross-Cultural Perspective
BEH SCI 351	Social Psychology of the Ghetto/Barrio
BEH SCI 435	Family and Kin Around the World
CHILD DEV 320	Individual and Family Development in Selected Non-Western Countries
ENGL 207	Ethnic-Minority American Literature
ENGL 364	Studies in Fiction: The African-American Experience
ENGL 370	Literature by Women of Color
ENGL 373	Women in Literature and Film
ENGL 420	Sociolinguistics: Language and Education
FRENCH 425	The Novels of Colette in Translation
FRENCH 426	French Women Writers in Translation
HIST 462	Women in History
HIST 465	History of Black America to 1865
HIST 466	History of Black America Since 1865
HIST 468	The Chicano Experience
HIST 469	History of Asian Americans
HUM 395	Women in European Literature
IN ST 205	Perspectives on Women in Society
PHY ED 430	Women in Sport
POLSCI 377	Chicano Politics
PSYCH 421	Psychology of Women
RELST 354	Ethnic Religions
SOC 327	Race & Ethnic Relations
SOC 335	The Latino Experience in the United States
SOC 336	The Asian Experience in the United States
SOC 337	The African Experience in the United States
SOC 338	The Indigenous Experience in the Modern Americas
SOC 365	Sex Roles and Society
SPAN 420	Southwest Spanish
SPAN 425	Chicano Literature
SPAN 426	Southwest Hispanic Folklore
SPAN 495	Workshop in Mexican-American Literature
THEATRE 381	Twentieth Century Women Playwrights

Students with questions about this requirement should discuss them with their advisor or the Office of Undergraduate Studies (Sci I, 104, 664-3420).

Second Baccalaureate Degree

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

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

EVALUATION AND ACCEPTANCE OF TRANSFER CREDIT *

After a person has been accepted for admission as an undergraduate, the Evaluations Office of Admissions and Records (SS 111, 664-2258) will evaluate any previous college work and issue an evaluation of transfer credit to the student and to the student's major department. The evaluation remains valid as long as the student matriculates at the date specified and remains in continuous enrollment (p. 81). 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.

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

* 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.

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.

CSUB participates in the CAN System. This system uses a common number to identify some of the transferable, lower division, introductory courses commonly taught within each academic discipline on California college campuses. The system assures students that CAN courses on one participating campus will be accepted "in lieu of" the comparable CAN courses on another participating campus. For example: CAN Economics 2 on one campus will be accepted for CAN Economics 2 on another participating campus. Each campus, however, retains its own numbering system.

In this catalog, the CAN designator is found at the end of the course description of each approved CAN course (e.g. CAN Anth 2, CAN Econ 1A).

For additional information contact the Division of Undergraduate Studies. (Sci 104, 664-3420)

Currency of Courses Used to Meet Major and Minor Requirements

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

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

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

Certification of General Education

Community colleges may certify through established procedures that a student has completed the California State University's lower division general education requirements in one or more areas. Courses and examinations used to certify units must be baccalaureate level and have been completed at the certifying institution. However, any participating institution may report completion of courses or examinations taken at other participating institutions provided that all such courses and examinations would be certified by the institution offering them. Such courses and examinations shall be deemed to have been certified. The student should request the college to send the certification to the Evaluations Office of Admissions and Records at CSUB.

Intersegmental General Education Transfer Curriculum

CSUB participates fully in the IGETC system. Students who have completed an IGETC program at a community college or other participating institution should ask the last institution attended to submit an IGETC completion form to the CSUB's Records Office.

Credit from Non-Accredited Colleges *

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

* 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.

Credit for Extension, Correspondence, and DANTES Work

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

Credit for Military Service

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

Credit for Peace Corps Service

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

Subsequent Enrollment at Other Institutions

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

GRADUATION POLICIES AND PROCEDURES

Application for Graduation

Candidates for baccalaureate degrees to be awarded at the end of a regular term must file applications with the Evaluations Office of Admissions and Records (SS 110, 664-2258) no later than the end of the second week of instruction of the quarter in which they expect to complete graduation requirements. Applications for degrees to be awarded at the end of a summer session should be completed and filed with the Evaluations Office of Admissions and Records before the end of the previous spring quarter. No application will be accepted for summer session degrees after the end of the first week of instruction of the regular summer session.

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

Graduation Dates

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

Commencement

A single commencement ceremony is held in June of each year. Undergraduates who complete their degree requirements during the Fall or Winter Quarters prior to June or the Summer Session immediately following the June Commencement are eligible to participate.

Provisional Post-Baccalaureate Credit

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

Graduation with Honors

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

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

ACADEMIC POLICIES AND PROCEDURES

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.

Course Overload

A student is normally permitted to enroll in a maximum of 19 units. A student with a CSUB grade point average 2.5 or above may request permission to carry more than 19 units per quarter by petition to the appropriate dean. A full-time student with a CSUB grade point average of 3.3 or better may carry extra courses without petition. Loads in excess of 19 units are not permitted for first-quarter CSUB students.

Change of Degree Objective (Major)

Undergraduates wishing to change their degree objective from "Undeclared" or any specified major to another major area of study are required to complete and submit the "change of major" form to the Records Office (SS 105).

Simultaneous Enrollment at CSUB and a Second Institution

A student at CSUB who desires to enroll for concurrent work at another institution or in this university's extension program may file a request with the Director of Admissions and Records (SS 118, 664-2160). No student will be permitted to receive credit toward graduation for a combination of courses taken at CSUB and elsewhere which total more than would have been approved in any one quarter under the University's overload policy. A student desiring to combine CSUB and other work to a total that would require approval of a petition if all the work were taken at this university should submit a petition for overload prior to the time for such enrollment.

Concurrent Enrollment

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

Class Schedule

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

Class Meetings

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

Class Attendance

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

Course Numbering System

1– 99	Courses which carry no credit toward a degree or a credential.
100–199	Lower division courses designed as freshman level, but also open to other students.
200–299	Lower division courses designed as sophomore level, but also open to other students.
300–399	Upper division courses of junior and senior level, but may also be open to lower division students, which do not give graduate credit.
400–499	Upper division courses of junior and senior level, not open to lower division students, which may give post-baccalaureate or graduate credit.
500–599	Graduate courses also open to seniors and credential candidates.
600–699	Courses designed primarily for graduate students (may be restricted to graduate students).
700–799	Continuous enrollment courses designed for those students who have completed all requirements for the Master's Degree except the thesis, project or examination, and who are not enrolled in any other course. These are offered in each Master's program.
800–899	Courses graded in Continuing Education Units (CEU's) designed for relicensure requirements; not applicable to a degree.
900–999	Courses designed for professional groups seeking vocational improvement or career development. Credit for these courses would not apply to degrees or credentials.

Grading System

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

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

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

I (Incomplete). This symbol is recorded when a student has been doing satisfactory work in a course, but for unforeseen reasons judged appropriate by the instructor should be permitted additional time to complete the requirements. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. The instructor will submit an "Incomplete" notice and the symbol "I" will be entered on the student's permanent record. A final grade is assigned upon completion and evaluation of the work agreed upon. Each incomplete grade must be replaced by the end of the subsequent term unless the instructor has set an earlier date or submits an Extension of Incomplete form setting a later date and stating the reasons for extending the time. An extension is to be no more than a year from the end of the term in which the Incomplete was incurred.

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

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

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

Cr, NC (Credit, No Credit). These symbols are used in courses where letter grades are not deemed appropriate.

A student desiring to enroll in a course on an optional credit, no-credit basis must obtain from the Records Office (SS 116, 833-2133) the appropriate form, which requires the advisor's signature and, if a student is requesting permission to take more than one course in a single term on an optional credit, no-credit basis, the signature of the appropriate school dean.

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

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

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

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

Au (Audit). Admitted students may file a request with the Office of Admissions and Records (SS 105, 833-2123) to audit a course. An auditor does not receive baccalaureate credit for the aduited course. Auditors pay the same registration fees as other students and may not change their registration to obtain credit after the last day to add a course. Likewise students registered for credit may not change to audit status after the last day to add a class. Auditors are not permitted to take examinations in the course. A grade of Au for an audited course is posted on a student's permanent record if, in the opinion of the instructor, the student has attended enough class meetings to receive a grade of "AU"; otherwise, a "W" is recorded.

Grade Change Policy

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

Retroactive Withdrawal

After the date upon which grades are due at the Records Office, any request for a retroactive withdrawal will be treated as a change of grade. The following additional conditions shall apply: an assigned grade may be changed to a "W" only if

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

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

Repeating Courses

CSUB does not limit the number of times a course can be retaken. Normally when any course is repeated at CSUB, all grades are considered in computing grade point averages. The exception to this practice is explained below in Academic Renewal.

Academic Renewal

Removal of Previous Terms

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

Current procedures regarding removal of previous coursework are available in the Registrar's Office (SS 105, 664-2123)

Replacement of a Grade through Repetition

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

Changes in Rules and Policies

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

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

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 87, 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.

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.

Student Non-Academic Grievance Policy

A student also has the right to grieve other University actions that do not involve course grades. Such grievances occur according to the Student Non-Academic Grievance Procedure. Copies of the procedure are available in the Office of the Dean of Students.

Probation of Undergraduate Students

Undergraduate students are subject to academic probation if in any quarter their cumulative grade point average in all college work attempted or in their CSUB cumulative grade point average falls below 2.0. 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 Dismissed Undergraduate Students

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

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

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

Students dismissed for academic-administrative reasons who apply for readmission will have their applications considered by the Committee on Academic Petitions. Students interested in having the Committee consider their request should contact the Office of Undergraduate Studies (Sci 104, 664-3420).

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
Summer	Permitted to register for summer session course work only

Post-Baccalaureate

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

Graduate

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

Registration Status

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

Full-Time:

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

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

POLICIES ON THE RIGHTS OF INDIVIDUALS

NONDISCRIMINATION POLICIES

Race, Color, or National Origin

The California State University complies with the requirements of Title VI of the Civil Rights Act of 1964 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.

Students who believe they have experienced discrimination should contact Dr. Willis Hill, the campus Ombudsman. (HC 13, 664-3366)

Sex

The California State University does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of sex in education programs and activities operated by California State University, Bakersfield. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of CSUB may be referred to the Vice President for Administrative Services (664-2287), the campus officer assigned the administrative responsibility of reviewing such matters, or to the Regional Director of the Office of Civil Rights, Region 9, 221 Main Street, 10th Floor, San Francisco 94105.

Sexual Harassment

Sexual harassment is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the California Fair Employment and Housing Act, as well as under CSU Executive Order 345. California State University, Bakersfield is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange. In the university environment, all faculty, staff, and students are entitled to be treated on the basis of their qualifications, competence, and accomplishments without regard to gender. Individuals are entitled to benefit from university programs and activities without being discriminated against on the basis of their sex. Sexual harassment violates university policy, seriously threatens the academic environment, and is illegal. The policy on campus is to eliminate sexual harassment and to provide prompt and equitable relief to the extent possible.

Sexual harassment includes such behavior as sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature directed toward an employee, student, or applicant when one or more of the following circumstances are present:

- Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;
- The conduct has the purpose or effect of interfering with an employee's work performance, or creating an intimidating, hostile, offensive or otherwise adverse working environment;
- The conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment, or adversely affecting any student.

Sexual harassment will not be tolerated by the university and may result in disciplinary action, up to and including

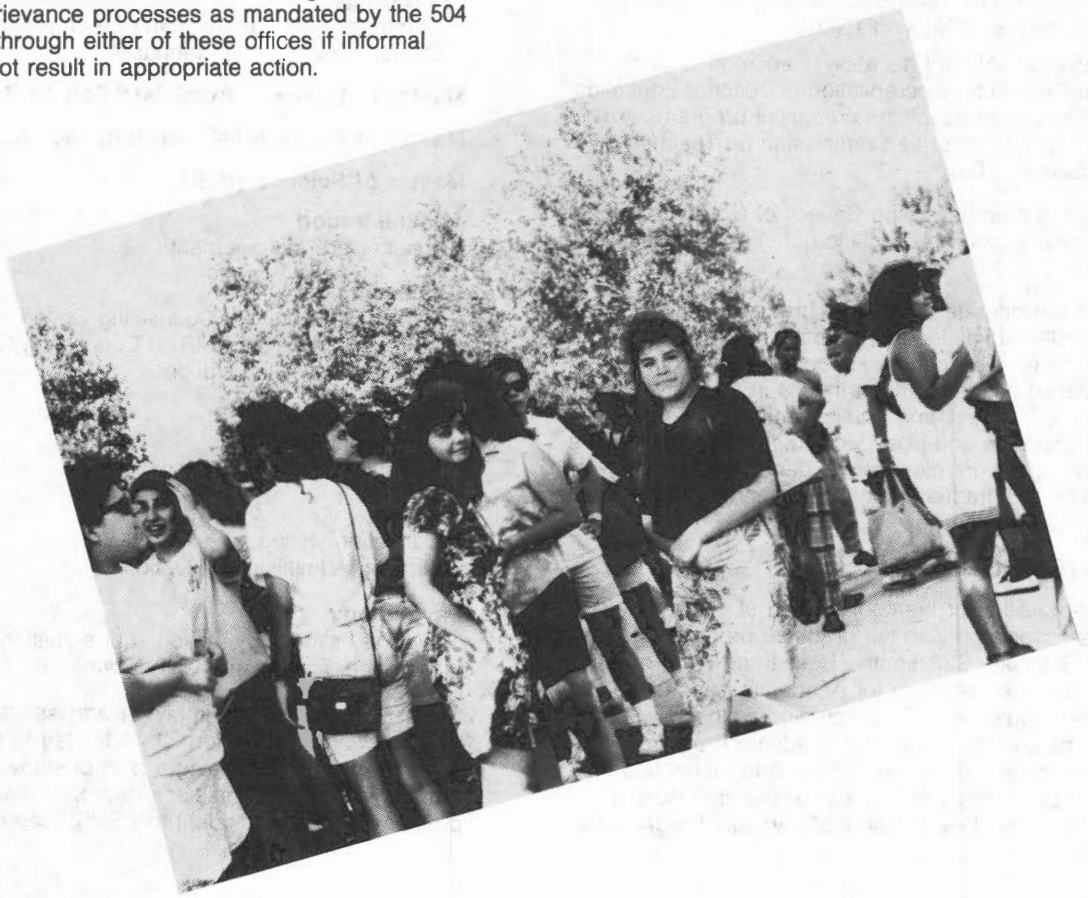
termination or dismissal. Administrative personnel are available to answer questions or handle complaints by students, employees, student applicants or employee applicants. The names and office locations of sexual harassment counselors and respective administrative personnel are available in the Counseling Center and the Office of Personnel Services. Any employee who believes that this policy has been violated should promptly report the facts of the incident(s) and the person(s) involved.

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

Disability

The California State University does not discriminate on the basis of disability in admission or access to its programs and activities. Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder prohibit such discrimination. Kathleen Conway, 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 Services for Students with Disabilities Office (805) 664-3360; TDD, (805) 664-4263.

Any student who has a concern about accessibility, or accommodations that would insure equal opportunity, is encouraged to discuss it with the Director of Services for Students with Disabilities or the Dean of Undergraduate Studies. Formal grievance processes as mandated by the 504 law are available through either of these offices if informal discussion does not result in appropriate action.



Division of Graduate Studies and Research

(DDH D100, 664-2231)

Interim Dean: Edwin H. Sasaki

California State University, Bakersfield (CSUB), as part of the 20-campus California State University system, is committed to the development of quality graduate curricula to meet important student or regional needs. The graduate curricula provide students the opportunity to meet academic, professional, and other career needs. The graduate course work may culminate in a master's degree, an advanced teaching credential, or a special post-baccalaureate certificate. Through its five-year program review process, CSUB systematically assesses all graduate programs to ensure high quality standards. All academic programs at CSUB are fully accredited by the Western Association of Schools and Colleges (WASC). In addition, many of the individual graduate programs have been fully accredited by their respective accrediting associations:

- The Master of Business Administration (MBA) is accredited by the American Assembly of Collegiate Schools of Business (AACSB).
- The Master of Public Administration (MPA) is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).
- The Master of Science in Nursing is accredited by the California Board of Registered Nursing (BRN) and the National League of Nursing (NLN).
- The Master of Arts in Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), and all education credential programs are certified by the California Commission on Teacher Credentialing (CTC).

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

CSUB does not operate a separate graduate school but rather offers graduate studies leading to master's degrees, advanced credentials, or post-baccalaureate certificates through the discipline-based academic departments in the Schools of Arts and Sciences, Business and Public Administration, and Education. Graduate and post-baccalaureate students have the opportunity to work closely with departmental faculty and are guided by the graduate coordinator and/or faculty advisor of their respective program.

GRADUATE PROGRAMS

The unit responsible for the coordination of policies and procedures associated with the graduate programs is the Division of Graduate Studies and Research, which reports directly to the Vice President for Academic Affairs. The Dean for Graduate Studies and Research works closely with the School Deans and the Council of Graduate Program Coordinators in reviewing, developing, and monitoring the policies and procedures necessary for the operation of graduate programs. Development of curricula for graduate degree programs is provided in the CSUB academic master plan, subject to review and approval by the Office of the Chancellor and the Board of Trustees for the California State University.

Presently, CSUB offers 12 master's degree programs:

Master of Arts (M.A.)

Behavioral Sciences
- Anthropology Concentration
- Sociology Concentration

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

English

History

Psychology
- Community College Teaching Emphasis
- Doctoral Preparation Emphasis

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

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

Master of Science (M.S.)

Administration
- Health Care Management

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

Geology
- Hydrogeology Option
- Petroleum Geology Option

Nursing
- Education Option
- Nursing Administration Option

Psychology
- Clinical Psychology Option (not admitting for 1993–94)
- Marriage, Family, and Child Counseling Option

Students must formally apply for admission to a graduate program and must be formally admitted to the graduate program prior to beginning a plan of study to complete the requirements for the master's degree. Admission as a post-baccalaureate student to CSUB does not constitute

admission to a graduate program. Students wishing information about any of the graduate programs should contact the respective graduate program coordinator (listed below), or the Office of the Dean, Graduate Studies and Research.

ADVANCED CREDENTIAL PROGRAMS

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

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

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

POST-BACCALAUREATE CERTIFICATE PROGRAMS

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

Certificate in Hydrogeology (Geology program)
Certificate in Writing (English program)
Language Development Specialist Certificate (Education)
Resource Specialist Certificate of Competence (Education)
Medical Technologist Certificate (Clinical Sciences program)

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

COUNCIL OF GRADUATE PROGRAM COORDINATORS

Program	Coordinator	Office	Telephone
MA, Beh Sci	Mark O. Sutton	Lorien 312	664-3153
MA, Education	Patricia M. Folkerth	DDH BB205	664-2234
MA, English	Victor K. Lasseter	FT 102A	664-2125
MA, History	Oliver A. Rink	FT 301D	664-2170
MA, Psychology	David C. Cohen	DDH D103	664-2372
MBA, Bus Admin	James W. Vigen	DDH C121	664-2332
MPA, Pub Admin	Donald Mason	MB-4 411	664-2338
MS, Admin: Health Care Mgt	Timothy S. Brady	DDH AA201	664-2337
MS, Counseling	Kathleen Y. Ritter	DDH CC201	664-3062
MS, Geology	Robert A. Horton	SCI-II 357	664-3059
MS, Nursing	Margaret J. Leapley	RNC 113	664-3229
MS, Psychology	David C. Cohen	DDH D103	664-2372

GRADUATE PROGRAM APPLICATIONS

General Application Procedures

Students wishing to pursue graduate studies culminating in a master's degree must formally file an application for admission to the specific master's degree program, as listed above, as well as filing an application for admission to the university. Students are encouraged to contact the Office of the Dean, Graduate Studies and Research, or the appropriate graduate program coordinator (as listed above) to discuss admission requirements for the specific graduate program and the application process for admission to the graduate program prior to submitting any application materials for admission to either the graduate program or the university. Admission to the university does **not** constitute admission to a graduate program. In addition, admission to one graduate program does **not** automatically qualify the student for admission to another graduate program. The student must apply for formal admission to each specific graduate program.

Students who wish to pursue an advanced credential or a post-baccalaureate certificate are generally required to file only an application for admission to the university. However, students are encouraged to contact as early as possible the School of Education for any of the advanced credential programs or the appropriate office responsible for each of the post-baccalaureate certificate programs to obtain specific information on any prerequisite requirements and/or supplementary materials which may be required for admission. For Fall 1993, the application for admission to the university is included in the California State University general admission booklet. All graduate and post-baccalaureate students must complete both Form A and Form B. Beginning Fall 1994, the California State University will have a separate admission booklet for graduate and post-baccalaureate students.

Applications from Currently-Enrolled CSUB Undergraduate Students

Students who are completing their undergraduate major at CSUB and wish to apply for a masters degree program at CSUB are required to submit applications for admission as specified above. Specifically, students must submit an application for admission to the masters degree program, to submit an application for admission to the university, and to pay the nonrefundable application fee.

Graduate-level courses which are taken by students during the quarter in which their baccalaureate degree is earned and which are not needed to fulfill any requirements for their baccalaureate degree may be recorded as *provisional post-baccalaureate credit.* However, request for this credit must be made at the time the student files the Application for the Baccalaureate Degree; the request for provisional post-baccalaureate credit can **not** be made retroactively. Students should consult with the appropriate graduate program coordinator if they plan to use provisional post-baccalaureate credit to meet any of the requirements for the master's degree program.

Applications from Former CSUB Graduate or Post-Baccalaureate Students Who Have "Stopped-Out"

A former student returning to the university after an absence of more than two (2) consecutive quarters must submit an application for admission to the master's degree program, submit an application for admission to the university, and pay the nonrefundable application fee.

Graduate-level courses which the student completed prior to "stopping-out" will be re-assessed by the graduate program coordinator as to their application to the plan of study being proposed to meet the requirements in the master's degree program. Previous course work will **not** automatically be accepted for credit in the graduate program. In some cases, additional supporting documentation, including qualifying examinations, may be required.

Applications from International (Foreign) Students

All graduate program and post-baccalaureate applicants, regardless of citizenship, whose preparatory education was

principally in a language other than English must demonstrate competence in English, both in spoken and written forms.

Students considering graduate study at CSUB are strongly urged to contact the Office of the Dean, Graduate Studies and Research, or the appropriate graduate program coordinator (as listed above) prior to submitting any application materials for admission to either the graduate program or the university. These early contacts will provide the student the opportunity to discuss with appropriate graduate program faculty the admission requirements for the specific graduate program, the application process for admission to the graduate program, program prerequisites and requirements, equivalency of courses taken at the foreign university, academic and career goals, passport and visa requirements, required fees and general cost of living matters, and general student and community characteristics.

Students applying for admission to a graduate program must meet the following **minimal** requirements:

M.A. (Behavioral Sciences, Education, English, or History) or M.S. (Counseling, Geology, Nursing, or Psychology):

- Bachelor of Arts or Bachelor of Science degree from a recognized college or university.
- Overall 2.50 GPA (A=4.00) in the last 90 quarter (60 semester) units or last two (2) years of college or university course work. *Each graduate program may require a higher GPA and/or specific prerequisite courses.*
- TOEFL score of 550 or higher. *Each graduate program may also require additional tests, e.g., the Graduate Record Examination (GRE).*

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

- Bachelor of Arts or Bachelor of Science degree from a recognized college or university.
- Overall 2.50 GPA (A=4.00) for **all** college or university course work, and overall 2.75 GPA in the last 90 quarter (60 semester) units or last two (2) years of college or university course work.
- TOEFL score of 550 or higher.
- Graduate Management Aptitude Test (GMAT) score of 450 or higher, OR Graduate Record Examination (GRE) score of 960 or higher (quantitative and verbal combined).

All applicants must submit two (2) official copies of transcripts from all colleges/universities attended with proof of award of the baccalaureate degree when sending their applications for admission to the university and the graduate program. If students have completed previous graduate course work in the United States or a foreign country, the evaluation for the transfer of any course credit to the graduate program will be evaluated by the respective graduate program coordinator. For additional details, consult also the section, "CSU Admission Application Procedures," on page 47.

All international (foreign) students upon their arrival at CSUB must present themselves to the Dean for Admissions and Records with their passport and visa. Each student should then contact the Office of the Dean, Graduate Studies and Research, and the appropriate graduate program coordinator to review and verify the records in his/her applicant file and to discuss the development of a plan of study for the completion of requirements for the master's degree.

Each international (foreign) student must enroll in 10 or more credit units of courses applicable to his/her graduate program to comply with immigration laws. Students who wish to enroll through Extended Studies must have formal permission from the appropriate graduate program coordinator, the Dean for Graduate Studies and Research, **and** the Dean for Admissions and Records.

Applications from Students with Degrees from Non-Accredited Colleges or Universities

Applicants who have received their baccalaureate degree from a non-accredited college or university should contact the appropriate graduate program coordinator to discuss the equivalency of their degree and coursework required for admission to the master's degree program. Additional supporting documentation, including qualifying examinations, may be required as part of the application for admission to the graduate program.

GRADUATE AND POST-BACCALAUREATE STUDENT STANDINGS

Graduate Student Standings

Graduate Conditionally Classified. A student may be formally admitted to a graduate program in this category if, in the judgment of the graduate program coordinator, the student has deficiencies in prerequisite preparation and can remedy those deficiencies by completing appropriate course work and/or qualifying examinations at a satisfactory level.

Graduate Classified. A student may be formally admitted to a graduate program in this category (or advanced to this category from "Graduate Conditionally Classified") if the student fulfills all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the graduate program. Graduate classified standing is required for enrollment in 600-level coursework.

Graduate Candidacy. Classified graduate students may be advanced to candidacy upon completion of a significant portion of the plan of study approved by the graduate program. Advancement to candidacy is based upon a formal review and recommendation by the graduate program coordinator and approval by the Dean for Graduate Studies and Research. Advancement to candidacy is required for enrollment in the required culminating experience for the graduate program.

Post-Baccalaureate Student Standings

Admission to the university as a post-baccalaureate student does not constitute admission to any graduate degree program.

Post-Baccalaureate Unclassified. A student may be admitted to the university in this category so that he/she can enroll in advanced courses for professional or personal growth. The requirements for admission as a post-baccalaureate unclassified student are:

- Completion of a four-year college or university course of study and the award of an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or completion of equivalent academic preparation as determined by the Dean for Graduate Studies and Research or other appropriate campus authorities.
- Overall 2.50 GPA (A=4.00) in the last 90 quarter (60 semester) units of college or university course work.
- Be in good academic standing at the last college or university attended.

Post-baccalaureate unclassified students are expected to meet with the Dean for Graduate Studies and Research for academic advising.

Post-Baccalaureate Classified. A student may be admitted to the university in this category so that he/she may enroll in an advanced credential program or a post-baccalaureate certificate program. The student may be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, as a condition for admission as a post-baccalaureate classified student.

Non-Active Graduate or Post-Baccalaureate Student Standing

A graduate student or post-baccalaureate student who has been absent from his/her respective program for more than two (2) consecutive quarters without an approved Planned Educational Leave (page 95) or without Continuous Enrollment status (page 97) will be reclassifed in a non-active student status. All students who have been reclassified in a non-active student status must submit an application for admission to the university and pay the nonrefundable application fee. Graduate students wishing to return must also submit an application for admission to the respective graduate program. (See also the section on "Applications from Former CSUB Graduate or Post-Baccalaureate Students Who Have 'Stopped-Out' " on page 93.)

ACADEMIC ISSUES FOR GRADUATE AND POST-BACCALAUREATE STUDENTS

Academic Advising

All graduate students formally admitted to a master's degree program will work closely with the graduate program coordinator and an assigned faculty advisor in the development of a plan of study which will specify the courses each student will complete to fulfill the requirements of the master's degree program. If necessary, the plan of study will also specify appropriate course work and/or qualifying examinations needed to remedy any deficiencies in prerequisite preparation. All advancements in graduate standing will be based upon satisfactory progress through the plan of study which has been developed for each graduate student.

A post-baccalaureate classified student enrolled in an advanced credential program or a post-baccalaureate certificate program will work closely with the appropriate faculty advisor in selecting courses required for the completion of the requirements of the respective program.

A post-baccalaureate unclassified student will consult with the Dean of Graduate Studies and Research for academic advising. If the student finds a faculty member who is willing to work closely with the student, then the Dean for Graduate Studies and Research can formally transfer the advising responsibilities. Graduate-level course work completed while a post-baccalaureate unclassified student will be accepted in the fulfillment of the requirements for a master's degree program only if approval from the appropriate graduate program coordinator has been obtained **in advance.** Normally, a limit of 15 units taken while a post-baccalaureate unclassified student will be accepted towards a graduate program. The course work must average "B" (3.00 GPA) or better to be accepted, and no course with a grade lower than "C" (2.00) will be accepted.

Academic Course Load

The normal academic course load for graduate and post-baccalaureate students is 8–19 units per academic term. Eight (8) quarter units of graduate course work per academic term is considered the minimum unit load for full-time graduate or post-baccalaureate status. The maximum unit load for graduate and post-baccalaureate students is 19 quarter units. It is strongly recommended that all graduate and post-baccalaureate students assess carefully their personal and professional circumstances and discuss their circumstances regularly with their respective graduate program coordinator, faculty advisor, or the Dean for Graduate Studies and Research. The total number of units a graduate student may earn during Summer Session may not exceed the rate of one (1) unit of credit for each week of Summer Session.

Planned Educational Leave for Graduate and Post-Baccalaureate Students

Graduate students who have been formally admitted to a master's degree program and who are making satisfactory progress in the completion of their plan of study may qualify for a planned educational leave of absence for periods of up to two (2) years and still maintain continuing student status. Post-baccalaureate classified students satisfactorily progressing in the completion of the requirements for an advanced credential or a post-baccalaureate certificate may also qualify for a planned educational leave for the same duration. All planned educational leaves of absence must be formally approved by the appropriate graduate program coordinator or faculty advisor and the Dean for Graduate Studies and Research.

Change of Address or Name

All graduate and post-baccalaureate students who have a change in address or name must report the change to the Office of the Registrar by submitting the appropriate form with the new name or address. All changes should also be reported to the appropriate graduate program coordinator or faculty advisor and the Office of the Dean, Graduate Studies and Research.

Scholastic Probation and Academic Disqualification

A. Scholastic Probation for Graduate Students. In general, a graduate student shall be subject to scholastic probation at the end of any academic term where the student's grade point average for all course work that is in the plan of study falls below a "B" average (3.00 GPA). However, students admitted to a graduate program may be subject to scholastic probation when their performance is judged to be unsatisfactory with respect to the scholastic and/or professional standards established by the individual graduate program; this judgment on performance will be based upon a review by the graduate program coordinator and the approval of the Dean for Graduate Studies and Research. All graduate students are encouraged to consult with their respective graduate program coordinators regarding acceptable scholastic and/or professional standards established by the graduate program.

B. Academic Disqualification for Graduate Students. A graduate student shall be subject to academic disqualification if, while on scholastic probation, the student fails to earn sufficient grade points necessary to be removed from scholastic probation status and attain a 3.00 GPA. Academic disqualification will be based upon the review and recommendation by the graduate program

coordinator and the approval of the appropriate school dean and the Dean for Graduate Studies and Research.

C. Scholastic Probation for Post-Baccalaureate Students. A post-baccalaureate classified or unclassified student shall be subject to scholastic probation at the end of any academic term where the student's grade point average for all course work attempted at CSUB, subsequent to admission as a post-baccalaureate student, falls below 2.50 GPA. (Students enrolled in a second baccalaureate degree program are governed by the academic standards for undergraduate students.)
D. Academic Disqualification for Post-Baccalaureate Students. A post-baccalaureate classified or unclassified student shall be subject to academic disqualification if, while on scholastic probation, the student fails to earn sufficient grade points necessary to be removed from scholastic probation status and attain a 2.50 GPA. Academic disqualification for post-baccalaureate classified students will be based upon review by the appropriate faculty advisor and the approval of the school dean. Academic disqualification for post-baccalaureate unclassified students will be based upon review by the Dean for Graduate Studies and Research.
E. Petition for Readmission by Students on Academic Disqualification. Graduate students who have been placed on academic disqualification status may be readmitted through formal written petition addressed to the graduate program coordinator, school dean, and Dean for Graduate Studies and Research. Post-baccalaureate classified students who have been placed on academic disqualification status may be readmitted through formal written petition addressed to the appropriate department chair and school dean responsible for the advanced credential program or post-baccalaureate certificate program. Post-baccalaureate unclassified students who have been placed on academic disqualification status may be readmitted through formal written petition addressed to the Dean for Graduate Studies and Research.

Appeals and Grievances

A graduate student who experiences difficulties arising from course evaluation, judgment of performance, master's degree requirements, advancement to candidacy, general regulations, and/or grievance situations should discuss the issues first with the graduate program coordinator. If the student wishes to review further the problem or to appeal a decision, the student should then consult, in sequential order, with the appropriate department chair, school dean, the Dean for Graduate Studies and Research, and, finally, the Associate Vice President for Academic Affairs.

GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

Each graduate program establishes its own specific requirements and standards. Students must contact the appropriate graduate program coordinator for these program-specific requirements and standards.

Credit Unit Requirements

All of the master's degree programs at CSUB require a minimum of 45 quarter units, with a few having a 90-quarter unit requirement. At least one-half of the units required for the master's degree shall be in courses organized specifically for graduate students (500- and 600-level courses). For each master's degree program, a minimum of 32 quarter units (64 quarter units for the 90-unit programs) shall be completed in residence at CSUB. Each graduate student should discuss with the graduate program coordinator of his/her respective master's degree program regarding the details of the credit unit requirements.

Culminating Experience Requirement

All graduate students must satisfactorily complete a culminating experience (thesis, project, or comprehensive examination) to qualify for the master's degree. The specific type of experience will depend upon the requirements of each master's degree program. Satisfactory completion of a culminating experience will be in compliance with Title 5, Part V, Chapter 1, Subchapter 2, Article 7 of the California Administrative Code, Section 50510, paragraph (3):

> Satisfactory completion of a culminating experience (thesis, project, or comprehensive examination) is defined as follows:
>
> (A) A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation(s). The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.
>
> (B) A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology, and conclusion or recommendation(s). An oral defense of the project may be required.
>
> (C) A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis, and accuracy of documentation. A record of the examination questions and responses shall be maintained.

Graduate students must be advanced to candidacy prior to enrolling in the required culminating experience course for the respective graduate program. Certification for the completion of the culminating experience must be provided to the Evaluations Office and the Office of the Dean, Graduate Studies and Research, prior to graduation and the award of the master's degree.

Graduation Writing Competency Requirement

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

the specific requirements, including acceptable scores or grades, of their respective program.

Transfer Credits to a Graduate Program

If accepted by the faculty of the respective master's degree program, graduate credit from another accredited college or university may be applied toward the fulfillment of requirements in the student's graduate program at CSUB. In addition, graduate-level course work taken through Extended Studies may be used to satisfy prerequisite requirements or specific degree requirements when such work is approved **in advance** by the appropriate graduate program coordinator.

A maximum of 13 quarter units (8⅔ semester units) from another college or university or from Extended Studies may be accepted toward a master's degree program, and all such units must satisfy the time limit requirements specified by the graduate program.

Credit/No-Credit Grading for Graduate Courses

A graduate student admitted to a master's degree program with a 45-quarter unit requirement may complete a maximum of 10 quarter units of course work on a **non-optional** credit/no-credit grading basis. A graduate student in a master's degree program with a 90-quarter unit requirement may complete a maximum of 24 quarter units of course work on a **non-optional** credit/no-credit grading basis.

Graduate students are **not** allowed to complete any course work for a master's degree program with an **optional** credit/no-credit grading basis.

For all graduate-level courses graded on a **non-optional** credit/no-credit basis, the grade "CR" shall be awarded for the grades "B" (3.0) or higher, and the grade "NC" shall be awarded for the grades "B-" (2.7) or lower.

Continuous Enrollment for Graduate Candidacy Standing

Graduate students who have been advanced to candidacy and have completed all course work required by the master's degree program, but have not completed the culminating experience (thesis, project, or comprehensive examination), may enroll in a special course available for each graduate program for the purpose of maintaining continuous enrollment at CSUB. The student will continue to register for this course each academic term until the culminating experience requirement for the master's degree is completed. If the student is unable to complete the culminating experience requirement within the maximum units allowed by the graduate program, then the student may register for a special 700 course, at zero (0) credit units, through Extended Studies at a reduced fee of $70.00 per academic term to maintain continuous enrollment.

Time Limits for Completing Graduate Program Requirements

The California Administrative Code, Title 5, Education, specifies that all the requirements for a master's degree shall be completed within a seven-year (7) period, which includes the filing and awarding of the degree. This time limit requirement means that no more than seven (7) years may elapse between the start of the term for the earliest dated course approved for the plan of study and the date the application for graduation is formally approved. Graduate students should check with the appropriate graduate program coordinator to discuss the specific time limit requirements of the respective master's degree program, since some programs may have more stringent requirements.

If the student is unable to complete all graduate program requirements (generally course work) within the time limits specified by the master's degree program, the student may formally petition the graduate program coordinator for an extension of the time limit or for the substitution of other appropriate course work. All petitions for extension of time limits must be approved also by the Dean of Graduate Studies and Research.

Application for Graduation

All graduate students are encouraged to file an application for graduation at least one full academic term before they plan to graduate because a response to the application from the Evaluations Office may take 6–8 weeks. If the Evaluations Office notifies the student of any deficiencies in graduation requirements for the master's degree program, the student must make-up the deficiencies and re-apply for graduation.

Candidates for the master's degree to be awarded at the end of a regular academic term must file an application for graduation with the Evaluations Office no later than the end of the second week of instruction in the quarter in which they expect to complete all requirements of their plan of study. Candidates planning to graduate at the end of Summer Session (August) must file their application for graduation before the end of the previous spring term.

Graduate students are eligible to participate in the Commencement Ceremonies held each June at CSUB only if all requirements, including the culminating experience (thesis, project, or comprehensive examination), have been completed prior to the date of commencement.

FINANCIAL AID PROGRAMS FOR GRADUATE STUDENTS

Financial aid programs for graduate students are limited at CSUB. Graduate students wishing information on financial aid programs should contact the CSUB Financial Aid Office for specific programs and their eligibility requirements. A partial listing of financial aid programs available for graduate students is as follows:

Graduate Fellowships. The California Student Aid Commission awards state-funded fellowships to resident students who are admitted to a graduate degree program and who intend to become faculty members in a public college or university in the State of California.

State University Grants. The California State University awards grants that cover a portion of the state university fees for eligible graduate students who are residents in the State of California.

Graduate Equity Fellowships. State-funded awards are made to resident students with demonstrated financial need who are admitted to a graduate degree program. Eligible students are from ethnically underrepresented groups, students with disabilities, and women in academic disciplines where they have been historically underrepresented. Graduate equity fellowships may be awarded for six (6) consecutive academic terms as long as the student maintains satisfactory scholastic performance and progress to the completion of the requirements for the master's degree.

California Pre-Doctoral Scholars. The California State University makes competively-based awards to resident students who are qualified to be admitted to a graduate degree program and who are qualified to continue their graduate studies at the doctoral level and to become eligible

for a faculty position in a college or university. Eligible students are from ethnically underrepresented groups, students with disabilities, and women in academic disciplines where they have been historically under-represented. Pre-Doctoral Scholars will work closely with a faculty sponsor in developing an overall plan which will lead ultimately to enrollment in a doctoral program. The award provides funds for travel to doctoral-granting institutions and professional meetings appropriate to the student's development, funds to cover costs of journal subscriptions and/or membership in appropriate professional associations, and an opportunity to participate in a summer research internship under the advisement of the faculty sponsor.

Scholarships. Scholarships are awarded on the basis of merit and/or financial need, in addition to other criteria specified by the donor(s) of each scholarship.

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

Graduate Teaching and Research Assistantships. Depending upon the graduate program, graduate teaching assistantships and graduate research assistantships may be available to eligible graduate students. Some of the assistantships are on a stipend basis, while others are for course credit which may be applicable to the student's plan of study. Graduate students should contact the appropriate graduate program coordinator for details regarding graduate assistantships.

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

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

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

CENTERS AND INSTITUTES

CSUB Centers and Institutes are auxiliary organizations created to encourage applied activity around particular themes and functions. The following centers and institutes conduct studies, carry out research, and provide service in particular subject matter fields.

APPLIED RESEARCH CENTER (ARC)

Dr. Kenneth L. Nyberg, Director; 664-2109
Purpose: Primary interests are to conduct applied behavioral and organizational research (surveys for needs assessments, marketing, planning, evaluations) relevant to practical and pressing issues.

INSTITUTE FOR THE STUDY OF SECONDARY EDUCATION

Dr. William Webster, Director; 664-3023
Operates under auspices of ARC.

ARCHEOLOGICAL INFORMATION CENTER (AIC)

Dr. Mark Sutton, Director; 664-3153
Purpose: To maintain archaeological site record information for Fresno, Kings, Madera, and Tulare counties.

CALIFORNIA WELL SAMPLE REPOSITORY

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

CENTER FOR THE ADVANCEMENT OF SCIENCE AND TECHNOLOGY EDUCATION

Dr. David H. Ost, Director; 664-2231
Purpose: To be an advocate for quality science and technology education within the University and the region it serves; further scientific literacy and public understanding of science; facilitate externally funded research and other scholarly activities which advance science and technology education; and coordinate the delivery and monitor the quality of interdisciplinary science and science and technology education courses.

CENTER FOR ECONOMIC EDUCATION AND RESEARCH

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

CENTER FOR ENVIRONMENTAL STUDIES

Director: Vacant
Purpose: To conduct research which will facilitate understanding environmental issues; provide forum for exchange of ideas central to planning the wise use of urban, rural and wild lands; and serve as an advocate for university and community awareness of environmental issues by conducting workshops, coordinating and disseminating information to schools and other agencies, and monitoring interdisciplinary efforts.

FACILITY FOR ANIMAL CARE AND TREATMENT (FACT)

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

CULTURAL RESOURCE FACILITY (CRF)

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

INSTITUTE FOR PUBLIC ADMINISTRATION (IPA)

Dr. Phillip S. Paris, Director; 664-2319
Purpose: To promote management and supervisory training in

the public and non-profit sectors within CSUB service area and engage in research focused on public and non-profit sector issues and need.

KEGLEY INSTITUTE OF ETHICS

Dr. Christopher Meyers, Director; 664-3149
Purpose: To conduct and encourage research, promote teaching, provide consultation, and disseminate information pertaining to ethical issues. Information may be obtained from the Dean of Arts and Sciences and from the Department of Philosophy and Religious Studies.

Division of Extended Studies and Regional Programs

(MB III, 664-2441)

Dean: D. H. Ost

It is the responsibility of the University to provide access to higher education beyond the traditional patterns of campus-based education and programs. This task is assigned to the Division of Extended Studies and Regional Programs (ES&RP). ES&RP administers a variety of programs, courses, workshops, seminars and conferences designed for those members of the community who seek to expand their interests, to improve and broaden their professional preparation, or to further their University degree aspirations. The Division's activities are frequently organized in cooperation with school districts, governmental agencies, nonprofit organizations, professional associations, and other such agencies to effectively offer programs which meet the general community needs.

Admission

Generally, it is **not** necessary for students to make formal application for admission to the University in order to enroll in specific *courses* offered by ES&RP. Individuals need not submit transcripts of previous work. However, persons wishing to participate in specific degree and certificate *programs* should contact the ES&RP office for information concerning application procedures and admission information. In all cases, students must have satisfied the academic or experiential prerequisites for the particular courses in which they intend to enroll or obtain the permission of the instructor.

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

Programs

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

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

Open University provides students the opportunity to concurrently enroll in regular University classes through ES&RP on a space available basis after approvals are obtained by the student from the instructor and other offices. The 1993–94 fee for enrollment through the Open University is $80/quarter unit for lecture classes. There is **no** additional fee for out-of-state students. Students are limited to a maximum of 36 quarter units of undergraduate or 13 quarter units of graduate credit through Open University for use in degree programs.

External Degree Programs are offered through the Division of Extended Studies and Regional Programs at various sites throughout the service region. Currently the University is authorized to provide the following external degrees: a B.S. in Business Administration, an M.S. in Administration, an M.A. in Education, and a B.A. in Liberal Studies.

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

Extended Studies courses available through ES&RP are offered separately from regular quarter academic and professional programs. Most offerings are scheduled in the evenings or on weekends. The Extended Studies catalog, *Catalyst,* is published four times a year and may be obtained from the ES&RP Office. Three types of Extended Studies courses are regularly offered.

Regular extension courses carry degree credit subject to the University limitations of 36 quarter units which may be included in a bachelor's degree program, or 13 units applied toward a master's degree. The acceptability of courses toward major or minor concentrations is subject to approval of the school dean within whose academic area the course falls.

Non-credit and continuing education courses are not applicable to degree programs. They are usually of professional, personal or general interest and are designed in response to identified needs in the community.

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

Certificate Programs are designed for individuals seeking formal recognition for completing an organized, integrated, specialized program of study. Typically the certificate programs offered through ES&RP are not available through regular University program offerings. Certificate programs currently offered by ES&RP include:

Advanced Studies for Attorney Assistants,
Advanced Drug and Alcohol Studies,
Attorney Assistant,
Direct Marketing,
Drug and Alcohol Studies,
Hispanics and Adult Education,
Nonprofit Management,
Safety Management,
Total Quality Management, and
Workers Compensation Law.

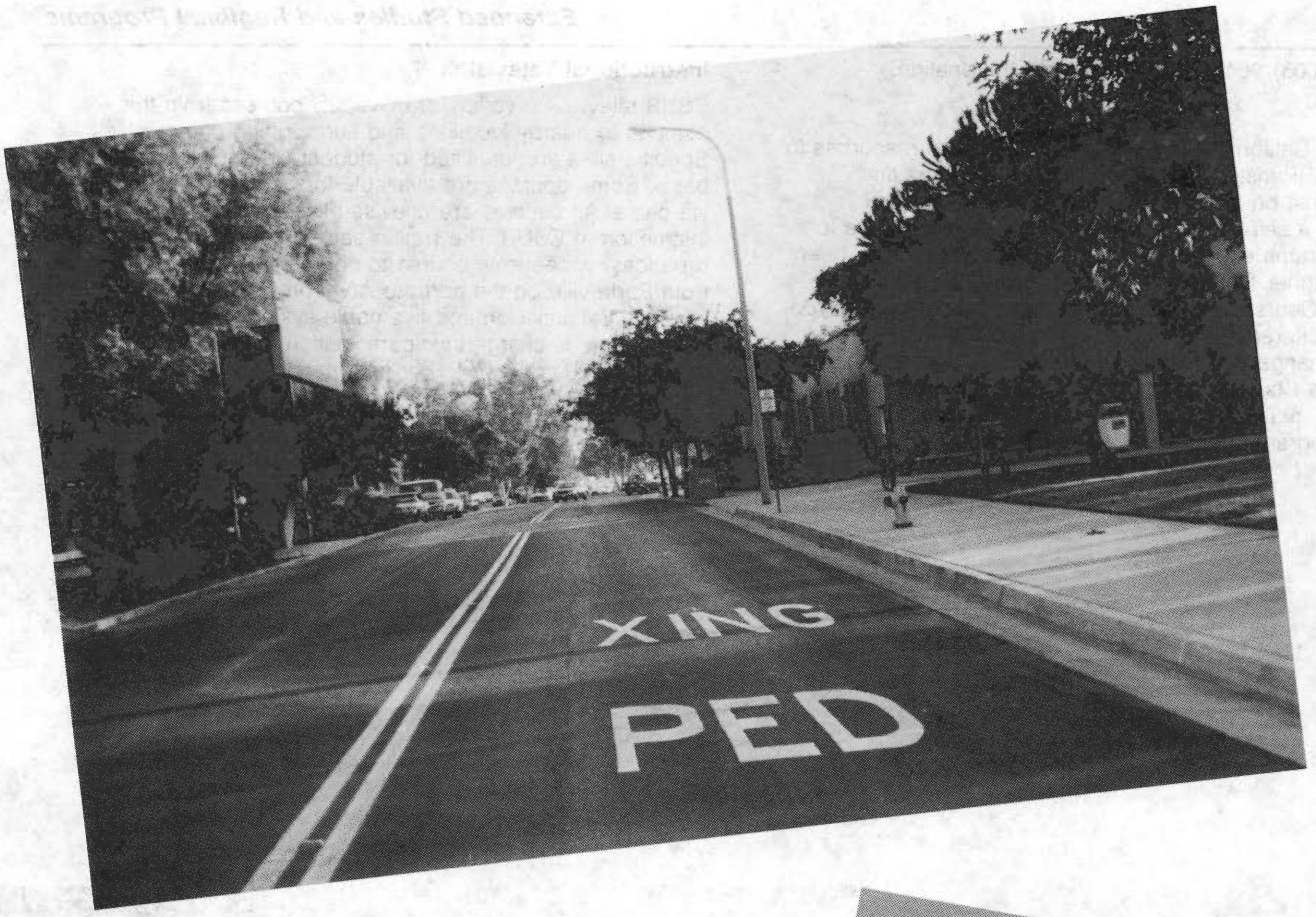
Telephone (805) 664-2427 for additional information.

Fees

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

Instructional Television

CSUB televises a variety of university courses from the campus to nearby locations and surrounding communities. Specific sites are identified for student viewing on a quarterly basis. Some courses are available for home view participation via cable. All courses are televised live at the time of instruction at CSUB. The region served by the program broadcast varies from course to course. The general area is from Porterville on the north to Arvin on the south using wireless transmission and five cable systems. There are no additional fees charged for participation in courses delivered through the ITV Network. For information concerning registration procedures, fees, and the current schedule of courses telephone (805) 664-2448.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Inter-School Programs Division of Undergraduate Studies

SCI I 104, 664-3420

Dean: Dr. James H. George, Jr.

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 is 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 Office (Sci I 104, 664-3420). The courses also provide for orientation to the University, instruction on study skills, and personal development. The course format is always informal and conducive to student-faculty exchange.

Personalized Honors Program

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

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

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

The Honors Council is composed of 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 from Dr. Michael Flachmann, the Chair of the Honors Council (FT 201D, 664-2121) or in the Office of the Dean of Undergraduate Studies (Sci I 104, 664-3420).

General Studies Courses

General Studies 118 Making it in College This course presents study techniques, memory tools, self-exploration exercises, and explores career and major alternatives. The object of the course is to help develop interpersonal communication skills and study skills necessary to succeed both in and out of the University.

General Studies 119 Techniques of Peer Advising This class is designed for students who are interested in peer counseling and peer activities. It will provide an opportunity to explore information resources and develop skills which will allow them to offer assistance to fellow students.

General Studies 121 Introduction to University Studies A series of seminars designed to aid the transition to the University studies for students with non-traditional backgrounds. The course will emphasize University survival skills and will utilize faculty and staff from the various disciplines and student services. Offered on a credit, no-credit basis.

General Studies 128 Stress Management Too much stress can affect your performance in school. This course will provide general information, guides for stress management, and wellness.

General Studies 129 Women, Self-Esteem, and Academic Success Utilizes a group format for discussion and personal evaluation of how self esteem affects academic success and living. When women are able to build their self-esteem, they can increase their effectiveness and take charge of their lives. 1 unit. CR/NC Limited enrollment.

General Studies 131 Assertiveness Training A discussion-practice course designed to teach students how to express opinions, feelings, and attitudes in an effective and socially appropriate manner. The goal is to improve self-confidence and self-expression in academic and non-academic settings. Limited enrollment.

General Studies 136 Thinking Critically This course is designed to help students develop the critical thinking skills necessary for persuasive, logical writing and effective reading. Students will study arguments, fallacies, and the uses of language as they write and discuss current, often controversial, issues.

General Studies 138 Math Anxiety Reduction Group This course combines learning strategies for approaching mathematics with anxiety reduction techniques. Each session includes a combination of math study hints with careful desensitization of math fears or phobias.

General Studies 142 Cinco de Mayo Plan, develop and carry out major activities of the Cinco de Mayo celebration and other

Chicano cultural activities at CSB. Emphasis will be on developing some skill in the planning and coordination of complex activities and on examining the historical, social, and educational roles of this and other cultural events in society.

General Studies 150 Lecture Series Lectures, discussions, and films on varied topics. One lecture, one discussion per week. May be repeated. Offered on a credit, no-credit basis only.

General Studies 151 Writing the Term Paper This course is designed to provide the college student with the skills necessary to write an effective term paper. Students will receive in-depth training in library research skills, choosing a topic, developing an outline, appropriate format, and writing the paper. Students are encouraged to take this course in conjunction with a course which requires a research paper.

General Studies 156 Adult Children of Alcoholics or Trauma Through topic lecture and group interaction, students who grew up in homes where they were emotionally, sexually or physically abused or neglected will: 1) examine the issues, thoughts and roles they assumed; 2) identify where these issues are affecting them today; 3) develop strategies to change unwanted behavior. 1 unit, CR/NC, enrollment limited.

General Studies 157 Advancing Academic Confidence Advance your academic confidence by participating in this 6-week college skills course. It is designed to help you master the fundamental skills necessary to make each course a success—listening skills, getting the most out of lectures, memory techniques, SQ4R, etc. Truly a practical course designed to help any students do better academically.

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

General Studies 160 Orientation to California State University, Bakersfield This course introduces students to the University, provides an opportunity to check basic study skills, and begins the process of career and life goal clarification. Students who enter the University with less than 20 quarter units are required to take this course.

General Studies 161 Re-entry Rap Adult students often are faced with issues and considerations related to returning to an educational setting. Guest speakers will address such topics as: adult development, self-esteem building, home and family responsibilities, and career choice or change. This class may be substituted for GST 160 Orientation to CSUB.

General Studies 162 Coping with Test Anxiety Designed to teach students skills and techniques for coping with and overcoming anxiety in testing situation. Each session will include step-by-step procedures for enhancing physical relaxation, focused mental attention, and effective mastery of course material. Simultaneous enrollment in at least one 5-unit course is desirable.

General Studies 168 Vocabulary Development This course focuses on increasing one's vocabulary. Methods will include the study of Greek and Latin prefixes, suffixes, and roots, recognition and analysis of contextual clues and related dictionary use with emphasis on diacritical markings.

General Studies 173, 174, 175 Afro-American Experience I, II, and III With the emphasis on the development of organizational skills, the primary focus will be planning and implementation of programs for the observance of Black History month. Enhances cultural awareness through personal involvement. Current issues will be explored in a small group format.

General Studies 178 Human Sexuality Seminars (Done Once Each Spring) 18th Annual Human Sexuality Seminars will feature Marjorie Hansen Shaevitz, internationally recognized author, lecturer, mental health professional, and women's health care consultant. Presentations will explore loving relationships, present-day impact of sex role conditioning, same sex loving, dealing with trauma of sexual violations, safe sex practices and much more. To earn credit must attend the key-note address and 3 other sessions. Written papers on the 4 will be due May 24. Seminar is open to all students and the community. Can be taken without registering, but must be registered to obtain credit.

Class packet can be obtained at the Counseling Center. Call 664-3366 for further information.

General Studies 200 Meet the World Selected international students and faculty members will give presentations and lead discussions on the geography, culture, and recent events of their native counties. The instructor, the Director of the Center of International Education, will serve as moderator.

General Studies 201 Fundamentals for International Students Enrollment is limited to International Students. It will serve as both GST 160 Orientation to CSUB and GST 190 Introduction to Microcomputers. It earns 3 quarter units and will meet 5–6 times during the quarter.

General Studies 203 Career Search Assists students in selecting college major and/or career. Emphasis upon the value of self knowledge and how it is acquired, exploration of options, career information resources, group discussions on the role of values, skills, and attitudes in making career decisions.

General Studies 204 Job Search Assists students to prepare for a job search. Emphasis upon self assessment-personal traits, skills, methods used to communicate this to potential employers. Resume, letter writing, search strategies and information gathering techniques studied.

General Studies 210 Succeeding in College What does it take to do well at CSUB? Discussions of everything from note-taking to networking to managing personal finances will give you the inside track on getting the most out of the opportunities Cal State has to offer. Guest speakers, faculty, and students from various disciplines will share their perspectives on "Succeeding in College."

General Studies 211 Succeeding in Careers Area professionals, CSUB faculty, and recent graduates will share with us their insights into what it takes to secure and advance in a position in your chosen career field. Guest lecturers and group discussion.

General Studies 212 Succeeding in Life Discussion of the strategies and planning college students can use to lead productive, fulfilling lives. Ways to balance professional and personal needs and demands. Guest lecturers on various topics from "Reducing Stress" to "Interpersonal Communication."

General Studies 219 Eating Management—Caring About Self The course is designed to provide a person with practical strategies and techniques to assist in developing a consciousness for appropriate eating behavior. The course will also incorporate the use of a computerized diet analysis program and encourage the development of a regular exercise program.

General Studies 221 AIDS Concerns: Women and HIV An increasing number of women are acquiring the HIV infection and

then developing AIDS. This seminar provides essential info regarding HIV and AIDS prevention and treatment. The day long conference will be valuable for everyone—both women and men. The seminar is planned for one day in May. C/NC, to receive credit you must attend the whole seminar and write a 3-page paper on it. Call SSD, 664-3360 or SHC 664-2394 for complete details.

General Studies 222 Graphing Utilities This course is designed to acquaint the students with the fundamental capabilities and uses of the new second generation of large screen "graphing calculators". These calculators are increasingly finding their way into the local Mathematics, Natural Science, and Management science courses. Advantages and disadvantages of the various models will be addressed. Additionally the course will introduce the student to the graphing utilities *Master Grapher* and *Derive* now available in the MacIntosh and IBM computer laboratories. Familiarity with a scientific calculator is assumed. This course is recommended for students who are currently enrolled or plan to take Math 90 or Math 106.

General Studies 223 Introduction to the Computer Algebra System—MAPLE The student will be introduced to the Algebraic, Numeric and Graphical capabilities of the Computer Algebra System, MAPLE. Problems will be chosen from Calculus, Linear Algebra, and Differential Equations.

General Studies 253 Sociological and Biological Aspects of Yosemite Park Weekend trip involving activities and discussions on Yosemite National Park. The weekend will look at the influence of nature on man and man on nature, stressing social, political, and biological aspects of Yosemite. Class limited to 30. Field Trip fee also charged.

General Studies 262 Grammar and Punctuation: an Overview A student successfully completing this course will have an up-to-date understanding of the terms and appropriate use of grammar and punctuation. Only traditional grammar will be covered. A credit/no credit class, the atmosphere will be relaxed but conducive to learning.

General Studies 263 STAAR Network: Networking with High School Students With an emphasis on enhancing leadership skills and providing motivation to achieve educational goals, this course will provide instruction in communication concepts, in-service training in campus resources, aspects of public speaking and related projects. Students will be required to participate in field work and presentations in the high schools.

General Studies 277 Special Topics: Courses provide students with an opportunity to examine areas of special interest and/or to allow investigation of topics not ordinarily covered in regular five unit courses. Topics may be proposed by students as well as faculty. May be repeated for different offerings. Special Topics courses do not satisfy any general education requirements. Offered on a credit, no-credit basis only.

Course descriptions are published in the quarterly class schedules.

General Studies 278 The Finer Things in Life—Entertainment at CSUB Provides an opportunity for students to attend events where outstanding artists perform or present work at CSUB while receiving credit. You will also speak with the performer and/or artists about their work. Written reaction papers required on chosen events.

General Studies 281 International Conflict—Who is Fighting Who? The world is seen as a place of conflict between and within different countries. Students will explore three to four international conflicts currently in the news; will learn the social, economic and political problems causing each conflict; will investigate different groups of nations involved; will review various solutions and discuss their potential for resolving each conflict. The critical role and responsibility of the USA will be discussed.

General Studies 282 Perspectives on African-American Women Course will explore perspectives on African-American women as seen through the eyes of social scientists and humanists. Particular attention will be given to enhancing self-esteem through oral and written expression. Topics will include "The African-American female" experience in: family, workplace, education, arts, community, religion, and the media. Students may propose their own topics.

General Studies 283 Women Who Eat Today women (and, to a lesser extent, men) believe they must be in a constant battle to conquer the urge to eat. This course addresses why such inner conflicts develop in the name of health and beauty, and shows how such struggles can, ironically, endanger physical health and mental well-being. Increased insight can lead to freedom from the battle.

General Studies 284 Peer Sex/AIDS Education Designed to inform you about safer sex communication/practices to prevent AIDS. Will enable you to educate other university students in these content areas. Peer educators are expected to have good communication ability, interpersonal skills, and willingness to master content material. Enrollment is limited to 10 and based on permission of the instructor.

General Studies 285 Women and Entitlement Women faculty members (and an occasional outside lecturer) will speak each week on their area of specialization with the emphasis on the entitlement of women to fulfill their individual potential. Women often have a lower sense than men of their own value and of the rewards and recognition they are entitled to receive. Subjects to be investigated are: sports, literature, arts, psychology, education, finance and questions of role model and self image.

General Studies 390 Microcomputers This course introduces students to various uses of the microcomputer. Different sections of the course are taught on the IBM and MacIntosh microcomputers. This course meets the Liberal Studies Credential microcomputer prerequisite requirement.

General Studies 393 Introduction to Microcomputers-IBM PC This course is designed to allow the novice to learn how to use the microcomputer. There is a slight bias toward applications having to do with education. We will learn to use an editor, a word processor, a spreadsheet, and other applications depending on the interest of the class. This course meets the Liberal Studies Credential microcomputer prerequisite requirement.

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

Human Corps 396. Community Service The course provides student volunteers with an opportunity to gain community service experience working with non-profit, governmental, educational or community-based service organizations. Open to all students in good academic standing, regardless of major or class standing. A student may suggest a suitable placement or request an assignment from the Human Corps office. Offered on a credit, no credit basis only.

Child Development Major

DDH B100, 664-2219

Program Coordinator: B. Greathouse-Green

Faculty: J. Morales-Flores, L. Ost, R. Sethi

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 CSUB 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 17 courses as specified below.

All students desiring to major in Child Development, and especially those who desire also to fulfill the requirements for the multiple subjects credential in the State of California, must plan a program of study in consultation with an advisor assigned by the program coordinator (DDH B100, 664-2210).

Prerequisites

* Psychology 100. Perspectives in Psychology (5 GE)
* Biology 100. Perspectives in Biology (5 GE)

* General Education course

Select one of the following:

* Mathematics 140. Elementary Statistics (5 GE)
* Psychology 200. Statistical Methods in Psychological Research (5 GE)

Core

Child Development 208. Child, Family and Community (5)
Child Development 210. Practicum in Child Development (2)
Child Development 300. Introduction to Developmental Research Methods (5)
* Child Development 320. Individual and Family Development in Selected Non-Western Cultures (5 GE)
Child Development 411. Infant Stimulation and Development (5)
Child Development 412. Growth and Development of Children (5)
Child Development 413. Adolescent Growth and Development (5)
Child Development 414. Advanced Field Experience in Child Development (2)
Child Development 490. Senior Seminar (6)
Biology 258. Biological Aspects of Child Development (5)
Biology 372. Fundamentals of Nutrition (3)
Psychology 310. Child Psychology (5)

Select two of the following:

Psychology 411. Cognitive and Perceptual Development (5)
Psychology 412. Personality and Social Development (5)
Psychology 413. Language Development (5)

Select two of the following:

Behavioral Science 318. Culture and Personality (5)
* Behavioral Science 435. Family and Kin Around the World (5)
Sociology 364. Family and Society (5)
Sociology 366. Childhood and Society (5)
Sociology 464. Family and Stress (5)

Strongly recommended:

EDEC 443. Supervision and Administration of Early Childhood Education (5)
EDEC 444. Internship in Administration and Supervision of Children's Programs (5)

Teaching Credential—Multiple Subjects

The CSUB 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 minimum of 186 quarter units, including at least 60 upper division. This degree option (a CTC approved waiver program) requires approximately 181 quarter units of

coursework in twelve subject areas including a concentration in child development. For a B.A. in child development with a subject-matter examination waiver leading to a teaching credential, the student must complete the following requirements:

Area One: Language (30)

1. Composition: Completion of the following two courses, appropriate tests, or equivalent transfer courses.
   a. English 110 (Expository Writing) or equivalent
   b. English 310 (College Composition) or 410 (Modes of Writing) with a grade of B— or better or 9 on the Upper Division Writing Competency Examination
2. Literature: Completion of a literature course.
   a. One Upper Division Literature Course
3. Oral Communication: Completion of one of the following courses or the equivalent transfer course.
   a. Communications 108 (Strategies of Public Communication) or Theatre 232 (Acting I)
4. Grammar: Completion of the following course or its upper division equivalent.
   a. English 319 (Structure of English)
5. Language: Completion of one of the following courses or the upper division equivalent.
   a. ED-B1 476 (Introduction to English as a Second Language), English 415 (Introduction to Linguistics) or 420 (Sociolinguistics: Language, Society and Education), Spanish 412 (Introduction to Spanish Linguistics) or 420 (Southwest Spanish) or Spanish 201 (Intermediate Spanish Grammar).

Area Two: Mathematics (15)

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

Area Three: Sciences (15)

1. Life Science: Completion of the following life science courses or their articulated transfer equivalent.
   a. Biology 258 (Biological Bases of Child Development)
2. Physical Science: Completion of the following physical science course or its articulated transfer equivalent.
   a. Science 101 (Principles of Physical Science)
3. Integrated Science Principles: Completion of the following course or its upper division equivalent.
   a. Science 314 (Science for Elementary School Teachers)

Area Four: Social Sciences (45)

1. U.S. History and Government: Completion of the following two courses or their articulated transfer equivalent.
   a. History 231 (Survey of American History to 1865)
   b. Political Science 101 (American Government and Politics)
2. World History and Culture: One course from each of the following areas.
   a. Early Western Civilization: Completion of one of the following courses or a transfer course that studies early Western Civilization (prior to 1800).
      (1) History 202 (Western Civilization I) or 204 (Western Civilization II) or Religious Studies 110 (Religion in Western Civilization) or 401 (Religion and Ancient Western Civilization)
   b. Non-Western Culture: Completion of one of the following courses or a transfer course that studies a non-Western Culture.
      (1) Anthropology 370 (Third World Communities), Child Development 320 (Individual and Family Development in Selected Non-Western Cultures), History 222 (From Waves to Robotics: The Evolution of Modern East Asia), History 250 (History of Africa) Political Science 208 (The Politics of Change in Asian Societies) or 308 (Government and Politics in China), or Religious Studies 111 (Religion in Asian Culture), 331 (Islam), 345 (India), or 348 (China and Japan)
3. Geography: Completion of the following course or a cultural geography course from another institution.
   a. Geography 302 (Cultural Geography)
4. Economic Perspectives: Completion of the following course or an equivalent transfer course.
   a. Economics 309 (Economy and Society)
5. Psychological Perspectives: Completion of the following course, or an equivalent transfer lower division or upper division course.
   a. Psychology 310 (Child Psychology)
   b. Completion of one of the following courses, or an equivalent upper division course.
      (1) Psychology 411 (Cognitive and Perceptual Development), Psychology 412 (Personality and Social Development), Psychology 413 (Language Development)
6. Anthropological/Sociological Perspectives: Completion of one of the following courses, or an equivalent upper division course.
   a. Behavioral Science 318 (Culture and Personality), Sociology 366 (Childhood and Society), Sociology 364 (Family & Society), Sociology 464 (Family & Stress), or Behavioral Science 435 (Family & Kin Around the World)

Area Five: Humanities (10)

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

Area Six: Visual and Performing Arts (10)

1. Appreciation and understanding of visual and performing arts.

a. Visual or performing art for the elementary classroom: Completion of one of the following courses:
   (1) Art 401 (Theory and Practice of Art), Music 401 (Foundation of Music Education), or Theatre 305 (Creative Dramatics)
b. Visual or performing art. Completion of a course in a discipline different from the discipline of the course used to satisfy requirement 1a.
c. Music. Completion of one course in music. The course used for 1a or 1b may also satisfy this requirement.

Area Seven: Health and Physical Education (5)

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

Area Eight: Human Development (10)

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

Students planning to teach in the primary grades,complete the following courses:
   a. Child Development 208 (Child, Family and Community)
   b. Child Development 411 (Infant Stimulation and Development)

Students planning to teach in the upper grades, complete the following courses:
   a. Child Development 208 (Child, Family and Community)
   b. Child Development 413 (Adolescent Growth and Development)

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

1. Understanding and appreciating the perspectives of gender, racial, and ethnic minorities, and non-majority cultures.
   a. Hispanic, Asian, or African-American: Completion of one of the following courses or a transfer course that focuses on the Hispanic and/or African-American culture.
      (1) Behavioral Science 351 (Social Psychology of the Ghetto/Barrio), English 364 (Studies in Fiction: The African-American Experience), English 420 (Sociolinguistics: Language, Society and Education), History 466 (History of Black America since 1865) or 468 (The Chicano Experience), Religious Studies 354 (Ethnic Religion), Sociology 327 (Race and Ethnic Relations) or 333 (Mexican American in Contemporary Society), or Spanish 425 (Chicano Literature)
   b. A second course selected from the list of courses satisfying the Women or Ethnic/Racial Minority Culture Minority Requirement or an equivalent transfer course. The two courses must not both focus primarily on the same ethnic, racial, or cultural minority group. **Please note that Child Development 320 (Individual and Family Development in Selected Non-Western Cultures), an integral part of the Child Development major, is included in the list of these courses.**

Area Ten: Technology (7)

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

Area Eleven: Field Experience (2)

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

Area Twelve: Assessment (3)

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

Area Thirteen: Concentration (19)

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

1. Child Development: Completion of the following courses:
   a. Biology 372 (Fundamentals of Nutrition), Child Development 300 (Research Methods in Child Development), Child Development 490 (Senior Seminar) and Child Development 412 (Growth and Development of Children)

Courses

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

Child Development 208. Child, Family and Community An overview of the theories of child development and impact of social influences. Focus on patterns and dynamics of family living and community influences. Exploration of cultural and social factors on child development and education.

Child Development 210. Practicum in Child Development (2) Observation and participation in preschool and elementary (K–3) settings. This course is designed to aid prospective early childhood education teachers' conceptual understanding of a developmentally appropriate curriculum and teaching strategies. A weekly reflective journal and assigned readings are required of students who enroll in this course. Student placement may be through the Human Corps. Students will volunteer in classrooms for 30 hours per quarter.

Child Development 296. Human Corps (1) One unit of credit for 30 or more hours of volunteer community service experience working directly with young children (Pre-K through grade 3) in a variety of socioeconomic settings. Open to students who are interested in pursuing a career in Early Childhood Education (Pre-K through grade 3). Students may request an

assignment through the Human Corps office. A journal, a brief reflective paper and occasional meetings with a faculty sponsor are required. This course may be repeated up to twelve times (12 units), however, students may earn only one unit per quarter. Offered on a credit, no credit basis only.

Child Development 299. Individual Study.

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 320. Individual and Family Development in Selected Non-Western Cultures An exploration of the values, attitudes, child rearing practices, family and social relationships in a variety of non-western cultural settings including China, India, Japan, Korea and "indigenous" Mexico. The impact of these factors on the personal, social, economic and political systems will be discussed. Comparisons with Western family systems including cultural universals and differences will be emphasized. The course will also give attention to an analysis of immigrant experiences in the United States.

Child Development 411. 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: Child Development 208.

Child Development 412. Growth and Development of Children Advanced study in growth and development from preschool through elementary school years. Contemporary research and evidence from field experiences with children in a variety of environments, examination of patterns and causes of behavior. Prerequisite: Child Development 208.

Child Development 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. Prerequisite: Child Development 208.

Child Development 414. Advanced Field Work in Child Development (2) This off-campus course is designed as an advanced practicum in child development, allowing the student to participate in a group program for young children. Emphasis of the course will be on developing an understanding of the behaviors of preschool and elementary children in a variety of cross-cultural and socioeconomic settings. Students will use naturalistic observation and participant observation procedures to record the actions, behaviors and dialogues of young children. In addition, the students will interact with the children by reading trade books and other assigned activities. Each student will be assigned an average of six hours of practicum a week. In addition, the students will be required to attend individual and group conferences. Prerequisites: Child Development 210 and classification as a sophomore, junior or senior.

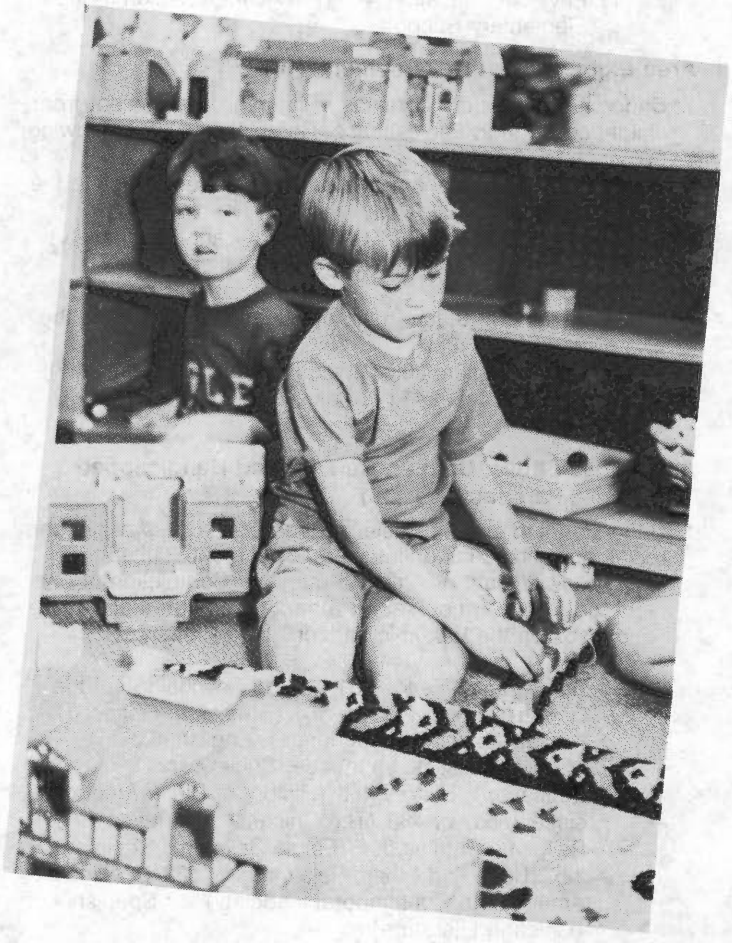
Child Development 481. Directed Research in Child Development (1–5) Students conduct research investigation in the area of child development under faculty supervision. Strongly suggested for majors who are considering graduate study in child development. Prerequisite: Consent of instructor who will serve as sponsor, approved by the Child Development Program Coordinator and Dean of the School of Education.

Child Development 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to post-baccalaureate students. Interested students should contact the program office.

Child Development 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.

Child Development 497. Cooperative Education.

Child Development 499. Individual Study.



Liberal Studies Major

DDH C108, 664-3337

Program Chair: Dr. Marla Iyasere, Associate Dean, School of Arts and Sciences

In addition to degrees in individual disciplines, the University offers a Bachelor of Arts in Liberal Studies, designed to provide students with a broad liberal arts experience. Students take courses in most areas of the liberal arts and develop in-depth understanding of a single discipline or area. The major has also been designed to provide the educational experience best suited for the prospective teacher.

The Liberal Studies program has been approved by the Commission on Teacher Credentialing as a program waiving the subject matter examination required for licensing for multiple subjects instruction in the public schools. To qualify for the waiver, students must complete the program described below. Students interested in this program should contact the Associate Dean of the School of Arts and Sciences (DDH C108, 664-3337).

Requirements for the Major

A. CORE

Students wishing to complete the approved multiple subjects waiver major must complete the requirements within each of the following **AREAS.** These requirements can be satisfied with CSUB courses, transfer courses or, as appropriate, waiver examinations. A course used to satisfy one requirement cannot be used to satisfy a second requirement in a different area or be counted as part of the **Upper Division Concentration.**

Area One: Language

1. Composition. Completion of the following two courses, appropriate tests, or equivalent transfer courses.
   a. English 110 (Expository Writing)
   b. English 310 (College Composition) or 410 (Modes of Writing) with a grade of B— or better or 9 on the Upper Division Writing Competency Examination
2. Literature. Completion of the following two courses:
   a. English 101 (Introduction to Literature) or its equivalent
   b. An upper division literature course
3. Oral Communication. Completion of one of the following courses or the equivalent transfer course.
   a. Communications 108 (Strategies of Public Communication) or Theatre 232 (Acting I)
4. Grammar. Completion of the following course or its upper division equivalent.
   a. English 319 (Structure of English)
5. Language. Completion of one of the following courses or the upper division equivalent (except with Spanish 201 which can have a lower division transfer equivalent).
   a. Education-Bilingual 476 (Introduction to English as a Second Language), English 415 (Introduction to Linguistics) or 420 (Sociolinguistics: Language, Society and Education), or Spanish 412 (Introduction to Spanish Linguistics) or 420 (Southwest Spanish) or Spanish 201 (Intermediate Spanish Grammar)

Area Two: Mathematics

1. Mathematical concepts. Completion of the following two courses or upper division equivalent.
   a. Math 320 (An Introduction to Number-Systems)
   b. Math 321 (Concepts of Geometry: Elementary Probability and Statistics)

Area Three: Sciences

1. Life Science. Completion of the following life science course or its articulated transfer equivalent.
   a. Biology 100 (Perspectives in Biology)
2. Physical Science. Completion of the following physical science course or its articulated transfer equivalent.
   b. Science 101 (Principles of Physical Science)
3. Integrated Science Principles. Completion of the following course or its upper division equivalent.
   c. Science 314 (Science for Elementary School Teachers)

Area Four: Social Sciences

1. U.S. History and Government. Completion of the following two courses or their articulated transfer equivalents.
   a. History 231 (Survey of American History to 1865)
   b. Political Science 101 (American Government and Politics)
2. World History and Culture. One course from each of the following areas:
   a. Early Western Civilization. Completion of one of the following courses or a transfer course that studies early western civilization (prior to 1800)
      (1) History 202 (Western Civilization I) or 204 (Western Civilization II) or Religious Studies 110 (Religion in Western Civilization) or 401 (Religion and Ancient Western Civilizations)
   b. Non-Western Culture. Completion of one of the following courses or a transfer course that studies a non-western culture.
      (1) Anthropology 250.003 (Peoples of the World: Africa), or 370 (Third World Communities), Child Development 320 (Individual and Family Development in Selected Non-Western Cultures), History 222 (From Waves to Robotics: The Evolution of Modern East Asia), Political Science 208 (The Politics of Change in Asian Societies) or 308 (Government and Politics in China), or Religious Studies 111 (Religion in Asian Culture), 331 (Islam), 345 (India), or 348 (China and Japan)
3. Geography. Completion of the following course or an equivalent transfer course.
   a. Geography 302 (Cultural Geography)
4. Economic Perspectives. Completion of the following course or an equivalent transfer course.
   a. Economics 309 (Economy and Society)

Area Five: Humanities

1. Critical Thinking. Completion of one of the following courses, passage of a waiver examination, or a transfer course satisfying CSUB's critical thinking requirement.
   a. Philosophy 102 (Logical Reasoning) or Humanities 102 (Critical Thinking and Writing) or Sociology 120 (Critical Thinking and Contemporary Problems)

2. Philosophical and Ethical Perspectives. Completion of one of the following courses or a philosophy or ethics course from another institution.
   a. Philosophy 100 (Introduction to Philosophy), 201 (Introduction to Ethics), 334 (Law and Morality), or 478 (Special Topics in Applied Ethics), or Interdisciplinary Studies 333 (Political Philosophy and Thought)

Area Six: Visual and Performing Arts

1. Appreciation and understanding of visual and performing arts.
   a. Visual or performing art for the elementary classroom. Completion of one of the following courses or an upper division equivalent.
      (1) Art 401 (Theory and Practice of Art), Music 401 (Foundation of Music Education), or Theatre 305 (Creative Dramatics)
   b. Visual or performing art. Completion of a course in a discipline different from the discipline of the course used to satisfy requirement 1a.
   c. Music. Completion of a music course. The course used for 1a. or 1b. may also satisfy this requirement.

Area Seven: Health and Physical Education

1. Awareness of the issues connected to alcohol, drugs, and nutrition as they affect elementary school age children.
   a. Completion of the following course or the equivalent transfer course.
      (1) Health Science 320 (Current Health Problems)

2. Principles of physical education as they affect elementary school age children.
   a. Completion of the following course or an upper division equivalent.
      (1) Physical Education 412 (Physical Education in the Elementary School)

Area Eight: Human Development

1. Understanding the development of the child. Completion of one of the following courses or an equivalent course.
   a. Child Development 412 (Growth and Development of Children) or 413 (Adolescent Growth and Development) Psychology 310 (Child Psychology) or 410 (Theories of Development) or Sociology 366 (Childhood and Society)

Area Nine: Ethnic, Gender, Cultural and Handicapped Perspectives

1. Understanding and appreciating the perspectives of gender, racial and ethnic minorities, and non-majority cultures.
   a. Hispanic or African-American. Completion of one of the following courses or a transfer course that focuses on the Hispanic and/or African-American culture.
      (1) Behavioral Science 351 (Social Psychology of the Ghetto/Barrio), English 364 (Studies in Fiction: The African-American Experience) or 420 (Sociolinguistics: Language, Society and Education), History 466 (History of Black America Since 1865) or 468 (The Chicano Experience), Religious Studies 354 (Ethnic Religion), Sociology 327 (Race and Ethnic Relations) or 333 (Mexican American in Contemporary Society), or Spanish 425 (Chicano Literature)
   b. A second course selected from the list of courses satisfying the Women or Ethnic/Racial Minority Culture Minority Requirement or an equivalent transfer course. The two courses must not both focus primarily on the same ethnic, racial, or cultural minority group.

Area Ten: Technology

1. Computer competency. Completion of one of the following courses, an articulated equivalent transfer course or the CSUB computer competency waiver exam.
   a. Computer Science 120 (Computer Skills and Concepts)
      or
      General Studies 390 (Introduction to Microcomputers)

2. Understanding of contemporary technology. Completion of any General Education Goal XIII course.

Area Eleven: Field Experience

1. Experience in an elementary school setting. Completion of the following course or its transfer equivalent.
   a. EDEL 240 (Early Field Experience in the Elementary School)

Area Twelve: Assessment

1. Subject matter competency will be determined upon completion of the Liberal Studies Waiver Program.

B. UPPER DIVISION CONCENTRATION

Area Thirteen: Concentration

The concentration requires the completion of four related courses. One of the four is to be a senior seminar. The minimum number of units required in a concentration is 19 quarter units. No course used to meet one of the requirements above may be double counted in a concentration. Upper division courses taken at other institutions may be substituted but only with the approval of the advisor and the program coordinator. Courses selected for the concentration may be used to meet requirements for a Supplementary Authorization. (Please consult the School of Education Credential Office for details.) Approved concentrations and the courses that meet the concentration requirements are found below.

1. Double Major

2. Language
   a. Three upper division courses to be selected from ED-BI 476, English 318, 402, 403, 404, 415, 420; Spanish 412 and 413; and Psychology 413.
   b. Liberal Studies 490.001.

3. Literature
   a. Three upper division literature courses to be selected from those courses offered by the English and Communications Department, History 364, or Humanities 363.
   b. Liberal Studies 490.001.

4. Life Science
   a. Biology 210, 211, and 255/256.
   b. Liberal Studies 490.003.

5. Physical Science
   a. Physics 110 or 150.

b. Chemistry 100 or 150.
c. Geology 100 or 201.
d. Liberal Studies 490.003.

6. Mathematics
   a. Mathematics 191 and 192.
   b. One other math course (excluding the General Education math course and Mathematics 120, 320, and 321).
   c. Liberal Studies 490.003.

7. American History, Government, and Society
   a. Three upper division courses to be selected from History 351, 352, 355, 356, 357, 358, 370, 371, 445, 450, 451, 455, 460, 461, 465, 466, 468, 469, and 475; Political Science 314, 315, 316, 317, and 320; Religious Studies 381; Sociology 323, 327, and 440.
   b. Liberal Studies 490.002.

8. World Civilization and Culture
   a. Three upper division courses to be selected from Anthropology 320, 333, 338, 353, 370; Behavioral Science 435; History 301, 302, 303, 304, 305, 306, 307, 308, 309, 325, 340, 424, 425, 426, 435; Humanities 378; Interdisciplinary Studies 486; Philosophy/Religious Studies 343, 374, 375, 376; Political Science 305, 306, 308, 309; and Spanish 320; or any upper division course, not previously counted, from the list of approved courses for General Education Goals VIII or IX.
   b. Liberal Studies 490.001 or 490.002.

9. Humanities
   a. Three upper division courses to be selected from English 391 and 393; Humanities 395; Interdisciplinary Studies 333 and 362; Philosophy 302, 303, 304, 332, 334, 343 and 478; Religious Studies 301, 302, and 361.
   b. Liberal Studies 490.001.

10. Art
    a. Three upper division courses in Art, including at least one art history and one art studio course.
    b. Liberal Studies 490.001.

11. Theatre Arts
    a. Three upper division Theatre courses.
    b. Liberal Studies 490.001.

12. Bilingual/Bicultural Studies
    a. Spanish language course at the 202 level or higher.
    b. One of the following: Anthropology 320, 333, or 353; or Indisciplinary Studies 486.
    c. One of the following: Behavioral Science 351; History 468; Sociology 327 or 333; or Spanish 424 or 425.
    d. Liberal Studies 490.001 or 490.002.

13. Race, Ethnic and Gender Minorities
    a. Three upper division courses selected from the list of approved courses satisfying the women and American ethnic and racial cultures requirement. The three courses must allow the study of at least two different minorities.
    b. Liberal Studies 490.001 or 490.002.

14. Spanish
    a. Three upper division Spanish courses selected from those offered by the Foreign Languages Department. The courses selected must be taught in Spanish.
    b. Liberal Studies 490.001.

15. Physical Education
    a. Three courses from the 211 series.
    b. Two upper division courses to be selected from Physical Education 300, 401, 402, 403, 420, 430, 435, 440, 450, 480.
    c. Liberal Studies 490.002 or 490.003.

16. Health and Wellness
    a. Three upper division courses to be selected from the following:
    Biology 370/371; Interdisciplinary Studies 312 and 465; Psychology 315, 316, 403; Sociology 324, 326, 355, 368, and 464.
    b. Liberal Studies 490.002.

17. Environmental Studies
    a. Biology 203.
    b. Two of the following, one of which must be upper division. Geography 201; Geology 205, 330; Interdisciplinary Studies, 369, and Economics 370.
    c. Liberal Studies 490.002 or 490.003.

18. Child Development
    a. Any three of the following courses. Biology 258 and 370; Psychology 320, 341, 411, 412, 415; Child Development 412 or 413; Behavioral Science 435 or Child Development 320.
    b. Liberal Studies 490.002.

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 (pp. 275–76) 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 Associate Dean of the School of Arts and Sciences (DDH C108, 664-3337).

Non-Credential Major

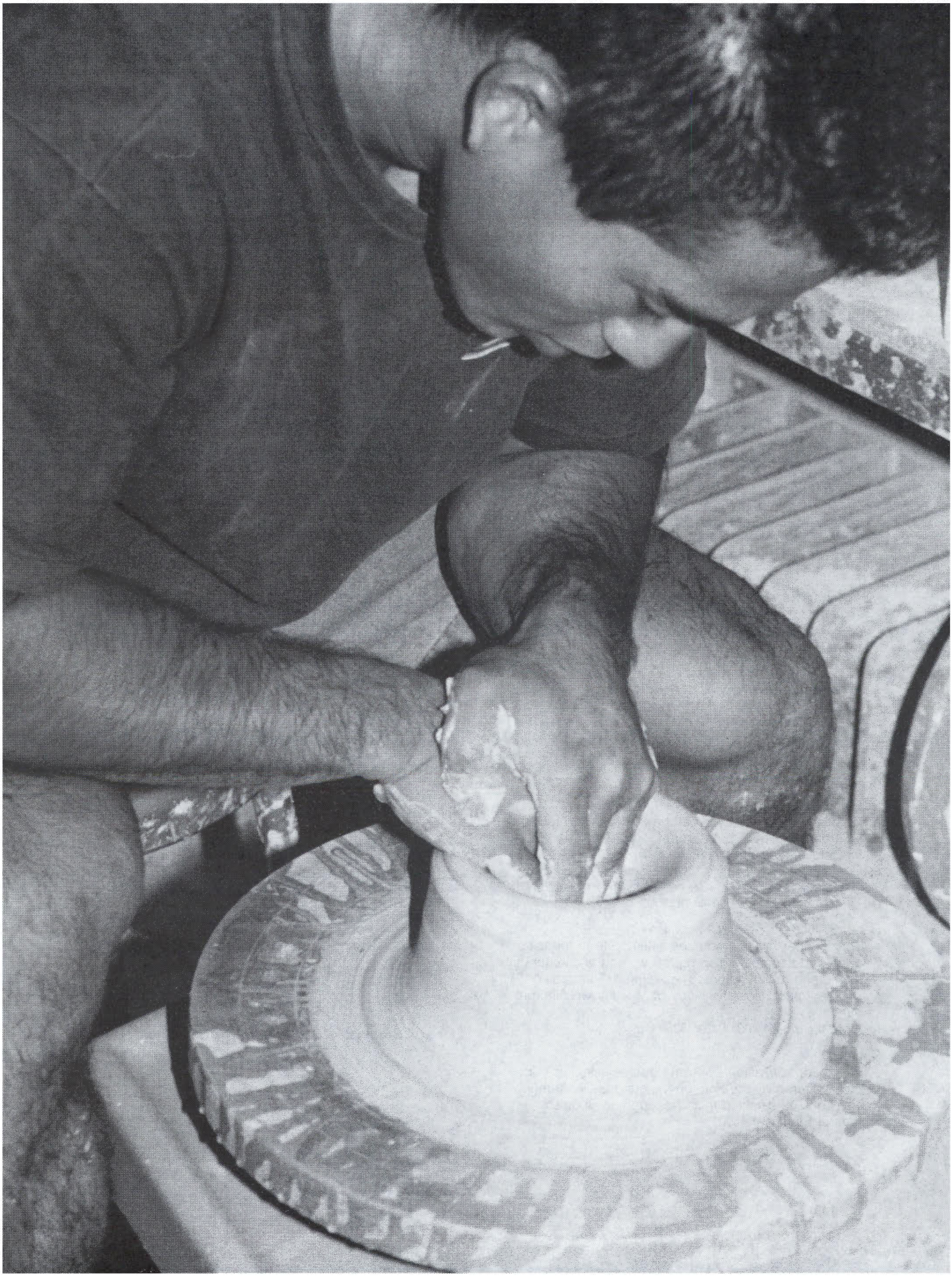
A non-credential Liberal Studies track is offered for students interested in the broad liberal arts experience but not interested in obtaining a teaching credential. Information is available in the program office, DDH C108.

Liberal Studies Courses

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. Suffixes identify the disciplinary orientation of the instructor:

Liberal Studies:	490.001	(Humanities)
	490.002	(Behavioral Science)
	490.003	(Natural or Physical Science)

Liberal Studies: 497 Cooperative Education



Land Resource Management Major

MB3, 310, 664-2460

Program Coordinator: M. Evans

Land Resource Management Major

Land Resource Management is an interdisciplinary major administered by the Dean of the School of Arts and Sciences. The major is a program of study that includes coursework in the following areas: (1) physical and life sciences relating to natural resource use; (2) the legal aspects of resource ownership and use; and (3) the economic and political aspects of resource allocation and environmental protection. The program also includes some basic skills courses in areas such as communications, computers, statistics, and general business.

The major is of sufficient breadth to prepare graduates for entry into a wide range of careers relating to the use, management, and protection of natural resources. These careers are in areas such as resource analysis and planning, environmental health, petroleum and minerals land management, technical and environmental staff support, permitting, and real estate development.

The Petroleum Land Management concentration was developed in consultation with the Bakersfield Association of Petroleum Landmen and is one of eight programs in North America accredited by the American Association of Petroleum Landmen.

Requirements for the Major

The Land Resource Management 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. CORE REQUIREMENTS
   - CSci 120, Computer Skills & Concepts
   - Math 140, Elementary Statistics
   - Comm 108, Strategies in Public Communication
   - Comm 304, Technical & Report Writing
   - Comm 335, Negotiation
   - Chem 211, Principles of General Chemistry I
   - Chem 212, Principles of General Chemistry II
   - Chem 203, General Organic Chemistry
   - Biol 203, Principles of Ecology
   - Biol 255, Human Physiology
   - One of the following:
     - Geol 201, Physical and Historical Geology
     - Geol 205, Environmental Geology
   - One of the following:
     - Geol 303, Concepts of Mineralogy
     - Geol 308, Geomorphology
     - Geol 309, Concepts of Stratigraphy & Sedimentation
     - Geol 310, Concepts of Geochemistry
   - Phys 360, Energy
   - Geol 320, Hydrology
   - Econ 201, Essentials of Microeconomics
   - Econ 452, Benefit-Cost Economics
   - LRM 411, Environmental Law I
   - LRM 412, Environmental Law II
   - LRM 490, Senior Seminar
2. CONCENTRATION
   One of the following concentrations or five courses included in either concentration must be completed.

   Petroleum Land Management
   - Acct 210, Accounting Perspectives
   - BusA 272, Business Law II
   - LRM 420, Oil & Gas Contracts
   - LRM 450, Petroleum Land Management Seminar
   - Geol 460, Petroleum Exploration

   Environmental Policy
   - Econ 370, Environmental & Natural Resource Economics
   - InSt 369, Environmental Politics
   - One of the following:
     - BehS 321, Community Politics
     - PolS 319, Comparative Politics of California
     - Biol 306, General Ecology
     - One approved elective

Requirements for the Minor

Any four of the following: LRM 379, 411, 412, 420, 450.

Courses

Land Resource Management 379. Real Property Law Analysis of the law governing real property entitlements. Legal descriptions of property; title; landlord-tenant relationships; possessory estates; estates in land; concurrent ownership; future interest; conveyances; deeds; restrictions on property rights.

Land Resource Management 411. Environmental Law I Overview of the basic legal framework forming the background for environmental regulation, including statutes and administrative rulemaking, common law, and constitutional law. Federal, state, and local agencies involved in environmental regulation. The permitting process and a comparison of NEPA and CEQA.

Land Resource Management 412. Environmental Law II A continuation of LRM 412. Regulation of air, water, and hazardous materials. Prerequisite: LRM 411 or permission of instructor.

Land Resource Management 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 272.

Land Resource Management 450. Petroleum Land Management The petroleum land management function: title searches and curatives; acquisition of mineral and surface rights;

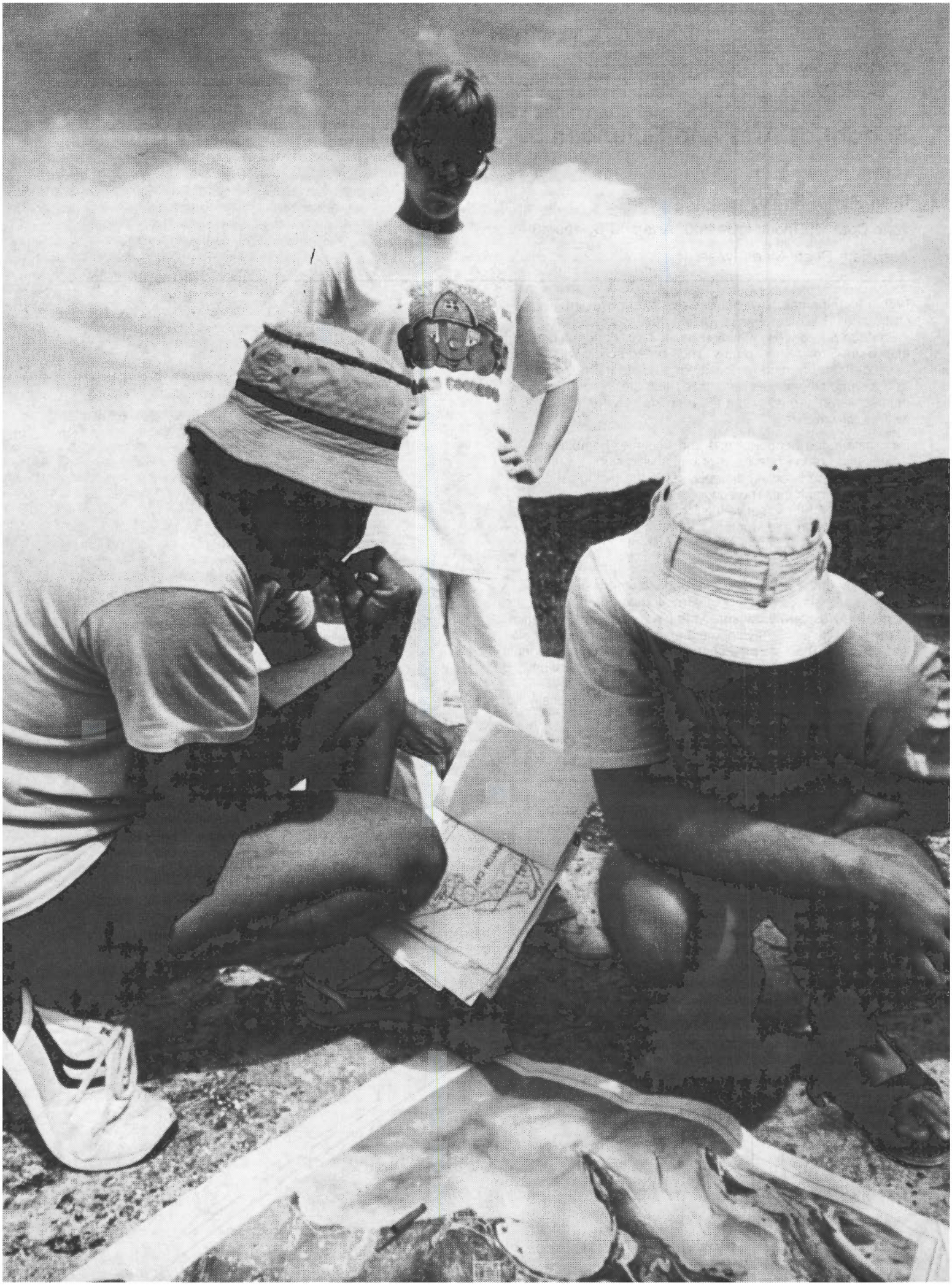
environmental permitting and business agreements relating to exploration and development; lease administration; divestiture of mineral properties. Prerequisite: LRM 379 and 420.

Land Resource Management 477. Special Topics (1–5) An in-depth study of an area of land resource management not included in current course offerings. May be repeated for different course content. Prerequisites as announced.

Land Resource Management 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.

Land Resource Management 490. Senior Seminar (6 units) Integration of previous casework utilizing case studies. Emphasis placed on ethics and strategies of negotiation and conflict resolution. Guest speakers on selected topics relating to careers in resource and environmental management. Prerequisite: LRM 412 and Econ 370 or 452.

Land Resource Management 497. Cooperative Education (variable units) The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation and grading are the responsibility of the department faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.



School of Arts and Sciences

(DDH C100, 664-2221)

Dean: Ray A. Geigle

John Coash (Emeritus Dean of Arts and Sciences)

Associate Dean: Marla Iyasere

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 interrelated nature of knowledge.

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

Master of Arts in Behavioral Sciences

Coordinator: Mark Q. Sutton

LORIEN 312, 664-3153

The Master of Arts Degree in Behavioral Sciences is a research-based program of individualized study dealing with the behavior of people and/or cultures. The faculty of the program intend that the graduates be competent *applied* researchers and scholars of human behavior.

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.

Many 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 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 preceded by a thesis proposal that must be approved by the student's Advisory Committee prior to the student undertaking work on the thesis and receiving 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 with the approval of the student's Advisory Committee and the coordinator of the Behavioral Sciences graduate program.

A student may elect to choose one of two avenues in the Masters degree program: (I) the General Program; or (II) a course of study leading to a Masters degree in Behavioral Sciences, with a specific concentration in either Anthropology or Sociology.

THE GENERAL PROGRAM

While not formal concentrations, a student may elect to pursue his/her studies with a focus in Economics, Political Science, or Psychology. The student may also 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, agricultural extension specialists, and public health providers, to name but a few.

Two (2) specific courses are required of all students in the general program. These courses are, by both design and practice, rigorous investigations in Advanced Statistical Methods (BehSc 500) and Research Design and Analysis (BehSc 501). 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 credit. *Most students complete their program of study with a total of eight courses, plus their thesis units.*

THE CONCENTRATION PROGRAM

This avenue to the Masters Degree is similar to the general program in form but will result in a specific concentration in either Anthropology or Sociology (and will be so indicated on the official record). An MA in Sociology and an MA in Anthropology are currently being proposed. When these programs are approved by the CSU, the MA in Behavioral Science may be phased out.

Anthropology

Three (3) specific courses are required. BehSc 500 (Advanced Statistical Methods), BehSc 501 (Research Design and Analysis) and Anthro 545 (Theories of Culture). Thirty (30) additional quarter units of study are required. The specific research focus and courses to fill the 30-unit requirement must be worked out in conjunction with the student's Advisory Committee.

Sociology

Three (3) specific courses are required: BehSc 500 (Advanced Statistical Methods), BehSc 501 (Research Design and Analysis) and Sociology 502, (Advanced Sociological Theory). Thirty (30) quarter additional units of study are required. The specific research focus and courses to fill the 30-unit requirement must be worked out in conjunction with the student's Advisory Committee.

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 CSUB 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 CSUB 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, DDH AA209.

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. Graduate Record Examination (GRE) scores for both the Quantitative and Verbal Sections.
      c. 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.
      d. 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 CSUB 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 CSUB 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 coordinator of the Behavioral Science program, and must include a completed "Requirements and Plan of Study" signed by the chair of student's Advisory Committee.

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 CSUB, (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 CSUB.
C. Completed and approved "Declaration of Committee" form.
D. Thesis *proposal* approved by the student's Advisory Committee and filed with the coordinator of the Behavioral Sciences graduate program.

ADVISING

A. The coordinator 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 M.A. 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 CSUB 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 remainder not below the 400 level. At least 32 units must be earned in residence.
B. A GPA of 3.0 or better in graduate work at CSUB applied toward the M.A. in Behavioral Sciences and at least a C (2.0) in all courses.
C. Completion of a thesis or comprehensive examination.
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 Programs

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

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 chair of the Chicano Studies Committee. No more than four courses may be selected from the same department.

A. Three of the nine courses will be those listed on page 122 as required courses for the Chicano Studies Minor.

B. Six optional courses chosen from those listed on page 122 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 humans. This coordinated program of study provides a broad-based understanding of the demands of dynamic society and the finite limits of the environment to sustain life.

The student has the option to major in any one of three disciplines: Biology (B.S.), Economics (B.A.), or Geology (B.S.). Interested students should contact the chair of the appropriate department for additional information (Biology 664-3089, Economics 664-2460, Geology & Physics 664-3027).

Interdisciplinary Minors

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

The work in each interdisciplinary minor is supervised by a faculty committee headed by a chair. A student planning an interdisciplinary minor should select the courses to constitute that minor in consultation with the chair of the appropriate committee as well as with the major department. For further information contact the Office of the Dean for the School of Arts and Sciences, (664-2221).

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

Applied Ethics Minor

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 one is likely to face in both professional and private life. These courses are intended to help the student analyze ethical issues, apply ethical theories to concrete situations, and to evaluate ethical arguments. If majoring in business, nursing, public administration, health sciences, or pursuing some pre-professional course of study such as pre-law, pre-engineering or pre-medical, the student will find such a minor not only useful, but something that future employees and professional schools will appreciate.

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:

Interdisciplinary Studies 362—Psychotechnology and Human Values
Economics 350—Economic Philosophy and Political Economy
Sociology 465—Sociology of Law
Communications 317—Ethics in the Media
Business Administration 374—Business and Society
Business Administration 370—Legal Environment of Business
Political Science 315—Civil Liberties
Interdisciplinary Studies 333—Political Philosophy and Thought
Political Science 310—Political Campaign Management

Philosophy 332—Ethical Theory
Philosophy 334—Law and Morality
Philosophy 478—Special Topics in Applied Ethics
Philosophy 496—Internship in Applied Philosophy

Total units required: 20

Asian Studies Minor

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

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

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

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

Art 320. Survey of the Arts of India, China, and Japan
Child Development 320. Individual and Family Development in Selected Non-Western Cultures
Chinese 101. Introductory Chinese (or Chinese 102 or Chinese 103)
Economics 311. Pacific Rim Economies
History 222. The Evolution of Modern East Asia
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
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
Political Science 322. Government and Politics in Japan
Religious Studies 111. Religion in Asian 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 experiences of Black people in America, Latin America, and Africa. A more specific goal is to encourage students to expand and deepen their knowledge and experience of various problems and accomplishments of Black people in both historical and contemporary perspective. Courses are geared toward creating a factual, relevant knowledge base and learning atmosphere which fosters critical thinking and provides guidance for students in examining their attitudes and values. The courses also provide skills appropriate for preparation for various careers, especially in the area of social services. Many of these courses also satisfy the graduation requirement for a course perspective on U.S. racial and ethnic groups. See page 85 for details.

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

Anthropology 250. Peoples of the World: Africa
Behavioral Science 351. Social Psychology of the Ghetto/Barrio
ED-CI 588. Education and Ethnic Diversity
English 207. Ethnic-Minority American Literature
English 364. Studies in Fiction: The Black Experience
English 469. Modern African Literature
History 250. A History of Africa
History 437. The Afro-Creolo 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

Film and Modern Art Minor

The purpose of the Film and Modern Art Minor is to provide students with the opportunity to study a crucial aspect of the twentieth century in depth: the influence of modernist aesthetics and culture on the visual arts. The minor is designed to enhance students' appreciation of modern art, its background, and its major movements: Constructivism, Cubism, Expressionism, Futurism, Impressionism, Post-Impressionism, and Surrealism. By studying also the history of avant-garde as well as commercial films, and taking cognate courses in related disciplines, students will be able to chart connections between disparate aesthetic forms and gain insight into the relationship between the visual arts and their time.

To complete the minor, the student must take four courses, three of which are upper-division. All students must take the following two courses:

Art 483. Modern Art ca. 1865–1970
English/Communications 460. Film History, 1894–1941

The remaining two courses may be selected from the following (of which one only may be lower division):

Art 101. Practice and Appreciation of the Visual Arts
Art 202. Survey of Western Art, ca. A.D. 1400 to Present
Communications 240. Media Arts
History 206. Western Civilization III (1815 to the Present)
Political Science 218. Politics in the Novel and Film
Art 484. Contemporary Directions in Art
Communications/English 367. Film Analysis
Communications/English 368. Special Topics in Film
History 309. Europe Since 1914
Music 483. Music of the Early Twentieth Century
Theatre 385. Modern Drama

Students who take a lower-division course are strongly advised to do so before undertaking the two required courses. Students may apply either History 206 or History 309 to the minor, but not both.

Latin-American Studies Minor

Four courses are required for the Latin-American Studies Minor. The four courses must be distributed across at least two departments.

Anthropology 250. 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

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 419. Aging Services Administration

B. *Electives* (select two additional courses)
Anthropology 460. Seminar in Aging: Culture and Ethnicity
Behavioral Science 317. Adult Socialization
IN ST 465. Death and Aging in a Technological Society
IN ST 496. Internship in Gerontology

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 201/401. Rehearsal and Performance (2)
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 305. Creative Dramatics
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

The Women's Studies minor provides a series of courses which critically examine the social, historical, psychological, literary, artistic, philosophic, and biological roles of women. The courses offered in the minor do not focus exclusively on women's issues, but rather they seek to provide a fuller understanding of the multidimensional nature of personhood. The minor consists of four courses, including one required course, a five-unit interdisciplinary Women's Studies class. The remainder of the program is built around other courses that carry credit toward at least one departmental major.

Required course:
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
Behavioral Science 435. Family and Kin Around the World.
Child Development 320. Individual and Family Development in Selected Non-Western Cultures.
English 373. Images of Women in Literature and Film
Fine Arts 402. 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
Humanities 395. Comparative Literature: Mirror of Western Civilization
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
Theatre 381. Twentieth Century Women Playwrights

Interdisciplinary Courses

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

Behavioral Science 290. Careers in Sociology and Anthropology (1) An exploration of career opportunities in anthropology and sociology. This course will deal with planning an academic program for particular careers, provide opportunities to discuss career choices with graduates from CSUB in sociology and anthropology, and cover techniques for job seeking. Offered on a credit/no credit basis only.

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. Prerequisite: Completion of Mathematics 140 or Psychology 200 or equivalent. 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 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 scources. 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 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: Completion of Behavioral Science 300 or equivalent. 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. Prerequisites: Completion of Mathematics 140 or Psychology 200 or equivalent, a behavioral science research methods course and basic computer skills in data analysis.

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 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 477. Special Topics

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.

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 577. Special Topics

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. Physical Geography 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. Cultural Geography of World's Regions An examination of North America, Latin America, Europe, Asia, and Africa 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 102. Critical Thinking and Writing This course will focus on the logical reasoning skills necessary for analyzing and constructing arguments as well as basic writing skills. This course satisfies Goal III. Students with an EPT score between 147 and 154 may also use the course to satisfy the English 100 requirement. This course will carry credit in either English 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, Dostoevsky, Kafka, Hesse, Eliot, Sartre, and O'Conner. Carries credit in either Philosophy or Religious Studies. May be used for credit in Liberal Studies major or English minor.

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 a fuller understanding of the multi-dimensional nature of women and the socialization of men and women. Subjects for discussion and lecture include women in art, music, law, literature, psychology, sociology, religion, and various other areas of interest. Students of both sexes are welcome to participate.

IN ST 207. Perspectives on Blacks in American Society An interdisciplinary analysis focusing on the role of African-American men and women in contemporary American society. Subjects for discussion and lecture include the degree to which African-American people are involved in and influence such diverse areas as business, politics, religion, the arts, law, poverty and affluence, and the future of African-Americans in America.

IN ST 311. Psychology of Religion A study of the psychological dimension of religion, Western and Eastern. Attention given to various psychological theories of religion, including those of Freud, Jung, and James. Such topics as religious experiences, meditation, psychic phenomena, and the role of religion in personality development are studied. Carries credit in either Psychology or Religious Studies.

IN ST 312. 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 and Science.

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

IN ST 375. Administrative Processes in Government This course analyzes the field of public administration. Topics analyzed include the role of government in American society, the historic development of the public service, management issues related to modern governmental enterprises, problems of personnel, public budgeting, and alternative strategies for securing administrative responsibility. The course focuses on readings and cases pertaining to local and state administration, although issues involving the federal level are discussed where appropriate. Carries credit in Public Administration or Political Science.

IN ST 465. Death and Aging in a Technological Society. A study of the impact of technology and recent social change upon aging, practices surrounding death and attitudes toward aging and dying. These issues will be considered in terms of both United States culture and selected societies around the world. Prerequisites: Completion of General Education Goals VII and X. Carries credit in either Anthropology or Religious Studies.

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 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 Study of science content and processes shared by physical and life sciences. Laboratory activities focus on the inquiry approach, using materials from multiple curriculum sources. 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 227, 664-3089)

Chair: F. D. Blume

Faculty: K. W. Gobalet, D. S. Hinds, J. C. Horton, C. R. Lu, L. M. Moe, T. D. Murphy, D. H. Ost, S. E. Silverstone, 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. Students may elect to take course sequences (tracks) which have specific emphases. Tracks presently offered include Agricultural Biology, Environmental Studies, Zoology, Botany, Pre-professional Biology, Ecology, Physiology, and Biology for Teachers.

Requirements for the Major

The requirements for the Bachelor of Science degree in biology include a wide range of courses which allow for diverse student interests. Students are encouraged to take course sequences (tracks) which have specific emphases. Tracks presently offered include Botany, Ecology, Physiology, Pre-professional Biology, and Zoology. Two concentrations are available (Agricultural Biology, Environmental Studies) which are officially designated on the transcript.

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. Three courses selected from Biology 210, 211, 212, and 255/257 *
   b. Biology 301 and 490
   c. One five-unit course selected from Biology 304, 305, and 306
   d. One five-unit course selected from 410, 411, and 512
   e. At least 20 units of additional upper division course work in Biology. Up to three upper division courses from outside the department may be substituted with the approval of the advisor.
2. Five units of computer science in Fortran or Pascal.
3. Five units of college chemistry.
4. At least 15 additional units in appropriate cognate areas, subject to the approval of the advisor.

* Biology 255 and 257 must be taken together to satisfy one course in this requirement with the advisor's approval.

Requirements for the Bachelor of Science Degree in Biology with a concentration in Agricultural Biology:

The Agricultural Biology concentration is an intentionally broad program designed to prepare students for careers in agriculturally-related operations, including corporate farms, government agencies, and consulting firms. The program emphasizes particular skills including information analysis, writing, and speaking. Specific levels of competence are established in general biology and special concentration courses which facilitate solving agricultural problems using biological concepts.

1. A minimum of 60 units in Biology
   a. Biology 210, 211, and 212
   b. Biology 301, 304, 306, and 490
   c. Biology 321 and 362, *or* 322 and 353
   d. Three five unit courses with appropriate focus from 410, 411 and 512.
2. Chemistry 211, 212, 213
3. Five units of computer science in Fortran or Pascal
4. Management 300 and 301 and Marketing 300
5. An internship in field work experience is recommended

Requirements for the Bachelor of Science Degree in Biology with a Concentration in Environmental Studies

The Environmental Studies concentration integrates classroom studies and practical problem-solving, with major emphasis on responsible decision-making on environmental issues. A major concern throughout the program is the development of an awareness of the importance of a deliberate and systematic approach to the study of environmental problems as they relate to the balance between nature and humans. This coordinated program facilitates entry in environmental planning, protection and regulation.

1. A minimum of 55 units in Biology
   a. Biology 210, 211, 212
   b. Biology 301, 306
   c. Biology 410 Environmental Impact, 490
   d. Four courses selected from Biology 321, 322, 410 Advanced Ecology, 411 Environmental Assessment and 512
2. Chemistry 211
3. Geology 201, 205, and one course selected from Geology 308, or 309.
4. Economics 201 and 370
5. Five units of computer science in Fortran or Pascal
6. Additional course work in Economics and Public Policy is recommended, e.g. Economics 452, Beh Sci 321, IN ST 369 and IN ST 375. Selected with advisor approval.

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. Only courses applicable to the major will be accepted for the minor. Requests for approval are to be submitted to the Department Chair.

Teaching Credential—Single Subject

An approved list of courses in Biology and related subjects 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 student completing the set of required courses, or their equivalent. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education.

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 students are to make the decision as to their 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 plant and animal populations 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 Function, form, and diversity of animals. Emphasis placed on the solutions to problems of survival and reproduction and the evolutionary relationships among various animal groups. Three lecture-discussions and two three-hour laboratories.

Biology 211. Principles of Plant Biology Fundamentals of plant structure, function, and diversity. Emphasis placed on ecological relationships and seed plants. Three lecture-discussions and two three-hour laboratories.

Biology 212. Principles of Cellular Biology Cell structure and function with emphasis on molecular aspects. Three lecture-discussions and two three-hour laboratories. Prerequisite: Chem 211.

Biology 250. Human Anatomy Major structures of the human body with an emphasis on the integration of histology and gross anatomy of the skeletal, muscular, nervous, circulatory, respiratory, digestive, excretory, reproductive and endocrine systems. Three lecture-discussions and two three-hour laboratories.

Biology 255. Human Physiology 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. Prerequisite: One college chemistry course.

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: Biol 255.

Biology 257. Laboratory in Human Physiology (2) Laboratory investigations into the functions of major systems of the human body. Expanded version of Biology 256 designed for Biology majors. Two three-hour laboratories per week. Corequisite: Biol 255.

Biology 258. Biologic Aspects of Child Development Human growth and development 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. 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

Students taking *upper division courses* will have the option of taking a course for five units using the instructor-designated behavioral objectives or to select within a course topic an area of interest and develop their own behavioral objectives. The instructor must approve these objectives and assign an appropriate number of units (up to five) prior to registration in the course.

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

Biology 300. Human Biology Biological aspects of human development, form and function, fitness and health, and their interaction with the environment. Topics include genetics, reproduction, growth and development, systems physiology, health and disease, nutrition, aging, evolution, and ecological issues. This course applies fundamental principles and concepts to an analysis of current issues in the biology of humans. Prerequisites: Successful completion of Goals I, IV and V or VI. (Four lecture hours and one three-hour laboratory.)

Biology 301. Design of Biologic Investigations Construction of basic experimental designs based upon the literature and data analyses. Students' development of and participation in experimental designs of selected research projects including measurements, statistical analyses, and interpretation of data. Special emphasis placed upon the written presentation of the investigation. Prerequisites: Two of the required 200-level courses in Biology; Eng 110; Math 90 or equivalent or a score of 580 on the ELM. Recommended: Math 140.

Biology 302. Cell Physiology A molecular approach to cell physiology covering bioenergetics, regulation of cell activity and cell specialization. Prerequisite: Biol 212 or 311.

Biology 303. 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. Prerequisites: Biol 210 or 211, and 212.

Biology 304. General Genetics Physical and chemical bases of inheritance in cells, individuals, and populations, including molecular mechanisms of heredity. Prerequisites: Biol 210 or 211, and 212.

Biology 305. General Physiology General aspects of cellular and organismic function in animals and plants with special emphasis on physical and chemical properties that regulate physiological processes. Topics include biological solutions, membrane characteristics, fluid dynamics, gas flow, material exchange, energy acquisition and utilization, and heat exchange. Prerequisite: Biol 212 or Biol 255/257.

Biology 306. General Ecology Relationships between organisms and their environment with emphasis placed on terrestrial ecosystems. Laboratory work illustrating ecological principles and methods. Prerequisite: Biol 210 or 211.

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. Does not count toward Biology Degree. Prerequisite: Chem 203 or 212. Recommended: Biol 255.

Biology 312. General Microbiology Functional relationships between chemistry, ecology, genetics and physiology of microorganisms. Topics include the role of bacteria in biogeochemical cycling, oncogenic viruses and applied biotechnology. Laboratory emphasizes methods in bacteriology. Two lecture-discussions and three laboratories. Prerequisite: Biol 212.

Biology 314. Medical Microbiology Isolation and identification procedures, and the clinical significance of medically important microorganisms (mainly bacteria). Key points of these organisms' epidemiology, and pathogenic mechanisms will be discussed. Development of laboratory skills concerning the isolation and identification of medically important bacteria is emphasized in laboratory. Three lecture-discussions, two three-hour laboratories. Prerequisite: Biol 311 or 312.

Biology 321. Plant Diversity Phylogeny and classification of vascular plants with emphasis on field recognition and identification of important plant families and genera characterizing the major floristic regions of California. Lectures review taxonomic diversity, evolutionary relationships, and eco-geographic patterns of western floras. Laboratory includes two weekend field trips for which a fee may be required; consult the class schedule. Prerequisite: Biol 211.

Biology 322. Animal Diversity Relationship of animal diversity and environmental conditions, the ecology of major phyla, and identification of local species. Laboratory includes weekend field trips for which a fee may be required; consult the class schedule. Prerequisite: Biol 210.

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

Biology 351. Vertebrate Morphology Classical anatomy and the analysis of form in terms of function and evolution in the mammals, reptiles, birds, amphibians and fishes. Specific vertebrate specializations examined include feeding, locomotion, mechanics and energetics. Prerequisite: 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. Prerequisite: Biol 210 or 255/257, 301.

Biology 355. Human Pathophysiology 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: Biol 212 or 255 or equivalent.

Biology 362. Plant Physiology Structure, function, and physiological mechanisms of vascular plants. Topics include water relationships, photosynthesis, respiration, hormones, and growth regulators. Prerequisites: Biol 211 and 212.

Biology 370. Principles of Nutrition (3) The course develops an understanding of normal adult nutrition based on learning the chemical and physiological processes of nutrient selection, digestion, absorption, and metabolism. Also, there is selected coverage of diseases, especially, but not limited to, cardiovascular, cancer and diabetes, that are nutritionally influenced either with respect to cause or management. Prerequisite: Biol 212 or Chem 203.

Biology 371. Problems in Nutrition (2) Current models for dietary and nutritional assessment. Preparation of own dietary and activity analysis to compare and evaluate various methods. Two lecture-discussions. Pre- or corequisite: Biol 370.

Biology 372. The Fundamentals of Nutrition for Adults and Children (3) The course presents an overview of nutrition for the healthy person based on understanding the principles of nutrient action and interaction, as well as the principles used to assess nutrition information encountered in the public domain. In addition, the course will explore the special nutritional needs of infants, children and the pregnant woman. Highlights reflecting current issues of nutrition presented.

Biology 377. Special Topics in Biology (1–5) Topics of current interest in biology. May be repeated for different topics. Although repeatable, a maximum of five units may be applied toward the major or minor. Not restricted to Biology majors. A field trip fee may be required when applicable. Consult the Class Schedule for specific costs.

Upper Division Elective Courses

Biology 301 is a prerequisite for all Biology 400- and 500-level courses. Individual courses may have additional prerequisites.

Biology 410. Biologic Problems 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.

The following courses are offered on a regular basis under the 410 designation.

Renewable Resources 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. Prerequisite: Biol 306.

Advanced Ecology Biologic problems associated with ecology; areas of study 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 in the field. Prerequisite: Biol 306.

Environmental Impact 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. Prerequisite: Biol 306.

Ecosystem Dynamics Interactions between terrestrial microorganisms and the physical environment. Emphasis is placed on soil ecosystems, their fertility, cultivation, and reclamation. Prerequisite: Biol 306.

Physiological Assessment 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. Prerequisite: Biol 255/257 or 305.

Physiological Systems A study of selected physiological systems, generally at the organismic level, in either plants or animals. Emphasis placed on the adjustment of selected physiological systems (e.g. metabolism, respiration, fluid transolocation) within the same or different taxa to various factors (e.g. disease, environment). Systems, taxa and factors covered will vary between offerings. Prerequisite: Biology 301 and a college course in physiology.

Biology 411. Application of Biologic Principles to Contemporary Problems Definition and study of contemporary problems and application of biologic principles to their solutions; determination of their benefits, costs, and consequences.

The following courses are offered on a regular basis under the 411 designation.

Integrated Pest Management Plant pest control strategies including relationships between biological and chemical practices. Emphasis is placed on evaluation of economic and ecologic aspects of an integrated approach.

Environmental Assessment Definition and study of problems related to specific issues of environmental impact, mitigating solutions, costs, benefits and consequences.

Crop Production Adaptation, production, and utilization of cultivated plants. Emphasis placed on structural and functional attributes of selected crops and cost/benefit analyses associated with their maintenance. Prerequisite: Biol 212.

Environmental Stress Identification and study of plant responses to stress in natural and cultivated systems. Emphasis is placed on contemporary problems of natural and anthropogenic origin. Prerequisite: Biol 306.

Molecular Genetics The course will cover the fundamental concepts of DNA replication, recombination and repair, gene expression and regulation, and bacterial genetic exchange. Specific topics addressed will include the history of molecular biology, theories and applications of biotechnology in medicine, law, agriculture, and industry, and molecular approaches to environmental problems. Laboratories will focus primarily on experiments using the bacterium *Escherichia coli,* covering the basic techniques of isolation, analysis and manipulation of DNA. Prerequisite: Biol 304 or 312. One all day field trip is required.

Biology 477. Special Topics in Biologic Science (1–5) Contemporary or interdisciplinary problems of current interest. Typical topical areas might include pollution, population or integrative biologic phenomena. May be repeated for different topics. Although repeatable, a maximum of five units may be applied toward the major or minor. 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 or minor. Open to Biology majors and minors with consent of instructor.

Biology 489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Although repeatable, a maximum of five units may be applied toward the major or minor. Not open to post-graduate students. Interested students should contact the department office.

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, evaluation, and grading, are the responsibility of the faculty liaison (or course instructor) working with the field supervisor. Offered on a credit, no-credit basis only. Department will determine credits and application of credit. Although repeatable, a maximum of five units may be applied toward the major or minor.

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 512. Modeling of Biologic Systems Formulation, development, use and testing of models describing biologic phenomena. Simulation and prediction models are designed and tested using computer and non-computer techniques to obtain realistic explanations of biologic problems. Prerequisite: CS 212 or 140, senior or graduate standing.

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.

INCREASE

Chemistry Department

(Sci II 273, 664-3027)

Chair: M. L. Dutton

Faculty: K. Cohn, F. Dorer, F. T. Fang, M. J. Gilleland, M. Mikita

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 390 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, 201, and 202
   Computer Science 140 or 212
   Physics 201 or 221, 202 or 222, and 203 or 223
   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, 390, 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 140 or 212
   Physics 201, 202, 203 or Physics 221, 222, 223

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, 390, 400, 450 and 490.
B. One other upper division chemistry course selected in consultation with academic advisor from Chemistry 340, 430, 440, 477 or 480.
C. Cognate areas:
   Math 140, 201, 202, 203
   Computer Science 140 or 212
   Physics 201, 202, 203 or Physics 221, 222, 223

Requirements for the Minor

Although no minor is required for the B.S. degree, a minor in Chemistry is available, consisting of 20 units, 10 of which must be in upper division courses.

Teaching Credential—Single Subject

An approved list of courses in Chemistry and other physical sciences 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 CSUB examination waiver for physical science has been approved for a student completing the set of required courses or their equivalent. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education. 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 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 90 or equivalent. Two lectures, one discussion and two laboratories. (CAN Chem Seq A)

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

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. (CAN Chem Seq A)

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. Same as Geol 310. Prerequisites: Chem 212, Geol 303 or Chem 320 or Chem 351 and some geology coursework. (Recommended: Math 203.) A field trip may be required. Consult catalog for specific details.

Chemistry 320. Environmental Chemistry An analysis of the chemical processes occurring in the atmosphere, earth and water and the effects of foreign substances on these processes. Prerequisite: Chem 213 or equivalent.

Chemistry 326. Clinical Chemistry Clinical chemistry with emphasis on quantitation of body constituents of normal and abnormal metabolism. Methodology evaluation and comparison. Quality control. Same as CLS 326. Includes two laboratory periods. 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, one discussion and two laboratories.

Chemistry 332. Concepts of Organic Chemistry II A continuation of Chemistry 331. Prerequisite: Chem 331 or equivalent. Two lectures, one discussion and two laboratories.

Chemistry 333. Concepts of Organic Chemistry III A continuation of Chemistry 332. Prerequisite: Chem 332 or equivalent. Two lectures, one discussion and two 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, one discussion and two 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, one discussion and two 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, one discussion and two 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, one discussion and two laboratories.

Chemistry 390. Seminar in Chemical Literature (1) Seminar in the use of modern chemical literature and literature data bases. Must be completed before enrolling in Chemistry 490.

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

Chemistry 430. Macromolecular Chemistry Structure, properties, syntheses and analyses of synthetic and natural macromolecules; includes an introduction to supramolecules and assemblies. Prerequisite: Chem 333 or consent of the instructor. Three lectures, one discussion and one laboratory.

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, one discussion and two 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. Includes two laboratory periods.

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. Course may be repeated twice with permission of the instructor. Normally a maximum of five units may be used for major department credit. Units in excess of five may be used for upper-division elective credit. Prerequisite: Invitation by faculty.

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. Course may be repeated twice with permission of the instructor. Normally a maximum of five units may be used for major department credit. Units in excess of five may be used for upper-division elective credit. Available by petition only, on a credit, no-credit basis. Not open to post-graduate students. Interested students should contact the department office.

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 390.

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 (1–5) The Cooperative Education Program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar.

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

Graduate Courses

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 I, Room 319; Phone 664-3143)

Chair: L. J. McBride

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

Clinical Faculty:
See Faculty Section

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. Medical Technologist B.S. Degree Concentration
2. Phlebotomy Certificate Program
3. Clinical Laboratory Assistant Certificate Program
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. 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 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. Two different starting times are available for clinical year: one class admitted in September and another class in January. Upon successful completion of the program, students are eligible to seek state licensure and national certification in Medical Technology.

Declaration of Major

Students in Clinical Sciences have a major in Health Science with a concentration in Medical Technology. They 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 for completion of the program in a timely fashion.

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 and October 15 for January entry. 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. There will be no discrimination in the selection process on the basis of race, creed, sexual preference, color, religion, national origin, sex, or handicap(s).

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.

Health Insurance

Student health and accident insurance is required prior to entry into the clinical year laboratory courses and is the responsibility of the student.

Dress

Laboratory coats are required dress at all times during the clinical rotations and for all of the pre-clinical Medical Technology laboratory classes.

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, *315, 316, 318, 321, 322, 323, 324, *326, *327, 351, 352, 353

B. Clinical

1. CLS 414, 415, 421, 422, 423, 424, 426, 427, 428, 430, 451, 452, 453, 454, 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 5 unit program offered through the Division of Extended Studies prepares individuals primarily for entry-level positions as phlebotomists. Six weeks of classes that meet four hours per day, three days per week comprise the didactic portion of the program (Med T S161). This portion is followed by a 100-hour clinical practicum. 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 X162 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

Since clinical space is limited, 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 CSUB.

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 CSUB.

Major Requirements

Clinical Sciences:

A. CLS 151, 260, 314, 321, 323, 326, 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, or 312.
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 (43 units) of the medical technology program. Preclinical course equivalency is determined on an individual basis.

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. There will be no discrimination in the selection process on the basis of race, creed, sexual preference, color, religion, national origin, sex, or handicap(s).

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 CSUB.

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 377. Special Topics in Health Sciences (1–5) Topics and prerequisites to be announced.

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 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 assignments 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, 321, 322, 326, 351, 352, and 353.

Upper Division:

Clinical Sciences 314. Medical Microbiology Lecture (3) (Formerly Clinical Sciences 314.001) 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 or 312.

Clinical Sciences 315. Medical Microbiology Laboratory (2) (Formerly Clinical Sciences 314.002) 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.

Clinical Sciences 316. Medical Parasitology (2) Isolation and identification techniques of the more common medically important parasites. Life cycles and clinical manifestation of diseases will be included. One lecture-discussion and one three-hour laboratory. Prerequisite: One course in Biology.

Clinical Sciences 318. Medical Mycology (2) Isolation and identification techniques of the more common medically important fungi. Clinical manifestation of diseases will be included. One lecture-discussion and one three-hour laboratory. Prerequisite: One course in Biology.

Clinical Sciences 321. Hematology I Lecture (3) (Formerly Clinical Sciences 321.001) 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 322. Hematology I Laboratory (2) (Formerly Clinical Sciences 321.002) 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. Two three-hour laboratories. Prerequisite or concurrent: CLS 321.

Clinical Sciences 323. Immunohematology I Lecture (2) (Formerly Clinical Sciences 322.001) 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 324. Immunohematolgy I Laboratory (3) (Formerly Clinical Sciences 322.002) 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.

Clinical Sciences 326. Clinical Chemistry I Lecture (3) (Formerly Clinical Sciences 326.001) 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 327. Clinical Chemistry I Laboratory (2) (Formerly Clinical Sciences 326.002) 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.

Clinical Sciences 351. Clinical Microscopy I (3) Physiology of urine and other body fluids. Relationship of abnormalities to disease states. Physical characteristics, chemical tests, and microscopic examination utilized in the laboratory. Two lecture-discussions, 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 or corequisite: CLS 321.

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 consent of instructor.

Clinical Sciences 414. Correlations in Clinical Microbiology (3) (Formerly Clinical Sciences 414.001) Theory and correlations of pathophysiology in medical microbiology. Disease processes are approached according to clinical site. Two lecture-discussions. Prerequisite: CLS 314 or consent of instructor.

Clinical Sciences 415. Clinical Microbiology Laboratory (6) (Formerly Clinical Sciences 414.002) Techniques and practice in medical microbiology including parasitology, mycology, and bacteriology. Eighteen hours laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 421. Correlations in Hematology (2) (Formerly Clinical Sciences 421.001) Advanced theory of hematology and hemostasis emphasizing hematopathology and disorders of coagulation. Two lecture-discussions. Prerequisite: CLS 321 or consent of instructor.

Clinical Sciences 422. Hematology II Laboratory (5) (Formerly Clinical Sciences 421.002) 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 423. Correlations in Immunohematology (3) (Formerly Clinical Sciences 422.001) Correlations of the clinical aspects of blood groups as they apply to compatibility testing, hemolytic disease, and transfusion reactions. Case studies will be emphasized. Regulations, donor processing, component therapy, and transplantation immunology will be discussed. Three lecture-discussions. Prerequisite: CLS 322 or consent of instructor.

Clinical Sciences 424. Immunology II Laboratory (3) (Formerly Clinical Sciences 422.002) 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. Correlations in Clinical Chemistry (2) (Formerly Clinical Sciences 426.001) 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 or consent of instructor.

Clinical Sciences 427. Clinical Chemistry II Laboratory (6) (Formerly Clinical Sciences 426.002) Applied clinical chemistry. Multiphasic screening and automated analysis in a clinical laboratory including special chemistry. Eighteen hours of laboratory experience. Prerequisite: admission to the clinical year.

Clinical Sciences 428. 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 or consent of instructor.

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. Correlations in Clinical Microscopy (1) (Formerly Clinical Sciences 451.001) Review of basic theory together with discussion of advanced concepts of urinalysis with emphasis placed on case studies and clinical correlations. One lecture-discussion. Prerequisite CLS 351 or consent of instructor.

Clinical Sciences 452. Clinical Microscopy II Laboratory (1) (Formerly Clinical Sciences 451.002) 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.

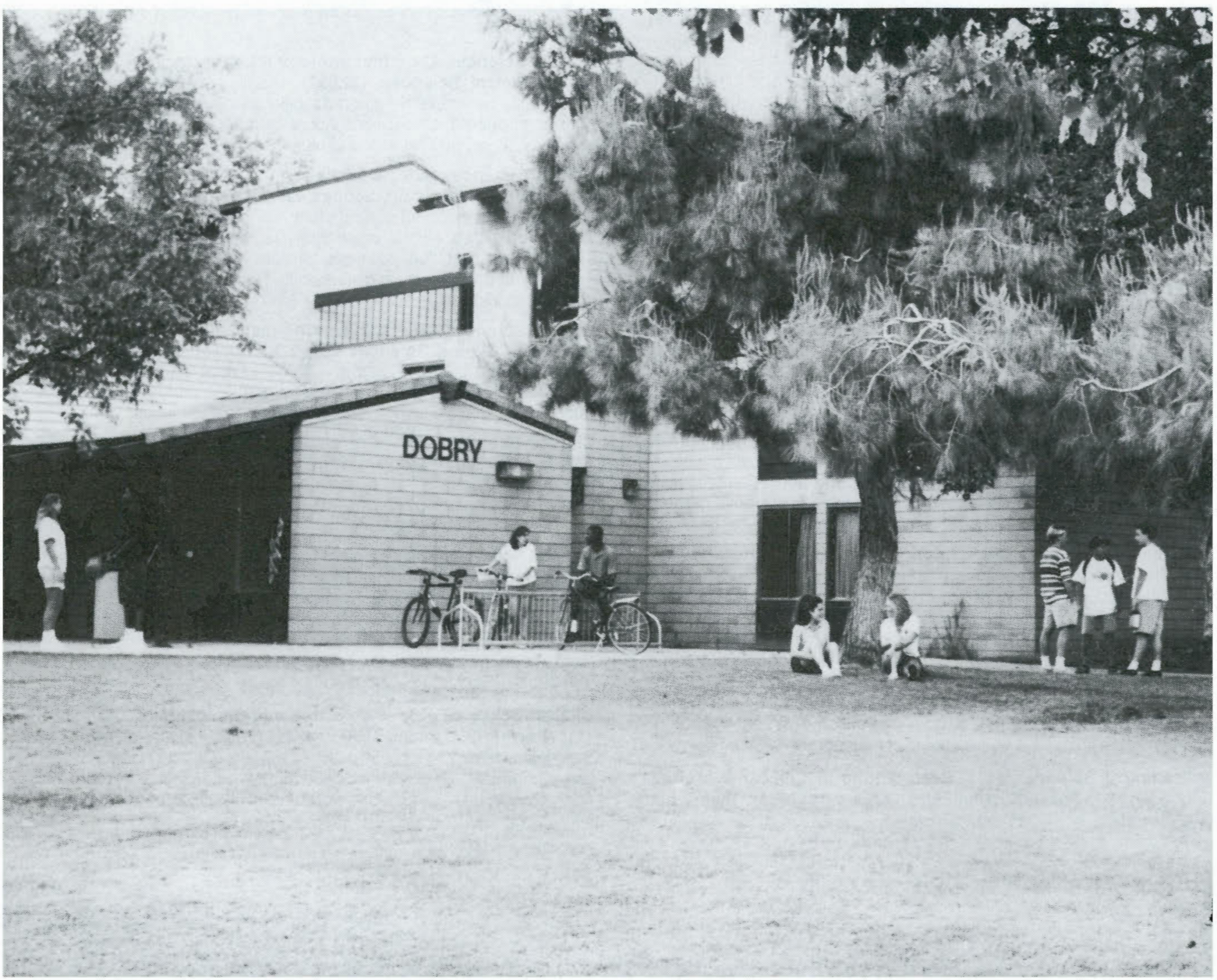
Clinical Sciences 453. Correlations in Clinical Immunology/Serology (1) (Formerly Clinical Sciences 453.001) Basic immunological processes as they apply to human models and medical applications including host-antigen interaction and relationship to disease states. More sophisticated immunological assessment of antigen-antibody reactions such as immunofluorescence as well as the traditional serological tests will be discussed. One lecture-discussion. Prerequisite: CLS 353 or consent of instructor.

Clinical Sciences 454. Clinical Immunology/Serology Laboratory (1) (Formerly Clinical Sciences 453.002) 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 (1–5) Topics and prerequisites to be announced.

Clinical Sciences 490. Seminar in Clinical Sciences (5) 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: K. Lee

Faculty: K. Lee, T. Meyer, L. Taylor, M. Thomas, H. Wang, A. Youssefi

Computer Science is a new and rapidly evolving discipline. To quote the Association for Computing Machinery, "Computer Science is not simply concerned with the design of computing devices—nor is it just the art of numerical calculation . . . Computer Science is concerned with information in much the same sense that Physics is concerned with energy; it is devoted to the representation, storage, manipulation, and presentation of information in an environment permitting automatic information systems."

The Computer Science major at CSUB has two tracks. The Hardware and Systems Software track follows the guidelines recommended by the Association for Computing Machinery and the Computer Science Accreditation Board. This track covers both the theoretical and technical aspects of the discipline. It is also designed to prepare students for graduate study in Computer Science. The Application Software track is less theoretical and more application oriented and is primarily designed for those students who will either work as application programmers or who wish to apply Computer Science in another discipline. A Computer Science minor is also offered.

A wide range of computing facilities are available to students at CSUB. The campus mainframes include a VAX 8350 and a Cyber 180/830 and are accessible from a variety of areas on campus through the broadband campus network. The Computer Science department has its own local area Ethernet on which reside a SUN 4/330 running UNIX and other micromainframes running XENIX and iRMX (a real-time operating system) as well as a number of PC's. All are accessible from our software lab. The department has a modern hardware lab for breadboarding, prototyping, and system design. A number of graphics workstations are also available in the hardware lab.

Requirements for the Major in Computer Science

A. Hardware and Systems Software Track

(THIS TRACK FOLLOWS THE GUIDELINES OF THE ASSOCIATION FOR COMPUTING MACHINERY (ACM). STUDENTS WILL NORMALLY DIFFERENTIATE BETWEEN HARDWARE AND SYSTEMS SOFTWARE IN THEIR ELECTIVES.)

CATEGORY	COURSE NO.	ABBREVIATED TITLE
CORE (40 units)	CS 212	Computer Science I
	CS 213	Computer Science II
	CS 220	Assembly Language
	CS 290	Programming in C
	CS 291	Introduction to UNIX
	CS 300	Discrete Structures (formerly CS 251)
	CS 311	Data and File Structures
	CS 350	Programming Languages
	CS 360	Intro. Operating Systems
REQ'D (15 units)	CS 320	Logic Design
	CS 321	Computer Architecture
	CS 490	Senior Seminar/Project
ELECT. (15 units)	Allowable electives are: any CS course listed 200 or above except CS 430 and CS 431. The following are also permissible electives: COMM 304, MATH 305.	
OTHER (35 units)	MATH 201	Calculus I
	MATH 202	Calculus II
	MATH 203	Calculus III
	MATH 330	Linear Algebra
	MATH 339	Statistics
	OR MATH 340	/Probability
	PHYSICS 221	Newtonian Physics
	PHYSICS 222	Maxwellian Physics
TOTAL	(105 units)	

B. Application Software Track

(THIS TRACK IS INTENDED FOR TRAINING APPLICATION PROGRAMMERS OR FOR THOSE WHO WISH TO APPLY COMPUTER SCIENCE IN ANOTHER DISCIPLINE)

CATEGORY	COURSE NO.	ABBREVIATED TITLE
CORE (35 units)	CS 212	Computer Science I
	CS 213	Computer Science II
	CS 220	Assembly Language
	CS 300	Discrete Structures (formerly CS 251)
	CS 311	Data and File Structures
	CS 350	Programming Languages
	CS 360	Intro. Operating Systems
REQ'D (18 units)	CS 277	A language at 277 level
	CS 370	System Analysis/Design
	CS 440	Database Systems
	CS 490	Senior Project/Seminar
ELECT. (15 units) and	15 elective units from: Any CS course except 120, 121, 130, 430 and 431. The following are also permissible electives: COMM 304.	
MINOR	Also a minor in the desired application area will be required (a minor typically involves at least 20 units of course work).	
OTHER (10 units)	MATH 120	Quantitative Methods
	MATH 140	Intro. to Statistics
TOTAL	(78 units and a minor in application area)	

Minor Program

CATEGORY	COURSE NO.	ABBREVIATED TITLE
REQ'D (15 units)	CS 212	Computer Science I
	CS 213	Computer Science II
	CS 220	Assembly Language

ELECT. (15 units)	15 elective units from: Any CS course except 120, 121, 170, 430, 431, 496 and 497. The 15 units must include at least 2 upper level courses.
TOTAL	(30 units)

Computer Science 120 (5). Computer Skills and Concepts I Instruction and tutoring in basic computer skills, designed for students with little or no background in Computer Science. An overview of computer applications including word processors, spreadsheets and databases. This course includes hands-on experience with microcomputers. Students often follow up this course with CS 121 or with a programming course. Prerequisite: None.

Computer Science 121 (5). Computer Skills and Concepts II An in-depth study of DOS commands and utilities for the IBM PC and compatibles. Topics will include disk management, writing batch files, and creating menus. Extensive use of software packages covered in Computer Science 120 will be made. Prerequisite: CS 120 or experience with microcomputers.

Computer Science 130 (3). BASIC Programming An introduction to structured problem solving on microcomputers using the BASIC programming language. Prerequisite: None.

Computer Science 140 (5). FORTRAN Programming An introduction to structured problem solving and scientific programming using the FORTRAN language. Prerequisite: None.

Computer Science 160 (5). COBOL Programming An introduction to structured COBOL programming and business problem solving. Discussion of file processing and information retrieval as it is related to a COBOL environment. Prerequisite: Familiarity with a computing environment or consent of the instructor. This course is equivalent to MIS 250.

Computer Science 170 (3). RPG Programming Introduction to RPG II and RPG III programming. Prerequisite: Familiarity with a computing environment or consent of instructor.

Computer Science 212 (5). Computer Science I The primary goal of this course is to introduce students to structured problem solving and programming with a modern high-level block structured programming language such as Pascal, Ada or Modula-2. Prerequisite: Math 106 or 120.

Computer Science 213 (5). Computer Science II Continuation of Computer Science 212 with emphasis on data representations and processing techniques including linked lists, trees, and the use of recursion. Prerequisite: Computer Science 212.

Computer Science 220 (5). Assembly Language Programming Introduction to machine architecture and an assembly language. Prerequisite: Computer Science 212.

Computer Science 277 (1–3). Topics in Programming Languages A study of programming languages not offered regularly in other programming course. Prerequisite: Knowledge of a high-level programming language or consent of the instructor.

Computer Science 290 (3). Programming in C Introduction to programming in the C language. Systems applications. Computer Science majors are encouraged to take this course as soon after Computer Science 212 as possible. Prerequisite: knowledge of a high-level programming language other than BASIC or consent of the instructor.

Computer Science 291 (2). Introduction to UNIX The systems interface and C. Use of the run-time library. Shell programming. Prerequisite: CS 290.

Computer Science 300 (5). Discrete Structures Elementary logic and set theory, functions and relations, induction and recursion, elementary algorithm analysis, counting techniques, graphs. Prerequisite: Computer Science 213.

Computer Science 305 (5). 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. Prerequisites: CS 140 or CS 212 and Math 203 or permission of instructor. Cross listed as Math 305: Numerical Analysis.

Computer Science 310 (5). Computer and Society This course will provide a framework for examining the social context and consequences of information technology. Society, social change, and effects on the individual related to the use of computers will be the major concentrations. Emphases will include values, ethics, patterns, future directions, and relevant theories related to this phenomenon. Prerequisite: Upper division status.

Computer Science 311 (5). Data and File Structures Secondary storage devices and memory hierarchy, blocking, data structure topics relevant to file organization, sequential, hashed, and tree organized files, external sorting, compaction techniques. Prerequisite: Computer Science 213.

Computer Science 315 (5). Systems Programming Introduction to various system software including assemblers, linkers and loaders, text editors, and compilers. Prerequisite: CS 220. A knowledge of C is recommended.

Computer Science 320 (5). Logic Design An introduction to the logical design of digital computers including the analysis and synthesis of combinatorial and sequential circuits, and the use of such circuits in building processors and memory. This course includes a 2½ hours per week laboratory devoted to the implementation and testing of combinatorial and sequential circuits. Prerequisites: Computer Science 220 or consent of instructor.

Computer Science 321 (5). Computer Architecture Discussion of the principles of processor organization, machine instructions, addressing modes, memory management, and input/output operations. Prerequisite: Computer Science 320.

Computer Science 350 (5). Programming Languages: Design and Implementation An examination of underlying concepts in high level programming languages and techniques for the implementation of a representative sample of such languages with regard to considerations such as typing, block structure, scope, recursion, procedures invocation, context, binding, and modularity. Prerequisites: Computer Science 213 and 220.

Computer Science 360 (5). Operating Systems and Systems Software A study of the introductory concepts in operating systems including file management, memory management, device management, process management, and concurrency problems. Prerequisite: Computer Science 311.

Computer Science 370 (5). Structured System Design Consideration of the analysis and design of computer information systems to include a systems development life cycle and the use of analysis design tools. The major goal of the course is the physical design of a computer information system. Prerequisite: Computer Science 311.

Computer Science 410 (5). Theory of Language Translation A study of techniques relevant to the theory of language translation including finite state machines, formal languages, grammars, lexical and syntactic analysis. Prerequisite: Computer Science 311.

Computer Science 411 (5). 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 (5). Advanced Logic Design A continuation of Computer Science 320 which discusses the design trade-offs involved in building a complete computer system. Topics include processor architectures, bus protocols, memory hierarchy, disk input/output, communications sub-systems and protocols. This course includes a 2½ hours per week laboratory devoted to implementation of bus and I/O protocols. Prerequisite: Computer Science 320.

Computer Science 421 (5). Advanced Computer Architecture Continuation of Computer Science 321 including speed-up arithmetic algorithms, vector and parallel processing, organization of memory for high performance processors, and a comparative study of supercomputer architectures. Prerequisite: Computer Science 321.

Computer Science 430 (5). 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. Prerequisite: 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 (5). Database Systems Basic issues in modeling and the development and implementation of database systems. Investigation and application of various data models: relational, hierarchical, and network. Query languages. Database integrity and security problems. Case studies of important database management systems. Prerequisite: Computer Science 251 and Computer Science 311.

Computer Science 441 (5). Software Engineering This course covers the basic concepts, techniques, and tools in structured software design and development including software security, generality, mobility, reliability, modularity, and feasibility. Prerequisite: Computer Science 311 or Computer Science 370.

Computer Science 450 (5). Compiler Construction An introduction to the construction of compilers, including lexical and syntactic analysis, code generation, and error detection. This course includes a 2½ hours per week laboratory in which students will implement a compiler for a given programming language. Prerequisite: Computer Science 311 or Computer Science 350.

Computer Science 455 (5). Introduction to Artificial Intelligence This course is intended to teach the fundamentals of artificial intelligence, including special AI problem solving techniques, searching, heuristic methods and knowledge representation. Prerequisite: Computer Science 311.

Computer Science 460 (5). Advanced Operating Systems A continuation of Computer Science 360. Implementation techniques of the UNIX system on a machine; implementation of interprocess communication, device drivers, file systems, and memory management. Some topics related to real-time and distributed operating systems. Summary of popular systems such as MS-DOS, OS/2, etc. This course includes a 2½ hours per week laboratory in which students will study and improve ports of a sample UNIX-like operating. Prerequisites: Computer Science 291 and 360.

Computer Science 470 (4). Interactive Computer Graphics Consideration of graphic display devices, graphics input devices, related mathematical theory of affine transformations, graphics software libraries such as GKS, metafile storage of frames, introduction to projective transformations and 3-dimensional graphics. This course includes a 2½ hours per week laboratory in which students implement a small graphics library and write certain applications programs using the library as the course progresses. Prerequisite: Computer Science 220 or 311.

Computer Science 475 (4). Computer Networks A study of computer networks with regard to the OSI layered approach to network organization (from the physical to the application level). This course includes a 2½ hours per week laboratory in which students work with various workstations and network hardware residing on our local Ethernet. Prerequisites: Computer Science 290 and 311.

Computer Science 477 (1–5). Special Topics in Computer Science This course will often be used to supplement other courses with additional work at a more advanced level. Prerequisite: Consent of Instructor.

Computer Science 489. Experiential Prior Learning (1–5) Majors in Computer Science with significant prior experience in computers may have some of their experience count for academic credit toward their degree. In order to be considered for experiential learning credit the student must have completed CS 212, CS 213, and CS 220 and have the approval of the department.

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.

Criminal Justice Department

(MB3 310, 664-2433)

Chair: W. Paap, Acting

Faculty: M. Blomquist, R. Fong

The Bachelor of Arts degree in Criminal Justice is designed to provide a student with familiarity with the basic components of the American "system" of criminal justice. This American "system" of criminal justice is really many systems organized on both a state and federal level and includes law enforcement, prosecution, courts and corrections functions.

Requirements for the Major

A. Prerequisites to the major:
   1. Criminal Justice 240, Introduction to Criminal Justice
   2. Statistics: Mathematics 140, Psychology 200 or an approved transfer course.

B. Major requirements:
   1. Basic Core Courses:
      a. Criminal Justice 300. Research Methods in Criminal Justice
      b. Criminal Justice 371. Theoretical Perspectives in Criminal Justice
      c. Criminal Justice 310. Criminal Law
      d. Criminal Justice 490. Senior Seminar in Criminal Justice
   2. Criminal Justice systems and areas courses:
      a. Required courses:
         1) Criminal Justice 376. Police Processes and Systems
         2) Criminal Justice 378. Court Processes and Systems
         3) Criminal Justice 379. Corrections Processes and Systems
      b. Select two of the following:
         1) Criminal Justice 380. Juvenile Justice Processes and Systems
         2) Criminal Justice 410. Issues, Values and Ethics in Criminal Justice
         3) Criminal Justice 420. Criminal Justice Policymaking
         4) Criminal Justice 430. Victims and the Criminal Justice System
   3. Special topics in Criminal Justice (select one of the following)
      a. Criminal Justice 325. Women and the Criminal Justice System
      b. Criminal Justice 330. Race, Ethnicity, and the Criminal Justice System
      c. Criminal Justice 335. Prisoners' Rights
      d. Criminal Justice 340. Drugs and Crime
      e. Criminal Justice 345. Gangs in America
      f. Criminal Justice 496. Internship in Criminal Justice
   4. Cognate Area courses (select *one* from each of the following two sets of courses):
      a. Interpersonal and cultural perspectives on the Criminal Justice System
         1) History 466. History of Black America Since 1865
         2) History 468. The Chicano Experience
         3) Sociology 327. Race and Ethnic Relations
         4) Sociology 333. Mexican Americans in Contemporary Society
         5) Sociology 464. Family and Stress
      b. Theoretical perspectives related to Criminal Justice
         1) Philosophy 334. Law and Morality
         2) Political Science 315. Civil Liberties
         3) Psychology 315. Abnormal Psychology
         4) Psychology 344. Psychology of Aggression and Violence
         5) Public Administration 471. Administration in the Criminal Justice System
         6) Sociology 325. Sociology of Crime
         7) Sociology 326. Juvenile Delinquency

Minor, Concentration, Special Minor

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

1. A *special minor* consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline.
2. A *minor* consisting of at least 20 quarter units within a minor program designed and approved by another discipline.
3. An *interdisciplinary concentration or minor* in one of the specially developed areas such as Black Studies, Chicano Studies, Asian Studies, Latin American Studies, and Women's Studies.

Requirements for the Minor in Criminal Justice

Four courses, including Criminal Justice 240, or an approved equivalent, and three upper division Criminal Justice courses, as approved by the Department of Criminal Justice.

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. 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. (CAN AJ 2)

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 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. Prerequisite: Criminal Justice 240 or its equivalent, or permission of instructor.

Criminal Justice 310. Criminal Law An analysis of the doctrines of criminal liability in the United States and the classification of crimes as against persons and property and the public welfare, with special emphasis on the definition of crime and the nature of acceptable evidence in the state of California. Case studies include prosecution and defense decision making in the criminal law process. Prerequisite: Criminal Justice 240 or its equivalent, or permission of the instructor.

Criminal Justice 325. Women and the Criminal Justice System This course considers the experience of women in their dealings with the criminal justice system from three perspectives: that of the female offender, the female crime victim, and the female employee or administrator. The course will approach these perspectives from both historical and contemporary contexts. The course examines specific types of criminality and victimization common to women as well as opportunities for women to participate in the administration of the criminal justice system as employees. The relationships between female criminality, victimization, and employment and broader social, political, and economic definitions of female deviance and conformity are addressed as well.

Criminal Justice 330. Race, Ethnicity, and the Criminal Justice System This course examines the criminal justice system's treatment of members of racial and ethnic groups in contemporary and historical contexts. Problems of racism, discrimination, and differential treatment experienced by members of racial and ethnic groups as accused persons, convicted offenders, and victims of crime are addressed. The course considers social, institutional, political, and economic factors that have influenced racial discrimination and bias in the criminal justice system. The course also considers measures that have been or need to be taken within the system to address the problems of past and ongoing racism.

Criminal Justice 335. Prisoners' Rights An examination of the evolution of prisoners' entitlement to constitutional rights in the American correctional process. Special topics to be discussed include: rights to freedom of religion, speech, association and the press, access to court and counsel, right to adequate medical care, freedom from excessive use of force, right to disciplinary due process, freedom from overcrowded confinement, right to due process in probation and parole hearings, and right to equal protection of the laws.

Criminal Justice 340. Drugs and Crime A study of the relationship between addiction to chemical substances and crime. Topics of discussion include: history, origin, extent, and causes of substance abuse; impact of chemical substances on human behavior; substance abuse and criminal activity; societal and governmental reactions to substance abuse; and current prevention and treatment strategies of substance abuse.

Criminal Justice 345. Gangs in America An examination of the dynamics of street and prison gangs in America. Topics to be covered include: the history and functions of gangs, organizational characteristics of gangs, gang research and theories, the linkage between gangs and crime, the impact of gang activities on the criminal justice system, and societal reaction to gangs.

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. Prerequisite: Criminal Justice 240 or its equivalent, or permission of the instructor.

Criminal Justice 376. Police Processes and Systems Philosophy, theory, and processes of American police agencies at the federal, state, and local level. Analysis of assumptions, policies, and practices. Discussion of strategies for implementing change in police organizations. Prerequisite: Criminal Justice 240 or its equivalent, or permission of the instructor.

Criminal Justice 378. Court Processes and Systems Philosophy, theory, and processes of American criminal adjudication at federal and state levels. Analysis of prosecution and defense strategies, with special regard to both micro and macro political factors. Discussion of proposals for reform in criminal adjudication. Prerequisite: Criminal Justice 240 or its equivalent, or permission of the instructor.

Criminal Jusice 379. Corrections Processes and Systems Philosophy, theory, and the processes of American correctional institutions at federal, state, and local level. Analysis of assumptions, policies, and practices. Discussion of strategies for implementing change in correctional institutions. Prerequisite: Criminal Justice 240 or its equivalent, or permission of the instructor.

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. Analysis of assumptions, policies and practices. Discussion of strategies for implementing change in the juvenile justice system. Prerequisite: Criminal Justice 240 or its equivalent, or permission of the instructor.

Criminal Justice 410. Issues, Values, and Ethics in Criminal Justice Examination and discussion of various issues, values, and ethical dilemmas that are of major concern to criminal justice professionals. Topics to be covered include: ethics vs. morals; laws and justice; police corruption; role of judges; prosecutorial discretion—plea bargaining, role of defense attorneys, role of correctional personnel; and the morality of capital punishment. Prerequisite: Criminal Justice 240 or its equivalent, or permission of instructor.

Criminal Justice 420. Criminal Justice Policymaking This course examines how governmental bodies—the legislature, administrative agencies, and courts—make criminal justice policy and how affected agencies and officials implement and assess these policies. Students will apply their learnings of policymaking bodies and processes, implementation, and assessment to problems such as prison crowding and the handling of serious chronic juvenile offenders. Prerequisite: Criminal Justice 240 or its equivalent, or permission of instructor.

Criminal Justice 430. Victims and the Criminal Justice System An examination of the relationship between victims of crime and the criminal justice system. Special emphasis will be placed upon such topics as the characteristics of crime victims, patterns of crime reporting and nonreporting, the treatment of crime victims by the various components of the criminal justice system, victim assistance programs, victim compensation, and victims' rights laws. Prerequisite: Criminal Justice 240 or its equivalent, or permission of instructor.

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 field of study, with integration of material from other courses. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor, or permission of instructor.

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

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 department chair-

Economics Department

(MB3 310, 664-2460)

Chair: M. O. Evans

Faculty: F. Falero, M. Malixi, D. Oswald, A. Pourgerami

Economics is the study of scarcity and of how societies organize the production and distribution of goods and services. A knowledge of Economics can make a significant contribution to citizenship, cultural and intellectual development, and career preparation in diverse areas such as business, law, government, or teaching. Economics is an analytical discipline that reinforces skills such as determining decision trade-offs, making logical deductions and statistical inferences, and collecting and analyzing data. Active participation in organizations and elective coursework in areas such as technical writing and speech communication will effectively round out the Economics major.

Economics majors who want to enter an applied field of business or government or go to Law School should meet with a department advisor to plan a Minor/Special Minor and determine the electives that best complement their career goals. Students intending to do graduate work in Economics should complete the calculus sequence and a Minor in Mathematics. Students planning to teach social studies at the secondary level can choose electives and a Minor/Special Minor that satisfy requirements for the Single Subject Waiver in Social Science.

Requirements for the Major

Requirements for the Bachelor of Arts in Economics are:

A. Lower Division Requirements
   1. CS 120 and 121 (or equivalent proficiency)
   2. Mathematics 120 and 140
   3. Economics 201 and 202
   4. Accounting 220

B. Upper Division Requirements
   1. Economics 301
   2. Economics 302
   3. Economics 420
   4. Economics 490

C. Upper Division Electives
   Four (4) upper division Economics courses

D. Minor or Special Minor
   1. A Minor designed by another discipline; or
   2. A Special Minor approved by the major advisor
   or
   3. An Interdisciplinary Concentration or Minor

Requirements for the Major With a Concentration In Applied Economics

A. Lower Division Requirements
   1. CS 120 and 121 (or equivalent proficiency)
   2. Math 120 and 140
   3. Economics 201 and 202
   4. Accounting 220

B. Upper Division Core Requirements
   1. Economics 301
   2. Economics 302
   3. Economics 420
   4. Economics 490
   5. Finance 300

C. Electives
   1. Two (2) upper division economics electives.
   2. Two (2) noneconomics electives chosen from an area such as Business Administration, Communications, Computer Science, Criminal Justice, Land Resource Management, Mathematics, or Public Administration that are approved by the major advisor.

D. Minor or Special Minor
   1. A Minor designed by another discipline; or
   2. A Special minor approved by the major advisor; or
   3. An Interdisciplinary Concentration or Minor.

Requirements for the Major with a Concentration in Environmental Studies

A. Lower Division Requirements
   1. CS 120 and 121 (or equivalent proficiency)
   2. Math 120 and 140
   3. Economics 201 and 202
   4. Accounting 220

B. Upper Division Requirements
   1. Economics 301
   2. Economics 302
   3. Economics 370
   4. Economics 420
   5. Economics 452
   6. Economics 490

C. Electives
   1. One upper division economics course
   2. Two courses chosen from the following:
      Biol 210, 211, 306, 410.003, 410.004, 410.005, 410.006
      Chem 203, 211, 212, 320, 475, 555
      Geol 201, 205, 308, 309, 310, 320, 475, 555
      LRM 411, 412

D. Minor or Special Minor
   1. A minor in Biology, Chemistry, or Geology consisting of environmentally-related courses. Courses listed in requirement C.2 are strongly recommended; or
   2. A special minor consisting of environmentally-related courses from two or more disciplines. Courses listed in requirement C.2 are strongly recommended.

Requirements for the Major with a Concentration In Pre-Law

A. Lower Division Requirements
1. CS 120 and 121 (or equivalent proficiency)
2. Math 140
3. Economics 201 and 202
4. Accounting 220
5. Communications 108

B. Upper Division Economics Requirements
1. Economics 301
2. Economics 302
3. Economics 404
4. Economics 490
5. Two (2) Economics electives

C. Upper Division Cognate Requirements
Any two (2) of the following:
Comm 304 Technical and Report Writing
Comm 335 Negotiation
Comm 409 Argumentation
Hist 475 Constitutional History of the U.S.
Phil 334 Law and Morality
Phil 335 Philosophy of Law
Pol Sci 314 Judicial Power and the Constitution
Pol Sci 315 Civil Rights
Pol Sci 370 Legal Reasoning

D. Minor or Special Minor
1. A Minor designed by another discipline; or
2. A Special Minor approved by the major advisor; or
3. An Interdisciplinary Concentration or Minor.

(Note: The minor, special minor, or interdisciplinary concentration must be approved by the major advisor as being pre-law related.)

Requirements for the Major with a Concentration in International Economics

A. Lower Division Requirements
1. CS 120 and 121 (or equivalent proficiency)
2. Math 120 and 140
3. Economics 201 and 202
4. Accounting 220
5. Elementary proficiency in a foreign language. (Students whose preparatory education is principally in English can meet this requirement by passing a Foreign Language 103 course. Students whose preparatory education is primarily in a language other than English can meet the requirement with a TOEFL score sufficient for admission to CSUB.)

B. Upper Division Requirements
1. Economics 301
2. Economics 302
3. Economics 410
4. Economics 420
5. Economics 440
6. Economics 490

C. Upper Division Electives
1. One course chosen from Economics 311, 312, 313, 314
2. One additional upper division economics course

D. Minor or Special Minor
1. A Minor designed by another discipline; or
2. A Special Minor approved by the major advisor; or
3. An Interdisciplinary Concentration or Minor.

(Note: The minor, special minor, or interdisciplinary concentration must be approved by the major advisor as being related to international studies.)

Requirements for the Minor in Economics

Economics 201 and 202 and two upper division electives. (Three upper division courses are required if 201/202 is a major requirement.)

Requirements for the Minor in International Economics

Economics 201, 202, 410, and 440; and one course chosen from: Economics 311, 312, 313, 314

Teaching Credential—Single Subject

An approved list of courses in Economics and related subjects 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 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. Economics major should try to take as many requirements as possible before the economics elections.

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 201. Essentials of 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. Recommended: passage of ELM Test. (CAN Econ 4)

Economics 202. Essentials of 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. Recommended: passage of ELM Test. (CAN Econ 2)

Economics 277. Economic Problems (1–5) An overview of several contemporary problems such as pollution, tax reform, welfare reform, trade policy. Subjects vary from term to term.

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 Theory construction and application in the areas of consumer choice and demand, production and cost, competitive markets, general

equilibrium, and welfare economics. Prerequisite: Economics 201 or permission of instructor. (Formerly Econ 300)

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: Economics 202 or permission of instructor.

Economics 303. Intermediate Theory III A continuation of topics from intermediate microeconomics and macroeconomics. Prerequisites: Economics 301 & 302.

Economics 305. Economic Philosophy and Political Economy A critical examination of philosophical presuppositions that undergird economic thought and systems. A comparison of the pre-modern and modern world views in their historical context and the economic and political systems entailed by each, including an examination of the major economic paradigms and their proponents (e.g., Smith, Marx, Keynes). Consideration of fundamental contemporary issues included. Prerequisite: At least junior class standing or permission of instructor.

Economics 309. Economy and Society Application of economic theory to area studies, topics from California, United States, and world history, and enduring social problems. Recommended: American Institutions and Western Civilization (goal 8) requirements.

Economics 311. The Pacific Rim Economies Economic developments in China, Japan, and the newly industrialized economies of East Asia. Trade in the Pacific Rim. Places economic development in its cultural/geographic context and critically examines economic institutions and policies. Recommended: Economics 202.

Economics 312. The Middle East & North Africa A multidisciplinary study of economic development in the Middle East and North Africa. Special emphasis will be placed on exploring policy measures that can lead the region toward long term interdependence, stability, and growth. Recommended: Economics 202.

Economics 313. The Latin American Economies A study of the individual economies of Latin America, including their dependency on export-based growth and the population pressures they are experiencing. Special emphasis will be placed on the development of new trading partners and alternative solutions to the debt problem. Prerequisite: Economics 201 and 202 or permission of instructor.

Economics 314. The European Economic Community A study of the economies of Europe including developments relating to intra-EEC trade, trade between the EEC and other regions, and developments in Eastern Europe. Topics such as the European Currency Unit, guest worker programs, and the European Monetary System will be addressed. Prerequisite: Economics 201 and 202 or permission of instructor.

Economics 370. Environmental & Natural Resource Economics Economic theory and policy analysis applied to problems of environmental quality and natural resource conservation. Topics include population, air, water, toxic substances, world hunger, soil fertility, forests, and energy. Prerequisite: Economics 201 or permission of instructor.

Economics 377. Economic Issues (1–5) An in-depth study of the economic aspects of an important social problem. May be repeated for different course context. Prerequisite as announced.

Behavioral Science 400. Data Processing in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses.")

Economics 404. Law and Economics Theory construction and analysis of the economic effects of property, contract, and tort law. Application to significant policy issues. Prerequisite: Economics 201 or permission of instructor.

Economics 410. International Economic Development Analysis of the major developmental problems and policy questions encountered by Third World countries. Topics to be considered include the structural changes accompanying development, theories of development, impediments to development, role of the international sector, and government policy. Prerequisite: Economics 201 or permission of instructor.

Economics 420. Econometrics and Forecasting Theory and testing of models which explain economic reality and provide the basis for a forecasting process. Selected investigations using computer software packages. Prerequisite: Mathematics 120 and 140 or their equivalent.

Economics 430. 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: Economics 202 or permission of instructor.

Economics 435. Public Finance A thorough study of public sector economics. Project and policy appraisal. Market failure and applied welfare economics. Theory and applications relating to benefit-cost and cost-effectiveness analysis. Prerequisite: Economics 201 or permission of instructor.

Economics 440. International Economics Theory, and policy analysis pertaining to world payments systems, open economy macroeconomics, international trade, multinational enterprises and direct foreign investment, and the international migration of labor. Prerequisite: Economics 201 and 202 or permission of instructor.

Economics 451. Managerial Economics Application of empirical methods to managerial decisions. Topics include estimation of demand, sales forecasts, business conditions analysis, estimation of production and cost functions, pricing and advertising, and capital budgeting. Case studies and software applications. Prerequisite: Economics 201, Math 120 and 140, or permission of instructor.

Economics 452. Benefit-Cost Economics A study of project analysis in both the private and public sectors. Topics include investment criteria, discount rates, after tax cash flow, inflation, consumer and producer surplus, public sector benefits assessment, risk and uncertainty, shadow pricing, and cost-effectiveness analysis. Prerequisite: Economics 201 and Math 140 or permission of instructor.

Economics 465. Industrial Organization Theoretical and empirical aspects of oligopoly theory. Price and nonprice competition. The structure, conduct, and performance of selected American industries. Industry analysis. Antitrust policy. Prerequisite: Economics 201 or permission of instructor.

Economics 475. 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. Prerequisite: Economics 201 or permission of instructor.

Economics 477. Selected Topics in Economics (1–5) An in-depth study of an area of economics not included in current course offerings. May be repeated for different course content. Prerequisites as announced.

Economics 480. Labor and Human Capital Economic analysis of labor force participation, labor demand, education and training, wage differentials, regional and occupational mobility, unions, discrimination, poverty, and income distribution. Prerequisite: Economics 201 or 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 Consideration of the nature of the discipline. Student proposes and carries out an independent research project under the supervision of a faculty member. Student should plan to take two quarters to complete the course (one quarter to complete a literature survey and data search; another quarter to carry out the study). Prerequisite: upper class standing and completion of pertinent coursework.

Economics 495. Urban and Regional Economics Theory of location of economic activities. Land use. Systems of cities and regions. Regional structure and growth. Regional analysis. Spatial aspects of urban areas and urban problems. Prerequisite: Economics 201 or permission 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".)

Economics 500. Economic Theory Economic theory for M.B.A. candidates. Application of theory to business analysis. Topics include supply and demand analysis, cost theory, market structure, national income and interest rate determination and economic conditions analysis. (Not open to students who have completed Economics 201 and 202.)

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses".) Not applicable toward requirements for the major.

IN ST 661. Managerial Economics (For course description, see listing under "Interdisciplinary Courses".)

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, 664-2144)

Chair: S. O. Iyasere

Faculty: A. O. Alali, G. W. Byrd, R.S. Carlisle, S. M. Carter, K. Flachmann, M. Flachmann, G. A. Hudson, M. W. M. Iyasere, E. K. Jackson, V. K. Lasseter, M. M. Pawlowski, C. M. Steinman, R. E. Stockton.

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: English 101 or the equivalent and two courses chosen from among 205, 207, 208, 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: 362, 364, 368, 370, 373, 402, 403, 404, 460, 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. 72).
   2. A minor consisting of at least 20 quarter units.
   3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").

Requirements for the Minor in English Literature

The minimum requirements for a minor in English Literature are: Four courses totaling 20 quarter units, at the 200 level or above, at least three of which must be upper division. Lists of appropriate courses are available in the department office.

Teaching Credential—Single Subject

An approved list of courses in English and related subjects 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 the student completing the set of required courses, or their equivalent. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education. *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.*

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 411 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 Degree in English

The basic pattern of the Master of Arts degree at CSUB has been chosen with the idea of accomplishing the above objectives. It has been designed to provide (1) a carefully planned and integrated program that insures a basic foundation of professional skills through a common core of courses; (2) some uniform degree of coverage in the areas of English and American literature; (3) more intensive training in reading, critical analysis, research, and writing than is possible in undergraduate work; (4) both concentration and diversity to intensify and broaden the student's experience in the fields of literature, language, and composition; (5) a combination of structured coursework and independent study; and (6) flexibility in type of courses to aid students in both their teaching and scholarship.

Course Requirements

Each Master's candidate must complete a minimum of NINE English graduate courses of five units each (excluding English 690: Comprehensive Examination, and English 691: Master's Paper) with a B- or better in each course and must maintain an overall average of at least 3.0. (No course in which the student earns less than a B- grade will count towards the Master of Arts degree.) The nine courses will include the following:

(a) Three required courses: English 500: Methods of Scholarly Research; English 570: Criticism; English 515: Theories of English Grammar OR English 518: History of the English Language. **These required courses may not be taken through Independent Study.**

(b) One course from each of the five **groups** listed below:

Group	Field
I	1. Medieval Literature 2. Renaissance Literature
II	3. Restoration/Eighteenth-Century British Literature 4. Nineteenth-Century British Literature 5. Twentieth-Century British Literature
III	6. Early American Literature 7. Twentieth-Century American Literature
IV	8. Textual Analysis 9. Theory of Composition
V	10. Instruction of Composition/Literature 11. Basic Writing/ESL

At least one elective course from an additional **field** (1–11) above.

These NINE courses will ordinarily be selected from those courses numbered in the 500- 600-level series, but as many as two 400-level classes may be substituted with the permission of the instructor and the student's advisor. To have a 400-level class accepted for graduate credit, the student must complete additional work beyond that required for undergraduates. Only two courses, if approved by the student's Advisory Committee, may be taken through Independent Study.

Further Requirements

Students should also comply with the following requirements as they pursue their program of study.

a) Students are strongly advised to take English 500, Methods of Scholarly Research, as early as possible in their 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

Persons seeking an M.A. in English must first apply to the office of Admissions and Records for admission as "unclassified" graduate students. After admission to the college in the "unclassified" category, students are advised to go to the Department's Graduate Coordinator to be assigned an academic advisor.

Students with a bachelor's degree in an undergraduate major other than English are welcome to apply for admission into the M.A. Program in English. After their transcripts have been evaluated by the Department Graduate Committee, however, these students will generally be required to take a number of undergraduate English courses (up to seven, depending upon background). These will include English 300 and other courses in the 300 (period survey) and 475 (genre studies) series, and a basic course in language. These undergraduate classes must all be completed before the students register for any graduate-level courses.

Conditionally Classified and Classified Standing

All newly admitted graduate students who have begun course work in the Department of English and Communications are designated as "conditionally classified graduate students." To advance to classified status, a student must:

(a) submit scores from the Graduate Record Examination, both the general examination and the English subject examination

(b) complete two graduate courses at CSUB from two different professors with a B or better in each course and

(c) upon completion of two courses, request advancement to "classified status" by notifying his/her advisor.

In consultation with the student's advisor, the Department Graduate Committee will then review the student's work.

1. Students advanced to "classified" status will continue their courses of study toward the M.A. degree.
2. Students in the M.A. program who lack the B.A. in English will not be advanced to classified status until they have completed the stipulated number of undergraduate courses and then the two graduate courses normally required.
3. Students remaining in the "conditionally classified" category may continue to take graduate courses in English. They are invited to reapply for advancement to "classified"

status after they have removed the deficiencies identified by the English Graduate Committee.

Completion of the Master of Arts Degree

1) After advancement to classified standing, students must complete all courses in an approved program with at least a 3.0 average, and no less than a B— in any course.

2) Students must successfully complete English 690 and 691.

Courses

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

Lower Division

English 80. Reading and Writing Designed to improve reasoning, reading, and writing skills. Required for students whose English Placement Test scores indicate that they will benefit from special work in basic skills prior to enrollment in English 100.

English 90. English as a Second Language This class concentrates on the development of English literacy skills needed by non-native English speakers to succeed in an American university. Students will combine sentences, summarize academic texts, write paragraphs and short papers, and develop skills in editing the grammar and mechanics of written English. Required of international students whose English Placement Test score is T141 or below.

English 98. Writing Workshop I (1) (Formerly English 99.001) 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. Writing Workshop II (1) (Formerly English 99.002) 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. Prerequisite: English 100 or the equivalent. This is a writing intensive class.

Humanities 102. Critical Thinking and Writing (For course description, see listing under "Interdisciplinary Courses".)

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. **Library Research Skills** Laboratory required (6 one-hour sessions per term).

English 205. Introduction to the Study of American Literature American literature from colonial times to the present. This is a writing intensive class.

English 207. Ethnic-Minority American Literature An introduction to a body of literature that is not often included in the traditional American literature curriculum. Major works of African-American, Asian American, Native American, and Chicano literatures. Some study of the social and cultural contexts out of which this literature emerges will be included. This is a writing intensive class.

English 208. Major British Writers The study of selected works of classic British literature. Representative writers may include Chaucer, Shakespeare, Spenser, Donne, Milton, Dryden, Pope, Swift, Johnson, Boswell, the Romantic poets, Tennyson, Browning, and selected moderns. This is a writing intensive class.

English 228. Oral Interpretation of Literature Introduction to the principles, techniques, and practices of reading prose, poetry, and drama aloud. Emphasis on individual performance focusing on contemporary themes, forms, and authors.

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. This is a writing intensive class.

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. This is a writing intensive class.

English 299. Individual study.

Upper Division

English 300. Approaches to Literature A seminar in the practical application of various critical approaches to the study of poetry, fiction, and dramatic literature. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 304. Technical and Report Writing Extensive practice in writing clearly and persuasively in technical and special-

ized forms such as reports of experiments, abstracts, business reports and proposals, letters, memoranda. Crosslisted as Comm. 304. Prerequisite: English 110 or its equivalent with a grade of "C—" or better, and upper division standing.

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. Prerequisite: English 110 or its equivalent.

English 320. Medieval English Literature: 450–1500 English literature from the beginnings to the close of the Middle Ages. Old English poetry in translation, including Beowulf and shorter poems; Middle English prose and poetry exclusive of Chaucer, such as works of the Gawain poet, anonymous lyrics, Malory; the beginnings of the English drama. Prerequisites: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 325. Chaucer Selections from The Canterbury Tales and shorter poems and/or Troilus and Criseyde. Since the works are read in the original Middle English, some attention is given to the nature and development of the English language in the Middle Ages. Prerequisites: English 101 or the equivalent; or one course from the 200 series in literature or its equivalent.

English 330. Renaissance English Literature: 1500–1660 The Renaissance in England, the classical revival, Wyatt and Surrey, Sidney, Spenser, Milton—the exploratory age, classical, heroic, nationalistic. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 335. Shakespeare I Selected readings in the tragedies, comedies, histories and poems. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 336. Shakespeare II Selected readings in the tragedies, comedies, histories, and poems. Selections different from those read in English 335, which is not prerequisite. Prerequisite: English 101 or the equivalent, or one course from the 200 series in literature or its equivalent.

English 337. Milton A study of the artistic development of the Renaissance epic poet, with emphasis on his major poems. Prerequisite: English 101 or its equivalent, or one course from the 200 series in literature or its equivalent.

English 340. Restoration and Eighteenth Century English Literature: 1660–1798 The "neo-classic" age and the age of "sensibility." The rise of the middle class and its novelistic literature. Selected studies in Dryden, Restoration drama, Swift, Pope, Addison and Steele, Johnson, and Boswell. 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, Dickens, the Pre-Raphaelites, Wilde, 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 the Edwardian and Georgian period in post-Victorian England. 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. This is a writing intensive class.

English 364. Studies in Fiction: The African-American Experience An intensive examination of the African-American Experience as portrayed in fiction and critical essays. Such themes as slavery, alienation, religion, the triumph of the spirit will be explored. Texts chosen will include works by and about African-Americans, for example, W.E. DuBois, Richard Wright, William Faulkner, Harriet Beecher Stowe, Ralph Ellison, Alice Walker, and Martin Luther King. Prerequisite: English 101 or the equivalent, or one course from the 200 series or its equivalent. This is a writing intensive class.

English 367. Film Analysis Intensive study of aspects of narrative film form, including composition, editing, lighting, performance, plot structure, setting, and sound. Development of critical viewing skills, with emphases chosen from among such topics as audience response, communication of meaning, cultural influences, gender, industrial determination, and race. Papers required. Crosslisted as Comm 367. Prerequisite: English 110.

English 368. Special Topics in Film Film analysis concentrating on a specific cinematic genre, director, actor, nationality, or theme. Discussions and analyses based on viewing films and/or videotapes. May be repeated for different course content. Cross-listed as Communications 368.

English 370. Literature by Women of Color An extensive examination of the experiences of women of color as portrayed in their fiction, nonfiction, and poetry and as interpreted in feminist and ethnic literary theory and criticism. Prerequisite: English 101 or one course from the 200 series in literature or its equivalent. This is a writing intensive class.

English 373. 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. This is a writing intensive class.

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 undertand Biblical allusions in later European literature, to appreciate the texts as literature, and also to show the differences between ancient Hebrew rhetoric and our own. Prerequisite: English 101 or the equivalent or one course from the 200 series in literature or its equivalent.

English 393. Classicial 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".)

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 411. Modes of Writing—Modularized (Formerly English 410.900) 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. 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 420. Sociolinguistics: Language, Society and Education Examination of the relationship between language and such social variables as sex, economic class, race, and ethnicity. Topics include social dialects, linguistic stereotypes, code-switching and the educational problems of language minorities. A thorough linguistic comparison between one non-standard dialect and Standard American English will be included. Prerequisite: English 318, 319 or 415 or permission of instructor.

English 460. History of Film History of film from the Edison Kinetoscope through *Citizen Kane.* Industrial, social, stylistic, and theoretical aspects in a variety of national and cultural contexts. Emphasis on commercial and avant-garde forms and their connection to twentieth-century aesthetic, economic, and political currents. Crosslisted as Communications 460. Prerequisite: English 110 or equivalent. This is a writing intensive class.

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 fiction, 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".)

English 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. Crosslisted as Comm. 480. Prerequisite: Communications 304.

English 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. Crosslisted as Comm. 481. Prerequisite: Communications 304.

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 496. Internship.

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. Approaches to the Analysis of Writing A study of various linguistics approaches for analyzing the structure of written texts.

English 505. Rhetorical Theory An introduction to recent research on written composition, the most current theories of rhetoric, and the implications of these theories for the teaching of writing.

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 507. Writing in a Second Language The writing process and the written products of people composing in English as a foreign language. Topics of discussion include contrastive rhetoric, error analysis, and evaluation. Special attention will be given to the writing problems of international students learning English and to appropriate instructional procedures helpful to such students.

English 508. Teaching Basic Writers This course includes both the traditional underpinnings and the practical applications for teaching developmental writers and addresses the diverse cultural, emotional, and academic needs of these students.

English 515. Theories of English Grammar Study of the assumptions, systems, and applications of one or more modern approaches to the English language.

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. Nineteenth 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. Note: May be repeated with permission of advisor if different course content.

English 568. Modern British Novel Survey of major British novelists from 1900. Note: May be repeated with permission of advisor if different course content.

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. Note: May be repeated with permission of advisor if different course content.

English 576. Development of the English Novel Study of continuity and change in the structure and style of the English novel and novella.

English 578. Special Methods in the Instruction of Literature An introduction for graduate students intending to teach high school or community college English, this course explores the implications of modern literary theory for classroom instruction of the literary text.

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 600. English Practicum A requirement for participation in the Teaching Assistant Program in English, this course allows students to observe and participate in the design and daily work of a college-level writing class (at BC or at CSUB). Students will work with a master teacher in and outside of class (inasmuch as we can accommodate specific requests) and be responsible for some independent work outside of class that is directly relevant to the assigned course. (Can be repeated for different course content.)

English 690. Comprehensive Examination (3) A comprehensive examination (oral or written) on a reading list covering major works of English and American Literature. Readings se-

lected 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

I. Communications 274. Introduction to Communication Studies

II. Upper Division Required Courses:
- A. Communications 304. Technical and Report Writing
- B. Communications 309. Theories of Communication
- C. Communications 315. Mass Media Law
- D. Communications 490. Senior Seminar

III. One of the following options: (15 units)
- A. Journalism
  - 206. Journalism Practices
  - 311. Feature Writing
  - 404. Public Affairs Reporting
- B. Public Relations
  - 206. Journalism Practices
  - 305. Public Relations
  - 434. Communication for Business and Government
- C. Electronic and Visual Communications
  - 240. Media Arts
  - 307. Video Production
  - 345. Multi Media

IV. Ten (10) units selected from the department's offerings in Communication Studies
- 303. Communication Criticism
- 308. Analyzing Advertising
- 317. Ethical Issues in the Media
- 320. Effects of Mass Media Programming
- 367. Film Analysis
- 376. Interpersonal Communication
- 378. Mass Media Organizations
- 405. Communication in the Organization
- 407. Media Technology in American Society
- 430. News as Ideology
- 477. Special Topics in Communications
- 485. Media Coverage of Terrorism

V. Ten (10) additional upper division units, selected in consultation with a faculty advisor, from the department's offerings in communications. Students may take courses in any area.
- A. Journalism: 306, 311, 312, 313, 314, 317, 320, 378, 380, 404, 406, 407, 414, 418, 420, 422, 425, 430, 477 (when relevant), 480, 485, 489, 496, 497, 499
- B. Public Relations: 303, 305, 308, 312, 314, 316, 317, 320, 330, 335, 350, 376, 377, 378, 402, 405, 407, 409, 412, 425, 434, 477 (when relevant), 481, 489, 496, 497, 499
- C. Electronic and Visual Communications: 307, 308, 314, 317, 320, 345, 367, 368, 378, 406, 407, 430, 440, 445, 450, 460, 477 (when relevant), 485, 489, 496, 497, 499

VI. A. Completion of a minor, special minor or augmented major.
- B. Students may not count both Communication 206 and 306 for credit toward the major.
- C. Up to 5 units of an internship (496, 497), 6 units of activities courses (412, 414, 418, 420, 422), may be counted toward the major.

Requirements for the Minor in Communications

The minimum requirements for a minor in Communications are: Four courses totaling 20 quarter units, at the 200 level or above, at least three of which must be upper division. Up to six units in activities courses (212/412, 214/414, 218/418, 220/420, 222/422) may be counted toward the minor.

Speech and Theatre Minor

(For requirements, see listing under "Interdisciplinary Minors," p. 123.)

Certificates in Communication

Option I: A student majoring in Communications who completes at least six (6) courses (30 units) from the department's offerings in one of the following areas: Journalism, Public Relations, Telecommunications, or Communication Studies is eligible to receive a certificate recognizing that achievement.

Option II: A student not majoring in Communications who completes at least six (6) courses (30 units), including Communications 309, Theories of Communication, and at least five (5) other courses (25 units) from the department's offerings in one of the following areas: Journalism, Public Relations, Telecommunications, or Communication Studies is eligible to receive a certificate recognizing that achievement.

Option III: A student not majoring in Communications, in consultation with an advisor and the chair of the department, may design a general certificate program, including Communications 309, Theories of Communication, and at least five (5) other courses (25 units) reflecting the general scope of the communications discipline.

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 106. Introduction to Journalism.

Communications 108. Strategies of Public Communication An introduction to practical communication problems with training in the principles involved in listening, public speaking, and advocacy. (CAN SPCH 4)

Communications 206. Issues and Practices in Journalism Study of the problems and techniques of journalism, including audiences and resources. Overview of history and development of print media. Examination of news sources, interviewing, reporting, writing, and ethics. Frequent exercises in news gathering and writing and preparing copy for publication. Prerequisite: English 110 or the equivalent.

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 228. Oral Interpretation of Literature Introduction to the principles, techniques, and practices of reading prose, poetry and drama aloud. Emphasis on individual performance focusing on contemporary themes, forms and authors.

Communications 240. Media Arts An examination of the major aesthetic image elements—light, space, time-motion, and sound—and how they are used in video and film. Prerequisite: Comm. 108 or the equivalent.

Communications 274. Introduction to Communication Studies Survey of the role of communication in daily life. Concepts and contexts of communication. Development of writing skills necessary for upper division work in the discipline. Prerequisite: English 110 or equivalent.

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. Communication Criticism Methods of assessing the effectiveness and impact of various forms of public communication. Emphasis upon the social role of public communications and the importance of critical-evaluative methods in both recognizing and shaping that role. Prerequisites: Communications 108 and English 110 or equivalents.

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. Crosslisted as English 304.

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. Prerequisite: Communications 206 for majors.

Communications 306. News Writing and Reporting Study of contemporary journalism techniques and their influence on the audience they serve. Exercises in news gathering, newspaper writing and interviewing. 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 class demonstration hours and four activity hours per week. A field trip fee may be required. Consult Class Schedule for specific details. Prerequisite: Communications 240 or permission of instructor.

Communications 308. Analyzing Advertising Analysis of commercial advertising from cultural and historical perspectives, including close study of advertising texts. Consideration of advertising's influence on media communication, ideology, socio-economic relations, and style in consumer culture. Prerequisite: Communications 274 or permission of instructor.

Communications 309. Theories of Communication How theories are constructed. Survey of theoretical approaches to communication drawing on the social sciences and humanities. Prerequisite: Communications 274 or equivalent and completion of General Education Goal IV (Mathematical Reasoning).

Communications 310. Audio Production An overview of audio production and presentation. Emphasis will be placed in audience analysis, scripting, production, and presentation.

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 312. Graphic Communications Analysis of the ways in which typography, color, paper, ink and illustration work together to enhance effective print communication. Comparative discussion of design elements of magazines, newsletters, newspapers, and brochures. Frequent exercises in design layout and preparing camera-ready copy using desktop publishing.

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. Prerequisite: Communications 206 or 306 or permission of instructor.

Communications 315. Mass Media Law Designed to broaden the student's understanding of laws which pertain to the mass media. Philosophical appreciation of the legal framework within which the mass media operates and pragmatic familiarity with the legal problems most often encountered by journalists and related professionals is anticipated. The course will examine the development of the law regarding the First Amendment to the U.S. Constitution and such related legal areas such as libel, obscenity, censorship, privacy, free press and fair trial, journalist's privilege, the right of access to government information, access to the press, the doctrine of commercial speech (advertising), and copyright.

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 317. Ethical Issues in the Media Analysis of ethical dilemmas in the media, with emphasis on ethical issues as they influence news gathering, reporting, advertising,

and entertainment. Evaluation of the ethical culture of newsrooms and their codes of ethics; analysis of case studies as the basis for learning how to recognize and resolve ethical conflicts. Cross-listed as Philosophy 317.

Communications 320. Effects of Mass Media Programming Analysis of the effects of mass media programming on the general public. Investigation of specific lines of research as applied to various types of programming. Focus on major issues such as violence, stereotyping, cultivation of reality, and passivity. Study of contemporary programming and related research into its genesis and impact.

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 345. 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 class demonstration hours and four activity hours per week. A field trip fee may be required. Consult Class Schedule for specific details.

Communications 350. Public Relations Writing Study of and frequent exercises in the principal types of writing used in the practice of public relations, including news and feature releases, reports, memoranda, radio and television copy, video scripts, institutional advertisements, and magazine articles. Study of communication flow, diffusion process and semantics. Discussion of media relations and placement. Prerequisite: Communications 305.

Communications 367. Film Analysis Intensive study of aspects of narrative film form, including composition editing, lighting, performance, plot structure, setting, and sound. Development of critical viewing skills, with emphasis chosen from such topics as audience response, communication of meaning, cultural influences, gender, industrial determination, and race. Papers required. Crosslisted as English 367. Prerequisite: Engl 110.

Communications 368. Special Topics in Film Film analysis concentrating on a specific cinematic genre, director, actor, nationality, or theme. Discussions and analyses based on viewing films and/or videotapes. May be repeated for different course content. Cross-listed as 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. Special Topics (1–5) Analysis of the public communicator in action and the laws, strategies and situations that influence the process of public persuasion. Specific topic determined by instructor. Prerequisite: English 110 or its equivalent. May be repeated for different course content.

Communications 378. Mass Media Organizations Study of mass media organizations as business, political, and social systems. Analysis of the interaction and interdependence between mass media organizations and the political, economic, and social environment in the United States.

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 402. Public Relations Strategies Analysis and application of the multiple stages of planning and implementing effective public relations programs, including anticipating and defining problems, strategic planning, taking action, and evaluation. Emphasis on taking a proactive approach to crisis management. Prerequisite: Communications 350.

Communications 404. Public Affairs Reporting Detailed investigation of covering public affairs, including reporting on public and government agencies, researching public records, and writing clear articles. Study of structure and function of state and local government, state open meeting and public records laws, structure of judicial and criminal justice systems. Students will adopt a local government agency, attend meetings, establish news sources within the agency, and write articles about agency meetings and issues. Prerequisite: Communications 206 or 306 or permission of instructor.

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.

Communications 406. Broadcast News Writing Analysis of the specialized forms of writing used in film, photography, radio, and television. Students will examine non-fiction script forms and formats for radio and television news, advertising copy, films, instructional media. Students may work with several media.

407. Communications 407. Media Technology in American Society Analysis of the development and impact of media technology as it transforms the ways in which we generate, transmit, assess, and understand mediated messages in contemporary American society. Evaluation of the impact of media technology on the role of communication in information processing, values acquisition and personal behavior, social construction of reality, group dynamics, and social interaction. Emphasis on mass communication.

Communications 409. Argumentation Uses of ordinary language examined in light of theories of rhetoric and argumentation. Practical experience in advocacy, reasoning, and analysis.

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 425. Magazine Editing Principles of magazine editing and production, including editorial concepts, creative editing, editorial research and administration, production efficiency, and layout design. Frequent exercises in copy editing and creating titles that sell. Lecture, discussion production. Prerequisite: Communications 312: Graphic Communications or permission of the instructor.

Communications 430. News as Ideology Investigation of cultural world-views and professional values that structure news coverage in the United States. Emphasis on socio-economic relations and theories of knowledge from which these world-views and values emerge. Analysis of news coverage of contemporary and historical events, including representations of nonwestern cultures and of nondominant social groups in the United States. Prerequisite: Communications 274 or Philosophy 100 or Philosophy 201 or permission of instructor. Cross-listed as Philosophy 430.

Communications 432. Case Studies in Public Relations Detailed investigation of the theory and practice of public relations through study of major public relations cases. Examination of constraints involved in research, setting objectives, designing and executing programs and evaluating results. Analysis of cases as models for effective relations with media, internal audiences, community members, government agencies, investors, consumers, and special interest groups. Prerequisites: Communications 305 or permission of the instructor.

Communications 434. Communication for Business and Government Application of public relations strategies and theories to directing and participating in organization meetings, conferences, and seminars; to development of technical reports and manuals; and to making presentations at trade shows. Exercises in making videos, slide presentations, and brochures/magazines to enhance organizational communication. Prerequisite: Communications 305 or permission of the instructor.

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 class demonstration hours 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 class demonstration hours and four activity hours per week. Prerequisite: Communications 345 or permission of instructor. A field trip fee may be required. Consult Class Schedule for specific details.

Communications 450. Documentary Production Analysis of the subject, purpose, forms, and production methods of the documentary film/video. Historical review and individual student productions are the primary emphasis in the course. Prerequisite: Communications 440 or permission of instructor.

Communications 460. History of Film History of film from the Edison Kinetoscope through *Citizen Kane.* Industrial, social, stylistic, and theoretical aspects in a variety of national and cultural contexts. Emphasis on commercial and avant-garde forms and their connection to twentieth-century aesthetic, economic, and political currents. Cross-listed as English 460. Prerequisite: English 110 or equivalent. This is a writing intensive class.

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. Crosslisted as English 480.

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. Crosslisted as English 481.

Communications 485. Media Coverage of Terrorism Analysis of the problems and benefits of media coverage of terrorist activities. Evaluation of the roles media play in the planning, implementation, and conclusion of terrorism. Explores the socio-institutional context of terrorism and the media and focuses on the methods used to cover terrorism, content of the coverage, and the effects of such coverage on official responses to terrorism, public perceptions of organizations engaged in terrorism, and terrorist groups.

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 to the department only on a credit, no-credit basis. Not open to postgraduate students. Interested students should contact the department office.

Communications 490. Senior Seminar (6) An advanced course in analysis and application of communication research methods. Specific topics will vary. Individual student research projects and reports. When possible, students contribute to ongoing faculty research. Prerequisite: Communications 309.

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 101E, 664–3093)

Chair: J. D. Mason

Faculty: D. Becherer, J. D. Davis, A. Du Pratt, M. Heivly, T. Kerzie, G. Ketterl, J. Kleinsasser, J. Kohl, G. R. Mehling, R. Provencio, M. Rees, S. Stone

The Fine Arts Department serves the campus as the diversified center for a wide variety of courses and activities in the visual and performing arts, many of which are open to all CSUB students regardless of their declared major. In addition to courses that will satisfy General Education or Liberal Studies requirements or that serve as electives, the department offers the following curricula and programs:

- B.A. in Art with emphasis in Studio Art or Art History (see p. 162 or 163)
- B.A. in Music with emphasis in General Music or Music Education (see p. 166)
- B.A. In Theatre Arts (see p. 169)
- minor in Studio Art (see p. 163)
- minor in Art History (see p. 163)
- minor in Music (see p. 166)
- minor in Theatre (see p. 170)
- minor in Theatre Technology (see p. 170)
- interdisciplinary minor in Speech and Theatre (see p. 123)
- interdisciplinary minor in Film and Modern Art (see p. 123)

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

Please note that as of Fall, 1993, the department no longer offers the B.A. in Fine Arts.

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".)

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.

Requirements for the Major in Art

I. Requirements for a Bachelor of Arts degree in Art with an emphasis in Studio Art:
   A. Art 201 and Art 202.
   B. Either Art 212 or Art 213 or Art 242.
   C. Four courses selected from Art 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, and 324.

D. Three courses selected from Art 343, 344, 345, 346, 347, 348, 444, and 477.
E. Art 483 and Art 484.
F. Art 490 and Art 491 (Senior Art Project).
G. A minor as described in Section III below.

II. Requirements for a Bachelor of Arts degree in Art with an emphasis in Art History:
A. Art 201 and Art 202.
B. Two courses selected from Art 212, 213, 214, 216, 218 and 242. (Upper division studio courses may be substituted for these.)
C. Six courses selected from Art 330, 381, 382, 383, 384, 385, 386, 387, 388, 390, 478, 481, 483 and 484.
D. Ten units of a single foreign language (French preferred).
E. Art 492 (Senior Thesis).
G. A minor as described in Section III below.

III. All students majoring in Art (under either emphasis) must complete one of the following options:
A. A special minor (see p. 72).
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 p. 121).

In Requirements for the Minor in Art

For a Minor in Studio Art, students must take four five-unit courses, three of which must be upper-division. For a Minor in Art History, students are strongly recommended to complete Art 201 and Art 202, and two upper-division courses. Students wishing to complete a Minor in Art with a mixture of Studio Art and Art History courses should consult with a member of the Art faculty.

Teaching Credential—Single Subject

Requirements for an emphasis in Studio Art are set forth in I above, with the additional requirement that students complete a course in ceramics (either at CSUB or elsewhere at the college level). In addition, students who wish to enter the Single Subject Credential Program in the School of Education must complete Ed-Se 400 to assess their mastery of subject matter in art through an examination and interview. Students should consult with an advisor concerning procedures and approved courses for the waiver in art, since the requirements are subject to change. Following completion of the approved major and the assessment process, students who wish to teach must be admitted to and complete the Single Subject Credential Program in the School of Education.

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.

ANTH 104. Intro to Archaeology (For course description see p. 234).

Art 212. Basic Two-Dimensional Design An introduction to the theory, principles and elements of design. Three lecture-discussion and four studio-laboratory hours per week. (CAN Art 14)

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. Three lecture-discussion and four studio-laboratory hours per week. (CAN Art 16)

Art 276. Visiting Artist (1) Students will work with 2–3 visiting artists on aspects of sculptural installations on campus, including conception, scale, siting and fabrication. A minimum of one class hour 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 301. Screen Printing I (Formerly Art 312.001) Basic screen processes, including screen construction, block-out techniques, color registration, and basic photo-screen techniques.

One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials fee required.

Art 302. Screen Printing II (Formerly Art 312.002) Advanced screen processes, including color applications, advanced photographic technology, three-dimensional printing technology, and ink body formulation. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisite: Art 301 or consent of instructor. Materials fee required.

Art 303. Screen Printing III (Formerly Art 312.003) Advanced screen processes, including photo preparation, copy camera technology, and advanced printing techniques including impasto, printing on irregular surfaces, and three-dimensional applications. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisite: Art 301 and 302 or consent of instructor. Materials fee required.

Art 304. Drawing I (Formerly Art 313.001) Continuation of figure drawing using detailed approach. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisite: Art 213 or consent of instructor.

Art 305. Drawing II (Formerly Art 313.002) Advanced drawing based on concepts and ideas pertaining to drawing. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 213 and 304 or consent of instructor.

Art 306. Drawing III (Formerly Art 313.003) Continuation of advanced drawing concepts. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 213, 304, and 305 or consent of instructor.

Art 307. Painting I (Formerly Art 314.001) Continuation of beginning painting, using detailed approach. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisite: Art 214 or consent of instructor.

Art 308. Painting II (Formerly Art 314.002) Advanced painting based on concepts and ideas pertaining to painting. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 214 and 307 or consent of instructor.

Art 309. Painting III (Formerly Art 314.003) Continuation of advanced painting concepts. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 214, 307, and 308 or consent of instructor.

Art 310. Sculpture I (Formerly Art 315.001) An introduction to materials, technologies, and aesthetic attitudes. Emphasis on an exploratory examination of sculptural concerns within the modern period. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 242 or consent of instructor.

Art 311. Sculpture II (Formerly Art 315.002) 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. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 242 and 310 or consent of instructor.

Art 312. Sculpture III (Formerly Art 315.003) A fundamental course. Sculpture focused on projects designed to develop the personal aesthetic concerns of the students themselves. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials fee required. Prerequisites: Art 242, 310, and 311 or consent of instructor.

Art 313. Ceramics I (Formerly Art 316.001) Procedures of hand-building, throwing, glazing and firing as practiced by the studio potter and the ceramic sculptor. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 216 or consent of instructor.

Art 314. Ceramics II (Formerly Art 316.002) Continuation of Art 316.001. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 313 or consent of instructor.

Art 315. Ceramics III (Formerly Art 316.003) Continuation of Art 316.002, with emphasis on the development of the personal aesthetic concerns of the student. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 314 or consent of instructor.

Art 316. Etching I (Formerly Art 317.001) Basic black and white processes, including engraving, aqua-tint, acids, grounds, and basic printing technology. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials and use fee required.

Art 317. Etching II (Formerly Art 317.002) Color intaglio processes, including multiple plate, viscosity and poupe. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisite: Art 316. Materials and use fee required.

Art 318. Etching III (Formerly Art 317.003) Advanced color processes and basic photo processes, including copy camera technology, photo engraving, and basic paper technology. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisite: Art 316, 317. Materials and use fee required.

Art 319. Photography I (Formerly Art 318.001) Basic black and white photo processes, including photo negative development, camera technology, exposure, photo printing procedures, and presentation. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials and use fee required. Prerequisite: Art 218 or consent of instructor.

Art 320. Photography II (Formerly Art 318.002) Advanced camera technology, negative manipulation, photo montage, and solarization zone system applications. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials and use fee required. Prerequisite: Art 319.

Art 321. Photography III (Formerly Art 318.003) 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. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials and use fee required. Prerequisites: Art 319 and 320.

Art 322. Lithography I (Formerly Art 319.001) Basic black and white stone processing techniques, including etching, roll-up, and stone preparation. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week.

Art 323. Lithography II (Formerly Art 319.002) Advanced black and white stone processing techniques, including editioning, ink body formulation, paper technology, and basic color processes. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisite: Art 322.

Art 324. Lithography III (Formerly Art 319.003) Advanced color processes, photo-lithography, and basic copy camera technology. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 322 and 323.

Art 330. Survey of the Art of the Orient (Formerly Art 320) The art and architecture of India, China, and Japan from prehistory 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 discussion hours and four studio-laboratory hours per week. Prerequisite: Art 304, 305, and 306 or equivalent. May be taken only once for credit.

Art 344. Painting Studio Problems and concepts in painting, using a variety of media. Three discussion hours and four studio-laboratory hours per week. Prerequisite: Art 307, 308, and 309 or equivalent. May be taken only once for credit.

Art 345. Sculpture Studio Problems and concepts in sculpture, using a variety of media. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials fee required. 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. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 313, 314, and 315 or equivalent. May be taken only once for credit.

Art 347. Printmaking Studio Problems in printmaking in a variety of media. One hour of lecture-discussion, two hours of discussion, and four studio-laboratory hours per week. Prerequisites: Art 301, 302, 303 and 316, 317 and 318 and/or 322, 323 and 324 or equivalent. May be taken only once for credit. Materials and use fee required.

Art 348. Photography Studio Problems and concepts in photography, with an emphasis on the development of an individual aesthetic. Three discussion and four studio-laboratory hours per week. Materials fee required. Prerequisite: Art 319, 320 and 321 or permission of instructor.

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 Art The art and architecture of Rome and her Empire from the 8th century B.C. to ca. A.D. 400.

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 390. Women in the Visual Arts The history of female accomplishments in the visual arts, including examination of the problem of feminine imagery.

Art 401. Theory and Practice of Art (Formerly Art 401.001) 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 421. Introduction to Arts Administration The theory and practice of the management of non-profit public arts institutions. Topics include funding and budgeting, the development of programs, developing a constituency, and staffing. The Todd Madigan Gallery will be used as a practical example of the challenges involved in managing this type of institution. One hour of lecture-discussion, three hours of discussion, and one studio-laboratory hours per week.

Art 444. Advanced Painting Advanced problems and concepts in painting, using a variety of media and approaches. Three discussion and four studio-laboratory hours per week. Prerequisite: Art 344 or its equivalent.

Art 476. Visiting Artist (3) Students will work with 2–3 visiting artists on aspects of sculptural installations on campus, including conception, scale, siting and fabrication. A minimum of three class hours per week.

Art 477. Special Studies in Art (1–5) Classes, individual research, and/or group investigation of selected topics in art. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content. Possible fields of study are:

Drawing
Life drawing
Painting
Photography
Printmaking
Sculpture
Art Education

Art 478. Special Studies in Art History The period and subject matter of this course will be designated before the time of registration. May be repeated for different course content. Areas which may be covered by this course are:

The Art of the North American Indian
The Classical Tradition in Art

Art 481. Early Christian and Byzantine Art The evolution and development of early Christian art and architecture in Europe and western Asia to the 8th century B.C. The development of Byzantine art and architecture to 1453. Prerequisite: Either Art 201, Art 382, Religious Studies 302, or consent of instructor.

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. Senior Art Project and Exhibition I (3) (Formerly Art 490.001) 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 491. Senior Art Project and Exhibition II (3) (Formerly Art 490.002) Exhibition of work and professional presentation of portfolio. Offered in the Spring quarter only.

Art 492. Senior Thesis (6) (Formerly Art 490.003) 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.

Music

The Bachelor of Arts with a major in Music offers comprehensive training in performance, theory and history, all intended to prepare students for careers in professional music, teaching, or related fields. There are many opportunities for students to perform as soloists or in ensembles. The requirements are flexible enough to allow each student to specialize or generalize as appropriate, and there are two emphases, one in General Music and one in Music Education.

Any undergraduate accepted into the University may undertake this major. Continuance is contingent upon satisfactory progress in all coursework, both in and out of the major.

Requirements for the Major

Requirements for the Bachelor of Arts degree in Music:

A. Lower-Division Theory and History
   Music 122 and 124
   Music 152 and 154
   Music 201 and 202
   Music 222 and 224
B. Music 370 and 371
C. One course from the 481–485 series. Certain offerings of Music 477, Special Studies in Music, may at times apply toward this requirement. Students should consult their advisors for appropriate substitutions.
D. Courses fulfilling the requirements for an Emphasis in either General Music or Music Education (see § below).
E. Participation and credit in one of the following performing organizations during every term of residence after formal registration as a Music major. Music majors are required to complete six units of upper-division ensemble work which is counted towards the degree:
   Music 251 or 451, University Singers
   Music 253 or 453, Cal State Wind Ensemble
   Music 254 or 454, Chamber Orchestra
   Music 256 or 456, Jazz Ensemble
   Note: Music 220/420, Chamber Music, may be substituted for Music 254/454 with permission of the Music faculty.
F. One of the following options (six units):
   Music 490, Senior Recital
   Music 491, Senior Performance and Paper
   Music 492, Senior Thesis
   N.B.: Before completing this requirement, the student must pass a permission examination before the music faculty.
G. Piano proficiency examination performed before the faculty.
H. 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.
I. One of the following options:
   1. A special minor (see p. 72).
   2. A minor consisting of at least 20 quarter units designated by another discipline
   3. An interdisciplinary concentration or minor (see p. 121).

§ Emphases

Emphasis I — General Music

Three courses (in addition to the one used to fulfill requirement C above) selected from the following: Music 322, 324, 325, 350, 375, 380, 381, 477* and 481–485.

* Only certain offerings are appropriate; students should consult their advisors for appropriate substitutions.

Emphasis II: Music Education

N.B.: This emphasis is certified by the Commission for Teacher Credentialing as satisfying the requirements for the State of California Single-Subject Waiver.

1. Music 325
2. Two courses selected from the following: Music 405, 406, 410 and 411. (Students may replace one of these courses with two different versions of Music 357.)

Requirements for the Minor in Music

A total of 24 quarter units comprised of: four five-unit music courses (at least two of which must be upper-division) including at least one theory course such as Music 122 or 152 or 222; two units of applied music, and two units of work in a performing organization.

Teaching Credential—Single Subject

An approved list of courses in Music and related subjects 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 student completing the set of required courses or their equivalent. 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 of the School of Education.

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 major or minor.

Music 122. Theory I In-depth study of Western tonal practice, c. 1650–1800: Four-part harmony through dominant seventh chords. Required: concurrent enrollment in Music 124.

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 music majors 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; and keyboard. Prerequisite: Music 120 or Theory Placement Examination. Required: concurrent enrollment in Music 122.

Music 152. Theory II Continued examination of tonal practice through 1900: modulation, altered chords. Prerequisite: Music 122 or departmental consent. Required: concurrent enrollment in Music 154.

Music 154. Intermediate Theory Skills (1) Intermediate-level melodic, harmonic, timbral, and rhythmic dictation; sight singing; and keyboard harmony. Prerequisite: Music 124 or departmental consent. Required: concurrent enrollment in Music 152.

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. Prerequisite: Music 101 or consent of instructor.

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 major 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.

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. Admission with the consent of instructor. Anticipated sections include the following:

Brass	String
"New Music"	Woodwind
Keyboard	Small Jazz Ensemble
Recorder	Early Music
Clarinet Choir	Vocal

Music 222. Theory III Chromatic modulation and twentieth century techniques: jazz harmony, polytonality, atonality, serialism, pandiatonicism, aleatory and stochastic processes. Prerequisite: Music 152 or departmental consent. Required: concurrent enrollment in Music 224.

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 music majors 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. Required: concurrent enrollment in Music 222.

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 backgroud required. Not open to music majors 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 250. Jazz Vocal Ensemble (1) Performance of jazz choral music with an emphasis on vocal improvisation. A minimum of three class hours per week. Entrance by audition only.

Music 251. University Singers (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.

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.

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 255. Women's Chorale (1) Group performance of music composed or arranged for treble voices from various periods of the choral repertoire. Admission with the consent of the instructor. A minimum of three class hours per week.

Music 256. CSUB Jazz Ensemble (1) Group performance of stage band repertoire. A minimum of three class hours per week. One unit of credit per quarter.

Music 272. Jazz Improvisation

Music 276. Musica da Camera

Music 277. Special Topics in Music (1–5) Classes, individual research, and/or group investigation of selected topics in music. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content.

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 301. Masterpieces of Music (1) The appreciation of selected musical works through attendance at three approved concerts during the quarter. Students are required to attend an orientation session and the approved concerts. After attending each concert a typed two-page critique of the concert must be presented to the instructor. This critique should express impressions and reactions to the music performed. Does not count for credit towards the Music major. May be taken three times for credit.

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 music majors 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 majors 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 370. 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 371. Form and Analysis II Continuation of Music 370. Prerequisite: Music 370.

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 Kodaly method, the Manhattanville Curriculum, and Suzuki Talent Education. Not applicable toward requirements for the music 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.

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. Admission with the consent of instructor. Anticipated sections include the following:

Brass	String
"New Music"	Woodwind
Keyboard	Small Jazz Ensemble
Recorder	Early Music
Clarinet Choir	Vocal

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 music majors 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 450. Jazz Vocal Ensemble (1) Performance of jazzchoral music with an emphasis on vocal improvisation. A minimum of three class hours per week. Entrance by audition only.

Music 451. University Singers (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.

Music 452. Chamber Singers (1) Group performance of choral literature, from various periods of the choral repertoire, designed for select voices. Admission with the consent of the instructor. A minimum of three class hours per week. One unit of credit per quarter.

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.

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.

Music 455. Women's Chorale (1) Group performance of music composed or arranged for treble voices from various periods of the choral repertoire. Admission with the consent of the instructor. A minimum of three class hours per week.

Music 456. CSUB Jazz Ensemble (1) Group performance of stage band repertoire. A minimum of three class hours per week. One unit of credit per quarter.

Music 477. Special Studies in Music (1–5) Classes, individual research, and/or group investigation of selected topics in music. Topics to be studied in any particular quarter will be designated before registration. May be repeated for different course content. Possible fields of study are: keyboard musicianship, seminars in composition and projects in musicology, the development of music for the solo voice after 1600, the symphony and symphonic poems from their inception to the present.

Music 481. Baroque and Classical An in-depth historical and analytical study of music from the Baroque and Classical periods (c 1600–1830). Prerequisite: Music 122 or permission of the instructor.

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 122 or permission of instructor.

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 122 or permission of instructor.

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 instructor.

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). Pre requisite: Music 122 or permission of instructor.

Music 486. Bach and Handel.

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 490. Senior Recital (6) (Formerly Music 490.001) 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 491. Senior Performance and Paper (6) (Formerly Music 490.002) 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 492. Senior Thesis (6) (Formerly Music 490.003) 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.

Theatre Arts

The Bachelor of Arts with a major in Theatre Arts offers comprehensive training in performance, technical theatre and design, and theatre studies, all intended to prepare students for careers in professional theatre, teaching, or related fields. The requirements are flexible enough to allow each student to specialize or generalize as appropriate, and the production program offers each student virtually limitless opportunities to participate as actor or crew member in a variety of situations.

Any undergraduate accepted into the University may undertake this major. Continuance is contingent upon satisfactory progress in all coursework, both in and out of the major.

Requirements for the Major

Requirements for the Bachelor of Arts degree in Theatre Arts:

A. The following core curriculum: Theatre 232, 271, 272 and 385; and either Theatre 241 or Theatre 251.
B. Six additional five-quarter-unit courses in Theatre, at least four of which must be upper-division, selected with the approval of the faculty advisor. 100-level courses may not be used to satisfy this requirement.
C. Theatre 201 and 401, to be completed six times, each in a different quarter, with the following stipulations:
   (a) complete at least two courses in Technical Theatre Production Laboratory (Theatre 202 or 402) or Run of Show (Theatre 203 or 403), and
   (b) complete at least three courses as upper-division credit (Theatre 401, 402 or 403).
D. Theatre 491 and 492.
E. One of the following options:
   1. A special minor (see p. 72).

2. A minor consisting of at least 20 quarter units designated by another discipline.
3. One of the interdisciplinary concentrations or minors (see p. 121).

Speech and Theatre Minor

For requirements, see listing under "Interdisciplinary Minors" (p. 123).

Requirements for the Minor in Theatre

Four five-unit courses in Theatre at the 200 level or above, at least two of which must be upper-division.

Requirements for the Minor in Theatre Technology

A total of 24 units, including the following: Theatre 241 and 251; two courses chosen from Theatre 351, 352 and 353; and four units chosen from Theatre 202, 402, 203, or 403.

Teaching Credential—Single Subject

Students wishing to teach drama at the high school level must complete a course of study that will lead to the Single Subject Credential in English; in most cases, this involves earning the B.A. degree with a major in English. However, such students are strongly urged to complete, in addition, the B.A. degree with a major in Theatre Arts.

Courses

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. Rehearsal and Performance (2) (Formerly Theatre 201.001) Acting in major departmental stage, television or film productions. Open to all students; entrance by audition. Assignments made according to needs of productions. A minimum of six class hours per week. Limited to two units of credit per quarter.

Theatre 202. Technical Theatre Production Laboratory (1) (Formerly Theatre 201.002) Practical work in the various areas of technical theatre production (stage management, scenery, properties, costumes, makeup, lighting, sound, marketing), during the pre-production period. Assignments made according to needs of productions.

Theatre 203. Run of Show (1) (Formerly Theatre 201.003) Practical work in the various areas of technical theatre production (stage management, scenery, properties, costumes, makeup, lighting, sound, marketing) during the run of the show from technical rehearsals through strike. Assignments made according to needs of productions.

Theatre 207. Touring Show (3) Rehearsal, preparation and performance of a one-act play to be taken on tour to ten high schools in Kern County. Open to all students; entrance by audition during the previous academic term. Assignments made according to needs of productions.

Theatre 232. Acting I Introduction and development of the actor as the physical, vocal, and creative tool of his work. Introduction of improvisation techniques, text analysis, and psychophysical techniques in scene study. (CAN Dram 8)

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 241. Stagecraft Techniques in construction of stage scenery and properties, including use of hand and power tools, working with wood, metal, plastic and paint, and reading blue prints. Use of theatrical sound and lighting equipment. Combination of lecture and laboratory.

Theatre 242. Stage Makeup (2) Practical work in all types of theatrical makeup. One lecture and two activity hours per week.

Theatre 251. Introduction to Technical Theatre and Design Survey of technical theatre production with emphasis on fundamentals of theatrical design, including projects in scenery, costumes and lighting.

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 305. Creative Dramatics Introduction to the use of drama and creative play in the classroom and other social situations, including study of materials and methods. Emphasis on development of ideas rather than performance. Combination of lecture, discussion, and projects.

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 351. Lighting Design Fundamentals of stage lighting, including history, theory of design and electricity, drafting, and practical application. Combination of discussion and analysis, studio and production experience. Prerequisite: Theatre 251 or permission of instructor.

Theatre 352. Scenic Design Fundamentals of scenic design, including history, theory of design, drafting, rendering, modeling, and practical application. Combination of discussion and analysis, and studio. Prerequisite: Theatre 251 or permission of instructor.

Theatre 353. Costume Design Fundamentals of theatrical costume design, including history of costume and fashion, theory of design, research methods, rendering, and practical application. Techniques in drawing the basic human form. Combination of discussion and analysis, and studio. Prerequisites: Theatre 251 and either Theatre 351 or 352, or permission 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. Prerequisite: English 110 or equivalent.

Theatre 381. 20th Century Women Playwrights An examination of the contributions made by 20th-Century women playwrights. Representative scripts by universally recognized playwrights will be read and discussed. Playwrights may include Lillian Hellman, Lorraine Hansberry, Caryl Churchill, Pam Gems, Ntozake Shange, Marie Irene Fornes, Megan Terry, and Wendy Wasserstein. Plays will be analyzed for their social point of view, as well as stylistic innovations. Prerequisite: English 110.

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. Rehearsal and Performance (2) (Formerly Theatre 401.001) Acting in major departmental stage, television or film productions. Open to all students; entrance by audition. Assignments made according to needs of productions. A minimum of six class hours per week. Limited to two units of credit per quarter.

Theatre 402. Technical Theatre Production Laboratory (1) (Formerly Theatre 401.002) Practical work in the various areas of technical theatre production (stage management, scenery, properties, costumes, makeup, lighting, sound, marketing) during the pre-production period. Assignments made according to needs of productions.

Theatre 403. Run of Show (1) (Formerly Theatre 401.003) Practical work in the various areas of technical theatre production (stage management, scenery, properties, costumes, makeup, lighting, sound, marketing) during the run of the show from technical rehearsals through strike. Assignments made according to needs of productions.

Theatre 405. Children's Theatre Theory and practice of producing theatre for children—both performing for young audiences and working with young performers in schools, churches and youth organizations. Includes selection and adaptation of material, auditioning, rehearsing, directing, technical support and promotion. Combination of lecture, discussion, and production.

Theatre 407. Touring Show (3) Rehearsal, preparation and performance of a one-act play to be taken on tour to ten high schools in Kern County. Open to all students; entrance by audition during the previous academic term. Assignments made according to needs of productions.

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 Theatre Arts major, 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

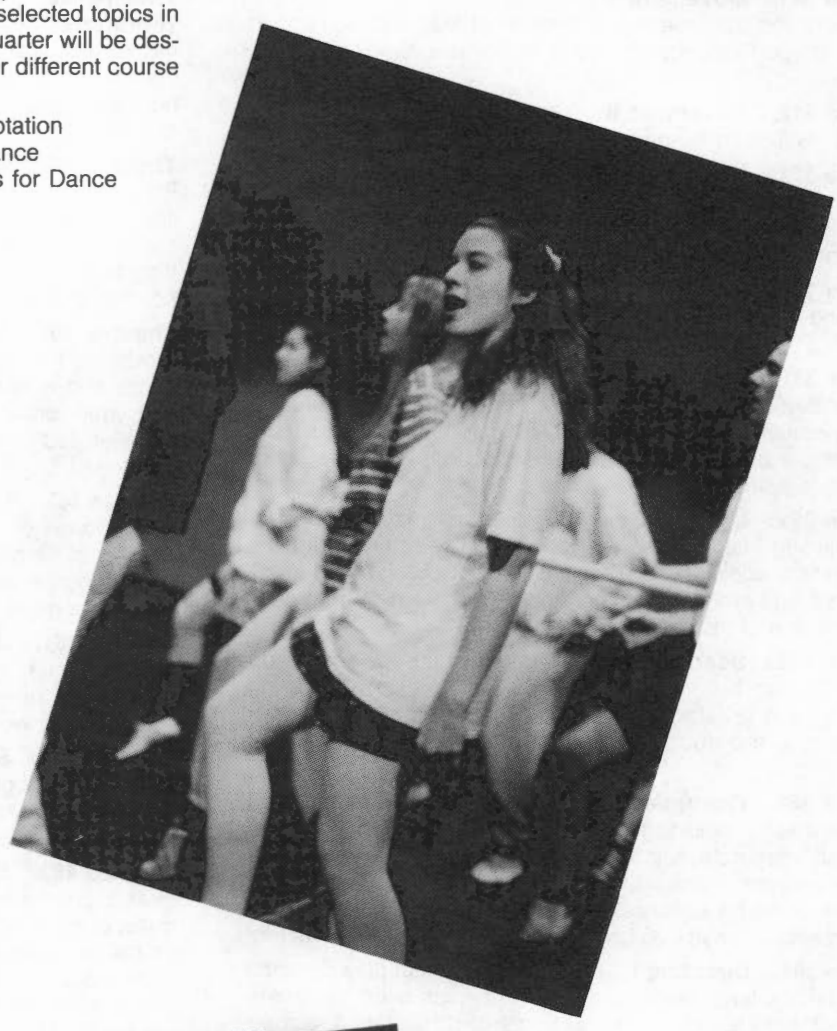
NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division

Dance 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 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
- Ballet
- Dance Education
- Dance Notation
- Ethnic Dance
- Costumes for Dance



Foreign Languages Department

(DDH B115, 664-2359)

Chair: J. Yviricu

Faculty: H. M. Corral, J. Reyna, J. Schmidt

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

The minimum requirements for a Bachelor of Arts degree in Spanish are:

1. Spanish 301—Spanish Literature I
2. Spanish 302—Spanish Literature II
3. Spanish 303—Hispanic-American Literature
4. Spanish 311—Advanced Spanish Grammar
   Or,
   Spanish 409—Advanced Spanish Syntax
5. Spanish 321—Hispanic American Culture and Civilization
   Or,
   Spanish 424—Culture and Civilization of Mexico and the Chicano/Mexican-Americans
   Or,
   Spanish 426—Southwest Hispanic Folklore
6. Spanish 412—Introduction to Spanish Linguistics
   Or,
   Spanish 420—Southwest Spanish
7. Ten units selected from the department's upper division courses taught in Spanish. (All courses except Spanish 320 and Spanish 425)
8. Senior Seminar
9. The satisfactory completion of one of the three options listed below:
   a. A special minor (p. 72).
   b. A minor consisting of at least 20 quarter units within a minor program designed by another discipline.
   c. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors," p. 116).

Students planning to teach are urged to select courses from the following, in consultation with their advisor: Spanish 320 or 321, 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

An approved list of courses in Spanish and related subjects 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 student completing the set of required courses, or their equivalent. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education.

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 321, 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 except Spanish 320 and 425.

Requirements for the Minor in French

A minimum of 20 quarter units of which no more than 10 may be chosen from courses at the 200 level, with the remainder to be selected from courses at the upper division levels. Courses at the 100 level do not count toward the minor.

Chinese Courses

Chinese 101. Introductory Chinese 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.

Chinese 102. Introductory Chinese A continuation of Chinese 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: Chinese 101.

Chinese 103. Introductory Chinese A continuation of Chinese 101 and 102. Continued development of the four language skills within two hours of independent laboratory practice per week. Prerequisite: Chinese 102.

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 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 equivalent coursework or the consent of the instructor.

French 202. Intermediate French A continuation of French 201, designed especially to prepare students for upper division work in language and literature.

French 210. Conversational French A course designed to develop fluency in oral communication and to enhance command of vocabulary and grammatical structures. Prerequisite: French 103 or the equivalent, or permission of the instructor.

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. French Literature I An overview of French literature from the Middle Ages to 1800. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

French 302. French Literature II An overview of French literature from 1800 to the present. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

French 311. Advanced French Grammar An intensive review of French grammar. Designed especially for those planning to teach. Drills, vocabulary building, proficiency in the written and spoken language. Prerequisite: competency in French at the 202 level or the equivalent, or permission of the instructor.

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. Does not count toward the minor.

French 380. The Human Condition: French Literature Through the Ages A study of the human condition through selected readings of French literature in translation including the epic, poetry, prose, the novel and theatre, from the Middle Ages to the 20th Century.

The appreciation of French literature will include the study of French culture and its development, with some comparison to the literature of other cultures as well as rigorous explications of texts, according to varied schools of literary criticism. Prerequisite: Completion of English 110.

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 the equivalent, or permission of the instructor.

French 410. 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 the 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 the 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. Does not count toward the minor.

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. Does not count toward the minor.

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 the 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.

German Courses

German 101. Introductory German I 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.

German 102. Introductory German II A continuation of German 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: German 101 or two years of high school German.

German 103. Introductory German III A continuation of German 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: German 102 or three years of high school German.

Japanese Courses

Japanese 101. Introductory Japanese I 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.

Japanese 102. Introductory Japanese II A continuation of Japanese 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: Japanese 101

Japanese 103. Introductory Japanese III A continuation of Japanese 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: Japanese 102.

Russian Courses

Russian 101. Introductory Russian I 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.

Russian 102. Introductory Russian II A continuation of Russian 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: Russian 101.

Russian 103. Introductory Russian III A continuation of Russian 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: Russian 102.

Spanish Courses

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Spanish 101. Introductory Spanish I An introduction to the nature of the discipline and the fundamentals of Spanish language and culture. Development of the basic language skills: listening, speaking, reading, writing. Two hours of independent laboratory practice per week.

Spanish 102. Introductory Spanish II A continuation of Spanish 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: Spanish 101, or two years of high school Spanish or the equivalent.

Spanish 103. Introductory Spanish III A review of fundamentals. Reading of selected texts, translation and conversation. Two hours of independent laboratory practice per week. Prerequisite: Spanish 102, or three years of high school Spanish or the equivalent.

Spanish 105. Beginning Spanish for Fluent Speakers Accelerated study of formal Spanish at the beginning level, with attention to rules of grammar, and basic reading and writing skills. Designed to prepare students for Intermediate Spanish Grammar. To be taken in place of Spanish 101-102-103 se quence. Prerequisite: Knowledge of spoken Spanish, or permission of the instructor.

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, or permission of the instructor.

Spanish 202. Intermediate Spanish Grammar A continuation of Spanish 201, designed especially to prepare students for upper division work in language and literature. Prerequisite: Spanish 201 or the equivalent, or permission of the instructor.

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 the 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 the equivalent, or permission of the instructor.

Spanish 301. Spanish Literature I 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 the equivalent, or permission of the instructor.

Spanish 302. Spanish Literature II 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 the equivalent, or permission of the instructor.

Spanish 303. 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 the equivalent, or permission of the instructor.

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 the equivalent, or permission of the instructor.

Spanish 320. Hispanic-American Culture and Civilization (formerly Spanish 320.001) An overview of arts, literature, customs, institutions and technology, past and present, as they affect the development of Hispanic-American culture and civilization from its beginning to the present day. Course given in English. Does not count toward the major or minor.

Spanish 321. Hispanic-American Culture and Civilization (formerly Spanish 320.002) Same as Spanish 320. 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 the equivalent, or permission of the instructor.

Spanish 412. 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 the 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 the 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 the 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 the 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 the 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 the 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. Does not count toward the major or minor.

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. Special Topics in Spanish (1–5) Studies in Spanish language or literature. Examples of topics dealt with are:

History of the Spanish Language
Cervantes: Don Quijote
Spanish Literature of the Golden Age

May be repeated for different course content. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

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.

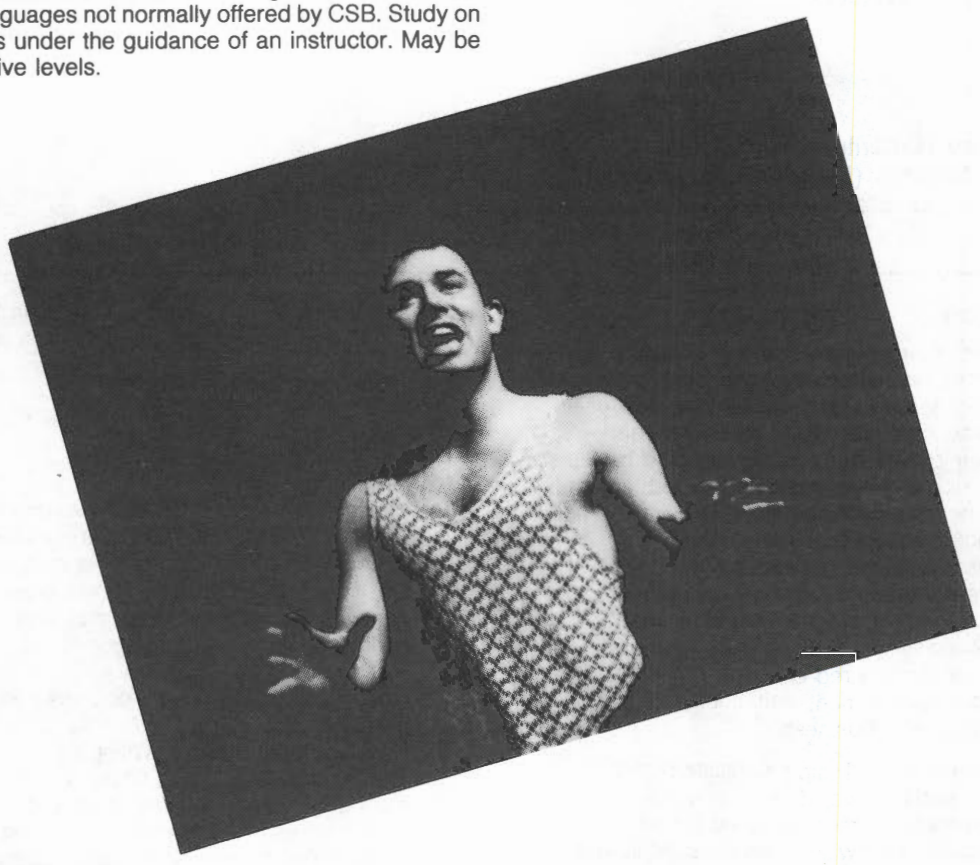
Spanish 495. Workshop in Mexican-American Literature A workshop designed to make Spanish speakers aware of their language, history, and cultural heritage. Analysis, discussion, and laboratory work dealing with the problems associated with writing about and by the Mexican-American in the United States. Prerequisite: competency in Spanish at the 202 level or equivalent, or permission of the instructor.

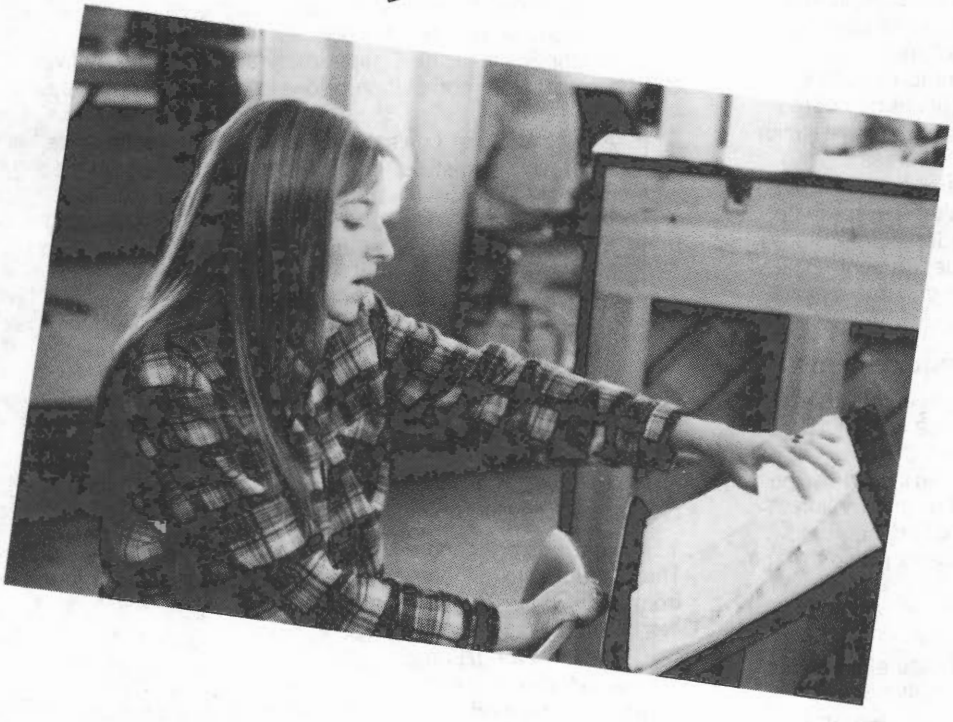
Spanish 497. Cooperative Education The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. 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 304F, 664-3079)

Chair: J. Harrie

Faculty: H. C. Chaney (Emeritus), R. H. Dolkart, J. H. George, H. F. Graham (Emeritus), C. Litzinger, C. Murphy, O. A. Rink, G. Stanley, M. R. Vivian, 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 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. 83) 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. 83.

Examination Procedure Statement

While the Department of History strongly advises all students to meet the history portion of the American Institutions Requirement through classroom experience, an alternative method is offered to those who need to fulfill the requirement by challenge examination. A student who intends to challenge the requirement by examination must apply to the Department of History during the first three weeks of the quarter. A student who waits until the senior year to challenge the history requirement may jeopardize graduating on schedule.

Requirements for the Major

The minimum requirements for a Bachelor of Arts degree in History are:

A. Lower Division
   1. Western civilization—at least two courses from History 202, 204, 206, or equivalent courses taken elsewhere
   2. United States History survey—two courses, History 231, 232, or equivalent courses taken elsewhere
   3. non-western civilization—at least one course from
      History 222
      History 268
      History 250, 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 Ancient/European history
   4. One course in Latin American history
   5. One course in Asian history
   6. Senior Seminar, or a department-approved alternative

C. The satisfactory completion of one of the three options listed below:
   1. A special minor consisting of at least 20 quarter units, 15 of which must be upper division, approved by the student's advisor, taken outside the major discipline (see p. 72).
   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," p. 121).

Requirements for the Minor

The minimum requirements for a History minor are four courses totaling 20 quarter units; three of these courses must be upper division. A student minoring in History shall choose one of the following options:

1. *General History Minor:*
The student shall choose one upper division History course from each of the following categories:
   a. United States
   b. Ancient World/Europe
   c. Asia/Latin America

In addition, the student shall complete sufficient coursework in History to total 20 quarter units.

2. *History Minor which Complements the Student's Major.*
In consultation with his/her major department, a student may select a minimum of four courses totaling 20 quarter units

which complement the major. At least three of these courses must be upper division. The minor must be approved by the chair or designated representative of each department no later than the beginning of the student's senior year.

Teaching Credential—Single Subject

Approved lists of courses in History and the Social Sciences have been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credentials in History and the Social Sciences. The approved list of courses for the History waiver is composed of 86 units in History and related subjects. The approved list of courses for the Social Science waiver is composed of 90 units in the social sciences. These lists are available from the Department Chair. In addition, the student must be admitted to and must complete the Single Subject Credential program of the School of Education.

Master of Arts in History

Pursuing a graduate degree in history should be enriching both personally and professionally, equipping the individual with a deeper understanding of the past as well as providing an appreciation of the complexities of the present. From a professional perspective it opens the door to a number of careers. An M.A. degree in history is usually a requirement for teaching at community colleges and it provides an excellent foundation for teaching the history/social science framework at the high school level. Students completing the M.A. program will have developed critical, analytical, and writing skills which are of value in spheres far beyond the realms of history. They will have received what is widely considered an excellent preparation for careers in public relations, journalism, law, politics, and the civil service. For those considering pursuing a Ph.D. in history, and eventually teaching at the university level, the M.A. program gives students a taste of what is involved and prepares them for doctoral work.

Admission

Persons seeking an M.A. in History must first apply for graduate study to the university Office of Admissions. Admission to graduate study by the university does not constitute acceptance in the History M.A. Program. It does, however, permit students to take courses as unclassified graduate students and to begin the process leading to classification (see "Classification" below).

Upon admission to the university students must immediately notify the History Department Graduate Coordinator of their intention to pursue the M.A. degree. The Graduate Coordinator will familiarize the student with the requirements and timetable of the M.A. Program. It is the student's responsibility in consultation with the appropriate faculty members to choose a graduate mentor, a track, fields of study, and to organize a thesis or examination committee.

Selection of the Faculty Mentor

Selection of a graduate mentor is an important first step in the M.A. program. The mentor will ordinarily represent the primary field of study in the exam track and the specialist reader in the thesis track (see "Program Tracks" below). The mentor advises and guides students during the period of graduate study, and responds to any misgivings students may have while in the program. Students have a responsibility to schedule meetings at least twice a term with their mentor. Since this relationship is crucial in helping students get through graduate school, they need to choose a member of the department with whom they can have a close rapport and whose speciality is nearest their own scholarly interests.

Classification

Classified standing is accorded to graduate students in history when they have satisfied the following criteria.

1. Submission to the Department Graduate Committee of an application for classification.
2. Completion of an undergraduate history major or its equivalent. (Note: the History Department may require an unclassified student to take undergraduate history courses if, in the opinion of the Graduate Coordinator and Department Graduate Committee, such work is necessary to prepare the student for graduate work in history. This is most likely to be the case when students hold degrees in disciplines other than History.)
3. A 3.0 grade point average for the last 90 quarter units (60 semester units) of undergraduate study and a 3.25 grade point average in all upper division and graduate courses.
4. Completion of a minimum of 15 quarter units in graduate residence, 10 of which must be earned in History 501 and History 503. The remaining 5 units may be earned in a 500 level graduate course or a 400 level course taken for graduate credit. (Note: no more than 15 units of credit taken prior to advancement to classified standing may be applied to the 46 to 50 unit total required for the M.A.)
5. Submission of a paper written for a graduate course.

Program Tracks

There are two tracks leading to an M.A. degree in History: the examination track and the thesis track. Both tracks require 45 units of course work and History 697 (1–5 units) or History 698 (1–5 units), for a total of 46 to 50 units. History 697 and History 698 are graded credit/no credit. Graduate students are encouraged to earn as many units as possible in 500 or 600 level courses. However, a maximum of 20 units may be earned in 400 level courses. Graduate credit in a 400 level course requires submission of a "Petition for Graduate Credit," indicating what additional work is expected.

Examination Track

Students interested in teaching at the high school or community college level are advised to follow this track. It is generally completed faster than the thesis track and provides students with a broad base of knowledge and bibliography which will be of significant value to them when they are preparing courses in their teaching career.

Students select the examination track at the time of application for classification. Students must designate *one* primary field and *two* secondary fields. Any field listed in the following section may serve as a secondary field but only those marked "P" may serve as primary fields.

Examination Fields

American History Colonial to Reconstruction (P)
American History Since Reconstruction (P)
Ancient Mediterranean
Early Modern Europe
Latin American
Medieval Europe
Modern China
Modern Europe Since 1789 (P)

Examination Committee: The examination committee will conduct both written and oral examinations and will be

comprised of the faculty members responsible for each of the three fields. The members will compose the written examination questions for their respective fields, grade them, and submit the results to the member responsible for the primary field. The following grades will be used in both written and oral examinations: Honors, Pass, Fail.

Written Examinations: Students are required to take a three-hour examination in the primary field and a two-hour examination in each of the secondary fields. The exams are scheduled over several days and offered twice a year in the Fall and Spring Quarters. *(Note: No student shall be permitted to take an examination in a field in which he or she has not had formal course work.)* Any failed examination may be repeated once.

Oral Examination: After passing each of the written examinations, students will undergo an oral examination. The examination will last 90 minutes. The faculty member responsible for the primary field will preside. The oral examination may be repeated once.

Thesis Track

Students are reminded that a good master's thesis is a significant piece of written work usually requiring research in primary sources. Since primary sources are scarce on this campus, the choice of thesis topics is severely limited, and students need to assure the Department Graduate Committee that source material necessary to the topic is available. The thesis topic should be selected at the time of classification in order to insure the maximum amount of time for completion.

Course Work: Since department graduate offerings are designed with the examination track student in mind, it is expected that thesis track students will earn many of the required units in independent studies courses. Such courses shall be specifically designed in consultation with the mentor to emphasize research techniques and to prepare the student for writing the thesis.

Thesis Proposal: Students should meet with their mentors and discuss in detail their subject, hypothesis, and sources before submission of the thesis proposal. The thesis proposal, accompanied by chapter descriptions and a bibliography, shall be submitted to their mentor no later than one quarter before enrolling in History 697. The names of the thesis committee members should be submitted at the same time.

Thesis Committee: The thesis committee shall consist of three faculty readers: the mentor or specialist reader and two others. If the thesis topic involves expertise in another discipline, one reader may be chosen from that discipline with the approval of the mentor and the Department Graduate Committee. The thesis committee will judge whether or not the thesis is a sound piece of research and insure that it meets the standards of the profession in terms of originality, scholarship, and written English.

Courses

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

History 102. The Making of the Modern Western 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. Prerequisite: English 100 or its equivalent.

History 110. Honors Seminar: The Western Tradition, the Renaissance to the French Revolution 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. (Can Hist Seq A)

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. (Can Hist Seq A)

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. (Can Hist Seq A)

History 222. 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 US 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 US History Since 1865 Reconstruction; problems of an increasingly urban and industrialized society; the United States in World Affairs.

History 233. Survey of U. S. History for International Students This course is only for international students who are simultaneously enrolled in courses in English as a Second Language. Major themes of each of the traditional chronological periods of U. S. history will be emphasized. Attention will be given to the language skills of speaking, listening, reading and writing, and to critical thinking while the students master the content of U. S. history.

History 240. Survey of Latin American History The evolution of Ibero-American societies from ancient Ameridian cultures through Spanish and Portuguese colonization to nineteenth and twentieth century nation states.

History 250. 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. Intensive writing projects required.

History 277. Special Topics in History (1–5) Group investigation of a specific era or topic with individual research work, papers, and/or examinations as the instructor may require. May be repeated for different course content.

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: Grade of "C" or better in English 110 or its equivalent and upper division standing.

History 301. Greece A survey of the Greeks from the Bronze Age up through the conquests of Alexander the Great. Emphasis is placed on the reading of primary documents as a means of understanding the Greeks and their history. The Golden Age of Greece, the developments of democracy, Greek philosophy, religion, literature and drama are explored and complemented by the use of slides.

History 302. The Hellenistic Age and the Coming of Rome From the conquests of Alexander the Great through the last days of the Roman Republic. A survey of Hellenistic philosophy, religion, literature, the arts, and politics is followed by an examination of Rome's conquest of the Mediterranean and the gradual disintegration of its cherished Republic, culminating in the death of Julius Caesar. Slides and primary works involve the student more closely in the study of Greco-Roman civilization.

History 303. The Roman Empire From the last days of Rome's Republic and the establishment of the Empire under Augustus to the "Fall" of Rome in the West in the 5th c. A.D. The nature of Augustus' settlement, problems of political stability, the crisis of the 3rd c., recovery and collapse are explored, along with such topics as art, literature and religion, where special attention is given to the role of Christianity in the empire. Readings by contemporary writers and slides enhance the course.

History 304. Early Medieval Europe: AD 500–1100 A survey of Europe from the "Fall" of Rome up to the twelfth century. The course begins by focusing on the transformation of the ancient world and the question of the beginnings of medieval Europe, and concludes with a survey of the political and social climate at the dawn of the High Middle Ages. Primary documents cover such topics as feudalism, the spread of Christianity, struggles between church and government, and the Carolingian renaissance. Slides provide a window on the early medieval world.

History 305. Medieval Europe, 1100 to the Renaissance European social, intellectual, economic, and political development from the dawn of the High Middle Ages ca 1100 to the beginnings of the Italian renaissance. Use of primary readings and audio-visual materials to explore such themes as economic recovery, the church and popular religiosity, the medieval synthesis, the arts, the role of women.

History 306. Europe 1350–1648 Political, social, economic and cultural development of Europe from the Renaissance to the Peace of Westphalia. Use of primary readings and audio-visual materials to explore the Renaissance, the Reformation, the religious wars, commercial development, the scientific revolution, the arts.

History 307. Europe 1648 to 1815 Political, social, economic and cultural development of Europe from the Peace of Westphalia to the Congress of Vienna. Use of primary readings and audio-visual materials to explore the Enlightenment, state-building, the French revolution, the beginnings of industrialization, the arts.

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.

IN ST 312. Plagues and People: A Biohistorical Examination of Mankind and Disease (For course description, see listing under "Interdisciplinary Courses".)

History 313. Ireland Since 1800 Irish political, economic, social, and cultural history since the Act of Union with Great Britain. Ireland's transition from colonial status to independent republic will be the underlying theme of the course.

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.

***History 340. Latin America** Latin American history from ancient origins through European colonial settlement to independent national societies. Emphasis on twentieth-century political, economic, social and cultural conflicts.

History 351. Colonial America, 1600–1750 Seminar examining the 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 Seminar examining 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. Intensive writing projects required. Does not count toward the History major or minor.

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. Intensive writing projects required.

History 373. Kern County History Study of Kern County history for its own sake and as a microcosm of Western United States history. Historical analysis and field work activities required.

History 401. The Renaissance Seminar examining the major figures and developments of the Renaissance. Use of primary sources and audio-visual materials to explore such themes as humanism, changes in the arts, political ideas and developments, the family and society. Emphasis on the Italian renaissance.

History 402. The Reformation Seminar examining the origins, course, and consequences of the religious reformation of the sixteenth century. Use of primary sources to explore the ideas and actions of the major figures of the age within the broader context of European societies.

History 405. 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. Soviet Russia Domestic affairs and international relations, 1917 to the present.

History 411. 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 Vietnam War 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. 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. 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. 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 analysis of 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 1890's to the 1970's.

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 American 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 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 comparative approach to the history of women in the U.S. and Europe. The course investigates changes in the status, social roles, and behavior of women of different classes, races and cultural backgrounds. Includes an examination of feminist movements and the impact upon society of Western attitudes toward women.

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. US Constitutional History 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 503. Graduate Research Methods Introduction and practice in the use of primary sources, including review of various historical methodologies and techniques of research design. Students will gain experience in the development of research proposals and in the use and verification of different types of historical evidence.

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 144, 664–3151)

Chair: L. F. Webb

Faculty: J. Dirkse, M. El-Ansary, D. Fairbairn, J. Fiedler, D. Gove, K. Haddad, M. Jahangiri, R. Larson, R. Peck, M. Rush, K. Secor, L. Taylor, M. Thomas, J. Trigos-Arrieta, L. 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 historical perspective in the design of the mathematics curriculum. Furthermore, depth of understanding and appreciation are not sacrificed to quantity; the major emphasis is upon inquiry, creativity, methods, techniques, and thought processes rather than bulk of material.

The classroom goal is to discover both the importance and beauty of mathematics by combining lectures with discussions, problem solving laboratories, student presentations and any other workable approaches to learning. A student is encouraged to interpret and communicate mathematically with others, to follow self-direction and in-depth study, and to investigate interrelatedness of mathematical concepts. A teacher acts as a resource person, stresses the spirit and point of view of mathematics, and provides for feedback of the relative value of classroom activities.

Upon completion of any mathematics course, students are better equipped to be participants in a highly technological, scientifically complex environment. From a subjective point of view, they should have an improved grasp of the art and beauty of rational reasoning and discourse both as an observer and a participant. From an objective point of view, they should have acquired new skills which, alone or in combination with others, will enhance both an understanding of and performance in the scientific world.

With the completion of a mathematics major, a student, depending upon the choice of upper division courses, either will be prepared to pursue: (1) a career in the mathematical sciences (Applied Track); (2) a career in teaching (Teaching Track); or (3) a course of graduate study leading to an advanced degree (Theoretical Track). The applied track includes courses in differential equations, numerical analysis, complex analysis, statistics, and partial differential equations. For the teaching track, 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. The theoretical track for graduate school preparation includes advanced algebra, real analysis, probability, and statistics.

Requirements for the Major in Mathematics

Students seeking a Bachelor of Science degree in Mathematics must complete the following:

1. Math 201, 202, 203, 204, 300, 330, 340, 490
2. Computer Science 212
3. One of the following tracks:
   - A. Applied Mathematics Track
     - i. Mathematics 331, 363
     - ii. Three of the following: 302, 305, 312, 339, 341, 402
     - iii. Cognate area: One upper division course in a related discipline; must be approved by the department.
   - B. Teaching Mathematics Track
     - i. Mathematics 339 or 341, 420, 450
     - ii. Three of the following: Mathematics 302, 305, 312, 320/321, 331, 363, 402, 430, 431, 463. Within this set of courses, students must take at least one of 331, 363, 430, 431, or 463.
     - iii. At least two five-unit courses in either Physics, Chemistry, Biology, or Geology
   - C. Theoretical Mathematics Track
     - i. Mathematics 331, 363
     - ii. Three of the following: 302, 305, 312, 402, 430, 431, 463. Within this set of courses, students must take at least one of 430, 431, or 463.
     - iii. Cognate area: One upper division course in a related discipline; must be approved by the department.

Students choosing Track B should understand that Mathematics 331, 363, and 430 are recommended for students planning to pursue advanced degrees in Mathematics. Mathematics 320 and 321 count as one course and are recommended for students who plan to teach grades 7–9.

Track B 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 student completing the set of required courses, or their equivalent. In addition, the student must be admitted to and must complete the Single Subject Credential Program in the School of Education.

To be admitted to the Single Subject Credential Program, the student must pass a Subject Matter Competency Assessment. To take the Assessment, the student must: (1) Be close to completion of the major; or (2) have passed the National Teachers Examination in Mathematics and have an evaluation completed by the Department to determine whether or not the student has completed courses reasonably equivalent to the major. Upon evaluation by the Department Chair, a determination will be made as to whether the student is qualified to take the Assessment. Prior to enrolling in the Assessment course in the School of Education, a student should check with the Department of Mathematics to determine eligibility to take the Assessment.

Honors Option

A student may, with the approval of the Chair of the Department of Mathematics, undertake the Honors Program in Mathematics by completing the following:

1. One of the tracks A, B, or C.
2. An additional ten hours of upper division courses to be chosen from the required and elective courses in A, B, and C.
3. Included in 1 and 2 above, at least one upper division sequence in Mathematics. (Currently the Upper Division sequences are Mathematics 331–431 *Algebraic Structures I and II,* Mathematics 363–463 *Real Analysis I and II,* and Mathematics 340 *Probability Theory* and Mathematics 341 *Mathematical Statistics.*)
4. Mathematics 491 *Senior Honors Thesis* and presentation of an Honors thesis to the Department of Mathematics.

Requirements for the Minor in Applied Statistics

Although no minor is required for the B.S. degree, a minor in Applied Statistics is available, consisting of 20 quarter units chosen from Mathematics 140 or equivalent, Mathematics 210, Mathematics 338, Mathematics 339, Mathematics 340, and Mathematics 341.

Requirements for Minor in Mathematics

Although no minor is required for the B.S. degree, a minor in Mathematics is available. The requirements are 20 units, to include Mathematics 203 and 10 upper division units. These courses are to be chosen subject to the approval of a Department of Mathematics advisor. Note: Mathematics 320 and 321 together may count as 5 of the upper division units.

Mathematics Courses

NOTE: Each course carries five quarter units of credit unless otherwise designated. The expected quarters of offering follow each course description.

Developmental Mathematics

Mathematics 70. Pre-Algebra and Introduction to Geometry Operations of real numbers; linear equations and exponents; algebra of polynomials; factoring polynomials; algebra of fractions; integration of basic geometric concepts. Course makes extensive use of scientific calculators. Course does not count towards graduation. Prerequisite: A score of 280 or higher on the ELM. [F, W, Sp]

Mathematics 80. Elementary Algebra and Geometry Operations of real numbers; linear equations and exponents; algebra of polynomials; factoring polynomials; algebra of fractions; linear equations and their graphs; roots and radicals; quadratic equations and their graphs; introduction to functions; integration of basic geometric concepts and proofs. Course makes extensive use of scientific calculators. Course does not count toward graduation. Prerequisite: (1) Mathematics 70; OR (2) a score of 380 of higher on the ELM. [F, W, Sp]

Mathematics 90. Intermediate Algebra and Introduction to Analytic Geometry Graphing techniques; linear functions, polynomial functions, rational functions, inverse functions, exponential and logarithmic functions and their graphs; functions as mathematical models; systems of linear equations; introduction to conic sections. Course makes extensive use of scientific calculators and IBM computer lab. Students having no prior experience with graphing utilities are encouraged to enroll concurrently in General Studies 222. Course does not count toward graduation. Prerequisite: (1) Mathematics 80; OR (2) a score of 480 or higher on the ELM. [F, W, SP]

Lower Division

To enroll in any course numbered 100 or above, a student must have satisfied the ELM requirement.

Mathematics 101. Finite Mathematics Mathematical topics for business, social, and life sciences selected from logic, set theory, combinatorics, statistics, matrix algebra, linear programming, Markov chains, analytic geometry, graph theory, and mathematics of finance. Prerequisite: (1) Mathematics 90; OR (2) three years of college preparatory mathematics and satisfaction of the ELM requirement.* [F, W, Sp, Su]

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. Course makes use of appropriate computing technology and graphing utilities. Students without recent credit for Mathematics 90 or having no prior experience with graphing utilities are encouraged to enroll concurrently in General Studies 222. Prerequisite: (1) Mathematics 90; OR (2) 3 years of college preparatory mathematics and satisfaction of the ELM Requirement.* [F,W, Sp, Su]

Mathematics 140. Elementary Statistics Descriptions of sample data; exploratory data analysis; elementary probability; binomial, normal, "t", chi-square, F and other distributions; estimation and hypothesis testing techniques; non-parametric methods; linear regression and correlation; introduction to multiple regression and analysis of variance. Applications to fields including business, natural sciences, social sciences, and humanities. Course makes use of computer statistical packages. Prerequisite: (1) Mathematics 90; OR (2) 3 years of college preparatory mathematics and satisfaction of the ELM requirement.* [F, W, SP, Su]

Mathematics 191. Precalculus Mathematics I: College Algebra The algebraic and geometric analysis of polynomial and rational equations, inequalities, and conic sections. The concept of function is used as the unifying theme. This course makes use of graphing utilities. Students having no prior experience with graphing utilities are encouraged to enroll concurrently in General Studies 222. Prerequisite: (1) Mathematics 90; OR (2) Satisfaction of the ELM requirement* and a score between 14 and 23, inclusive, on the UC/CSU MDPT Precalculus Test (40 question version). [F, W, Sp, Su]

Mathematics 192. Precalculus Mathematics II: Elementary Functions Introduction to trigonometry. The algebraic and geometric analysis of exponential, logarithmic, trigonometric and inverse trigonometric equations and inequalities. The concept of function is used as the unifying theme. This course makes use of graphing utilities. Students having no prior experience with graphing utilities are encouraged to enroll concurrently in General Studies 222. Prerequisite: Mathematics 191 [F, W, Sp, Su]

Note: Concurrent enrollment in Mathematics 191 and 192 is possible for students with unusually strong high school mathematics backgrounds. Approval by the Chair of the Department of Mathematics is required.

Mathematics 201. Calculus I Introduction to the differential calculus of elementary functions with associated theoretical foundations. Emphasis on techniques and applications of differentiation. Prerequisite: (1) A mark of C— or better in Mathematics 192; OR (2) Satisfaction of the ELM Requirement* and a score of at least 24 on the UC/CSU MDPT Precalculus Test (40 question version). [F, W, Sp]

* A score of 550 or higher on the ELM.

Note: Students without recent credit in Mathematics 192 are advised to consult the Department of Mathematics and to take the UC/CSU Pre-Calculus Diagnostic Test before enrolling in Mathematics 201.

Mathematics 202. Calculus II Introduction to integral calculus of elementary functions with associated theoretical foundations. Emphasis on techniques and applications of integration. Prerequisite: A mark of C— or better in Mathematics 201. [F, W, Sp]

Mathematics 203. Calculus III L'Hospital's rule, improper integrals, infinite sequences and series, polar coordinates, parametric functions of one variable, three dimensional analytic geometry, introduction to partial differentiation. Prerequisite: A mark of C— or better in Mathematics 202. [F, W, Sp]

Mathematics 204. Calculus IV Introduction to multivariable calculus including multiple integrals and differentiability of functions of several variables. Green's Theorem and Stokes' Theorem. Prerequisite: A mark of C— or better in Mathematics 203. [F, W, Sp]

Mathematics 210. Sampling and Surveys Expected values and variances, properties of estimators, basic concepts of sampling theory; simple random sampling; stratified random sampling; systematic sampling; cluster sampling. Sources of errors in surveys. Ratio estimators. Prerequisite: Mathematics 140. [W]

Mathematics 220. Introduction to Problem Solving Introduction to problem solving in algebra, geometry, and probability. Requires substantial use of a scientific calculator. Recommended for Liberal Studies students who lack a previous college-level mathematics course that includes topics listed above and/or those having a weak or distant background in mathematics. Prerequisite: Satisfaction of the ELM requirement*. [F, W, Sp]

Mathematics 277. Special Topics in Mathematics (1–5 units). 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 of Mathematics.

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. [F, Sp]

Mathematics 302. Ordinary Differential Equations First-order differential equations; linear differential equations; linear systems; Laplace transforms and their application to solutions of linear differential equations and systems; series solutions of second-order linear equations and/or numerical solutions of differential equations; topics in nonlinear differential equations and systems; applications. Prerequisite: Mathematics 203. [W]

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 solutions of ordinary differential equations; approximation by spline functions. This course is cross-listed as Computer Science 305. Prerequisites: (1) Mathematics 203; AND (2) Computer Science140 or Computer Science 212. [Sp-odd yrs.]

Mathematics 312. Complex Variables. (Formerly Mathematics 412.) Complex numbers; analytic functions; conformal mapping; integrals; Cauchy's Theorem and the calculus of residues; power series. Prerequisite: Mathematics 204. [W-even yrs.]

Mathematics 320. Introduction to Number Systems Introduction to set theory, numeration systems, number theory, computational algorithms, and applications involving calculators and/or computers in problem solving. This course involves substantial use of concrete materials in a laboratory setting. Students in this course are assumed to have retained mastery of their previous experiences in problem solving in the areas of algebra, geometry, and probability. Required for entry into the Multiple Subjects Credential Program. Prerequisite: (1) Mathematics 220; OR (2) a high school background with three years of college preparatory mathematics which included algebra, geometry, and probability. [F, W, Sp, Su]

Mathematics 321. Introduction to Modern Geometry. Introduction to principles of measurement, the metric system, intuitive geometry of plane and solid shapes, constructions, LOGO, networks, data collection and display (statistics), and applications involving calculators and computers in problem solving. This course involves substantial use of concrete materials in a laboratory setting. Students in this course are assumed to have retained mastery of their previous experiences in problem solving in the areas of algebra, geometry and probability. Requirement for entry into the Multiple Subjects Credential Program. Prerequisite: A mark of C— or better in Mathematics 320. (Or permission of the Coordinator of Mathematics Education.) [F, W. Sp, Su]

Note: Math 320 and 321 together may be counted as one course in the teaching mathematics track of the mathematics major.

Mathematics 330. Linear Algebra Matrices; systems of linear equations; vector spaces, dimensions, linear independence; spaces associated with matrices; bases, change of basis, orthogonal bases; linear transformations, matrix representation; eigenvalues and eigenvectors, diagonalization; quadratic forms. Prerequisite: Mathematics 203. Recommended: Mathematics 300 or Computer Science 300. [F, Sp]

Mathematics 331. Algebraic Structures I Mappings, relations, binary operations; groups; rings; integral domains and fields. Prerequisite: Mathematics 300. [W]

Mathematics 338. Analysis of Variance and Experimental Design One-way ANOVA: completely randomized design, multiple comparisons and contrasts; Two-way ANOVA: randomized complete block design, fixed and random effects; Multi-way factorial models, analysis of nonorthogonal factorial designs; Analysis of covariance. Use of statistical packages. Prerequisite: Mathematics 140. [F]

Mathematics 339. Regression Analysis Least squares and simple linear regression; correlation analysis; multiple regression; residual analysis. Model selection techniques. Log-linear and Logit models. Time series analysis. Use of statistical packages. Prerequisite: Mathematics 140. [W]

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. Prerequisite: Mathematics 203. Recommended: Mathematics 300 or Computer Science 300. [Sp]

Mathematics 341. Mathematical Statistics Derivation of sampling distributions and their properties: estimation of parameters; theory of confidence intervals and hypothesis testing; properties of estimators and tests; likelihood ratio tests; power and most powerful tests. Prerequisites: (1) Mathematics 340; AND Mathematics 204 [F-odd yrs.]

Mathematics 350. Introduction to Mathematical Modeling. Course to meet in two lectures and two laboratory sessions. The course is designed to give the student an early introduction to the construction and use of empirical and analytic mathematical models. Course evaluation will involve at least one extended project. Prerequisites: (1) Mathematics 203; AND (2) Mathematics 302 or Mathematics 330. [F-odd yrs.]

Mathematics 363. Real Analysis I (Formerly Mathematics 303.) Development of a rigorous foundation for analysis; open and closed sets; sequences and series; continuity; differentiability and an introduction to integration. Prerequisite: Mathematics 300. [F]

Mathematics 402. Partial Differential Equations Classical partial differential equations; orthogonal sets of functions; Fourier series and integrals; Bessell functions and applications, Legendre polynomials and applications. Prerequisites: (1) Mathematics 204; AND (2) Mathematics 302. [Sp-odd yrs.]

Mathematics 420. Foundations of Geometry Axiomatic approach to Euclidean geometry and topics selected from distance, congruence, similarity, separation, betweeness, inequalities, parallel postulate coordinate systems, constructions, area, length, and volume; introduction to non-Euclidean geometries. Prerequisite: Mathematics 300. [Sp]

Mathematics 426. Mathematics Curriculum and Instruction for Secondary Teachers (3 units) Instructional strategies, resources, and methods for prospective junior high and high school mathematics teachers. This course does not count toward a major or a minor in mathematics. Cross listed as ED-SE 426.009. [F]

Mathematics 430. Number Theory Elementary theory of the natural numbers, including prime numbers and divisibility; congruences; number-theoretic functions, Diophantine equations, and selected topics. Prerequisite: Mathematics 300. [Sp-odd yrs.]

Mathematics 431. Algebraic Structures II A continuation of Mathematics 331. Group structure theorems, structure of finite fields, Galois Theory, and selected topics and applications. Prerequisite: Mathematics 331. [Sp-even yrs.]

Mathematics 450. Introduction to the History of Mathematics Development of mathematics from its empirical origins to its present form. Emphasis may vary with the instructor. Evaluation will include at least one substantial student paper. Preprequisites: (1) Mathematics 300; AND (2) At least two other upper division mathematics courses; AND (3) Completion of CSUB's Upper Division Writing Competency Requirement. [F-even yrs.]

Mathematics 463. Real Analysis II (Formerly Mathematics 403) A continuation of Mathematics 363, Riemann integration; the fundamental theorem of calculus; Taylor's theorem with remainder; uniform convergence and Taylor series; spaces of functions and applications; e.g. Fourier series and existence theorems for differential equations. Prerequisite: Mathematics 363. [W-odd yrs.]

Mathematics 477. Special Topics in Mathematics (1–5 units) Topics and prerequisites to be announced. May be repeated with permission of the instructor. [F, W, Sp]

Mathematics 480. Research Participation (1–5 units) Supervised mathematical investigation. May be repeated. Prerequisite: Permission of instructor.

Mathematics 489. Experiential Prior Learning (1–5 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 of Mathematics.

Mathematics 490. Senior Seminar Preparation of papers and discussion by faculty and students. Prerequisite: At least four upper-division courses from either the applied or theoretical tracks. [Sp]

Mathematics 491. Senior Seminar in Mathematics for Prospective Teachers Preparation of papers and discussion by faculty and students. Mathematics relevant to secondary education. Prerequisite: At least four upper division courses (Mathematics 320 and 321 count as one course) from the teaching tract. [Sp]

Mathematics 492. Senior Honors Thesis Individual study with a faculty sponsor leading to a formal written report on a specific topic or problem. Prerequisites: (1) Senior standing; AND (2) consent of faculty sponsor; AND (3) approval of the Chair of the Department of Mathematics.

Mathematics 496. Internship in Mathematics (1–5 units) 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 (1–5 units) The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit/no-credit basis only. Department will determine application of credit.

Graduate Courses

Mathematics 577. Advanced Topics in Mathematics (1–5 units). Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Mathematics.

Mathematics 580. Advanced Research Participation (1–5 units). Individual mathematical investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Permission of instructor.

Nursing Department

(RNEC 100, 664-3102)

Chair: B. L. Saucier

Faculty: B. H. Fleming, R. J. Gerds, M. Leapley, S. Lookinland, C. Ripley, 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 an open goal-directed holistic human being.
2. Create an environment in which the patient/client and family maximize their strengths, assets, and potentials 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 roles and functions to meet the health care needs of a changing multicultural society.
9. Collaborate with colleagues and others on the interdisciplinary health team to promote the health and welfare of people.
10. Utilize leadership and management skills through involvement with others in meeting health needs and nursing goals.
11. Have a lifelong 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. 193 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. Students must provide evidence of completing a course in two-man CPR prior to entry into the program. The Department of Nursing complies with the affirmative action policies of this university.

Admission With Advanced Standing

Students wishing to transfer from another college or university may apply for admission with advanced standing. Applicants who are registered nurses must be graduates of an accredited college or hospital school of nursing.

Registered nurse applicants for admission to advanced undergraduate standing should request their college or 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 Academic Administration Building. No other form of coverage will be accepted. Make checks payable to CSUB Foundation, Malpractice Insurance.

Uniforms: Uniforms are required for entrance to Nursing 214. 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, CSUB, 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 Health History form
2. Complete physical examination, including routine hemoglobin or hematocrit & UA (within the preceding three months)
3. T.B. Skin Test (within preceding three months)
4. Chest X-Ray if Tuberculin Skin Test is positive
5. Immunizations: Diphtheria/Tetanus within the last 10 years; Measles and Rubella (MR) vaccination given after 1968 and after one year of age. Verification is required.
6. Hepatitis B Vaccine Series.

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 three months)
2. Up-dated immunizations
3. Chest X-ray if Tuberculin Skin Test is positive.

Financial Aids

Nursing Student Loan. The loan program provides up to $2,500 annually, based upon need, to sophomores and up to $4,000 to juniors and seniors who are full-time undergraduate students enrolling in Nursing curricula. Loans are repayable over a ten-year period which begins nine months after completion of the program or when a student otherwise ceases to be at least a half-time student. The loan is interest-free while the student is enrolled in the program, and, under Federal law, certain cancellation procedures are available to students who participate in this program.

Special Scholarships. Various organizations make money available to student nurses who are in need of financial assistance. These scholarships help 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

CSUB's Nursing program is impacted. To manage the excess number of applicants, the program has established the following criteria.

1. CSUB and transfer students must meet the following conditions before they can be considered for admission to the Nursing program
   a. A grade of C or better in all prerequisite and cognate courses.
   b. a GPA of 2.5.
   c. completion of two natural science prerequisites and one other prerequisite must be completed prior to the document deadline of December 30.
   d. completion of the following prerequisites prior to the end of spring quarter—English composition, organic chemistry, inorganic chemistry, general psychology, introduction to sociology or anthropology, anatomy, and physiology; and
   e. Two of the following are additional prerequisites to be completed by end of Spring quarter (prior to fall enrollment); the additional two may be co-requisite with fall enrollment (microbiology, abnormal psychology, child development, and speech).

2. Applicants will be selected on the basis of their academic performance in prerequisite courses, number of completed prerequisites by June 30 document deadline, and the number of completed cognates (statistics, nutrition, pharmacology, and patho-physiology).

3. Additional points will be given to applicants who fall into specialized groups (re-applicants who were previously eligible but not selected for the CSUB Nursing program and members of underrepresented groups who have been historically underrepresented in Nursing).

4. Critical dates are:
   November 30—program application deadline for Fall
   December 30—deadline for documents unavailable at the application deadline because of continuing course enrollment
   June 30—deadline for documenting completion of courses listed in the initial application

The grade of "C" in nursing as well as cognate courses is the minimal grade acceptable for progression into subsequent nursing courses. Cognate courses can be repeated only once for the student to enter or remain in the nursing program. Students who fail to achieve at least a "C" in a nursing course may repeat the course once. Students who fail to achieve at least a "C" in a nursing course a second time are ineligible to remain in the Nursing major. If a course is satisfactorily completed, the prior unsatisfactory grade will no

longer bar a student from continuing in the Nursing program although it will still be counted in computing the overall grade point average.

Students who interrupt their progress in the nursing program will be required to take refresher courses of two or more units in nursing theory and/or clinical content before resuming progress in the program. An examination assessing current clinical competency may be required. This is in addition to repeating any course which was not completed or was not passed at a level of "C" or above. Individual study refresher courses will be given on a credit/no credit basis and students must receive credit in order to proceed into subsequent nursing courses. Students who drop out of the Nursing Program for academic reasons or for personal reasons must apply for readmission by writing a letter to the Admissions Committee of the Department of Nursing requesting readmission to the program two quarters prior to desired readmission.

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 university. The instructor in each course sets the standard expected in this regard. When students are absent from classes, it is their responsibility to inform instructors of the reason for the absence and to arrange to make up missed class work and assignments.
   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.

Licensure as a Registered Nurse

Students in the generic baccalaureate program are eligible to take the California state licensure exam (NCLEX) after successful completion of Board of Registered Nursing (BRN) requirements, which coincides with the end of their junior year.
The California Board of Registered Nursing has a policy for "denial of licensure for crimes or acts which are substantially related to nursing qualifications." For further information about this, please make an appointment with the chair of the Department of Nursing.

Requirements for the Nursing Major

(Requirements for the Special Track for Registered Nurses are on p. 193)

The Bachelor of Science degree in Nursing requires the following courses in Nursing, taken sequentially:
Nursing 210, 211
Nursing 212, 213, 214, 215
Nursing 216, 217
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 *, and Communications 108 **.
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 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 211 and are prerequisites to Nursing 212, 213, 214, and 215. Nursing 211 and 212. It is highly recommended that cognate courses be taken within the past ten years prior to entering Nursing courses. See Department of Nursing for course currency policy.

Recommended Elective Courses:
Anthropology 320. Culture and Communications
Behavioral Science 331. Political Sociology
Computer Science 121. Computer Skills and Concepts II
Economics 300. Intermediate Microeconomics I
Finance 300. Financial Management
Philosophy 201. Introduction to Ethics
Physics 150. Introduction to Principles of Physics
Psychology 403. Health Psychophysiology: Mind-Body Interactions
Sociology 327. Race and Ethnic Relations
Sociology 464. Family and Stress

Courses

NOTE: Each course carries five quarter units unless otherwise designated.

Nursing 210. Perspectives in Nursing and Health (Formerly Nursing 210.001) 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. Assessment and beginning therapeutic communication skills are identified in theory. (Offered fall quarter only.) Prerequisites: English 110, Psychology 100, Sociology 100 or Anthropology 100, Chemistry 150, Chemistry 203, Biology 250, Biology 255, Biology

256. Prerequisites or corequisites: Communications 108, Psychology 310, Biology 311, and Psychology 315.

Nursing 211. Perspectives in Nursing Lab (1) (Formerly Nursing 210.002) Practice and Evaluation of Assessment Skills. One three-hour laboratory. Must be taken concurrently with Nursing 210.

Nursing 212. Concepts and Principles Basic to Professional Nursing (4) (Formerly Nursing 211.001) 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 in theory. Four hours lecture-discussion. (Offered winter quarter only.) Prerequisites: Nursing 210 and 211, Communications 108, Psychology 310, Biology 311, and Psychology 315. Corequisites: Nursing 214 and 215, and Biology 355.

Nursing 213. Concepts and Principles Basic to Professional Nursing Lab (1) (Formerly Nursing 211.002) Group, assertive, and value clarification skills are practiced and evaluated. One three-hour laboratory. Must be taken concurrently with Nursing 212.

Nursing 214. Skills in the Practice of Nursing (1) (Formerly Nursing 212.001) Basic principles and skills of nursing care are presented in theory class and clinical applications to patient-care situations are demonstrated in simulation of clinical settings. One hour of theory. (Offered winter quarter only.) Prerequisites: Nursing 210 and 211, Communications 108, Psychology 310, Biology 311, and Psychology 315. Corequisites: Nursing 212 and 213, and Biology 355.

Nursing 215. Skills in the Practice of Nursing Lab (Formerly Nursing 212.002) Skills are applied in patient care. Skills include 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; 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. Must be taken concurrently with Nursing 214. (Offered winter quarter only.)

Nursing 216. Health Promotion During the Period of Family Expansion (Formerly Nursing 213) 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 is 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. (Offered spring quarter only.) Prerequisites: Nursing 212, 213, 214 and 215, Psychology 310, and Biology 355. Corequisite: Nursing 217.

Nursing 217. Nursing Care During the Period of Family Expansion (Formerly Nursing 214) 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, which includes formulation of nursing diagnostic statements. Fifteen hours clinical practice. (Offered spring quarter only.) Prerequisites: Nursing 212, 213, 214, and 215, Psychology 310, and Biology 355. Corequisite: Nursing 216.

Nursing 277 Contemporary Nursing Issues (1–5) Topics and prerequisites to be announced.

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. (Offered fall quarter only.) Prerequisites: Nursing 216 217, and 337, Biology 370 and Psychology 315. Corequisite: Nursing 316.

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. (Offered fall quarter only.) Prerequisites: Nursing 216, 217, and 337, Biology 370, and Psychology 315. Corequisite: Nursing 315.

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. (Offered winter quarter only.) Prerequisites: Nursing 315 and 316, and Behavioral Science 382. Corequisite: Nursing 320.

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. (Offered winter quarter only.) Prerequisites: Nursing 315 and 316, and Behavioral Science 382. Corequisite: Nursing 319. Fifteen hours clinical experience per week.

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. (Offered spring quarter only.) Prerequisites: Nursing 319, 320. Corequisite: Nursing 322.

Nursing 322. Nursing Care of Adults, II Continuation of clinical experiences as described in Nursing 320. Students change clinical emphasis from the previous quarter. Fifteen

hours clinical experience per week. Includes application of management skills in nursing. (Offered spring quarter only.) Prerequisites: Nursing 319 and 320. Corequisite: Nursing 321.

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. (Offered spring quarter only.) Prerequisites: For Nursing majors, Chemistry 203, Biology 311, Biology 355; for others, permission of the instructor.

Nursing 377. Contemporary Nursing Issues (1–5) Topics and prerequisites to be announced.

Nursing 396. Human Corps (1) Voluntary community service experience. Supervised practices in the application of previously learned nursing knowledge and skills in selected community agencies. Only one unit of Human Corps credit may be earned per term and no more than 12 units may be counted toward the baccalaureate degree. May be taken concurrently with Nursing 497. Prerequisites: Nursing 212, 213, 214, and 215. Offered on a credit/no credit basis 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 and Nursing 322 or Nursing 335 and Nursing 336. Senior standing in Nursing. Prerequisite or corequisite: Math 140 or Psych 200.

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. Senior standing in Nursing. Prerequisites: Nursing 321, Nursing 322 or Nursing 335 and Nursing 336. Prerequisite or corequisite: Nursing 411. (Open to Nursing majors only.)

Nursing 477. Special Topics in Nursing (1–5) Topics and prerequisites to be announced.

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 hours per week. 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 (6) An in-depth practicum to include application of advanced professional nursing concepts, leadership/management knowledge, and research inquiry in clinical settings. Multiple patient care and leadership modalities are emphasized. A limited scale group research project is conducted. Fifteen hours clinical laboratory. Prerequisites: Nursing 411, 412, 481, and 490. Senior standing in Nursing.

Nursing 497. Cooperative Education (2–5) This work study course is offered through Cooperative Education by the Department of Nursing in cooperation with selected clinical agencies. Students apply previously learned nursing theory and clinical skills in assigned patient care settings under the supervision of selected R.N. nurse preceptors. The laboratory experience is supervised by a Department of Nursing faculty (course instructor), clinical agency coordinators, and the Cooperative Education Coordinator. The determination of course credits, evaluation, and grading is the responsibility of the nursing faculty. Prerequisites: Nursing 212, 213, 214, and 215. Offered on a credit/no credit basis only.

Nursing 499. Independent Study (1–5) Individual projects, such as directed reading, for students qualified to carry on independent work. Prerequisite: Permission of instructor.

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. 189.)

Admission Requirements*

Registered nurse applicants shall comply with the admission policies and procedures of the university. In addition, the RN applicant, to qualify for admission into Nursing 331 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, one copy of nursing school transcripts, along with all completed work to date, sent to the Department of

Nursing and the Office of Admissions of CSUB 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 CSUB.

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 329
Nursing 331
Nursing 333, 334
Nursing 335, 336
Nursing 411, 412
Nursing 481, 490
Nursing 496

NOTE: Nursing 333 and Nursing 335 may be challenged with standardized tests.

Required Cognate Courses:
1. English *—nine quarter units which includes verbal, written, and group communication. This requirement must be met by taking English 110 and Communications 108.
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*, and 370*
4. Biology 355 or current CCRN certificate
5. Chemistry 150*, 203*, or one course of inorganic and organic chemistry
6. Psychology 100*, 310*
7. Nursing 337*
8. Math 140 or Psychology 200
9. Behavioral Science 382

* Cognate courses or their equivalents which must be completed, with a grade of "C" or better, prior to entry into Nursing 331

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 329. Building Bridges into Your Nursing Future (2) Focus is on facilitating the transition into baccalaureate nursing education and identifying problems and attitudes related to returning to school as an adult learner. Opportunity will be provided to assess skills which the student will want to strengthen, and to identify resources for strengthening those skills. Orientation to the nursing curriculum and the university is included. Emphasis is also given to identifying career management plans. Two hours lecture-discussion. Prerequisites: Current RN license and admission to the university. This course is a prerequisite or corequisite for Nursing 331.

Nursing 331. 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, Communications 108, Sociology 100 or Anthropology 100, Biology 250, 255, 256, 311, 370, Chemistry 150, 203, Psychology 100, 310, and Nursing 337. (Offered fall quarter only.) Prerequisite or corequisite: Nursing 329.

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. (Offered winter quarter only.) Prerequisites: Nursing 329 and Nursing 331, and Behavioral Science 382. Corequisite: Biology 355.

Nursing 334. Nursing Diagnosis with Focus on Client Perception and Nursing Inference (4) Application of knowledge about developmental processes and the nursing process to collect data and arrive at a nursing diagnosis about clients in expanding and growing families. Emphasis is given to arriving at a validated client perception of problems and methods of coping as well as inferences about behavioral system stability. Selected laboratory experiences are with mothers, fathers, infants, children, and/or adolescents in a variety of community agencies. Nine hours clinical laboratory, one hour seminar. Open to R.N. students only. (Offered winter quarter only.) Prerequisites: Nursing 329, Nursing 331 and Behavioral Science 382. Corequisite or prerequisite: Biology 355.

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. (Offered spring quarter only.) Prerequisites: Nursing 333 and 334 and Biology 355.

Nursing 336. Nursing Treatment and Evaluation of Treatment (4) 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. Nine hours clinical laboratory and one-hour seminar per week. (Offered spring quarter only.) Prerequisites: Nursing 333 and 334 and Biology 355.

NOTE: Courses in the senior year for registered nurses are the same as senior year courses for the basic major: Nursing 411, 412, 481, 490, and 496. See p. 187 for course descriptions.

Master of Science Degree with a Major in Nursing

Purpose

The purpose of this program is to prepare nurses with advanced nursing theory and experience in advanced clinical adult health who can function in a selected functional roles of nursing administration or nursing education within the changing patterns of health care; who can assume leadership roles in multi-disciplinary health groups; and who can conduct

independent nursing research. Graduates from this program will be qualified for mid- and upper-level management positions in acute care hospitals and community agencies or positions in nursing education. 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 evaluate nursing theories as a basis for advanced nursing practice and role development.
2. Utilize advanced nursing concepts, theories, and knowledge to support advanced nursing practice and role development.
3. Demonstrate expertise in advanced adult health nursing.
4. Apply research findings in advanced adult health nursing practice.
5. Initiate, conduct, and report research relevant to nursing.
6. Use theory, knowledge, and research in the roles of nursing administration or education.
7. Develop and implement management strategies for improving nursing care and initiating changes in the health care system.
8. Actively engage in collaborative relationships with others in multidisciplinary groups to improve health care and influence health policies.
9. Assume responsibility for contributing to the advancement of the nursing profession.
10. Acquire a foundation for doctoral study in nursing.

Program Description

The content of this program includes advanced health assessment; analysis, utilization and evaluation of theories of nursing; educational principles and methodology applied to nursing and health education; research methodology; application of advanced knowledge in providing nursing care for adults and families representing a variety of cultural and ethnic backgrounds in both urban and rural community settings. The curriculum offers the student a choice of role emphasis option in nursing administration or education. Through a selected program of study, the curriculum is individualized to be reflective of the students' learning needs and professional goals. Students complete theses which demonstrate their competence in independent investigation of significant problems. Scheduling of program offerings will provide maximum flexibility and the opportunity for self directed study.

General Information

Malpractice Insurance: Student malpractice insurance must be obtained prior to registration for nursing courses. Insurance shall be obtained through the Foundation Accounting Office, Academic Administration Building. No other form of coverage will be accepted.

Health Requirements: The health requirements for graduate students are the same as those described in the undergraduate program on page 190. These must be completed and reported to the Student Health Center prior to registration for nursing courses each academic year. On admission to the graduate nursing program, students will need the initial health clearance. In order to be eligible for classes in Fall quarter of each subsequent academic year, students must meet the health clearance requirements for returning students.

Students must have a current license as a registered nurse in California on admission, and the license must remain current during their enrollment in the nursing graduate program.

Students must maintain a current CPR certificate. This must be a Basic Life Support, Level C (infant, child, 1-man and 2-man adult) certificate.

Financial Aid:

Nursing student loans: Nursing student loans are available for students in the graduate program.

Traineeships: There are federal traineeships available with priority given to full-time students in the graduate program.

Scholarships: Various organizations make money available to nursing students, including graduate students.

For additional information, contact the Office of Financial Aid and Scholarships or the Graduate Program Coordinator.

Admission Policies and Procedures

Students seeking admission to the Master of Science in the Nursing program should first secure program application materials from the Department of Nursing. Applications for the Master of Science program will be processed by the Graduate Program Committee of the Department of Nursing. Students will be advised by the Graduate Program Coordinator. The student must also apply to the Office of Admissions and Records for general admission to the University; this application for admission at the post-baccalaureate level will be processed by the University. Completed applications to enter the M.S. degree nursing program should be filed with the Department of Nursing by March 1. Later applications will be considered until the positions available are filled.

To be considered for admission as "conditionally classified" in Nursing, students must meet the following criteria:

1. Graduation from a National League for Nursing accredited baccalaureate program in nursing.
2. A grade point average (GPA) of 3.0 or better (on a scale of A = 4.0) overall in undergraduate nursing courses required for the major and in the last 135 quarter units or 90 semester units of the undergraduate program.
3. Graduate Record Examination score of 1,000 or more on the Quantitative and Verbal section or 50 or more on the Miller Analogy Test.
4. Exception to above academic criteria is made only through offering evidence of ability for graduate study by petition to the Graduate Admission Committee, Department of Nursing.
5. Letters of recommendation from a minimum of 3 persons who know the applicant's academic and professional abilities.
6. Current licensure as a registered nurse in California.

Department of Nursing criteria for admission to "Classified Status" in the Master's Degree Program in Nursing are as follows:

1. Completion of the following undergraduate courses or evidence of knowledge equivalent to that in the specified courses.
   Pathophysiology (Biology 355) or current CCRN certification
   Basic physical and mental health assessment
   Statistics (Mathematics 140 or Psychology 200)
   Basic Research course (Nursing 481)
   Theories basic to Nursing (Nursing 210 and 212)

Principles of Nursing Management (Nursing 490)
2. An approved proposed plan for completion of the M.S. degree program.

Department of Nursing criteria for advancement to candidacy. The student must have:
1. Classified status.
2. Completion of 25 units of graduate courses in the Department of Nursing or required elective graduate courses from the School of Business and Public Administration or School of Education 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

Core Courses

		Units
Nursing 586	Advanced Health Assessment	4
Nursing 590	Development of a Theory or Conceptual Model of Nursing	4
Nursing 595	Educational Principles and Methodology Applied to Nursing	3
Nursing 602	Adult Health Nursing I	5
Nursing 612	Adult Health Nursing II	5
Nursing 625	Nursing Research Advanced Methodology and Research Proposal Development	4
Nursing 690	Thesis	5

Role Preparation Courses

Nursing Administration 21 units

Nurs 697 Practicum in Nursing Administration (6 units)

One elective course from each of the following areas with approval of the graduate nursing advisor (total 15 units).

Area One Fiscal Planning and Issues

Acc 500 Essentials of Financial Accounting (5 units)
*Acc 600 Accounting for Management Decision Makers (5 units)
Fin 500 Corporate Financial Management (5 units)
PPA 511 Public Finance and Budgeting (5 units)
PPA 687 Financial Issues in Health Service Management (5 units)

Area Two Organizational Management

Mgt 500 Management and Organizational Behavior (5 units)

*Mgt 600 Seminar in Management and Organization (5 units)

*Mgt 610 Seminar in Human Resource Management (5 units)

*PPA 680 Public Management and Organizational Change (5 units)

*MIS 610 Seminar in Information Systems Management (5 units)

Area Three Marketing

Mkt 500 Marketing Planning and Management (5 units)

*Mkt 600 Seminar in Marketing Management (5 units)

*Mkt 602 Seminar in Marketing Communication Strategy (5 units)

*** NOTE:** 600 level courses have as a prerequisite a 500 level course or consent of instructor.

Nursing Education 21 units

EDCI 511 Advanced Educational Psychology and Learning Theory (5 units)
Nurs 650 Curriculum Development and Evaluation (4 units)
Nurs 698 Practicum in Nursing Education (6 units)

One elective course from each of the following areas for a total of six units.

Area One Curriculum

EDCI 530 Curriculum Theory and Development (3 units)
EDCI 531 Curriculum Evaluation (3 units)

Area Two Teaching Methods

EDCI 520 Modern Instructional Strategies (3 units)
EDCI 560 Computers and Instruction (3 units)
EDCI 587 Critical Thinking and Problem Solving for Education (3 units)

Course Descriptions

Nursing 577. Advanced Topics in Nursing (1–5) Offered periodically as announced. Topics of interest to senior and graduate students. May be repeated for different course content. Specific prerequisites will be indicated with each announced course.

Nursing 586. Advanced Health Assessment (4) Compile a complete and comprehensive database to establish the health status of the client/patient. Emphasis is placed upon physiology, pathophysiology, psychopathology as well as physical, and psychosocial needs. Upon this foundation, an individualized protocol for client care management will be established. Prerequisite: Senior standing in a B.S. degree with a major in nursing, post-baccalaureate unclassified, 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) A seminar dealing with the relationships between philosophy, theory, research, and practice in nursing. The primary focus is on understanding the influence of theory and conceptual model development for the emergence of nursing as a scholarly discipline. A historical analysis of nursing's professional progress to its present theoretical state provides the background for analysis, discussion, and evaluation of different nursing theories. Prerequisite: conditional or classified status in the M.S. Degree Program in Nursing.

Nursing 595. Educational Principles and Methodology Applied to Nursing with Emphasis on Nursing Staff Development (3) The focus of the course is on the use of a variety of teaching skills and strategies to help nursing staff, students, and other health care workers establish policies and standards. These skills enable the nurse administrator or educator to influ-

ence attitudes and understanding about nursing and health care. Students in this course develop and present programs or classes for nursing staff development, education of nursing students, or programs of health education for consumers and other health care providers. Prerequisite: Conditional or Classified status in the M.S. Degree Program in Nursing. Discussion/demonstration

Nursing 602. Adult Health Nursing I (5) In order to manage clients, students will utilize 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) Continuation of Nursing 602. Emphasis moves to implementation and evaluation of conceptually based plans of nursing care for multi-cultural clients with complex health problems. Continuity of care through a variety of settings is emphasized. Clinical laboratories in rural and urban medical-surgical or psychiatric units, as well as in a variety of other health care settings including the home. Clinical conferences may include discussion of issues such as quality assurance, collective bargaining, and financing long-term care. 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) 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. Discussion

Nursing 650. Curriculum Development and Evaluation (4) Exploration of theories of curriculum design and evaluation, examination of the philosophical bases for nursing curricula, discussion of current curricular issues. Examines historical, current, and futuristic forces as they impact on curriculum design. Students design and critique a model curriculum. Utilization of evaluation methods to determine educational outcomes. Prerequisites: Candidacy status in the M.S. Degree Program, Nursing 590, Nursing 595, EDCI 511, and Nursing 625.

Nursing 690. Nursing Research: Thesis (1–5) Independent study and research in nursing with faculty supervision. Students may enroll for a minimum of 1 unit per quarter up to a total of 5 units. Prerequisite: Candidacy status in the M.S. Degree Program in Nursing and Nursing 625.

Nursing 697. Practicum in Health Services and Nursing Administration (6) This course serves as the culminating experience for the role preparation in nursing administration. Students, through administrative experience in adult 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 625, and two courses selected from approved list of courses in the School of Business and Public Administration. 1 seminar/5 laboratories.

Nursing 698. Practicum in Nursing Education (6) This course serves as the culminating experience for the role preparation in nursing education. Opportunity for analysis and synthesis of theory and concepts in an educational setting while practicing the role of nurse educator. Students in nursing education will have experience as a student teacher with an experienced nursing faculty member. Joint clinical conferences between education and administration students serve to explore and illuminate issues surrounding the preparation and utilization of registered nurses. Prerequisite: Candidacy status in the M.S. Degree Program in Nursing, Nursing 612, 625, 650, EDCI 511, and one elective course in education, selected from approved list of courses. One seminar. Five laboratories.

Philosophy/Religious Studies Department

(FT 104D, 664–2291)

Chair: C. F. Meyers

Faculty: L. S. Betty, M. Candelaria, B. W. Jones, J. A. Kegley, G. E. Kessler, C. F. Meyers, N. K. Prigge, J. Vice

The Department of Philosophy/Religious Studies offers a major and minor in Philosophy, a major in Philosophy with a Pre-Law Concentration, and a major and minor in Religious Studies. Some courses offered by the department also fulfill general education or 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

1. Graduate School Track
   A. Eleven 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. Philosophy 350. Symbolic Logic
      3. Philosophy 301. Contemporary Issues in Philosophy
      4. One course from each of the following groups:

         Group A: Theories of Knowledge
         Philosophy 351. Theories of Knowledge
         Philosophy 352. Philosophy of Science

         Group B: Metaphysics
         Philosophy 340. Metaphysics
         Philosophy 341. Dimensions of Self and Mind

         Group C: Value Theory
         Philosophy 332. Ethical Theory
         Philosophy 478. Special Topics in Ethics

         Group D: Social and Political Philosophy
         IN ST 333. Political Philosophy and Thought
         Philosophy 334. Law and Morality
         Philosophy 335. Philosophy of Law

      5. One additional upper division course in philosophy
      6. Philosophy/Religious Studies 490. Senior Seminar
   B. Completion of an approved minor.

2. General Track
   A. Ten upper division courses in the department, including:
      1. Three of the following four courses:
         Philosophy 301. Contemporary Issues in Philosophy
         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: Theories of Knowledge
         Philosophy 351. Theories of Knowledge
         Philosophy 352: Philosophy of Science
         Philosophy/Communications 430. News As Ideology

         Group B: Metaphysics
         Philosophy 340. Metaphysics
         Philosophy 341. Dimensions of Self and Mind
         Philosophy/R.S. 342. Philosophy of Religion

         Group C: Value Theory
         Philosophy/Comm. 317. Ethics in the Media
         Philosophy 331. Aesthetics
         Philosophy 332. Ethical Theory
         Philosophy 478. Special Topics in Applied Ethics

         Group D: Social and Political Philosophy
         IN ST 333. Political Philosophy and Thought
         Philosophy 334. Law and Morality
         Philosophy 335. Philosophy of Law

      3. One additional upper division course in philosophy.
      4. Philosophy/R.S. 490. Senior Seminar
   B. Completion of an approved minor.

3. Pre-Law Concentration
   A. Cognate Requirements:
      Mathematics 140. Elementary Statistics *or*
      Psychology 200 Introduction to Statistical Methodology in Psychological Research or the equivalent.
   B. Ten upper division courses, including:
      1. *Two* courses selected from the following:
         Philosophy 302, 303, 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:
   Political Science 370. Legal Reasoning
   Communications 409. Argumentation
4. *One* course selected from the following:
   Philosophy 351. Theories of Knowledge
   Philosophy 352. Philosophy of Science
   Philosophy 430. News As Ideology
5. *One* course selected from the following:
   Philosophy 340. Metaphysics
   Philosophy 341. Dimensions of Self and Mind
   IN ST 362. Psychotechnology and Human Values
   Philosophy 301. Contemporary Issues in Philosophy
6. Philosophy 335. Philosophy of Law or
   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 meet core requirements.
8. Philosophy/R.S. 490. Senior Seminar

D. Completion of an approved minor.

Requirements for the Minor in Philosophy

Four courses, totaling twenty units, at least fifteen of which must be upper division. Normally these courses will be in Philosophy/Religious Studies and will thus constitute automatically a coherent block of instruction.

Philosophy Courses

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Philosophy 100. Introduction to Philosophy A study of philosophical methods and some of the major philosophical ideas which have resulted from the application of that method. These ideas are taken from the past as well as the present, from the East as well as the West. They concern the kinds, sources, and tests of knowledge; the nature of reality, of self and God; and the various kinds of value that ought to inform our lives.

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.

Humanities 102. Critical Thinking and Writing (For course description, see listing under "Interdisciplinary Courses".)

Philosophy 201. Introduction to Ethics A critical study of philosophical ethical systems, with such study being directed toward analysis of urgent moral issues of our time. These issues include such concerns as ethics in medicine and business, capital punishment, nuclear disarmament, apartheid, suicide and elective death, and sexual ethics. Prerequisites: English 110 and Philosophy 102 or consent of instructor.

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.

Philosophy 296/396. Human Corps Community Service I (variable units) This course provides students a volunteer-community service experience working with non-profit, governmental, educational or community-based service organizations. Offered on a credit, no-credit basis only.

Upper Division

NOTE: Philosophy 100 and Philosophy 102 are strongly recommended as prerequisites for all upper division courses.

Philosophy 301. Contemporary Issues in Philosophy This course will address those issues at the forefront of current research in philosophy. Topics will include such areas as cognitive science, philosophy of language, philosophy of mind, and artificial intelligence. Prerequisites: Philosophy 100 or consent of the instructor.

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 Bacon through Hume. The course concentrates on Continental Rationalism and British Empiricism.

Philosophy 304. History of Western Philosophy III A study of the development of Western philosophy from Kant through the first half of the twentieth century. The course concentrates on idealism, naturalism, positivism, pragmatism, and existentialism.

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 twentieth century exponents such as Heidegger, Jaspers, Sartre, Camus, Marcel, and Tillich.

Philosophy 311. Marx and Marxism A critical analysis of Marxism from Marx and Engels to Che Guevara and Gorbachev. The cardinal features of Marxist philosophy, economics, and social and political theory are examined.

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. An examination of the ethical/legal/social questions raised by modern technologies will be emphasized.

Philosophy 317. Ethics in the Media Analysis of ethical dilemmas in the media, with emphasis on ethical issues as they influence news gathering, reporting, advertising, and entertainment. Evaluation of the ethical "culture" of newsrooms and their codes of ethics; analysis of case studies as the basis for learning how to recognize and resolve ethical conflicts. Prerequisite: Comm. 315 for Communications majors. This course will carry credit in either Philosophy or Communications.

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 A review of ethical systems and theories with analysis of the meaning and function of crucial ethical concepts such as good and evil, right and wrong, freedom, choice, responsibility, intention, and consequence. Consideration will also be given to the justification of ethical judgments.

IN ST 333. Political Philosophy and Thought (For course description, see listing under "Interdisciplinary Courses".)

Philosophy 334. Law and Morality A course with varying topics (announced before registration), each studying the moral roots of Anglo-American law and the relationship between morality and legal practice. Topics include, "The Moral Foundations of Constitutional Law," "The Relationship between Law, Religion, and Politics," and "The Law and the Enforcement of Morals." Often team-taught with a member of the local legal community.

Philosophy 335. Philosophy of Law This course addresses issues common to both philosophy and law with an emphasis placed on philosophical issues of ontology, definition and evidence as they pertain to law. Natural Law, Positive Law, Instrumentalist Law, and other conceptions of the ontology of law will be studied. Some selected topical issues will be covered to show the connection between law and its ontology and purposes.

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 Taoist masters Lao Tzu and Chuang Tzu; of the chief sources of Hindu philosophy—the Upanishads, the Bhagavadgita—and the three major Vedanta philosophies which grew out of them; and of Buddhist thought, in both the Theravada and Mahayana (including Zen) traditions.

Philosophy 350. Symbolic Logic A study of propositional and predicate calculi, including the logic of relations, identity, and definite description. Prerequisites: Philosophy 103 or consent of the 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 362. Psychotechnology and Human Values (For course description, see listing under "Interdisciplinary Courses".)

Humanities 363. Philosophy and Religion in Literature (For course description, see listing under "Interdisciplinary Courses".)

Philosophy/Religious Studies 374. History of Christian Thought I An examination of the development of Christian thought from its beginnings to the fifteenth century. Attention will be paid to theological and philosophical problems that emerged and the arguments that erupted over such issues as the nature of God, the incarnation, and the relationship of faith and reason. The writings of such important thinkers as Origen, Augustine, and Aquinas will be studied.

Philosophy/Religious Studies 375. History of Christian Thought II Beginning with the late Middle Ages, we will examine the development of Christian thought through the eighteenth century. Attention will be paid to the development of the Protestant Reformation, the rise of deism, and the impact of the Enlightenment on Christianity. The writings of such thinkers as Luther, Calvin, Locke, Hume, and Kant will be studied.

Philosophy/Religious Studies 376. History of Christian Thought III The story of the impact of the "acids of modernity" on Christianity will be examined beginning with the rise of romanticism and concluding with the contemporary situation. Controversies over biblical criticism, evolution, and the literalness of religious language will receive attention. The writings of such thinkers as Hegel, Kierkegaard, Barth, and Tillich will be studied.

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 396. Human Corps.

Philosophy 430. News as Ideology Investigation of cultural world-views and professional values that structure news coverage in the United States. Emphasis on socio-economic relations and theories of knowledge from which these world-views and values emerge. Analysis of news coverage of contemporary and historical events, including representations of nonwestern cultures and of nondominant social groups in the United States. Prerequisite: Comm. 274 or Phil. 100 or Phil. 102, or permission of the instructor. This course will carry credit in either Philosophy or Communications.

Philosophy 450. Advanced Symbolic Logic A study of set theory, number, meta-logic, and various modal logics. Prerequisites: Philosophy 350 or its equivalent; or consent of the instructor.

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 496. Internship in Applied Philosophy (1–5) Supervised field experience in the community in applying specific philosophical skills in dealing with individuals and in community organizations and institutions. Career-oriented experience in the community setting is combined with academic activities in the college setting. Hours in the field, placement, and academic requirements such as conferences, readings, and re-

ports are arranged in consultation with the work supervisor and faculty supervisor. Prerequisites vary depending on the specific internship, but enrollment is limited to students with good academic records who are committed to developing an understanding of the philosophical foundations of professional life.

Philosophy 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.

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 examine religious issues from a philosophical point of view; those which explore the history and literature of particular religions, for example, Christianity and Buddhism; and those which examine, from a social-scientific point of view, the nature and function of religion, for example, psychology and sociology of religion. The courses of all three types are analytical, critical, and sympathetic, but in no case dogmatic or sectarian.

Requirements for the Major in Religious Studies

A. A minimum of nine courses, including:
   1. Religious Studies 110. Religion in Western Civilization
      Religious Studies 111. Religion in Asian Cultures
   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
      Religious Studies 381. New Religious Movements
      Group C Philosophical and Religious Thought
      Philosophy 302. History of Western Philosophy I
      Philosophy 303. History of Western Philosophy II
      Philosophy 304. History of Western Philosophy III
      Philosophy 332. Ethical Theory
      Religious Studies/Philosophy 342. Philosophy of Religion
      Religious Studies/Philosophy 343. Asian Philosophy
      Religious Studies/Philosophy 374. History of Christian Thought I
      Religious Studies/Philosophy 375. History of Christian Thought II
      Religious Studies/Philosophy 376. History of Christian Thought III
   3. Three upper division courses in Religious Studies, with the approval of the advisor.
   4. Philosophy/Religious Studies 490. Senior Seminar

B. Religious studies majors must complete an acceptable minor.

Requirements for the Minor in Religious Studies

Four courses, totaling twenty units, at least fifteen of which must be upper division. Normally these courses will be in Religious Studies and will thus constitute automatically a coherent block of instruction.

Religious Studies Courses

NOTE: 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 Asian Cultures A comparative study of the religions and cultures of India, China, and Japan. The origins and development of selected religious traditions such as Hinduism, Buddhism, Taoism, Confucianism, and Shintoism are examined. The interaction between religion and various aspects of culture such as art, literature, politics, and economics is emphasized.

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.

Religious Studies 296/396. Human Corps Community Service I (variable units) This course provides students a volunteer community service experience working with non-profit, governmental, educational or community-based service organizations. Offered on a credit, no-credit basis only.

Upper Division

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".)

IN ST 313. Sociology of Religion (For course description, see listing under "Interdisciplinary Courses".)

IN ST 319. Anthropology of Religion (For course description, see listing under "Interdisciplinary Courses".)

Religious Studies 331. Islam A study of the history, literature, religion, governments and culture of Islamic civilization in Asia, Africa and the Near East. Prerequisite: One course in History or Religious Studies.

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, the meaning and the logical status of religious language, the possibility and nature of personal immortality.

Religious Studies/Philosophy 343. Asian Philosophy A study of the major Confucian philosophers: Confucius, Mencius, and Hsun Tzu; of the Taoist masters Lao Tzu and Chuang Tzu; of the chief sources of Hindu philosophy—the Upanishads, the Bhagavadgita—and the three major Vedanta philosophies which grew out of them; and of Buddhist thought, in both the Theravada and Mahayana (including Zen) traditions.

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; 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 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. Mystical Consciousness A study of mystical experience, its chief characteristics, and its significance for human existence. Writings from both Eastern and Western mystics will be examined.

Humanities 363. Philosophy and Religion in Literature (For course description, see listing under "Interdisciplinary Courses".)

Religious Studies/Philosophy 374. History of Christian Thought I An examination of the development of Christian thought from its beginnings to the fifteenth century. Attention will be paid to theological and philosophical problems that emerged and the arguments that erupted over such issues as the nature of God, the incarnation, and the relationship of faith and reason. The writings of such important thinkers as Origen, Augustine, and Aquinas will be studied.

Religious Studies/Philosphy 375. History of Christian Thought II Beginning with the late Middle Ages, we will examine the development of Christian Thought through the eighteenth century. Attention will be paid to the development of the Protestant Reformation, the rise of deism, and the impact of the Enlightenment on Christianity. The writings of such thinkers as Luther, Calvin, Locke, Hume, and Kant will be studied.

Religious Studies/Philosophy 376. History of Christian Thought III The story of the impact of the "acids of modernity" on Christianity will be examined beginning with the rise of romanticism and concluding with the contemporary situation. Controversies over biblical criticism, evolution, and the literalness of religious language will receive attention. The writings of such thinkers as Hegel, Kierkegaard, Barth, and Tillich will be studied.

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".)

Religious Studies 381. New Religious Movements A study of new religious movements, sometimes referred to as cults, in contemporary America. The word "cult" sometimes produces fear and images of religious fanatics in many people's minds. This course will explore the meaning of the word cult, why people are attracted to them and some of their beliefs and practices.

Religious Studies 396. Human Corps.

Religious Studies 401. Religion and Ancient Western Civilization An examination of ancient cultures, such as the Egyptian, Mesopotamian and Canaanite. This course will consider their influence upon western civilization, using such examples as religious beliefs and practices, literature, law, government and the development of writing. Prerequisite: One course in History, Anthropology, or Religious Studies.

IN ST 465. Death and Aging in a Technological Society (For course description, see listing under "Interdisciplinary Courses".)

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 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.

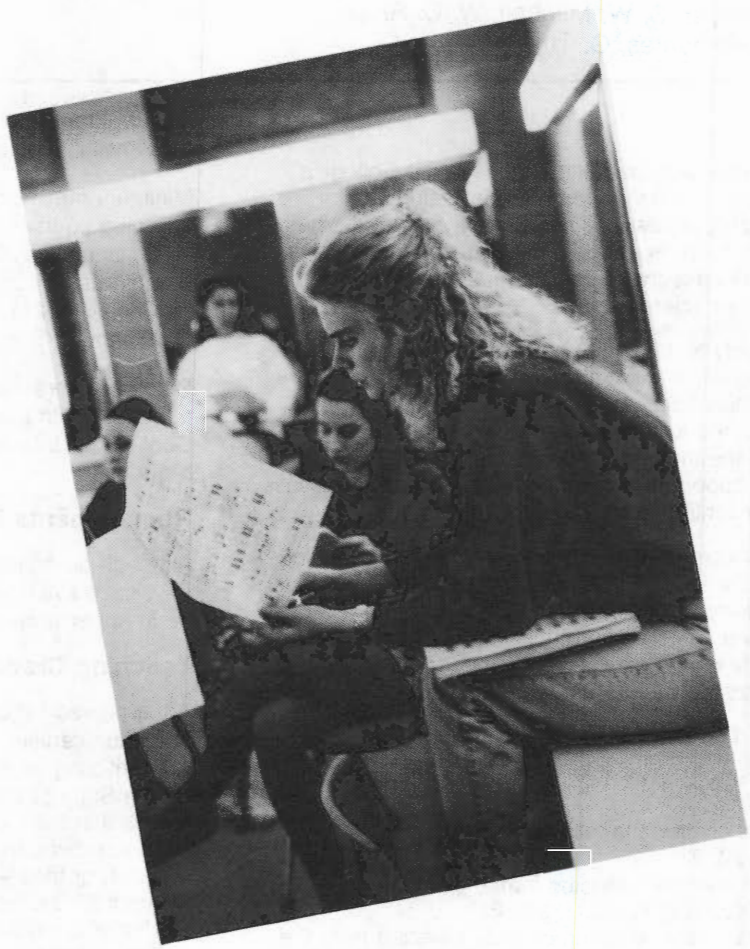
Religious Studies/Philosophy 490. Senior Seminar (6) Consideration of the nature of philosophy and of religious studies and of various subjects relevant to them. Prerequisite: Senior standing.

Religious Studies 496. Internship in Applied Religious Studies (1–5) Supervised field experience in applying religious studies skills in dealing with individuals and in community organizations and institutions. Career-oriented experience in community setting is combined with academic activities in the college setting. Hours in the field, placement and academic requirements such as conferences, reports, and readings are arranged in consultation with the work supervisor and faculty supervisor. Prerequisites vary depending on the specific internship, but enrollment is limited to students with good academic records who are committed to understanding the religious elements present in professional life.

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 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.

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, 664-3027)

Chair: R. M. Negrini

Faculty: J. R. Coash, R. Crewdsen (Adjunct), D. Detwiler, J. Gillespie, A. Greene, R. A. Horton, E. A. Laskowski, T. Meyer, S. W. Mitchell, W. C. Riese (Adjunct), J. Talamantes, G. Thyne

Physics

The Physics program serves multiple roles in the College's educational system. Not only does it prepare students for advanced study and professional work in physics and other physical sciences such as geophysics, atmospheric physics, etc., but it also provides the necessary education in physics for students of other sciences.

In view of the highly technological nature of the society in which we live, the department also places high priority on the education of the non-science student. The 100-level Physics courses are designed to help these students achieve an understanding of the methods and goals of science and to provide them an opportunity to seriously consider and discuss important socio-scientific-technological questions.

Although the minimum degree requirements are stated below, majors in Physics who plan to pursue careers as professional physicists are advised to take additional physics and mathematics courses. Members of the Physics faculty will be pleased to provide counseling on recommended programs to any students who may wish to pursue this major.

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 221, 222, 223
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 140.

Additional courses in Mathematics may be advised, depending upon the program needs of the individual student.

Pre-Engineering

Although the college does not offer a degree in engineering, many students find it beneficial to complete at this campus a substantial portion of required courses for engineering programs elsewhere. Most engineering programs are highly structured and demanding, and careful selection of courses for transfer to other institutions is urged.

Minimum requirements at most institutions include the following courses:
A. Mathematics 201, 202, 203, 204, 302
B. Physics 221, 222, 223, 240, 241, 244, 245
C. Chemistry 211, 212
D. Computer Science 140

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 that count toward the major.

Teaching Credential—Single Subject

An approved list of courses in Physics and related subjects 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 student completing the set of required courses, or their equivalent. 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 of the School of Education.

Courses

NOTE: Each course not otherwise designated carries five quarter units of credit.

Engineering

Engineering 160. Introduction to Engineering (1) An introduction to the various areas within the engineering discipline. Description of engineering curricula and career opportunities within each of the various areas. Academic advising for transferring to other institutions with engineering degree programs. Primarily for students planning to major in one of the fields of engineering. One hour lecture/discussion.

Engineering 161. Engineering Orientation (2) Continuation of Engineering 160. Two hours lecture/discussion.

Physics

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. Includes two laboratory periods 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. Includes two laboratory periods 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. Includes two laboratory periods 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 non-calculus-based text. Prerequisite or corequisite: Mathematics 192 or equivalent.

Physics 202. Basic Principles of Maxwellian Physics Maxwellian electromagnetics; relationships to contemporary physics; field and laboratory investigations in electricity, electronics, magnetism, and heat. Includes two laboratory periods per week. Offered with non-calculus-based text. Prerequisite: 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 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 221. Classical Physics I (6) Recommended for majors in the physical sciences, mathematics, and engineering. Vectors, kinematics, the laws of motion, work and energy, conservation of momentum, rotational kinematics and dynamics, oscillations and wave motion, sound, fluids. Five hours lecture/discussion, three hours laboratory. Prerequisite or corequisite: Math 201.

Physics 222. Classical Physics II (6) Temperature and heat, kinetic theory of gases, laws of thermodynamics. Electric charges and forces, the electric field and potential for stationary charges, capacitance. Electric currents and circuits, the magnetic field and forces, magnetic induction, Maxwell's equations in integral form. Five hours lecture/discussion, three hours laboratory. Prerequisite: Physics 221.

Physics 223. Optics and Modern Physics (6) Geometric and physical optics, relativity, black-body radiation, wave-particle duality, atomic models, introduction to quantum theory, atomic structure, radioactivity and nuclear structure. Five hours lecture/discussion, three hours laboratory. Prerequisite: Physics 222.

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. Prerequisite: Physics 221 or permission of the instructor.

Physics 241. Analytic Mechanics, Statics II (2) Continuation of Physics 240. More advanced applications to two and three dimensional structural and mechanical problems. 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. Prerequisites: Chemistry 211, Physics 221 or permission of the instructor.

Physics 245. Properties of Materials II (2) Continuation of Physics 244. Emphasis on physical and electrical properties. Prerequisites: Physics 222 and Physics 244, or permission of the instructor.

Physics 277. Special 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 include two laboratory periods 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 222, Math 202 or permission of the instructor.

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 222, Math 202, or permission of the instructor.

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 223, Math 202 or permission of instructor.

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 222, Math 202, or permission of instructor.

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 223, Math 202 or permission of instructor.

Physics 312. Concepts of Nuclear Physics Experimental phenomena of elementary particles in relation to nuclear models. Observation, investigation and presentation. Prerequisites: Physics 223, Math 202, or permission of instructor.

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 222 and either Physics 302 or 311, or Chemistry 351, or permission of instructor.

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 222 or permission of the instructor.

Physics 360. Energy and Technology Energy in a technological society. Sources and resources of energy. Effects of energy on the environment. This course may not be used to satisfy physics major requirements. Prerequisites: Completion of General Education Goals IV and V.

Physics 404. Quantum Mechanics Schroediger formulation and solution of quantum mechanical problems, including the harmonic oscillator, particle in a box, the hydrogen atom, etc. Application to atoms and molecules. Prerequisites: Math 302 or Math 204, and either Physics 302 or 311, or Chem 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 (1–5) Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

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 (1–5) Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in physics.

Physics 580. Advanced Research Participation (1–5) Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

Geology

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. All of the following nine courses:
   1. Geology 201, 303, 306, 307, 309, 310 or 325, 480, 490, 495
   2. All of the following courses in one of the two options listed below:
      Geology 205 or 321, 320, 475 (Environmental)
      Geology 305 or 321, 308, 460 or 477 or 577 (Traditional).

B. A minimum of seven courses (35 units) in cognate areas:
   1. Chemistry 211, 212
   2. Physics 201 and 202, or 221 and 222
   3. Mathematics 201, 202 or 140
   4. Computer Science 140 or 212

The following courses are strongly recommended for students planning graduate studies:
Mathematics 140, 201, 202
Chemistry 213
Physics 221, 222, 223
Biology 203, 210
Communications 304
Computer Science 140 or 212

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 that count toward the major.

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 121. Ecofutures, Ecopasts The evolution of life in consort with changes in the Earth's surface, oceans, atmosphere, and catastrophic events. Humankind's effect on the biosphere, atmosphere, and oceans. Ecology of 21st Century Earth. Includes 2 laboratory periods per week. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 201. Physical and Historical Geology Introduction to the geologic processes affecting the solid earth, and its atmosphere, oceans, and lifeforms. Emphasis will be placed on our knowledge of the evolution of the earth based on the rock and fossil record. Field and laboratory exercises will include the investigation of physical processes and materials, and the interpretation of environments and ecological associations. Includes two laboratory periods per week. A field trip fee may be required. Consult the class schedule for specific details.

Geology 205. Environmental Geology Global and local impacts of human manipulation of the environment, geologic processes as hazards. Laboratory exercises and field studies will emphasize geologic hazards affecting California. Includes 2 lab periods per week. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 277. Special 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 include two laboratory periods per week, unless otherwise designated.

Geology 303. 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. Corequisites: Chem 211 and Geology 201 or consent of the instructor. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 305. Paleobiology Origin and evolution of the biosphere. Emphasis on invertebrate comparative morphology, paleoecology, environmental evolution and catastrophic events. Laboratory and field techniques will apply analytical, statistical and computer applications in the interpretation and modeling of morphologic structure and variation, paleoecologic associations and evolutionary sequences. Prerequisites: Geology 100 or 121 or 201 or 205. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 306. 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. Structural Geology 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 201 or 221. 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. Sedimentation and Stratigraphy Topics include stratigraphic analysis, environmental reconstruction of stratigraphic sequences, and facies relationships and correlation. Also, the interpretation of modern and ancient sedimentary environments will be studied. Focus will lie on sedimentologic and stratigaphic field and laboratory techniques emphasizing the Cenozoic sediments of southern California. Prerequisite: Geology 201 and Geology 306. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 310. 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 or Chemistry 320 or 351. Recommended: Math 202. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 320. Introduction to Hydrologic Systems Course develops a scientifically based conceptual model of hydrologic systems. Topics include the hydrologic cycle, surface and groundwater chemistry, geology of hydrological systems and the development, regulation and use of water resources. Environments of streams, lakes and oceans will be introduced with

emphasis on the impact of anthropogenic stresses such as acid rain, metal and organic chemical pollution on these resources. Prerequisites: Geology 100 or 201 or 205.

Geology 321. Geophysiology Origin, development and interactions of atmosphere, biosphere, hydrosphere and lithosphere. Human effects on these systems: causes, impacts and mitigations. Laboratory will focus on modeling climate change, sea level rise, ozone depletion, and biome crashes with emphasis on possible impacts on California. Prerequisites: Geology 100 or 201 or 205.

Geology/Physics 325. 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. Prerequisite: Physics 202 or 222 or permission of the instructor. A field trip fee may be required. Consult the Class Schedule for specific details.

Geology 330. Geology of the National Parks Physical and historical geology of selected national parks and monuments, with emphasis on California. Development of an understanding of the potential use of scientific data and knowledge in making land use decisions. Laboratory emphasis on map and photo interpretation. Includes one laboratory period. Prerequisite: Geology 100 or 201 or equivalent, or consent of instructor.

(NOTE: This course does not count toward the major in geology. Geology majors wishing upper division General Education credit should take Geology 308, Geomorphology.)

Geology 420. Environmental Geochemistry Global geochemical cycles and their perturbation by man. Topics will include metal-organic complexation in natural waters, essential and toxic effects of metals, radioactive wastes, sorption, soil organic matter and its effect on aquifer properties, organic contaminant and analytical methods. Prerequisites: Geology 205, Chemistry 212 or equivalent.

Geology 460. Petroleum Geology Orgin, migration and entrapment of hydrocarbons. Exploration methods including sampling and wireline logs, core evaluation, formation testing, seismic methods, log correlations, map construction and interpretations. Prerequisites: Geology 201, 309, and 307.

Geology 475. Hydrogeology Topics will include water budgets, development of the equations of groundwater flow, well mechanics, aquifer properties and impact of groundwater development on aquifers, pump tests and their interpretation, and modeling aquifer response. Course will include local examples in laboratory exercises. Prerequisites: Geology 320 or consent of instructor.

Geology 477. Special Topics in Geology (1–5) Topics and prerequisites to be announced. May be repeated for different topics. These will include from time to time such subjects as: geology of petroleum; oceanography; advanced environmental geology; soils geochemistry; hydrology; paleobiology; and paleoecology. Specific areas designated when offered, and prerequisites listed depending on the specific areas. 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 (1–5) The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. Department will determine application of credit.

Required Senior Courses

Geology 480. Research Participation (1–5) Individual study, under supervision, in scientific investigation. (Experience as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: 30 units in Geology and consent of instructor.

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.

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

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 and Stratigraphy), 306 (Petrology), 307 (Structure) 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), 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 140 (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) Satisfactory completion of the Graduate Record Examination (Advanced Test in Geology); and other examinations or course work which may be assigned by the Graduate Committee of the Department.
(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 M.S. in Geology

A minimum of 45 units of course work is required for the MS in Geology. The following courses are required of all students:

Graduate Geochemistry requirement—either Geology 525 or 606 or 610 or 615
Geology 604—Advanced Sedimentation or Geology 609—Advanced Stratigraphy
Geology 690—Thesis Research, 5–9 credit hours

For students choosing the Petroleum Geology option the following courses are required:

I. Petroleum Geology option
Geology 460—Petroleum Geology
Geology 470—Petroleum Engineering

For students choosing the Hydrogeology concentration the following courses are required:

II. Hydrogeology concentration—This concentration will appear on the diploma.
Geology 475—Hydrogeology
Geology 555—Contaminant Hydrogeology

An approved* course of study consists of a minimum of 25 units (five courses, all courses are 5 units credit unless noted):

Geology 420—Environmental Geochemistry

Geology 460—Petroleum Geology
Geology 475—Hydrogeology
Geology 477—Special Topics in Geology, variable credit
Geology 525—Applied Hydrogeochemistry
Geology 555—Contaminant Hydrogeology
Geology 570—Oil Field Development
Geology 577—Advanced Topics in Geology, variable credit
Geology 580—Advanced Research Participation, variable credit
Geology 604—Advanced Sedimentation
Geology 605—Advanced Micropaleontology
Geology 606—Advanced Sedimentary Petrology
Geology 607—Advanced Structural Geology
Geology 609—Advanced Stratigraphy
Geology 610—Sedimentary Geochemistry
Geology 615—Organic Geochemistry
Geology 625—Subsurface Exploration Methods
Geology 650—Groundwater Flow Modeling
Appropriate graduate level classes in related fields.

* approval by Graduate Coordinator, Thesis Advisor and Committee

Geology 525. Applied Hydrogeochemistry Course stresses the practical application of aqueous geochemistry to groundwater problems. Principles of isotopic and aqueous geochemistry will be reviewed. Topics include water sampling and field analyses, data QC and processing, graphic methods, interpretation and preparation of reports, chemical evolution of groundwater and use of hydrochemical data to delineate hydrologic systems. Prerequisites: Geology 310 or Chemistry 310 or 351 or consent of instructor.

Geology 555. Contaminant Hydrogeology Course will include topics such as regulatory framework, sources, fates and chemistry of contaminants, physio-chemical behavior and partitioning of contaminants in the environment, development of the equations of transport including advection, dispersion, diffusion and reaction terms, aquifer properties, monitoring and remediation. Prerequisites: Geology 475 or permission of instructor.

Geology 570. Oil Field Development Formation evaluation and testing, production methods, water drive, methods of enhanced oil recovery. Prerequisites: Geology 460 or permission of instructor.

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. If applied toward the MS degree, research must be different from the student's thesis topic.

Geology 604. Advanced Sedimentation Classification and genesis of sedimentary rocks with emphasis on textural analysis, depositional processes and paleoenvironmental interpretation. Field and laboratory studies will focus on Cenozoic sedimentary rocks of southern California and computer modeling of depositional systems. Prerequisite: Geology 309. A field trip may be required. Consult 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, microfaunal 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 606. Advanced Sedimentary Petrology Mineralogy, petrology, classification and genesis of sedimentary rocks with emphasis on geochemistry and post-depositional processes including diagenesis. Field and laboratory studies will focus on outcrop and cores of Cenozoic rocks of southern California. Prerequisites: Geology 306 and 309.

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 sedimentological 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, including 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, atomic absorption spectrometry and scanning electron microscopy in solving geochemical 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 650. Groundwater Flow Modeling Course will include a review of the principles of groundwater flow and transport equations and models. Special emphasis and hands-on experience with the USGS models MODFLOW and MOC. Prerequisites: Geology 475 and familiarity with MS.DOS operating system. Students are encouraged to have completed Geology 555.

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.

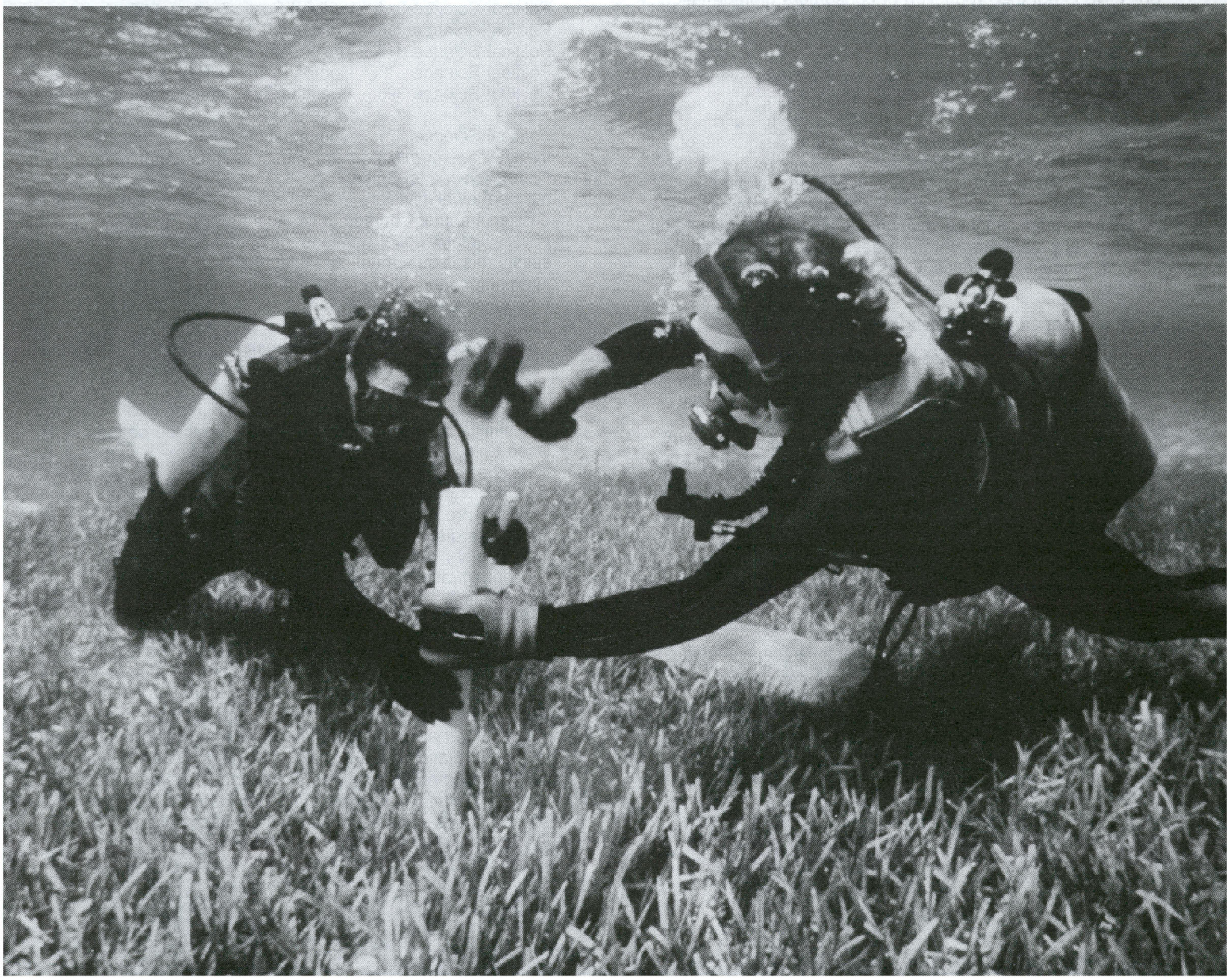
Geology 700. Continuous Enrollment Registration required for all students who have completed course work, but have not completed the thesis. The student will continue to register each quarter for Geology 700 until the thesis is completed and successfully defended. Prerequisite: Prior registration in Geology 690 with a grade of SP.

The certificate in Hydrogeology program follows:

Applicants should have a BA or BS in Geology or a directly related field. Applicants in related fields should have completed course work in Physical Geology, Stratigraphy and Sedimentation, Structural Geology and one year each of college chemistry, physics and calculus. Some of the courses in the Certificate program may have additional prerequisites. Applicants must be accepted as Post-baccalaureate students at CSUB. The certificate will require a total of at least 25 units of credit, 15 units of which must be completed at the CSUB campus, which shall be composed of the following required and elective courses.

Courses required for a certificate in Hydrogeology are:
Geology 475—Hydrogeology, 5 units credit
Geology 525—Applied Hydrogeochemistry, 5 units credit
Geology 555—Contaminant Hydrogeology, 5 units credit

A minimum of two courses (10 units) are to be selected from the following: Courses are 5 units credit unless noted.
Geology 420—Environmental Geochemistry
Geology 477—Special Topics in Geology (when pertinent), variable credit
Geology 580—Advanced Research Participation, variable credit
Geology 625—Subsurface Exploration Methods
Geology 650—Groundwater Flow Modeling
Geology 577/677—Advanced Topics in Geology (when pertinent), variable credit



Political Science Department

Chair: Stanley E. Clark

Faculty: C. Kaye Bragg, Ray Geigle, Fred Lopez III, Charles McCall

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 that people be able to make 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 CSUB 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 *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. Governments and Politics in Europe
   Political Science 306. European Political Cultures
   Behavioral Science 307. Developing Political Systems
   Political Science 308. Government and Politics of China
   Political Science 309. Government and Politics of Latin America
   Political Science 322. Government and Politics of Japan
   Political Science 323. Government and Politics of the Middle East
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. Congress
   Political Science 317. The Presidency
   Political Science 319. Comparative Politics of California
   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 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. 72).
   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," p. 121).

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. One introductory course in political science. Students meeting this requirement at CSUB 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.
D. In St 333: Political Philosophy.

Six courses total from areas E through H. Select at least *one* in each of the following areas:

E. Political Economy focus: Economics 440, Political Science 304, Behavioral Science 307, and Political Science 404.
F. European-Atlantic focus: Political Science 102, Political Science 305, Political Science 306, Political Science 404, History 440.
G. Non-Western focus: Behavioral Science 307, Political Science 308, Political Science 309, Political Science 322, Political Science 323
H. American Policy Focus: Political Science 302, Political Science 303, Political Science 309, History 440.
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. 72).
   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," p. 121).

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 CSUB 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 *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 Europe
   Political Science 306. European Political Cultures
   Behavioral Science 307. Developing Political Systems
   Political Science 308. Government and Politics of China
   Political Science 309. Government and Politics of Latin America
   Political Science 322. Government and Politics of Japan
   Political Science 323. Government and Politics of the Middle East
F. Two courses in public law or legal reasoning chosen from among the following:
   Political Science 314. Judicial Politics
   Political Science 315. Civil Liberties
   Political Science 370. Legal Reasoning
G. Three additional courses in political science, one of which may be lower division. 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 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. 72).
   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," p. 121).

   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. 83) shall be met by no less than one course in United States History and one other course in United States and California government or by examinations administered respectively by the History and Political Science Departments. For courses in the Political Science Department which satisfy the United States and California Government portions of the American Institutions Requirement, see p. 83.

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, Political Science 319, Behavioral Science 321, Political Science 322, Political Science 323, 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

An approved list of courses in Political Science and related subjects has been certified by the Commission teacher credentialing as satisfying *subject-matter examination waiver* requirements for the State of California Single Subject Credential in Government. A different list of courses in Political Science and related subjects has also been certified as satisfying subject-matter examination waiver requirements in Social Science. The approved list of courses is composed of 90 units in the social sciences which have been approved for completing the Social Sciences Waiver Program. This list is available from the department chair. In addition to the subject-matter requirements, the student must be admitted to the Single Subject Credential Program in the School of Education.

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. (CAN GOVT 2)

Political Science 102. World Politics An examination of western political, economic, religious, social, and cultural traditions from the seventeenth century to the present. Students will study the emergence of the modern nation state system, the origins of international law and organization, the origins of socialist revolution, and the impact of technology on society in the 20th century. The course concludes by focusing on world problems such as the threat of nuclear war, environmental pollution, global inequality, and the international debt crisis.

Political Science 208. The Politics of Change in Asian Societies An examination of the economic, social, and geographical factors of political cultures in two Asian nations. The focus of the course is on a comparative study of change in the two societies, particularly on the interaction of cultures and politics in the processes of modernization.

Political Science 218. Politics in the Novel and Film An analyses of the form, content, and effect of various sorts of political novels and films, paying special attention to the emergence and success of various sorts of political expression at different points in American political experience. Students can expect to gain an acquaintance with the conventions of novels and films, a basis for systematic, informed criticism of such works, and some understanding of the nature of political life.

Political Science 240. Honors Seminar: The Nature of Politics (Formerly Political Science 240.800) An examination of some of the central concepts of political science and some of the continuing issues of politics. Students can expect to gain exposure to and practice in each of the major kinds of activity in which political scientists engage. Emphasis will be on the preparation, presentation, and critical evaluation of a series of brief papers. Prerequisite: Freshman standing and invitation by the department.

Political Science 255. Political Games Simulation designed to give students insight into the factors influencing political decision-makers by providing considerable opportunity for role-playing as well as through lectures and discussion. Topics will change but might include the Middle East Crisis, the U.S. Congress, the U.N. Security Council, etc. Offered on a credit, no-credit basis only.

Political Science 277. Special Topics (1–5) An examination of selected contemporary political problems. Subjects vary from term to term but might include such topics as the politics of Black America, the politics of student protest, the politics of ecology, etc. Prerequisite: One course in political science or consent of instructor. May be repeated once for credit.

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 analysis of political science methods and the design of political research. Includes an examination of problems of measurement, data manipulation, and analysis in political science. For related laboratory component, see Political Science 380. Prerequisite for Political Science 300: one course in political science and sophomore standing.

Political Science 302. American Foreign Policy An analysis of the major schools and approaches in the study of U.S. foreign policy. Particular attention is paid to ideological, bureaucratic, and economic influences on the decision-making process. Includes a survey and evaluation of the major developments in U.S. foreign policy from 1945 to present.

Political Science 303. American Defense Policy An examination of the theoretical and pragmatic factors relevant to the formulation and execution of U.S. national defense policy. The course will focus on the role of various factors (executive, legislative, public opinion, military, etc.) in the defense policy-making process.

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. Governments and Politics in Europe A study of governments, politics, and international organization on the European continent. Focus on elections in and policy making by national and supra-national organizations including

the traditional nation-states, the Commonwealth of Independent States, and the Common Market.

Political Science 306. European Political Cultures A study of socialization and society in European nations and regions with an emphasis on cultural nationalism, socialism, postmaterialism, and other value orientations that affect political outcomes. Studies of generational change, migration, alienation, and other phenomena in both large and small European national communities.

Behavioral Science 307. Developing Political Systems (For course description, see listing under "Interdisciplinary Courses".)

Political Science 308. Government and Politics of 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 of Latin America The comparative analysis of selected nations in Latin America, including Mexico, Argentina, and Brazil, Chile, and Peru. An examination of the origins of revolution and counter-revolution in Central America. Emphasis is on social and economic structures as determinants of contemporary politics and policy change in Latin American society. Problems of development and underdevelopment are also examined.

IN ST 310. Criminal Law (For course description, see listing under "Interdisciplinary Courses".)

Behavioral Science 311. Small Group Dynamics (For course description, see listing under "Interdisciplinary Courses".)

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 analysis of the political, social, and psychological factors which promote or inhibit individual participation in electoral activity. Emphasis on the dynamics involved in individual voter choice, campaigning, party identification, and actively seeking elective office. Students can expect to engage in systematic research on a selected aspect of electoral behavior. Prerequisites: Upper division standing and 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 319. Comparative Politics of California Examination of the issues, institutions, and processes affecting public policy decisions in California. Policies in other states are examined to aid understanding of California politics. Topics include the political culture of the states, the process of change, policy agendas and budgeting, and the current status of states within the federal system.

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".)

Political Science 322. Government and Politics of Japan An examination of the institutions and processes of government in Japan. The period covered will include the final years of the Tokugawa Government, the Meiji Restoration, the war years, and contemporary democracy. Special attention will be given to the Japanese political economy and will include an examination of the role of government in sponsoring and supporting private industry.

Political Science 323. Government and Politics of the Middle East An examination of contemporary conflicts and policies among nations in the Middle East. Emphasis on religion, nationalism, political sovereignty, and economic modernization affecting regional relations. The role of the United States will also be discussed.

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".)

Behavioral Science 331. Political Sociology (For course description, see listing under "Interdisciplinary Courses".)

IN ST 333. Political Philosophy and Thought (For course description, see listing under "Interdisciplinary Courses".)

Political Science 334. Democratic Theory An analysis of fundamental assumptions about democratic government and practices. Students can expect to develop tests for evaluating performance of political institutions and practices based on the results of that examination. Special attention will be given to

American experience as a whetstone for shaping those tests. Prerequisite: Upper division standing or consent of instructor.

IN ST 369. Environmental Regulation. (For course description, see listing under "Interdisciplinary Courses".)

Political Science 370. 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 policy.

IN ST 375. Administrative Processes in Government (For course description, see listing under "Interdisciplinary Courses".)

Political Science 377. Special Topics (1–5) An intensive examination of issues of current political concern with attention to the development of the problem and alternate ways of responding to it. The issues examined vary from term to term but include such topics as political corruption, the political implications of multi-national corporations, terrorism and political subversion, etc. Prerequisite: Upper division standing, or permission of instructor. May be repeated for different course content.

Political Science 379. Real Property Law Analysis of the law governing real property entitlements with some attention given to historical development. Title; landlord-tenant relationships possessory estates; estates in land; concurrent ownership; future interest; conveyances; deeds; restrictions on property rights. Does not satisfy requirements for the major or minor in Political Science. Prerequisite: BA 372.

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 field research analysis are the major course topics. Prerequisite: one course in political science or permission of the instructor. May be repeated for different course content. A field trip fee may be required. Consult the Class Schedule for specific details.

Behavioral Science 400. Data Processing in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses".)

Political Science 404. Politics of International Commerce An examination of the international political economy focusing on patterns of trade and trade agreements, international banking, currency exchange, problems of international lending and debt management, and multinational approaches to economic development. The activities of governments, multi-national corporations, and international political organizations will be emphasized as well as international agreements and protocols of the post-WWII period.

Behavioral Science 471. Colonialism and Culture Change (For course description, see listing under "Interdisciplinary Courses".)

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 481. Directed Research in Political Science (1–5) Student conducts and writes up a research project under faculty supervision. Prerequisite: Political Science 490 and consent of instructor. Offered on a credit, no-credit basis only.

Political Science 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.

Political Science 490. Senior Seminar (6) Consideration of nature of the discipline. Integration of materials from other courses. Relation of political science to other fields of study. Student completes senior paper that is either an empirical research paper or a philosophical inquiry reflecting the students coursework or special interest in political science. 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".)

Behavioral Science 501. Philosophy and Methodology of the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses".)

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 D107, 664-2363)

Chair: D. C. Cohen

Faculty: M. J. Allen, D. C. Cohen, K. E. Dietiker, K. L. Hartlep, T. K. Ishida, R. C. Noel, C. D. Raupp, B. M. Rienzi, E. H. Sasaki, 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 diverse professional fields, especially those related to the human services.

All declared majors are expected to confer regularly with their faculty advisors to ensure that the selection of courses will be most appropriate for the student's career goals.

Requirements for the B.A. in Psychology

A. Prerequisites (11 units):
   1. Psychology 100. Explorations in Psychology
   2. Psychology 200. Introduction to Statistical Methods in Psychological Research
   3. Psychology 290. Psychology as a Profession (1)

B. Major Requirements (45 units):
   1. Two core courses (10 units):
      a. Psychology 300. Research Methods in Psychology
      b. Psychology 490. Senior Seminar, or
         Psychology 491 Senior Thesis
   2. Minimum of one foundation course from the following (5 units):
      Psychology 301. Principles of Learning
      Psychology 302. Sensation and Perception
      Psychology 303. Biological Psychology
   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
      Psychology 429. Psychological Tests and Measurement
   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 minor consisting of at least 20 quarter units within a minor program designed by another discipline.
   2. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").
   3. A special minor (p. 121).

Requirements for a Minor in Psychology

General Psychology Minor

The minor in general psychology allows for an individually-designed study of the discipline of Psychology. The minor consists of four courses (20 quarter units) in Psychology, of which at least 15 quarter units must be upper division.

Biopsychology Minor

This minor emphasizes the role of biological mechanisms in normal and disordered psychological functioning, including brain mechanisms of learning, memory, perception, emotion, motivation, and the psychobiological approach to illness, wellness, and consciousness and its alterations. The Biopsychology minor consists of 20 quarter units: Psychology 303 (Biological Psychology) and these three courses (15 quarter units):

Psychology 302 Sensation and Perception
Interdisciplinary Studies 362 Psychotechnology and Human Values
Psychology 403 Health Psychophysiology

With the written approval of the chair of the Department of Psychology, students may substitute one lower division biopsychology course (up to 5 quarter units), upper division transfer biopsychology courses, special topic courses with a biopsychology focus, and up to 5 quarter units of individually arranged coursework (Psychology 481, Psychology 499) in the area of biopsychology.

Child Psychology Minor

This minor describes the child at each stage of development and the forces that affect the process of development from a psychological perspective, including what might be done to maximize the child's chance for optimal development. The Child Psychology minor consists of 20 quarter units: Psychology 310 (Child Psychology) and three other courses (15 quarter units) selected from:

Psychology 320 Adult-Child Relationships
Psychology 410 Theories of Development
Psychology 411 Cognitive and Perceptual Development
Psychology 412 Personality and Social Development
Psychology 413 Language Development
Psychology 415 Developmental Psychopathology

With the written approval of the chair of the Department of Psychology, students may substitute one lower division child psychology course (up to 5 quarter units), upper division transfer child psychology courses, and special topics courses with a child psychology focus.

Mental Health Psychology Minor

This minor focuses on human functioning from a mental health perspective and allows students to examine normal and abnormal behavior and the treatment and measurement of human personality and behavior. The Mental Health Psychology minor consists of 20 quarter units: Psychology 315 (Abnormal Psychology) and three other courses (15 quarter units) selected from:

Psychology 316	Personality
Psychology 321	Introduction to Clinical Skills
Psychology 325	Theories of Psychotherapy and Behavior Change
Psychology 415	Developmental Psychopathology
Psychology 429	Tests and Measurements

With the written approval of the chair of the Department of Psychology, students may substitute one lower division mental health psychology course (up to 5 quarter units), upper division mental health psychology transfer courses, or special topic courses with a mental health psychology focus.

Teaching Credential—Single Subject

Students interested in fulfilling requirements for the Social Science-History waiver program should consult the Chair of the History Department.

Requirements for the 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 two areas:

1. Clinical psychology, primarily for students interested in graduate level preparation for a doctoral clinical program or for the psychological assistant registration.
2. Marriage, family, and child counseling, designed to meet the requirements of Section 4980.37 of the Business and Professions Code which specifies **academic** preparation required for the California license in Marriage, Family, and Child Counseling, issued by the Board of Behavioral Science Examiners. (Note: Substantial post-master's supervised hours of experience and the State licensing exam are also required before licensure.)

There is a 40-unit common core with the remaining 50 units involving requirements unique to each option.

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 Graduate 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/Mathematics 140)
   - Research Methodology (Psychology 300)
   - Child Psychology (Psychology 310)
   - Abnormal Psychology (Psychology 315)
   - Personality (Psychology 316)
   - Psychological Tests and Measurement (Psychology 429)

NOTE: While not a prerequisite for admission, an undergraduate course in neuropsychology (Psychology 303) is required as a prerequisite to Human Neuropsychology (Psychology 503) in the clinical option.

The CSUB 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, although progress toward the degree will be slower. 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 undergraduate 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 Test portion of the Graduate Record Examination (GRE). Students receiving scores of 1000 or higher (Verbal + Quantitative) 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 admit 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 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 graduate writing competency requirement.

Advancement to *classified* level is required prior to enrollment in Psychology 670 or Psychology 695. Normally, the student will be considered for advancement to *candidate* level in the quarter in which 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 all coursework in the program, which can be extended only by special petition approved by the faculty of the Department. All requirements for the degree must be completed within a seven year period which includes the awarding of the degree.

Degree Program Requirements

The 40-unit *Common Core* across the two 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. Human Development: Childhood and Adolescence (4)
   - Psychology 510. Human Development: Adulthood and Aging (4)
   - Psychology 515. Descriptive Psychopathology (5)
   - Psychology 516. Dynamics of Personality (5)
   - Education-Counseling 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. Introduction to 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 and 631. Assessment of Intellectual Functioning (2 units each)
   - Psychology 633 and 634. Objective Assessment of Personality (2 units each)
   - Psychology 632. Projective Assessment of Personality (4)
4. Advanced Psychological Intervention (5 units)
   - Psychology 650. Advanced Psychological Intervention
5. Thesis (9 units)
   - Psychology 695. Master's Thesis in Psychology
6. Electives (16 units).

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 (17 units)
   - Education-Counseling 605. Theories of Counseling (4)
   - Education-Counseling 610. Theories of Family Counseling (5)
   - Education-Counseling 615. Techniques of Family Counseling (3)
   - Psychology 650. Advanced Psychological Intervention
3. Human Sexuality (4 units)
   - Psychology 540. Human Sexuality
4. Cross-Cultural Values and Mores (4 units)
   - Education-Counseling 505. Cross-Cultural Counseling
5. Legal Issues in Marriage, Family, and Child Counseling (2 units)
   - Education-Counseling 526. Legal and Professional Issues: Clinical Counseling
6. Special Clinical Issues (3 units)
   - Education-Counseling 601. Chemical Dependency (2)
   - Education-Counseling 602. Abuse and Battering (1)
7. Traineeship Practicum (10 units)
   - Psychology 670. Traineeship Practicum
8. Comprehensive Examination (5 units)
   - Psychology 696. Comprehensive Examination in Psychology
9. Electives (5 units)

Academic Advising

An academic advisor will be assigned to the student upon admission to 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. 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.
2. Indication of plans to satisfy all other criteria set by the Department for the student.
3. 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 approved Plan of Study and the standards specified herein. Students may take up to 24 units of work graded on a non-optional CR/NC basis.
   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 grades of "C+" (2.3) or "C" (2.0) may 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.

Requirements for the Master of Arts in Psychology

The Department of Psychology offers a 45-unit program leading to the Master of Arts in Psychology, with emphases in the following areas:

1. Doctoral Preparation, to prepare students for doctoral work in Psychology, including the development of an academic and research record which may facilitate admission to a doctoral program. In admitting students, the Department offers no assurance that the student will subsequently be accepted into a doctoral program.
2. Community College Teaching, to prepare the student for teaching responsibilities expected of a community college faculty member, including mentored teaching experience which may facilitate employment. In admitting students, the Department offers no assurance that the student will subsequently be employed by a community college.

There is a 15-unit common core, with the remaining 30 units involving requirements unique to an emphasis and electives. Full-time students may complete the Community College Teaching emphasis in a single academic year. Students in the Doctoral Preparation emphasis who have not begun developing an acceptable thesis research project prior to admission may find it difficult to complete the program in one academic year.

Admission to the Program

A student seeking admission to the Master of Arts in Psychology program should first secure application materials from the Department of Psychology. The student must specify the emphasis for which admission is being sought. Applications for the Master of Arts program will be processed by the Graduate Committee of the Department of Psychology. The student must also apply to the Office of Admissions and Records for general admission to the University; this application for general admission at the post-baccalaureate level will be processed by the University. Completed applications for Fall admission should be filed with the Department of Psychology by March 15. Later applications will be considered until the positions available in each emphasis are filled. Formal admission will be granted only after the applicant has completed all admission requirements. Prior to formal admission to the M.A. program, applicants may complete up to 15 units of courses toward the degree.

To be considered for admission to either emphasis of the Master of Arts in Psychology program, the student must fulfill the following minimum requirements:

1. Complete these undergraduate courses with a composite GPA across the prerequisites of at least 3.0 and no grade lower than a C (2.0):

   Elementary Statistics (Psychology 200 or Mathematics 140)
   Research Methods in Psychology (Psychology 300)
   At least five additional upper division courses (25 quarter units) in Psychology providing diversity of preparation, including at least one laboratory course (Psychology 301, 302, or 303, or similar courses) and any courses which are prerequisite to courses in the student's intended Plan of Study.

CSUB 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, although progress toward the degree will be slower.

2. Earn a 3.0 GPA in the last 90 quarter units of undergraduate coursework, or a petition to the department justifying equivalent attainment.
3. Submit GRE general test scores, with preference given to Verbal + Quantitative + Analytic of 1,500 or better.
4. Provide three letters of recommendation attesting to the applicant's academic capability and promise for the emphasis selected.

Admission to each emphasis is limited to the number of students for whom the Department can provide appropriate teaching or research experiences. The faculty of the Department of Psychology reserve the right to admit those applicants they deem most qualified for each emphasis. In making this decision, the faculty may take into consideration applicants' previous training in psychology, relevant work experience, and special skills and knowledge which provide evidence of potential in the emphasis selected.

Formal admission to each option of the program is at the *classified* level. Students will be considered for advancement to *candidate* standing during the term in which all degree requirements will be met. To be advanced to *candidate* standing the student must:

1. Have an approved Plan of Study (see Academic Advising, below);
2. Be within one term of completing all requirements for the degree (see Graduation Requirements, below);
3. Receive satisfactory evaluations from the faculty; these judgments will include behaviors observed in the classroom as well as during research or teaching activities, as appropriate to the emphasis involved; and
4. Fulfill the graduate and upper division writing competency requirement.

The student should consult departmental notices concerning any additional criteria to be satisfied for advancement to *candidate* standing. There is a five-year time limit for completion of all course work in the program, which can be extended only by special petition approved by the faculty of the Department.

Academic Advising

An academic advisor will be assigned to each student upon admission to one of the emphases of the M.A. program. The academic advisor and the student will develop a Plan of Study appropriate to the emphasis and submit it to the Department

faculty for approval before advancement to *candidate* standing. The Plan of Study consists of the following:

1. All courses and number of units for each course which have been or will be taken to complete the emphasis selected. The grade for each course completed will also be listed;
2. Indication of plans to satisfy all other criteria set by the Department; and
3. Indication of the student's anticipated date of completion of the program.

Degree Program Requirements

Core Courses (15 units)

Behavioral Science 500	Quantitative Methods in the Behavioral Sciences
Psychology 501	Advanced Research Design and Methodology in Psychology
Psychology 575	History and Systems in Psychology

The *Doctoral Preparation* emphasis requires the following:

1. Core Courses (15 units, as specified above)
2. Approved Electives (25 units; no more than 10 units may be at the 400-level)

   Electives will normally include directed research leading up to the thesis.

3. Psychology 695 Thesis (5 units)

The *Community College Teaching* emphasis requires the following:

1. Core Courses (15 units, as specified above)
2. Approved Electives (20 units; no more than 10 units may be at the 400-level)
3. Psychology 688. Practicum in Teaching Psychology (10 units)

   The Student must complete ten units of Psychology 688 with grades of "B" (3.0) or better under the direction of at least two Psychology faculty. No more than 10 units of Psychology 688 (and no units of Psychology 698) may be applied toward the degree. Permission to re-enroll in this course requires successful performance in all prior enrollments. The Chair of the Department of Psychology is responsible for monitoring the appropriateness of all teaching practicum activities. The student must develop a portfolio documenting all teaching experience and must receive certification from faculty sponsors that, across the mentored teaching situations, each of the following activities has been successfully conducted:
   a. course and syllabus development
   b. lecturing
   c. tutoring
   d. developing, administering, and scoring examinations
   e. developing and grading paper assignments
   f. leading discussions
   g. setting up and supervising laboratories, projects, or classroom activities.

4. Comprehensive Examination (0 units)

   The student must pass a comprehensive examination which covers three areas of Psychology commonly taught at community colleges. The specific areas will be selected by the student from a list of available ones maintained in the Department Office.

Note: The Psychology faculty reserve the right to substitute courses for specific requirements as they deem necessary for programmatic consideration.

Graduation Requirements

To graduate with the M.A. degree, a student must meet the following requirements:

1. Complete the 45-unit program in accord with the approved Plan of Study and the standards specified herein. Students may take no more than 10 units of work graded on a non-optional CR/NC basis.
2. Be advanced to *candidate* standing by the department.
3. Receive an overall GPA of 3.0 or higher for the entire 45-unit program.
4. No more than two (2) courses, regardless of number of units, with grades of "C+" (2.3) or "C" (2.0) may be counted toward the M.A. degree.
5. No course with a grade lower than "C" (2.0) may be counted toward the M.A. 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. (CAN Psy 2)

Psychology 200. Introduction to Statistical Methods in Psychological Research The use of basic statistical methods in designing and analyzing psychological experiments. Topics covered include basic descriptive statistics, the normal curve, correlation, regression, and commonly used parametric and nonparametric inferential statistical techniques. Prerequisite: Pass ELM * and two years of high school algebra or equivalent. (Credit cannot be earned for both Psychology 200 and Mathematics 140.)

Psychology 277. Special Topics (1–5) Examination of selected topics in contemporary psychology. Opportunity to work closely with a faculty member in a seminar early in the student's career. May be repeated for different course content. Prerequisites will vary depending on course content.

Psychology 289. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occured 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.

Psychology 290. Psychology as a Profession (1) Introduction to the profession of psychology with a particular emphasis on careers within the field of psychology. Intended for majors. 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. Research Methods in Psychology Assumptions and methods of scientific research as applied to psy-

* Exemption fron 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.)

chology. Coverage of major research designs and the collection, analysis, and interpretation of data. Consideration of ethical issues and responsibilities in human and animal research. Lecture, discussion, and laboratory. Prerequisites: Psychology 100 *and* Psychology 200 (or equivalents).

Psychology 301. Principles of Learning The behavioral approach to psychology with emphasis on principles and applications to humans. Lecture, discussion, and laboratory. Prerequisite: Psychology 300 (or research methods in another science and permission of instructor).

Psychology 302. Sensation and Perception Analysis of the processes by which humans obtain information about the world, including disorders in these processes. Emphasis on the biological basis of perceptual phenomena, including sense organs and brain mechanisms. Lecture, discussion, and laboratory. Prerequisite: Psychology 300 (or research methods in another science and permission of instructor).

Psychology 303. Biological Psychology The biological basis of human emotion, motivation, learning, memory, perception, and consciousness, including some coverage of disorders. Lectures, discussion, and laboratory. Prerequisite: Psychology 300 (or research methods in another science and permission of instructor).

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".)

IN ST 311. Psychology of Religion (For course description, see listing under "Interdisciplinary Courses", p. 124.)

Behavioral Science 312. Social Psychology (For course description, see listing under "Interdisciplinary Courses".)

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. Lectures and discussions. Prerequisite: One course in psychology or permission of instructor.

Behavioral Science 318. Culture and Personality (For course description, see listing under "Interdisciplinary Courses".)

Psychology 320. Adult-Child Relationships Contemporary discoveries about childhood personality, self-concept, and social cognition will be evaluated to determine implications for real-life adult-child relationships. A variety of child development information, including research and theory on adults' and children's views of each other, will be examined and applied to the understanding of optimal adult-child relationships. Course requirements include interaction with a child. Prerequisite: One course in psychology or permission of instructor. Recommended: Psychology 310.

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 or permission of instructor.

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 or permission of instructor.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio (For course description, see listing under "Interdisciplinary Courses".)

IN ST 362. Psychotechnology and Human Values (For course description, see listing under "Interdisciplinary Courses".)

Psychology 377. Special Topics (1–5) An intensive examination of contemporary psychological issues. Lectures and discussions. May be repeated for different course content. Prerequisites will vary depending on course content.

Behavioral Science 382. The Aged (For course description, see listing under "Interdisciplinary Courses".)

Psychology 396. Human Corps (1) One unit of credit for 30 or more hours of volunteer community service experience working directly with people in a psychology-related non-profit, governmental, or community-based organization, including educational institutions. Open to students with appropriate psychology background for the particular placement. The student may suggest a suitable placement or request an assignment from the Psychology Faculty Coordinator. A journal, a brief reflective paper, and occasional meetings with a faculty sponsor are required. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only.

Behavioral Science 400. Data Processing in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses".)

Behavioral Science 401. Evaluation Research (For course description, see listing under "Interdisciplinary Courses".)

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: One course in psychology or permission of instructor.

Psychology 410. Theories of Development Basic perspectives will be described, compared, and contrasted. Implications for the understanding of development, particularly during childhood, will be discussed. The course is essentially a theoretical survey of the field of child psychology. Prerequisite: One course in psychology or permission of instructor.

Psychology 411. Cognitive and Perceptual Development Intensive exploration of the development of perception, memory, logical reasoning, and problem solving, from infancy through adolescence. Prerequisite: Psychology 310 or 410 or permission of instructor.

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. Prerequisite: Psychology 310 or 410 or permission of instructor.

Psychology 413. Language Development Examination of the child's acquisition, development and use of language, including production and comprehension. Prerequisite: Psychology 310 or 410 or permission of instructor.

Psychology 415. Developmental Psychopathology Examination of types of psychological disorders which are related to the process of psychological development. Focus on those disorders typically occurring in childhood and adolescence. Includes descriptions of disordered behavior syndromes, major theories about causation, and implications for early detection, prevention, and treatment. May include disorders related to the aging process. Prerequisite: 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 or permission of instructor.

Psychology 429. Psychological Tests and Measurement Principles of psychological measurement, including reliability, validity, and test construction. Survey of major measures of ability, performance, and personality. Ethical issues in the use of psychological tests. Prerequisite: Psychology 200 (or equivalent).

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 or Management 300, or permission of instructor.

Psychology 477. Special Topics in Psychology (1–5) Offered periodically as announced. Examples of courses include: Mental Health and Aging; Applied Data Analysis Lab; etc. 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. Prerequisite: consent of instructor.

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-baccalaureate students. Interested students should contact the department office.

Psychology 490. Senior Seminar 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 and makes an oral presentation summarizing an empirical investigation conducted under faculty supervision. Offered on a credit, no-credit basis only. Prerequisites: Senior standing, Psychology 300, Psychology 481, consent of faculty sponsor, *and* approval by the 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 Sponsored learning in a work setting, integrated with academic learning. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only. 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 and 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 and 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 501. Advanced Research Design and Methodology in Psychology (5) Advanced examination of research designs and methods in psychological research. Conducting literature reviews, analyzing research studies, designing research strategies, selecting appropriate data analysis techniques, and interpreting research results. Ethical considerations in the conduct of human and animal research. Prerequisites: Psychology 300 and Behavioral Science 500.

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: Childhood and Adolescence (4) (Formerly Psych 510.001) Focus on the developmental transitions from infancy through adolescence. Topics include biological basis of development, cognitive development, emotional development, personality development, social development, agents of socialization, the role of the family in development, and cultural and environmental influences on development. *Not available for undergraduate credit.* Prerequisite: Psychology 310.

Psychology 511. Human Development: Adulthood and Aging (4) (Formerly Psych 510.002) 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, including family membership, divorce, and stepparenting, variety of lifestyles, gender and ethnic differences, and issues regarding sickness and death. *Not available for undergraduate credit.* Prerequisite: Psychology 510.

Behavioral Science 512. Advanced Social Psychology (For course description, see listing under "Interdisciplinary Courses.")

Psychology 515. Descriptive Psychopathology Explorations of the phenomena of mental disorder through first-person accounts, case studies, and supervised field work. Special attention given to the phenomenology of the mentally disordered person and to various ways of conceptualizing the experience of psychopathology. Parallels the current Diagnostic and Statistical Manual (DSM) for the establishment of the etiology, diagnosis, and prognosis of various mental disorders. Seminar discussions and regularly scheduled field placement. Enrollment limited to 18 students. *Not available for undergraduate credit.* Prerequisite: 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 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, waived for M.S. in Counseling students who have completed ED-RS 680 *and* passed the Measurement Principles Challenge Exam.

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, waived for M.S. in Counseling students who have completed ED-RS 680 *and* passed the Measurement Principles Challenge Exam.

Psychology 540. Human Sexuality (4) Examination of the major variables affecting human sexuality. Includes the physiological, psychological, and socio-cultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. Special attention to the etiology, assessment, and treatment of sexual dysfunctions and to the relationship between sexual dysfunction and intimate interpersonal relationships. *Not available for undergraduate credit.*

Psychology 550. Introduction to 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 560. Seminar in Community Psychology Objectives, principles, and methods underlying the development, implementation, and evaluation of community-based psychological interventions. Special attention given to the impact of culture, age, gender, and socio-economic factors on the need for and character of such interventions. Emphasis will be on how the community mental health approach differs from the more traditional models. Discussion, presentations, and projects. Prerequisite: Consent of instructor.

Psychology 575. 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 577. Special Topics in Psychology (1–5) Offered periodically as announced. Topics of special interest to graduates and senior students. May be repeated for different course content. Specific prerequisites will be indicated with each announced course.

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. *Not available for undergraduate credit.* Prerequisite: Psychology 315.

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 602. Seminar in Organizational Psychology Examination and application of theories and concepts pertaining to the behavior of individuals in contemporary work organizations. Deals with those factors which affect the ability of individuals in contemporary work organizations. Deals with those factors which affect the ability of individuals and groups of individuals to work effectively within the structure and climate of complex organizations. Topics deal with issues associated with individual values, beliefs, attitudes, and expectations as they affect the management processes, including leadership, decision-making, and communication. Prerequisites: At least one upper-division course in psychology and Management 300 or permission of instructor.

Psychology 630. Assessment of Intellectual Functioning I (2) 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, taken as Psychology 630 (2) and Psychology 631 (2). Prerequisites: Psychology 530 *and* consent of instructor.

Psychology 631. Assessment: Intellectual Function II (2) Prerequisite: Psychology 630.

Psychology 632. Objective Assessment of Personality and Psychopathology (3) (Formerly Psych 631) Further examination of the theories and applications of selected objective, personality and psychopathology tests. Special attention to the administration, scoring, and interpretation of the MMPI. Includes laboratory and report writing. Prerequisite: Psychology 315, 316, 531, *and* consent of instructor. Strongly recommended: Psychology 515, 516, and 592.

Psychology 633. Projective Assessment of Personality and Psychopathology I (2) (Formerly Psych 632) 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 to be taken in separate quarters as Psychology 633 (2) and Psychology 634 (2). Prerequisites: Psychology 315, 316, 531, *and* consent of instructor.

Psychology 634. Projective Assessment of Personality and Psychopathology II (2) Prerequisite: Prerequisite: Psychology 633.

Psychology 650. Advanced Psychological Intervention In-depth examination of one or more contemporary intervention approaches based upon specific theoretical framework(s). Consideration of how each approach is used in clinical and marriage, family, and child counseling applications. May be repeated for different approaches. Prerequisites: Psychology 515, 516, *and* 550.

Psychology 670. MFCC Traineeship Practicum (5) Supervised experience as an MFCC trainee under a licensed professional in a mental health setting and weekly seminars on campus with other trainees. Repeated for 10 units over two consecutive terms. Offered on a credit, no-credit basis only. Prerequisite: Classified standing in 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 except for students preparing for a thesis in the M.A. in Psychology.

Psychology 688. Practicum in Teaching Psychology (3–5 units) Theory and practice in teaching psychology. Regular meetings with faculty sponsor and supervised experience which may include course and syllabus development; lecturing; tutoring; developing, administering, and scoring examinations; developing and grading paper assignments; leading discussion groups; setting up and supervising laboratories, projects, or classroom activities; and in-depth directed readings of relevant topics. Prerequisite: Consent of faculty sponsor and approval by chair of Department of Psychology.

Psychology 695. Master's Thesis in Psychology (4 or 5) Individual student project conducted under the supervision of a faculty committee. Student selects (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, carrying out the approved empirical or library research, preparation of a final report in accord with the *Publication Manual of the American Psychological Association,* and an oral explanation and defense of the research. Offered on credit, no-credit basis only. Prerequisite: Classified standing in M. S. program.

Psychology 696. Comprehensive Examination in Psychology The culminating activity for students in the MFCC option. Students prepare for and satisfactorily pass a comprehensive examination. Offered on a credit, no-credit basis only. Prerequisite: Classified standing in M. S. program and permission of the department.

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, and approval by chair of Department of Psychology whose responsibility it is to monitor the appropriateness of the student's responsibilities.

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.

VOTE
C.S.U.B.
A.S.I.
PRESIDENT

Sociology/Anthropology Department

(DDH AA 209, 664–2368)

Chair: K. Nyberg

Faculty: G. L. Fenega, J. E. Granskog, V. Kohli, J. D. McMillin, W. R. Paap, J. L. Ross, G. F. Santos, P. Silverman, M. Q. Sutton, R. E. Travis

The degree programs offered by this department are intended to provide a basic understanding of how societies, world systems, 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:

(1) Bachelor of Arts in Sociology

(2) Bachelor of Arts in Anthropology

Requirements for the Undergraduate Major in Sociology

Sociology is concerned with understanding the sources and consequences of human social action. To this end, it deals with the way action is modified or altered by participation in differing and changing social contexts; the way relationships that constitute human groups are patterned; the way systems of belief and values affect behavior; the way these beliefs, values, norms, and expectations are acquired; and the way people seek their own identity, satisfy their basic needs, and find a sense of self and purpose. A related aim of study in sociology is the development of an appreciation for the ways of gaining such understanding of human behavior through disciplined inquiry, observation, and research.

To fulfill the requirements for the major in Sociology the student must complete 10 courses in sociology acceptable to the department, including at least nine at the upper division level.

Required courses are:

A. Prerequisites:
   1. One introductory course in sociology
   2. One course in statistical analysis of data, approved by the department

B. Major requirements:
   1. Two courses in research methodology:
      a. Behavioral Science 300. Introduction to Research Methods
      b. Behavioral Science 400. Data Processing
   2. Sociology 301. Theoretical Perspectives in Sociology
   3. Sociology 440. Social Stratification
   4. Sociology 444. Social Change
   5. Four additional courses in sociology (with approval of advisor), at least three of which must be upper division.
   6. Sociology 490. Senior Seminar

Minor or Concentration

A minor is required of all students majoring in Sociology. The student must satisfactorily complete one of the three options listed below:

1. A special minor (p. 72).
2. A minor consisting of at least 20 quarter units within a major program designed by another discipline.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").

Requirements for the Minor in Sociology

Four courses in sociology, totaling 20 quarter units, at least three of which must be upper division, approved by the department.

Teaching Credential—Single Subject

An approved list of courses in Sociology and related subjects has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. The approved list of courses is composed of 90 units in the social sciences which have been approved for completing the Social Science Waiver Program. This list is available from the department chair. 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 of the School of Education.

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. (CAN Soc 2)

Sociology 120. Critical Thinking and Contemporary Social Problems An introduction to logical reasoning and social scientific methodology as it can be applied to selected contemporary American social problems. Focus is on elements of critical thinking, including deductive and inductive reasoning, proofs, probabilities, the role of values, and the status of evidence.

Sociology 220. Contemporary Social Problems in American Society An examination of social problems currently affecting the lives of a wide range of the American people. This

may include discussion of such current issues as poverty, unemployment, school desegregation, the women's movement, homosexuality, the disabled, drugs, crime, welfare, and alienation. The particular social problems discussed are examined, using sociological concepts. Students are encouraged to formulate their own views regarding present and future impact of the problems on American society. One course in sociology recommended.

Sociology 277. Special Topics (1–5) Offered periodically as announced. Analysis of selected contemporary topics in sociology. Subjects vary from term to term. Prerequisite: one course in behavioral science. May be repeated for different course content.

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".)

Sociology 301. Theoretical Perspectives in Sociology An analysis of the major theoretical perspectives that provide the conceptual basis for sociological research and analysis. Emphasis on the terminology, assumptions, and implications of the dominant theoretical frameworks in contemporary sociology, such as conflict theory, structural-functionalism, and symbolic interaction. Prerequisite: One course in sociology, anthropology or Behavioral Science, or permission of instructor.

Sociology 305. Popular Culture and Lifestyles How art, literature, music, and such popular culture forms as movies and television reflect and shape experience. Includes sociological approaches to the study of mass media, commercialization, culture-producing organizations, and distinctive lifestyles. Theories and methods for analyzing cultural expressions in popular music, street art, film, television, and advertising. One course in sociology recommended.

Behavioral Science 311. Small Group Dynamics (For course description, see listing under "Interdisciplinary Courses".)

Behavioral Science 312. Social Psychology (For course description, see listing under "Interdisciplinary Courses".)

IN ST 313. Sociology of Religion (For course description, see listing under "Interdisciplinary Courses".)

Behavioral Science 318. Culture and Personality (For course description, see listing under "Interdisciplinary Courses".)

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 An analysis 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 Analysis of the social dimensions of crime. Various conceptual frameworks are considered and their implications for the study of crime assessed. Attention is given to the relationship between criminal behavior and the structure and organization of the criminal justice system. One course in sociology recommended.

Sociology 326. Juvenile Delinquency An analysis of the major theoretical approaches to the study of delinquency. Emphasis is on the social factors involved in the emergence of delinquent behavior and the nature of the social responses to delinquency. Attention is given to delinquency as it relates to social order and social control. Off campus observations required. One course in sociology recommended.

Sociology 327. Race and Ethnic Relations A broad introduction to the field of race and ethnic relations in the United States and around the world. Theories of race and ethnicity are compared. The historical experiences of various groups in the United States—European Americans, Native Americans, African Americans, Latinos, and Asian Americans—are discussed. Ethnic and racial relations in other countries are explored. The relationship between the social construction of gender, class, nation, race and ethnicity is analyzed. Other issues discussed include assimilation versus pluralism; ethnicity and migration; the nature of racism, prejudice and discrimination; the changing structures of ethnic stratification. Recommended prior course work: one course in sociology.

Behavioral Science 331. Political Sociology (For course description, see listing under "Interdisciplinary Courses".)

Behavioral Science 334. Participant Observation Research (For course description see listing under "Interdisciplinary Courses".)

Sociology 335. The Latino Experience in the Unites States An examination of the historical, social, political, economic, and cultural experiences and conditions of Latinos in the United States. The groups studied include the Chicanos, the Puerto Ricans, the Cubans, the Dominicans, and the Central Americans. Their historic modes of incorporation, their continuing migration patterns, their experiences of racialization, their current demographic and socio-economic condition, and the emerging Latino pan-ethnicity will be analyzed and discussed in the broader context of American nation-stateness, world-system's analysis, and diaspora studies. Recommended prior course work: one course in sociology.

Sociology 336. The Asian Experience in the United States An examination of the historical, social, political, economic, and cultural experiences and conditions of Asians and their descendants in the United States. The groups studied include the Chinese, Japanese, Filipinos, Koreans, Vietnamese and Asian Indians. Their historic modes of incorporation and continuing migration patterns, as well as experiences of racialization will be discussed. The emerging Asian-American pan-ethnicity will be analyzed and discussed in the broader context of United States society, world-system's analysis, and diaspora studies. Recommended prior course work: one course in sociology.

Sociology 337. The African Experience in the United States An examination of the historical, social, political, economic, and cultural experiences and conditions of Africans and their descendants in the United States. Their historic mode of incorporation in a global diaspora; experiences of racialization; the social construction of African-American racial identity and culture; and acts of survival will be analyzed and discussed in the broader context of American nation-stateness, world-system's analysis, and diaspora studies. Recommended prior course work: one course in sociology.

Sociology 338. The indigenous Experience in the Modern Americas An examination of the historical, social, political, economic, and cultural experiences and conditions of Native Americans and their descendants in the United States and other parts of the Western Hemisphere, such as Canada, Mexico, Guatemala, the Andean region, and the Amazon River Basin. Their historic mode of incorporation as conquered, exterminated, or marginalized peoples, their survival strategies, their settlement and migration patterns, their experiences of racialization, their current demograhic and socio-economic condition, and the social construction of Indian racial identity and culture will be analyzed and discussed in the broader context of New World nation-stateness, world-system's analysis, and diaspora studies. Recommended prior course work: one course in sociology.

Sociology 343. Collective Behavior and Social Movements (Formerly Sociology 443) Analysis of structure and boundaries of social groups. Special attention to characteristics of mobs, crowds, social movements, revolutions. Role of social unrest in developing and changing social organizations. Selected investigations. Lectures and discussions. Recommended prior course work: one course in sociology.

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. Intensive writing required.

Sociology 352. Population Dynamics and Demography (Formerly Sociology 450) The scientific study of population structure and dynamics and their social determinants and consequences. Population structure refers to population size, composition, and distribution; population dynamics refers to change in the population structure, with special attention to fertility, mortality, migration, and social mobility. Special emphasis will be placed on the applied nature of demographic analysis. Prerequisites: an introductory course in sociology and a research methods course in one of the behavioral sciences, or permission of the instructor.

Sociology 364. Family and Society An analysis of the study of the family from a developmental perspective. Specific attention is given to mate selection, marriage, parenthood and parent-child relations, and family relations during the middle and later years of life. Emphasis is on the contemporary American family. One course in sociology recommended.

Sociology 365. Gender and Society Analysis of the cultural and social institutional maintenance of gender differences. Emphasis is on how gender differences are maintained by the family, the economy, the political system, religion, and education. Also included is discussion of the ways that gender differences are maintained through art and literature, games, and sports, and advertising. 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 analysis of how children interact with their social world at different ages, and how these interactions play a role in the developmental changes that lead to new forms of social interactions at later ages. One course in sociology or psychology required.

Behavioral Science 382. The Aged (For course description, see listing under "Interdisciplinary Courses".)

Sociology 396. Human Corps (1) One unit of credit for 30 or more hours of volunteer community service experience working directly with people in a sociology-related non-profit, governmental or community-based organization, including educational institutions. Open to students with appropriate sociology background for the particular placement. The student may suggest a suitable placement or request an assignment from the Sociology Faculty Coordinator. A journal, a brief reflective paper, and occasional meetings with a faculty sponsor are required. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only.

Behavioral Science 400. Data Processing in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses".)

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, 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. Requires intensive writing.

Behavioral Science 435. Family and Kin Around the World (For course description, see listing under "Interdisciplinary Courses".)

Sociology 440. Social Stratification Analysis of theories and concepts explaining patterns of social stratification. Focus on race, class, sex, age, power, privilege, and prestige in contemporary American Society. The study of mobility including trends in occupational mobility. One course in sociology recommended.

Sociology 442. Conflict Mediation and Dispute Resolution A systematic evaluation of the causes and contexts of human conflicts and disputes, and the elaboration of strategies designed to mediate and resolve them. Focus and examples come from inter-organizational and intra-organizational conflicts, and may include environmental disputes, issues of gender harassment or racial discrimination, and scarce resource allocation, as well as more typical labor-management and political-interest conflicts. Recommended prior course work: Behavioral Science 312 or Sociology 323 or Sociology 301 or Communications 335.

Sociology 444. Social Change Analysis of changes and their 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.

Sociology 451. Geographical Information Systems This course familiarizes students with geographic information system applications. It is designed for majors from any field who wish to use modern mapping techniques for illustrating a variety of social, economic, and political phenomena. The course is geared toward training students in GIS techniques through the process of "hands on" research. Recommended prior course work: an upper division class in demography and/or economics or by permission of instructor.

Sociology 464. Family and Stress Analysis of family ability to withstand external and internal stress; community structure and family location in the community as factors in the development of and response to stress; and the relationship of individual adjustment to family reaction to stress. Discussion focuses on, for example, the following kinds of stress situations: divorce, death of a spouse or child, physical disaster, long-term physical or mental illness, chronic unemployment, and imprisonment. One course in sociology recommended.

Sociology 477. Selected Topics in Sociology (1–5) Offered periodically as announced. Extensive analysis of selected contemporary topics in sociology. 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-baccalaureate 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 Behavioral Science 300, Behavioral Science 400, and Sociology 301.

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. Offered on a credit, no credit basis only.

Sociology 497. Cooperative Education The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

Sociology 499. Individual Study (1–5) Individual study under the direction of a faculty member. Prerequisite: permission of instructor and approval of the department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses".)

Behavioral Science 501. Advanced Research Design and Analysis (For course description, see listing under "Interdisciplinary Courses".)

Sociology 502. Advanced Sociological Theory Examination of current sociological theorizing, including contemporary formulations of classical theory and new theoretical innovations and applications. Introduction to theory construction and formal theoretical expressions. Prerequisite: Sociology 301, or its equivalent.

Sociology 506. The Modern World-System Advanced seminar on the structural processes, history, current condition, and future trends of the five-century-old modern world-system. Topics include a discussion on what constitutes historical social systems, the origins and expansion of the modern world-system, cycles of hegemony and economic expansion, the core, semi-periphery and periphery, the interstate system, the interenterprise system, the global transformations of the post-world-war period, and the role and impact of the antisystemic movements over the last three centuries. Recommended prior course work: Sociology 301 or its equivalent.

Behavioral Science 512. Advanced Social Psychology (For course description, see listing under "Interdisciplinary Courses".)

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.

Sociology 527. Advanced Theories of Race, Nation, and Ethnicity Advanced seminar on the theories of race, nation, and ethnicity, and their effectiveness in understanding the historical transformations of peoplehood in the modern world-system up to the present time. The approach will be global and interdisciplinary, comparing and contrasting selected cases. Recommended prior course work: Sociology 327.

Sociology 540. Social Organization (Formerly Behavioral Science 540) Examines theories of societal organization, the major social institutions characteristic of modern societies, and the interrelationships among these institutions. Recommended prior course work: Behavioral Science 300 and 400, and Sociology 301, or their equivalents.

Sociology 541. Complex Organizations Examination of organizations which have people as their primary product. Analysis includes consideration of both formal and informal structure, the effect of the organization and its goals on both the staff and the people being served, as well as the implications for the larger society. Recommended prior course work: Behavioral Science 300 and 400, and Sociology 301, or their equivalents.

Sociology 552. Techniques of Demographic Analysis A systematic and comprehensive analysis of the methods used by

social scientists in dealing with demographic data. The course is concerned with how data on population are gathered, classified, and treated to produce tabulations and various summarizing measures that reveal the significant aspects of the composition and dynamics of populations. Some attention is directed to the data and measurement problems of the less developed countries and the special methods that have been developed for handling incomplete and defective data but most of the course is relatively "culture free." This course allows students to make extensive use of computer technology. Recommended prior course work: Sociology 352 and one course in introductory computers or statistics.

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 598. Directed Study in Teaching the Behavioral Sciences (1–5) (Formerly Sociology 498) (Theory and method in undergraduate instruction.) Weekly meetings with faculty sponsor and supervised experience which may include administering and developing examinations, course development, discussion group leadership, selected lectures, and in-depth directed readings of relevant topics. Prerequisite: Consent of instructor who will serve as sponsor, approval by chair of Department of Sociology/Anthropology. May be repeated for different course content.

Sociology 695. Master's Thesis in Sociology (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.

Requirements for the Undergraduate Major in Anthropology

Anthropology

Anthropology is concerned with the comprehensive study of human beings. Anthropologists investigate the diversity of human cultures, their social structure, interaction, religion, economy, ecology, and language. Anthropologists also study human biology, evolution, and adaptation. Understanding the development of human society in the past and how that relates to the present also is a major goal of Anthropology. A baccalaureate degree in Anthropology could lead to a great variety of career choices, including Anthropologist, Archaeologist, positions in social service, law enforcement, private industry, and government service.

To fulfill the requirements for the major in Anthropology, a student must complete ten (10) courses acceptable to the department (51 units), including at least seven (7) at the upper division level.

A. Prerequisites:
   1. Anthropology 100. Introduction to Cultural Anthropology (or equivalent, 5 units)
   2. Anthropology 102. Introduction to Physical Anthropology (or equivalent, 5 units). This must include a laboratory element, Anthropology 103 (1 unit) will be required if this course was taken without a lab.

B. Required Courses:
   1. Anthropology 104. Introduction to Archaeology (or equivalent, 5 units)
   2. Behavioral Science 300. Introduction to Research Methods (5 units)
   3. Behavioral Science 400. Data Processing in Behavioral Sciences (5 units)
   4. Anthropology 301. Theoretical Perspectives in Anthropology (5 units)
   5. Anthropology 340. Cultural Ecology (5 units)
   6. One course (5 units) in the Principles of Archaeology. Courses that fulfill this requirement include the following:
      a. Anthropology 291. Introductory Field Archaeology
      b. Anthropology 292. Laboratory Methods in Archaeology
      c. Anthropology 390. Method and Theory in Archaeology
   7. One course (5 units) dealing with culture as a symbolic/expressive system. Courses that fulfill this requirement include the following:
      a. Anthropology 425. The Anthropology of Sport
      b. Behavioral Science 318. Culture and Personality
      c. IN ST 319. Anthropology of Religion
   8. One course (5 units) dealing with culture as an interactional system, including age/sex distributions and cultural dynamics. Courses that fulfill this requirement include the following:
      a. Anthropology 338. The Anthropology of Women
      b. Anthropology 339. Sexual Behavior in Cross-Cultural Perspective
      c. Behavioral Science 382. The Aged
      d. Behavioral Science 435. Family and Kin Around the World
      e. Behavioral Science 471. Culture Change
   9. One course (5 units) focusing on the ethnography of a region. Courses that fulfill this requirement include the following:
      a. Anthropology 250. Peoples of Africa, South American Indians, or North American Indians.
      b. Anthropology 350. Peoples of Mexico
      c. Anthropology 370. Third World Communities
   10. Anthropology 490. Senior Seminar (6 units)

Minor or Concentration

A minor is required of all students majoring in Anthropology. The student must satisfactorily complete one of the three options listed below:

1. A special minor (p. 72).
2. A minor consisting of at least 20 quarter units within a major program designed by another discipline.
3. An interdisciplinary concentration or minor in one of the specially developed areas (see "Interdisciplinary Concentrations and Minors").

Requirements for the Minor in Anthropology

Four courses totaling 20 quarter units in anthropology, at least three of which must be upper division, approved by the department.

Teaching Credential—Single Subject

An approved list of courses in Anthropology and related subjects has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential. The approved list of courses is composed of 90 units in the social sciences which have been approved for completing the Social Science Waiver Program. This list is available from the department chair. 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 of the School of Education.

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. (CAN Anth 4)

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 two-hour laboratory. Lab fee required. (CAN Anth 2)

Anthropology 103. Laboratory Methods in Physical Anthropology (1) (Formerly Anth 102.001) This course provides an introduction to laboratory methods used in research in physical anthropology. Topics covered include the classification, biology, and behavior of living primates, human skeletal and physiological anatomy, human genetics, methods of phylogenetic reconstruction, and evidence for the evolutionary history of humans and other primates. Emphasis is on practical experience. Students will have opportunities to examine skeletal materials from living and extinct primates, participate in experiments designed to illustrate analytical techniques used in modern physical anthropology, and observe the behavior of living primates through audio-visual resources. In addition to lab exercises, students will be required to write a short research paper on one of the topics covered in this course. Recommended prior course work: Previous completion of Introduction to Physical Anthropology *without* a lab and consent of instructor. Completion of this lab course independent of Anthropology 102 does not satisfy the Goal VI General Education requirement.

Anthropology 104. Introduction to Archaeology (Formerly Anth 206) 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.

IN ST 205. Perspectives on Women in Society (For course description, see listing under "Interdisciplinary Courses".)

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. Requires extensive writing. May be repeated for different geographical culture areas covered, which include Africa (sub-Sahara), South American Indians, and North American Indians.

Anthropology 277. Selected Topics in Anthropology (1–5) Specialized topics in anthropology offered periodically as announced. One course in anthropology recommended. May be repeated on a different topic. May require permission of instructor.

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.

Anthropology 291. Introductory Field Archaeology The purpose of this course is to introduce students to the basic concepts of field archaeology. Students will be trained in the use of maps, field equipment, how to recognize and record archaeological sites, and in survey techniques. Toward the end of the quarter, excavation at an archaeological site will be undertaken in conjunction with the more advanced field courses.

Anthropology 292. Laboratory Methods in Archaeology (5) (Formerly Anth 392) An introduction to the basic methods in laboratory analysis of archaeological data, including cataloging, typology, metric tabulation and analysis, and curation. Students will participate in special archaeological studies such as faunal analysis, paleobotanical analysis, and dating. The writing of archaeological reports will also be covered.

Upper Division

Behavioral Science 300. Introduction to Research Methods (For course description, see listing under "Interdisciplinary Courses".)

Anthropology 301. Theoretical Perspectives in Anthropology The history, development, and application of the major theoretical orientations in anthropology. Recommended prior course work: one course in anthropology or permission of the instructor.

Behavioral Science 318. Culture and Personality (For course description, see listing under "Interdisciplinary Courses".)

IN ST 319. Anthropology of Religion (For course description, see listing under "Interdisciplinary Courses".)

Behavioral Science 334. Participant Observation Research 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. Recommended prior coursework: 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 analyzing the cultural forces that determine how gender roles are defined and how they change. Students of both sexes are welcome to participate. Recommended prior coursework: one course in anthropology or sociology.

Anthropology 339. Sexual Behavior in Cross-Cultural Perspective Analysis of the patterns of sexual behavior in non-Western societies. Deals with coitus, types of sexual stimulation,

self-stimulation, homosexuality, and culturally specific ways of attracting a sex partner. Also explores the forms, meaning, and function of the sexual symbolism which commonly occurs during rites of passage. Recommended prior coursework: Introductory course in one of the behavioral science disciplines. One course in anthropology recommended.

Anthropology 340. Cultural Ecology (Formerly Anth 333) 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. Recommended prior coursework: one course in anthropology.

Anthropology 350. Peoples of Mexico (Formerly Anth 353) An analysis of social, economic, political, and religious institutions in various contemporary rural Indian and Mestizo communities. Recommended prior coursework: one course in anthropology.

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. Requires extensive writing. Recommended prior coursework: one course in anthropology.

Behavioral Science 382. The Aged (For course description, see listing under "Interdisciplinary Courses".)

Anthropology 390. Method and Theory in 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. Recommended prior coursework: one course in anthropology.

Anthropology 391. Intermediate 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 conduct survey, mapping, and excavation at selected archaeological sites. A field trip fee may be required. Consult the Class Schedule for specific details. Recommended prior coursework: completion of Anthropology 291 or equivalent.

Anthropology 396. Human Corps (1) One unit of credit for 30 or more hours of volunteer community service experience working directly with people in an anthropology-related nonprofit, governmental or community-based organization, including educational institutions. Open to students with appropriate anthropology background for the particular placement. The student may suggest a suitable placement or request an assignment from the Anthropology Faculty Coordinator. A journal, a brief reflective paper, and occasional meetings with a faculty sponsor are required. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only.

Behavioral Science 400. Data Processing in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses".)

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.

Anthropology 415. Cultural Resource Management This course is designed to provide students interested in archaeology and/or environmental studies with a background in the legislation and rules that govern the consideration of cultural resources in the context of environmental impact studies. The Federal Government's requirements for identification, evaluation, and treatment of cultural resources, in consultation with the State Historic Preservation Office and the Advisory Council on Historic Preservation, will be detailed. The role of the California Environmental Quality Act in the treatment of cultural resources at the local level also will be considered. In addition, requirements regarding the disposition of human remains and coordination and consultation with Native Americans will be discussed.

Anthropology 425. The Anthropology of Sport An examination of sport behavior in selected societies around the world with particular attention being given to the contrasts between Western and non-Western cultures. The focus of this course is on the analysis of the cultural dimensions of sport in terms of its interaction with other key economic, social, political and religious institutions. Recommended prior coursework: one course in anthropology.

Behavioral Science 435. Family and Kin Around the World (For course description, see listing under "Interdisciplinary Courses".)

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. Recommended prior coursework: Behavioral Science 382 or permission of the instructor.

IN ST 465. Death and Aging in a Technological Society (For course description, see listing under "Interdisciplinary Courses".)

Behavioral Science 471. Culture Change (For course description, see listing under "Interdisciplinary Courses".)

Anthropology 474. Archaeology of California This course provides a general overview of California archaeology. Topics to be covered include a review of the development of archaeological method and theory in California, a region by region synthesis of prehistory, and the status and direction of current research.

Anthropology 475. Prehistory of North America The prehistory of North America, north of Mexico, is examined in detail from the first entry of people to the continent up to the time of contact with Euroamericans. Emphasis is given to cultural development over time and to ecological aspects and implications of the human occupation of North America.

Anthropology 477. Selected Topics in Anthropology (1–5) Specialized topics in anthropology offered periodically as announced. One course in anthropology recommended. May be repeated on a different topic. May require permission of instructor.

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 required.

IN ST 486. Educational Anthropology (For course description, see listing under "Interdisciplinary Courses".)

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. Recommended prior coursework: 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. Offered on a credit, no credit basis only.

Anthropology 497. Cooperative Education The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Offered on a credit, no-credit basis only.

Anthropology 499. Individual Study (1–5) Individual study under the direction of a faculty member. Prerequisite: Permission of the instructor and approval of the department.

Graduate Courses

Behavioral Science 500. Quantitative Methods in the Behavioral Sciences (For course description, see listing under "Interdisciplinary Courses".)

Behavioral Science 501. Advanced Research Design and Analysis (For course description, see listing under "Interdisciplinary Courses".)

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. Recommended prior coursework: Anthropology 301.

Anthropology 575. Seminar in Archaeological Theory Selected theoretical topics in archaeology will be examined in detail. The history and development of the major theories in archaeology, the contributions of important individual theorists, and the changing emphases in archaeology will be covered. Recommended prior coursework: Anthropology 390 or permission of instructor.

Anthropology 576. Seminar in Archaeological Methods Selected topics in archaeological methods will be examined in detail. Specific approaches to analysis, such as research design, special analytic techniques (e.g., faunal analysis, lithic analysis, etc.), the direct-historical approach, computer modeling and statistics, and others, will be addressed. Recommended prior coursework: Anthropology 390 or permission of instructor.

Anthropology 577. Special Topics in Anthropology (1–5) Exploration at an advanced level of selected topics in anthropology. Permission of the instructor is required. May be repeated for different course content.

Anthropology 591. Advanced Field Archaeology Students will participate in the planning (both research design and logistics), execution, and supervision of archaeological field projects in conjunction with the instructor. This may involve acting in the capacity of a supervisor to the undergraduate field archaeology students and/or conducting independent research as a project director. This course may be taken as part of the data collection element relevant to the completion of a thesis. Recommended prior coursework: Anthropology 391 or equivalent and permission of instructor.

Behavioral Science 598. Directed Study in Teaching the Behavioral Sciences (1–5) (Formerly Beh Sci 498) (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. Consent of instructor who will serve as sponsor, approval by chair of Department of Sociology/Anthropology required. May be repeated for different course content.

Anthropology 695. Master's Thesis in Anthropology (3–5)

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.

School of Business and Public Administration

(DDH A100, 664–2157)

Dean: V. K. Unni

The School of Business and Public Administration is a professional school dedicated to educating students to become more effective and efficient managers in the public and private sectors operating in the complex and dynamic world of today. The primary skills emphasized in the school include strategic planning, problem identification, and problem analysis in the context of the economic, social, political, and ethical forces. Emphasis is also placed on an integrated perspective to decision-making and total quality management as well as effective written and oral communication skills.

The demanding programs in the School build upon the general education curriculum 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 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
- Petroleum Land Management

Bachelor of Arts in Public Administration

Graduate:

- Master of Business Administration (MBA)
- Master of Public Administration (MPA)
- Master of Science in Administration—Health Care Management (MSA-HCM)
- Master of Science in Business Administration

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 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 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, INST 375: Administrative Processes in Government (see page 83) which satisfies the US Government portion of the American Institutions requirement.

Teaching Credential—Single Subject

The CSB degree in Business Administration has been certified by the Commission for Teacher Credentialing as satisfying subject-matter examination waiver requirements for the State of California Single Subject Credential in Business Education. This means that the Examination Waiver for Business Education has been approved for a CSB graduate with an *approved* major in Business Administration. In addition, the student must be admitted to and must complete the Single Subject Credential program. Because the waiver program differs in some details from the basic program for the major, it is essential that credential candidates consult with the evaluator in the School of Education to assure that their programs will be approved.

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.

Requirements for Major in Business Administration

The major is to be completed with a minimum cumulative grade point average of 2.0 in all courses counted for the major.

A. Required Lower Division Foundation Core

ACCT	220	Introduction to Financial Reporting and Accounting
ACCT	221	Introduction to Managerial Accounting
MIS	200	Introduction to Computers and Information Systems
ECON	201	Essentials of Economic Theory: Microeconomics
ECON	202	Essentials of Economic Theory: Macroeconomics (Econ 201/202 satisfy Gen. Ed. Goal VII)
MATH	120	Introduction to Quantitative Methods in Business
MATH	140	Elementary Statistics (satisfies Gen. Ed. Goal IV)

1. Business Administration majors *shall not* be enrolled in any upper division Business Administration course unless they have:
   a. completed the courses designated above as Lower Division Foundation Core
   b. attained junior status (completed 90 quarter hours of course work counting toward the 186 quarter hours needed for graduation)
   2. Courses requiring a specific prerequisite(s) *may be taken only after* the prerequisite(s) has been completed.

B. Required Upper Division Core Courses (40 quarter units)

MGMT	300	Organizational Behavior
MGMT	301	Quantitative Methods for Business Decisions
MGMT	302	Introduction to Operations Management
MKTG	300	Marketing Management
FIN	300	Financial Management
BA	370	Legal Environment of Business
BA	374	Business and Society (satisfies General Education Goal XIII)
BA	490	Senior Seminar in Business Administration

C. Upper Division Concentration Electives

To qualify for the B.S. in Business Administration the business major must complete the required lower division foundation

courses, the upper division core courses, and an additional minimum of 20 quarter units of upper division courses selected from a specific area of concentration or in accordance with the guidelines for a General Business concentration. The specific course requirements for the available areas of concentration are listed under the general heading of the department offering the specialization area. Courses numbered 497 or 499 cannot be used to satisfy any concentration elective requirements for a B.S. in Business Administration.

General Business Concentration

To qualify for the B.S. in Business Administration with a concentration in General Business a student must select at least five additional upper division courses from at least three of the business departments.

Petroleum Land Management Concentration (60 quarter units)

NOTE: Students must complete all Business Administration lower and upper division core *except* BA 370 for this concentration.

Requirements: All Students Must Complete:

BA	272	Business Law I
BIO	203	Principles of Ecology
COMM	108	Strategies of Public Communication
GEO	201	Physical Geology
GEO	205	Environmental Geology
FIN	475	Real Estate Appraisal
or		
FIN	480	Real Estate Finance and Investments
GEO	309	Concepts of Stratigraphy
GEO	460	Petroleum Exploration
LRM	379	Real Property Law
LRM	420	Oil and Gas Contracts
LRM	450	Petroleum Land Management
ACCT	430	Oil and Gas Accounting

Requirements for a minor in business administration

A minor in Business Administration is available to candidates for a B.A. degree. A minor is not required for students majoring in Business Administration.

A student desiring a minor in Business Administration must take ACCT 220 Introduction to Financial Reporting and Accounting, FIN 300 Financial Management, MGMT 300 Organizational Behavior and MKTG 300 Marketing Management.

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 272. Business Law I (3) An introduction to business law with focus on an overview of the legal system, contracts, agency, property, debtor and creditor relations, and an introduction to sales.

BA 273. Business Law II (3) An introduction to business law with focus on sales, commercial paper, partnerships, corporations, and the regulation of business.

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 374. Business and Society Focuses on the interrelationships between society and business, using technology as the integrating theme. Considers those situations where the market system fails to solve problems that society deems important. Topics include ecological impact of technology, and the relationship of technology to employment and quality of work life, consumerism, ethics and corporate social responsibility. (Satisfies the general education requirement for Goal XIII and for an upper division course.)

BA 393. Intercollegiate Business Policy Games (2) This course consists of a three quarter sequence during which a team of students prepares for and competes in Intercollegiate Business Policy Games. The fall and winter quarter segments are taught locally and consist of lecture and discussion geared toward preparation of the student team to compete in the computerized game competition held annually in early spring. A student completing the three quarter sequence will receive two quarter units on a credit, no credit basis. Prerequisite: permission of instructor.

BA 396. Human Corps One unit of credit for 30 or more hours of volunteer community service experience working directly with people in a business-related, non-profit, governmental, or community-based organization, including educational institutions. Open to students with appropriate business background for the particular position. The student may suggest a suitable placement or request an assignment from the Human Corps office. A journal, a brief reflective paper, and occasional meetings with a faculty sponsor are required. Only one unit of Human Corps credit may be earned per term, and no more than 12 units of all Human Corps credit may be applied toward the baccalaureate degree. Offered on a credit, no-credit basis only.

BA 428. Small Business Consulting Students are assigned as consultants to a small firm in the business community to assist owner-clients in marketing, finance, accounting, operations, MIS, personnel and strategic management, as appropriate. Students are supervised by faculty and provide oral and written reports to the client to conclude the consultation. Prerequisite: senior standing and permission of SBI Program Director.

BA 490. Senior Seminar in Business Administration A terminal integrating course. Analysis of a wide range of policy decisions, with focus on the role of the executive in planning and implementing programs. Prerequisites: BA 370, 374, FIN 300, MGMT 300, 301, 302, and MKTG 300.

BA 497. Cooperative Education (1–5) The Cooperative Education Program provides a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and a faculty liaison working with the field supervisor. May not be used to satisfy the requirements of the Business Administration major. CR/NC only.

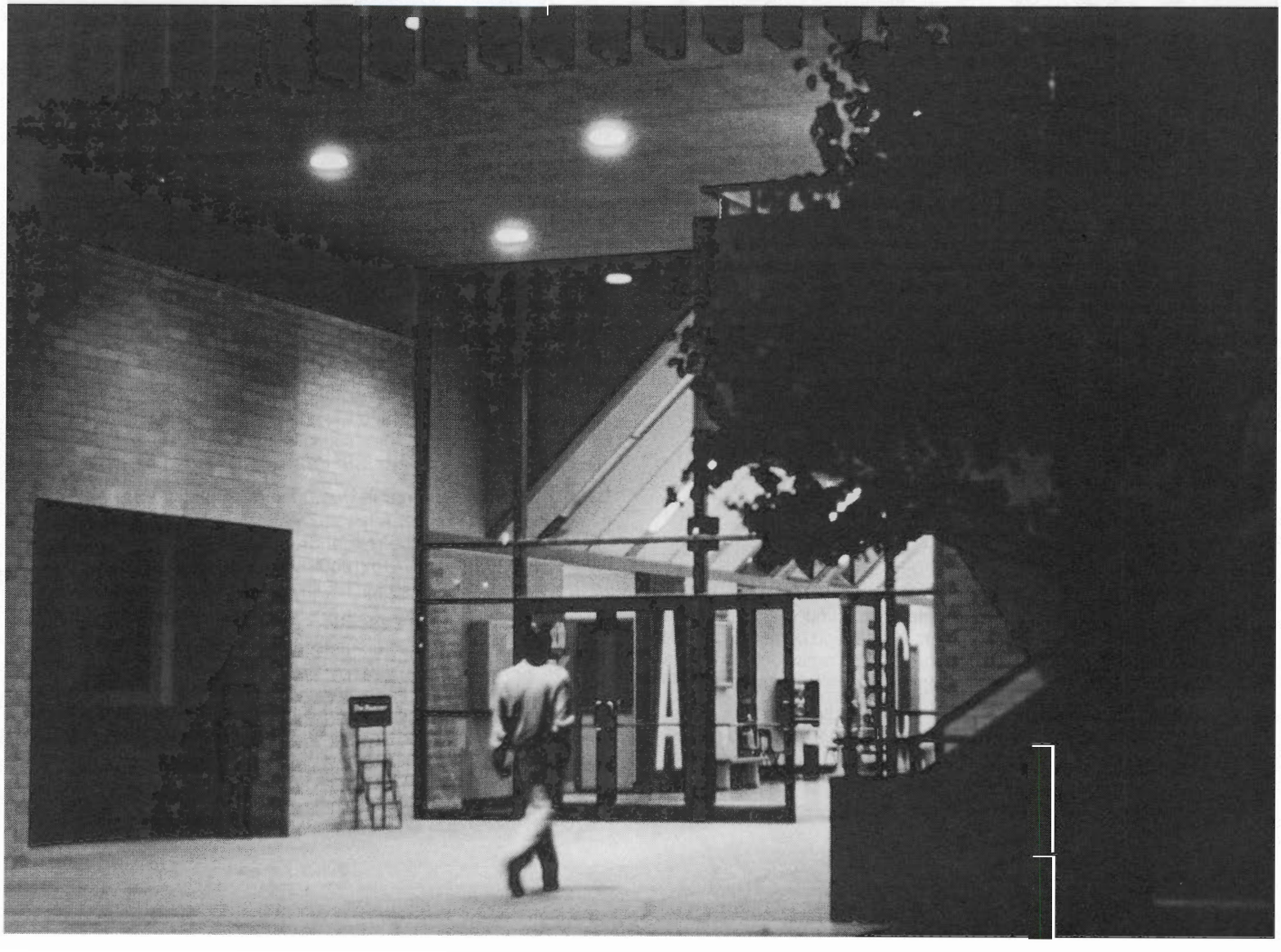
BA 501. Business Decision Analysis An introduction to the presentation and analysis of data, hypothesis testing, inferential decision making, decision making under uncertainty and business forecasting. Extensive computer applications in preparation for MBA course work. This course is not open to undergraduates.

BA 520. Legal, Economic and Social Environment of Business An examination and evaluation of the role of business in modern society, with emphasis upon the political, legal, economic and social environment within which the firm operates. It includes a study of the legal system, the operation of the courts and government regulation of business. Consideration is given to the moral and ethical responsibility of business and the issues of social justice and moral reasoning within the framework of contemporary business practice. This course is not open to undergraduates.

Graduate (MBA) Courses

BA 628. Small Business Consulting Students are assigned as consultants to a small firm in the business community to assist owner-clients in marketing, finance, accounting, operations, MIS, personnel, and strategic management, as appropriate. Students are supervised by faculty and provide oral and written reports to the client to conclude the consultation. Prerequisite: graduate standing and 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: ACCT 600, FIN 600, MGMT 600, MGMT 602 and MKTG 600.



Accounting Department

(DDH A101, 664-3406)

Faculty: L. Bacon, G. Bainbridge, J. Patten, J. Ruiz

Concentration: Accounting

Requirements: All Students must complete:

*** BA 272 Business Law I**
*** BA 273 Business Law II (BA 370 not required)**
ACCT 300 Intermediate Accounting I
ACCT 301 Intermediate Accounting II
ACCT 302 Intermediate Accounting III
ACCT 303 Managerial Accounting
ACCT 304 Federal Income Tax Accounting I
ACCT 421 Accounting Information Systems

In addition to the above courses, all students concentrating in Accounting must select one of two tracks:

A. PUBLIC ACCOUNTING TRACK

Courses required:
**** ACCT 400 Advanced Accounting**
**** ACCT 408 Auditing**
ACCT 305 Federal Income Tax Accounting II

B. GENERAL ACCOUNTING TRACK
Three of the following courses are required:
ACCT 305 Federal Income Tax Accounting II
ACCT 430 Oil and Gas Accounting
**** ACCT 400 Advanced Accounting**
**** ACCT 408 Auditing**

Recommended electives (not required)
All fields of Accounting:
MIS 330 Systems Analysis and Design
MIS 340 Data Base Fundamentals
FIN 350 Risk Management
FIN 400 Advanced Financial Management
***** COM 304 Technical and Report Writing**
Non-profit and Governmental:
INST 375 Administrative Processes in Government
PPA 478 Budgeting in Public Organizations

*** The BA 370 requirement will be waived for accounting majors.**
**** Students should complete the Upper Division Writing Competency requirement before taking either ACCT 400 or ACCT 408.**
***** COM 304 satisfies the Upper Division Writing Competency requirement.**

Courses

Lower Division

ACCT 220. Introduction to Financial Reporting and Accounting Basic features of financial accounting systems with emphasis on the accounting cycle and the preparation of financial statements for both corporations and sole proprietorships.

ACCT 221. Introduction to Managerial Accounting Basic features of internal reporting systems with an emphasis on decision making. Following a review of the financial accounting cycle, budgeting for planning and control will be stressed with emphasis on cash management, working capital management, inventory management, tax planning, product costing, cost volume profit analysis and cost allocation. Prerequisite: ACCT 220.

Upper Division

ACCT 300. Intermediate Accounting I Financial accounting theory, concepts and practices, the accounting cycle, with an overview of the financial statements and working capital. Prerequisite: ACCT 221.

ACCT 301. Intermediate Accounting II A continuation of financial accounting theory, concepts and practices with reference to accounting policy, long-term assets, long-term debt stockholders' equity, accounting changes, error analysis, and cash flow. Prerequisite: ACCT 300.

ACCT 302. Intermediate Accounting III A continuation of financial accounting theory, concepts and practices with reference to accounting policy, pensions, leases, financial statement analysis, foreign operations, foreign currency translation, interim reporting, partnerships and branch accounting.

ACCT 303. Managerial Accounting An intensive study of cost accumulation systems for manufacturing and service enterprises. Emphasis is on managerial cost analysis and management decision making. Prerequisite: ACCT 221.

ACCT 304. Federal Income Tax Accounting I Basic concepts applicable to all taxpayers, with particular emphasis on the individual taxpayer. Prerequisite: ACCT 221.

ACCT 305. Federal Income Tax Accounting II Taxation of partnerships, corporations, estates and trusts. Prerequisite: ACCT 304, or permission of instructor.

ACCT 400. Advanced Accounting Special problems of accounting for combined corporate entities, fiduciaries, estates and trusts, nonprofit organizations, and governmental units. Prerequisite: ACCT 302 and completion of upper division writing requirement.

ACCT 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: ACCT 302, 303 and completion of upper division writing requirement.

ACCT 421. Accounting Information Systems This course provides a conceptual framework and body of knowledge concerning contemporary accounting information systems. Prerequisites: ACCT 220, 221 and MIS 200 or equivalents. Recommended: ACCT 303 or equivalent.

ACCT 430. Oil and Gas Accounting In depth look at the special problems associated with accounting for oil and gas operations. The full cost and successful efforts methods, accounting for joint interests, SEC disclosure requirements and special auditing, taxation and valuation issues will be addressed. Prerequisite: ACCT 220 and 221.

ACCT 477. Selected Topics Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

ACCT 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

ACCT 500. Essentials of Financial Accounting A summary of the principles and procedures applied to data collection, analysis and external financial reporting. This course is not open to undergraduates.

Graduate

ACCT 600. 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 product costing, budgeting and performance evaluation.

ACCT 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.

ACCT 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, 664-3406)

Chair: G. Wood

Faculty: R. Fletcher, K. Shakoori, C. Weber

Concentration: Finance (20 quarter hours)

Areas of Emphasis: Managerial Finance, Investments, Real Estate

Managerial Finance (20 quarter units)

Required:

FIN 400 Advanced Financial Management

FIN 490 International Business Finance

Plus two courses selected from the following:

FIN 320 Investments

FIN 350 Risk Management and Insurance

FIN 450 Employee Benefit Planning

FIN 460 Financial Institutions Management

Investments (20 quarter units)

Required:

FIN 320 Investments

FIN 400 Advanced Financial Management

FIN 490 International Business Finance

Plus one course selected from the following:

FIN 310 Personal Financial Planning

FIN 350 Risk Management and Insurance

FIN 420 Seminar in Portfolio Management

FIN 450 Employee Benefit Planning

FIN 460 Financial Institutions Management

FIN 480 Real Estate Finance and Investments

Real Estate (20 quarter units)

Four courses selected from the following:

FIN 460 Financial Institutions Management

FIN 470 Real Estate Capital Markets

FIN 475 Real Estate Appraisal

FIN 480 Real Estate Finance and Investments

FIN 485 Land Use and Public Policy

MKTG 303 Management of the Sales Function

MKTG 400 Marketing Research and Control

The following courses meet the statutory college course requirements for the California Real Estate Broker's license:
ACCT 220 Introduction to Financial Reporting and Accounting
BA 272 Business Law I
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 310. Personal Financial Planning This course explores methods of analyzing personal financial management, money management, protection of personal assets and income through various insurance vehicles, retirement planning, tax planning and estate planning.

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 and Insurance 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 individual 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 470. Real Estate Capital Markets Identification and analysis of sources and uses of real estate credit and equity

funds, market trends and criteria for evaluating the financing of different segments of the real estate market. Special emphasis will also be given to the securitization of the real estate market.

FIN 475. Real Estate Appraisal Examines the characteristics of real properties; the use of appraisal techniques; the influence of leverage; and the application of advanced statistical techniques of the valuation of real property. Some field work may be required during the course.

FIN 477. Selected Topics in Finance 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 485. Land Use and Public Policy A study of the impact of various economic, political, and social factors on the use and valuation of land and real property. Subjects covered will include zoning and subdivision regulations, growth management, environmental controls, coastal zone, planning, community development regulations, and the effects of taxation regulations.

FIN 490. International Business 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.

Postbaccalaureate

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. This course is not open to undergraduates.

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 680. Seminar in Real Estate Investments Investigates methods of analyzing real estate investments. Includes an examination of appraisal methods, capitalization approaches, and cash flow models. Consideration is also given to legal, tax, and financing issues. Specific project analysis is also a part of the course, i.e., analysis of shopping centers, commercial properties, etc., as well as computer applications. Advanced finance concepts and tools are included as well. Term project and oral presentation required.

FIN 685. Seminar in International Financial Management Begins with an investigation of the international financial environment, including balance of payments, foreign exchange and financial markets. The course then turns to the role and functions of officials involved in the international operations of a corporation. Specific topics include cash management, domestic versus foreign financing, risk exposure and foreign currency operations. Emphasis is also given to foreign investment analysis. Term projects and oral presentations will be a part of the course.

FIN 699. Individual Graduate 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, 664-2326)

Chair: M. Attaran

Faculty: H. Bidgoli, R. Bowin, P. Boyland, M. Flanagan, R. Graves (Emeritus), J. Hulpke, B. McNamara, T. Ortega, C. Stiles, J. Tarjan, J. Vigen

Concentration: Management

Areas of Emphasis: General Management, Human Resources Management, Operations Management, Small Business Management, Services Management

General Management (20 quarter units)

Required:

MGMT 308 Organization Theory and Design

MGMT 309 Managerial Skills

Plus two courses selected from the following:

MGMT 310 Human Resource Management

MGMT 345 Small Business Management

MGMT 415 Leadership and Management Development

MGMT 425 Labor Relations and Collective Bargaining

MGMT 455 Decision Analysis

MGMT 460 Total Quality Management

MGMT 475 Services Management (New Course)

BA 428 Small Business Consulting

MIS 480 Seminar in Management Information Systems

Human Resource Management (20 quarter units)

Required:

MGMT 310 Human Resource Management

Plus three courses selected from the following:

MGMT 309 Managerial Skills

MGMT 410 Issues in Human Resource Management

MGMT 415 Leadership and Management Development

MGMT 420 Wage and Salary Administration

MGMT 425 Labor Relations and Collective Bargaining

BA 428 Small Business Consulting

FIN 450 Employee Benefit Planning

Operations Management (20 quarter units)

Required:

MGMT 370 Operations Planning and Control

MGMT 380 Purchasing and Materials Management

MGMT 460 Total Quality Management

Plus one course selected from the following:

MGMT 455 Decision Analysis

MGMT 465 Services Operations Management

MGMT 480 Current Topics in Operations Management

Small Business Management (20 quarter units)

Required:

MGMT 340 Entrepreneurship

MGMT 345 Small Business Management

Plus two courses selected from the following:

MGMT 309 Managerial Skills

MGMT 310 Human Resource Management

MGMT 475 Services Management

ACCT 303 Managerial Accounting

BA 428 Small Business Consulting

MKTG 400 Marketing Research and Control

MIS 310 Computer-Based Business Systems

Services Management (20 quarter units)

Required:

MGMT 465 Services Operations Management

MGMT 475 Services Management

MKTG 430 Services Marketing

Plus one course selected from the following:

MGMT 345 Small Business Management

MGMT 460 Total Quality Management

MIS 310 Computer-Based Business Systems

Concentration: Management Information Systems

Lower Division (10 quarter units)

MIS	**220**	**Introduction to Structured Business Programming**
MIS	**250**	**COBOL Programming**

Upper Division (25 quarter units)

MIS	**330**	**Systems Analysis and Design**
MIS	**340**	**Data Base Fundamentals**
MIS	**440**	**Decision Support Systems**
MIS	**470**	**Information Systems Project**
MIS	**480**	**Seminar in Management Information Systems**

Management Courses

Upper Division

MGMT 300. Organizational Behavior Students are provided with theoretical and conceptual frameworks drawn from the social sciences for understanding human behavior in business organizations. Emphasis is placed on the application of these theories and concepts to management and behavior issues in business organizations. Topics include individual differences, perception, motivation, learning, groups, communication, leadership, decision-making, diversity, total quality management, international OB, politics and ethics.

MGMT 301. Quantitative Methods for Business Decisions An introduction to the application of quantitative methods using computer technology to build, solve, and interpret models with application to accounting, finance, marketing, and operations decision-making process. Models covered include: linear programming, network analysis, inventory planning, PERT/CPM, simulation, and decision theory.

MGMT 302. Introduction to Operations Management An introduction to the system for planning, operating, and controlling the processes that transform inputs into outputs of finished goods and services in both profit and nonprofit organizations. Topics include: operations strategy, planning, controlling, production technology, design of systems, materials management, and quality control. Computer software and simulation models are used to analyze operations management functions. Recommended: MGMT 301.

MGMT 308. Organization Theory and Design A study of the theories and research that explain why business organizations operate the way they do. A social system perspective is presented that views the business organization's external environment and structure as critical determinants of organizational effectiveness. Key department-level and organizational-level variables and modes are studied with the goal of developing an understanding of the patterns and relationships among organizational dimensions such as strategy, goals, size, technology, and external environment. Prerequisite: MGMT 300.

MGMT 309. Managerial Skills The goal of this course is to develop competencies in managerial skills any business manager must have to perform effectively. These skills include goal setting, motivating others, critical thinking and writing, interpersonal communication, team building, managing change, and negotiation skills. Managerial skills will be developed through self-assessments, experiential exercises, role plays, and case studies. Prerequisite: MGMT 300.

MGMT 310. Human Resource Management Policies and practices affecting the management of human resources in business organizations. An examination of employment processes, compensation and motivation systems, employee training and development practices, performance appraisal methods, and union/management relations. Recommended: MGMT 300.

MGMT 340. Entrepreneurship This course fosters the acquisition of knowledge and skills needed to start a new venture. The student is required to assess his or her own entrepreneurial orientation and commitment and to formulate a realistic business plan for a new venture. Topic areas include self-assessment, identifying and evaluating new venture opportunities, obtaining capital, writing and presenting the business plan, and managing the emerging firm.

MGMT 345. Small Business Management This course is designed to facilitate the acquisition of knowledge and skills needed to manage an on-going small business. The focus is on owner/manager decision-making through the analysis of small business cases. Topics covered include ownership, personal selling, advertising, sales promotion, financial analysis, record keeping, personnel management, and the like.

MGMT 370. Operations 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: MGMT 302.

MGMT 380. Purchasing and Materials Management The role and scope of the procurement function and concept of an integrated materials management process is examined. Topics include: relations with functional department, purchasing structure and processes in business and service organizations, international purchasing, and measuring purchasing performance, traffic management, quality assurance, inventory management, and legal and ethical aspects of purchasing. Prerequisite: MGMT 302.

MGMT 405. International Management An examination of contemporary issues related to managerial training, political structure, foreign receptivity to United States business, cultural factors, organizing and controlling the international firm.

MGMT 410. Issues in Human Resource Management Current problems affecting personnel policy and strategy. Emphasis on organizational development and change, including recent management techniques: team building, conflict resolution, job design, and personnel appraisal. Recommended: MGMT 310.

MGMT 415. Leadership and Management Development The examination of leadership practices and their effect on business organizations. The emphasis is on both theories and techniques associated with effective leadership and how they may be used to develop management talent in private organizations. This will include tools for analyzing leadership styles. Recommended: MGMT 310.

MGMT 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 in business organizations. The analysis of behavioral sciences and economics contributions to the development of compensation systems. Recommended: MGMT 310.

MGMT 425. Labor Relations and Collective Bargaining A study of the relationship between unions and business management. Emphasis is on understanding the forces affecting the decisions of parties to labor contracts and labor negotiations. Includes a study of labor organizations, labor legislation, and negotiating issues and practices. Recommended: MGMT 310.

MGMT 455. Decision Analysis The application of methods employed in the making of managerial decisions. Emphasis is on the application of selected statistical techniques, including forecasting, in collection and analysis of quantitative information relating to managerial decision-making.

MGMT 460 Total Quality Management This course covers: definition of quality, concepts, methods, and current practices employed in assurance of conformance to specifications for products and services. Emphasis on quality standard setting and implementation methodology. Topics include: a review of contributions by Deming, Juran, Crosby and others, organization structures, statistical aids, quality circles, process control, and quality verification techniques.

MGMT 465 Services Operations Management A comprehensive examination of operations management principles and managerial decisions related to service operations. Topics include: service strategy, location, layout, capacity, inventory, technology, scheduling, distribution, and quality assurance. Computer software and simulation models will be used to examine service operations. Prerequisite: MGMT 302.

MGMT 475 Services Management This course focuses on planning and analysis of problems facing the service executive. The course integrates the areas of operations and human resources in order to effectively make decisions and develop strategies to meet organizational goals. A case study approach will be utilized. Prerequisite: MGMT 465.

MGMT 477. Selected Topics in Management Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MGMT 480. Current Topics in Operations Management An in-depth analysis of cases and readings relating to current topics in both manufacturing and service industries. Topics will include newly developed and developing tools and techniques for improving productivity, quality, and competitive position.

MGMT 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

MGMT 500. Organizational Behavior Students are provided with theoretical and conceptual frameworks drawn from the social sciences for understanding human behavior in business organizations. Emphasis is placed on the application of these theories and concepts to management and behavior issues in business organizations. Topics include individual differences, perception, motivation, learning, groups, communication, leadership, decision-making, diversity, total quality management, international OB, politics, and ethics. This course is not open to undergraduates.

MGMT 502. Operations Research An introduction to the mathematical aspects of operations research and management science in the context of mathematical problem formulation and computer based solutions to application problems in business administration. Topics include linear programming, transportation models, goal programming, integer programming, non-linear programming, network analysis and inventory. This course is not open to undergraduates.

MGMT 520. Operations Management An introduction to selected topics in production/operations management in manufacturing and service enterprises. Topics include organizations structure of production systems, resource/process planning, inventory, quality assurance and statistical control methods, quantitative methods and computer applications. This course is not open to undergraduates. Recommended: MGMT 502.

Graduate

MGMT 600. Organization Theory and Design A study of the theories and research that explain why business organizations operate the way they do. A social systems perspective is presented that views the business organization's external environment and structure as critical determinants of organizational effectiveness. Key department-level and organizational-level variables and models are studied with the goal of developing an understanding of the patterns and relationships among organizational dimensions such as strategy, goals, size, technology, and external environment.

MGMT 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.

MGMT 610. Seminar in Human Resource Management Traditional human resource management functions such as selection, compensation and training are analyzed from a strategic perspective. Topic areas include strategies for: human resource acquisition and placement, maximizing human resource productivity, maintaining human resources, dealing with unions, and strategic separation of human resources.

MGMT 655. Seminar in Statistical Analysis Students will use a variety of bivariate, multivariate and nonparametric techniques to analyze actual survey data via computer. Various research methodology topics will be covered. An emphasis is placed on the use of statistical techniques to assist in managerial decision-making. The course will begin with a review of the topic covered in introductory statistics.

MGMT 677. Selected Topics in Management Special topics courses provide the department with the opportunity to present an in-depth study of a selected business subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MGMT 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.

MGMT 686. Seminar in 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, envi-

ronmental degradation, and capital shortage. Social, economic and ideological constraints will be identified and policy alternatives explored.

MGMT 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 200. Introduction to Computers and Information Systems Introductory course in management information systems and productivity tools. The course begins with an in-depth review of computer technology. Software productivity tools including: wordprocessing, spreadsheets, and database managers are presented and used to develop proficiency. Systems development principles, functional applications of information systems and the management of information systems and computing resources are discussed.

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, structure charts, structured flowcharts, algorithms and pseudocode. The principles of free-format programming will be addressed and the modification and customization of software will be discussed. In addition, the student will gain an exposure to commonly-used operating systems and the use of electronic mail. The coding language used in the course is BASIC. Prerequisite: MIS 200.

MIS 250. COBOL Programming A continuation of MIS 220 to explore the COBOL language in detail. File handling and sequential and random access files will be discussed. The extended features of COBOL and multi-file and multi-table programming will be explored. Programming projects using COBOL will be assigned. Structured design and implementation techniques will be emphasized. Prerequisite: MIS 220 or equivalent.

Upper Division

MIS 310. Computer-Based Business Systems This course explores the foundation of computer-based systems. Input, processing and output of systems will be analyzed. An exploration of the use of software packages for the design and implementation of business applications. Students will learn the advanced features of one or more computer packages and utilize them to design and implement small scale systems in the functional areas of business. Prerequisite: MIS 200 or equivalent.

MIS 330. Systems Analysis and Design The analysis and design of computer-based information systems. The systems development life-cycle will be emphasized. Tools such as data flow diagrams, layout charts, decision tables and computer-aided software engineering will be utilized. Students will analyze a real-life business problem and design an automated solution. Prerequisite: MIS 200.

MIS 340. Data Base Fundamentals The concepts of file organization and access methods will be reviewed. The advantages of the database approach will be discussed. Students will gain an understanding of the three basic database models, with emphasis on the relational model. The concepts and tools of database design will be stressed. Students will design and partially implement a database system utilizing a commercial database management system. Prerequisite: MIS 200 or equivalent.

MIS 410. Management of Software Development An in-depth examination of the software development life-cycle. Software estimation, programming tools, structured methodologies, programming team management, software engineering principles, productivity measurement, computer-aided software engineering and related topics will be discussed. Prerequisite: MIS 250 or equivalent.

MIS 440. Decision Support Systems The analysis, design and implementation of decision support systems (DSS). Topics include definition, architecture, design, artificial intelligence, expert systems (ES) and the integration of ES/DSS. Students will be exposed to a variety of software tools which can be used to support management decision making. Prerequisite: MIS 330 and MGMT 301.

MIS 470. Information Systems Project This course will build on the concepts covered in MIS 340 and MIS 380. A real-life project will be undertaken. Students will analyze, design and implement a complete computerized information systems for a business application. Prerequisite: MIS 330 and MIS 340.

MIS 477. Selected Topics in Management Information Systems Selected topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MIS 480. Seminar in Management Information Systems A further discussion of selected topics introduced in MIS 200. Attention will be given to those topics which are most vital in the rapidly changing world of computing and information systems. Detailed discussion of telecommunications and networking. Security issues in public and private networks. Prerequisite: MIS 200.

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. The student works under the direct supervision of a faculty member who must approve the study prior to its implementation. May not be used to satisfy the requirement for the Business Administration degree.

Postbaccalaureate

MIS 500. Computers and Information Systems This course begins with an overview of computer technology and its application to business problems. The development of information systems and their implementation are explored. Examples of applications in each of the functional areas of business are also discussed. A review of microcomputer literacy and productivity tools is also undertaken. This course is not open to undergraduates.

Graduate

MIS 610. Seminar in Information Systems Management An examination of contemporary issues related to the management and utilization of computer-based information systems. Emphasis is on the management and utilization of computer and information resources. Attention will be focused on current developments in the MIS field which will impact business organizations.

MIS 630. Executive Computing An overview of computer-based information systems. Discussion of information technol-

ogy and its components, office automation, executive information systems, executive support systems. Uses of information systems for strategic decision-making. Computer security and privacy and different scenarios of information technology in the near future. Illustration of application productivity tools. Design and implementation of small scale decision support and executive information systems using productivity software.

MIS 677. Selected Topics in Management Information Systems Selected topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course.

MIS 699. Individual 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. The student works under the direct supervision of a faculty member who must approve the study prior to its implementation.

Marketing Department

(DDH A103, 664-2326)

Chair: V. V. Bellur

Faculty: D. Guseman, B. Moscove

Concentration: Marketing

Areas of Emphasis: General Marketing, Consumer Marketing and Advertising Strategy, Organizational Marketing, Services Marketing

Consumer Marketing and Advertising Strategy

Students must take a total of four courses—

Two required courses:

MKTG 301 Consumer Behavior

MKTG 302 Advertising and Public Relations Strategy

Plus one course selected from:

MKTG 303 Management of the Sales Function

MKTG 430 Services Marketing

MKTG 431 Customer Service and Quality Service Strategy

MKTG 440 Retailing

MKTG 470 Direct Marketing Strategy

Plus one course selected from:

MKTG 400 Marketing Research and Control

MKTG 490 Marketing Planning and Problem Solving

Organizational Marketing

Students must take a total of four courses—

One required course:

MKTG 415 Industrial Marketing and Channel Strategy

Plus two courses selected from:

MKTG 303 Management of the Sales Function

MKTG 304 Professional Selling

MKTG 410 Marketing Decision Analysis

MKTG 420 Global Marketing

Plus one course selected from:

MKTG 400 Marketing Research and Control

MKTG 490 Marketing Planning and Problem Solving

Services Marketing

Students must take a total of four courses—

Three required courses:

MKTG 430 Services Marketing

MKTG 431 Customer Service and Quality Service Strategy

MKTG 435 Seminar in Services Marketing Planning and Problem Solving

Plus one course selected from:

MKTG 301 Consumer Behavior

MKTG 302 Advertising and Public Relations Strategy

MKTG 304 Professional Selling

MKTG 400 Marketing Research and Control

MKTG 410 Marketing Decision Analysis

General Marketing

Students must take a total of four courses—

Three courses selected from:

MKTG 301 Consumer Behavior

MKTG 302 Advertising and Public Relations Strategy

MKTG 303 Management of the Sales Function

MKTG 304 Professional Selling

MKTG 410 Marketing Decision Analysis

MKTG 415 Industrial Marketing and Channel Strategy

MKTG 420 Global Marketing

MKTG 430 Services Marketing

MKTG 431 Customer Service and Quality Service Strategy

MKTG 435 Seminar in Services Marketing Planning and Problem Solving

MKTG 440 Retailing

MKTG 470 Direct Marketing Strategy

MKTG 477 Selected Topics in Marketing

Plus one * required course:

MKTG 400 Marketing Research and Control

MKTG 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

MKTG 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 development of effective mixes among product, pricing, distribution, and promotional variables.

MKTG 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: MKTG 300.

MKTG 302. Advertising and Public Relations 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: MKTG 300.

MKTG 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: MKTG 300.

MKTG 304. Professional Selling Study of the environment of professional selling in the industrial sector. Emphasis on the psychology of selling, communication strategies, buyer behavior, adaptive techniques, sales resistance and customer service. Time and territory management, sales force organization, compensation plans, demand estimation and ethical issues will also be covered. Videotaped presentations are an integral part of this course. Prerequisite: MKTG 300.

MKTG 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: MKTG 300, MGMT 301.

MKTG 410. Marketing Decision Analysis This course concentrates on the application of Marketing Information Systems and introduces the student to quantitative tools used in decision making for successful Marketing Management. Topics covered include types of information needed for each quantitative tool use, how to obtain the needed marketing information, how to use the computer and appropriate software for marketing data, and how to interpret the results. Following the interpretation, how to make decisions, develop policies, and implement them to be a successful marketing manager. Computers and case studies will be used extensively. Prerequisite: MKTG 300; MKTG 400; or permission of instructor.

MKTG 415. Industrial Marketing and Channel Strategy Study of the differences and similarities between industrial and consumer markets with emphasis on the development of effective marketing strategies for the management, movement and handling of goods from the point of production to the point of consumption in the industrial (business to business) sector. Case studies and computer applications will be used. Prerequisite: MKTG 300.

MKTG 420. Global Marketing Analysis of the development of international marketing strategies and programs from the determination of objectives and methods of organization through execution of research, advertising, pricing, distribution, financing, and human resource management activities. Emphasis on the design of optimal strategies under varying physical, economic, political, social and cultural environments and specific marketing situations. Case analysis. Prerequisite: MKTG 300.

MKTG 430. Services Marketing An intensive study of the concepts, practices, and development of strategies involved in marketing of services. The course will focus on the unique aspects of services marketing, such as demand management and quality control, and will cover a wide variety of services, including professional and business services. A case analysis approach will be used. Prerequisite: MKTG 300.

MKTG 431. Customer Service and Quality Service Strategy A study of the requirements of customer service and how to develop quality service strategy. The course will analyze methods of determining customer needs and expectations; how to measure consumer satisfaction; how to develop quality control standards and procedures for services; and implementing a quality service program. Prerequisite: MKTG 300.

MKTG 435. Seminar in Services Marketing Planning and Problem Solving An integrating course of the services marketing area, focusing upon the planning and analysis of problems facing the service marketing executive. This course investigates how to make effective marketing decisions, develop strategies and provide customer satisfaction. A case study approach will be utilized. Prerequisite: MKTG 430.

MKTG 440. Retailing An investigation of the development, trends, and institutions of retailing. The focus of the course is on developing and administering effective marketing strategies and controls. Study of the principles and policies of retail store operation such as location, layout, planning and control, personnel, target markets, and customer service will be considered. Case studies and computer applications will be utilized. Prerequisite: MKTG 300.

MKTG 470. Direct Marketing Strategy An examination of the role of Direct Marketing in relation to the overall marketing activity. Defining, developing, and using various direct marketing strategies. Emphasis will be placed on developing effective direct marketing programs and offers, creating direct marketing response advertisements, and measuring the results of direct marketing efforts. The role of credit cards and computers, and the impact of socioeconomic changes and life-styles on direct marketing will also be discussed. Prerequisite: MKTG 300 or permission of instructor.

MKTG 477. Selected Topics in Marketing Special topics courses provide the department with the opportunity to present an in-depth study of a selected subject not covered in regular courses. When offered, prerequisites and course requirements will be announced for each course. The department will determine applicability toward the concentration.

MKTG 490. Marketing Planning and Problem Solving 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 strate-

gic policy making. Prerequisites: MKTG 300 and two additional marketing courses, or permission of the instructor.

MKTG 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

MKTG 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. This course is not open to undergraduates.

Graduate

MKTG 600. Seminar in Marketing Management Development of marketing strategy for the organization and design of integrated product-service, promotion, and distribution programs utilizing systems analysis. Intensive analysis of management's marketing problems, including market analyses, pricing, channels of distribution, promotion, competition, product strategies, and marketing research. Applications are emphasized to include research, quantitative, and business analytical techniques through the development of case and project assignments.

MKTG 601. Seminar in Consumer Behavior Intensive analysis of behavioral science concepts, theories, and current empirical research in buyer behavior. Research orientation requires developing an understanding of statistical tests and research designs currently employed in buyer behavior. Equal emphasis on developing creative marketing strategy and programs on the basis of such research. Prerequisite: MKTG 600 or permission of instructor.

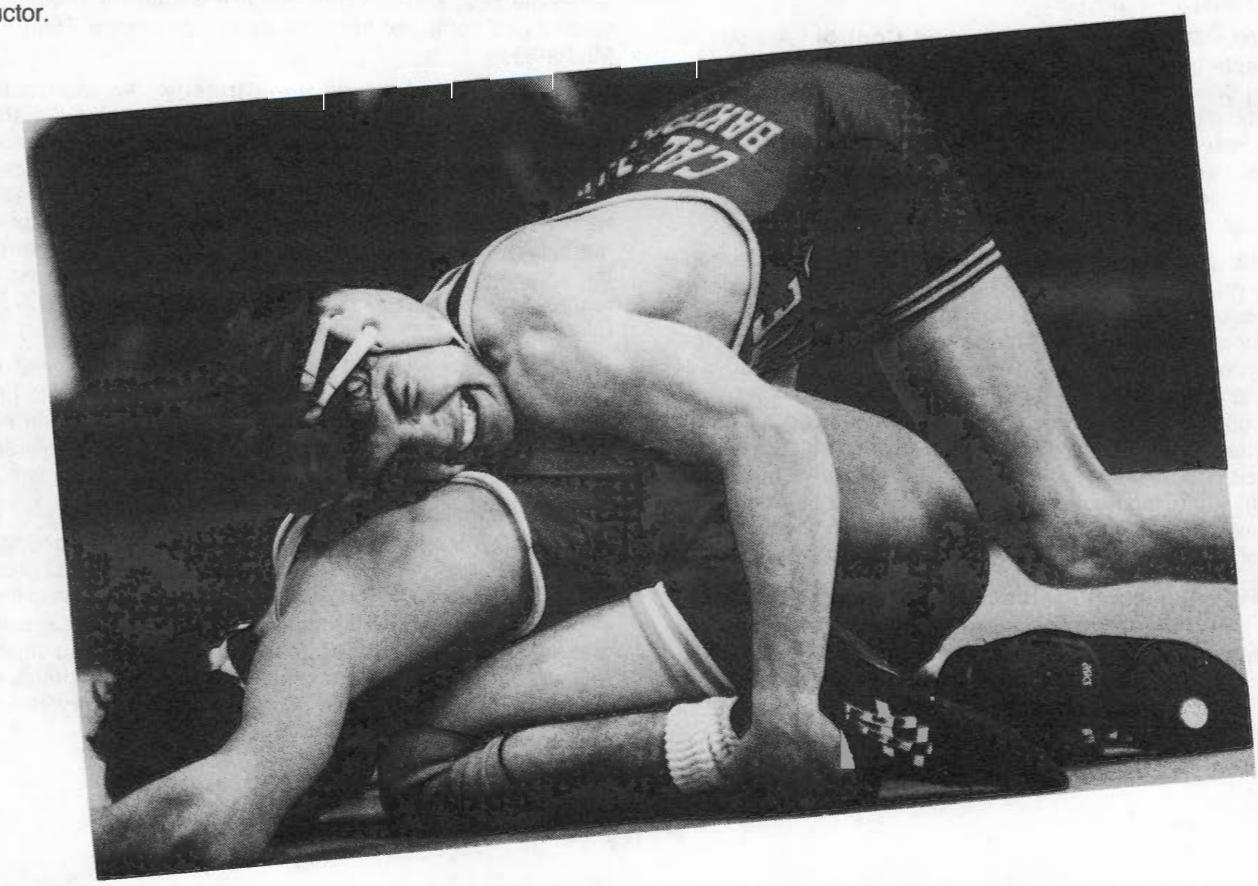
MKTG 602. Seminar in Advertising and Public Relations Strategy Development of communications strategy necessary to fulfill the objectives of the marketing program through intensive analyses of situational and primary information, target market(s), creative objective(s), media selection and scheduling, sales promotion, public relations, budgeting and program evaluation. Includes qualitative, statistical, financial, and computer applications. The course integrates theory with case analyses and the development of a comprehensive marketing communications plan. Prerequisite: MKTG 600 or permission of the instructor.

MKTG 603. Seminar in 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: MKTG 600 or permission of the instructor.

MKTG 604. Seminar in Services Marketing An investigation into and analysis of the complexities and unique aspects of marketing services contrasted to the marketing of tangibles. Special attention will be given to creating effective customer service, demand management, and quality control. The case study method will be utilized.

MKTG 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.

MKTG 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. This program is designed to accommodate the part-time as well as the full-time student. The MBA Degree Program is fully accredited by the American Assembly of Collegiate Schools of Business.

Application to the MBA Program

Application for admission to the MBA program is a two step process:

1. Be admitted by the University to pursue post-baccalaureate work.
2. Apply to the MBA program. All application material including transcripts and Graduate Management-Admission Test scores must be received at least six weeks prior to the term in which the applicant is seeking admission.

Admission Process

To be eligible for admission to the program, a student must possess a baccalaureate degree from an accredited college or University and must show high promise of academic success. Indicators of academic success include:

(1) A satisfactory grade point average of 2.75 in all upper division course work (based on a 4.0 scale).
(2) A total score of at least 500 on the Graduate Management Admission Test and a score in the 35th percentile or better on both the verbal and analytical parts of the test.

Upon admission to the program, all students will be assigned to one of the following categories:

Conditionally Classified—A student is deficient in the required foundation courses. Advancement to Classified standing is dependent upon satisfactory completion of all foundation courses, receipt of a satisfactory score on the Graduate Management Admissions Test, and satisfactory completion of the upper division writing competency requirement. (See page 83.)

Classified—A student is eligible to register in 600-level graduate courses. Students are expected to maintain a 3.0 GPA in all graduate courses.

MBA Course Requirements

The Master of Business Administration program has two interrelated sets of requirements: (1) a common body of knowledge which assures that each student begins graduate-level work with a basic understanding of business organizations and operations, and (2) a set of graduate courses designed to treat each of the management functions in depth and to broaden the student's awareness of contemporary issues affecting business enterprises.

Foundation Requirements

The following ten 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:

ECON	**500**	**Economic Theory**
ACCT	**500**	**Essentials of Financial Accounting**
MIS	**500**	**Introduction to Computers and Information Systems**
BA	**501**	**Business Decision Analysis**
BA	**520**	**Legal, Economic, and Social Environment of Business**
FIN	**500**	**Corporate Financial Management**
MGMT	**500**	**Management and Organizational Behavior**
MGMT	**502**	**Operations Research**
MGMT	**520**	**Operations Management**
MKTG	**500**	**Marketing Planning and Management**

Foundation courses are cognate requirements for the graduate degree and will not be accepted if taken on a credit, no-credit basis. Conditionally classified students must maintain a 2.75 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:

ACCT	**600**	**Seminar in Managerial Accounting**
FIN	**600**	**Seminar in Financial Policy**
MGMT	**600**	**Seminar in Management and Organizational Behavior**
MGMT	**602**	**Seminar in Operations Management**
MKTG	**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.
Graduate courses may not be taken on a credit, no-credit basis.

Graduate Elective Courses (MBA)

BA	628	Small Business Consulting
ACCT	677	Selected Topics in Accounting
ACCT	699	Individual Graduate Study
FIN	620	Seminar in Investments
FIN	660	Seminar in Capital Markets
FIN	677	Selected Topics in Finance
FIN	680	Seminar in Real Estate Investments
FIN	685	Seminar in International Financial Management
FIN	699	Individual Graduate Study
MGMT	610	Seminar in Human Resource Management
MGMT	655	Seminar in Statistical Analysis
MGMT	677	Selected Topics in Management
MGMT	685	Seminar in Public Policies Toward Business
MGMT	686	Seminar in Futurism: A Scenario for America and the World
MGMT	699	Individual Graduate Study
MIS	610	Seminar in Information Systems
MIS	630	Executive Computing
MIS	677	Selected Topics in Management Information Systems
MIS	699	Individual Graduate Study
MKTG	601	Seminar in Consumer Behavior
MKTG	602	Seminar in Advertising and Public Relations Strategy
MKTG	603	Seminar in Decision Analysis
MKTG	604	Seminar in Services Marketing
MKTG	677	Selected Topics in Marketing
MKTG	699	Individual Graduate Study

Master of Science in Business Administration

The Master of Science in Business Administration degree initiated in Fall 1993, is designed to allow students to specialize in one particular area of business at the graduate level. Students with an undergraduate degree in business from an AACSB accredited institute and a minimum GMAT score could be directly admitted to the core and concentration courses. Students without an undergraduate business degree will need to complete the foundation courses.

ADMISSION PROCESS

To be eligible for admission to the program, a student must possess a baccalaureate degree from an accredited college or university and must show high promise of academic success. Indicators of academic success include:

(1) A satisfactory grade point average of 2.75 in all upper division course work (based on a 4.0 scale).

(2) A total score of at least 500 on the Graduate Management Admission Test and a score in the 35th percentile or better on both the verbal and analytical parts of the test.

Upon admission to the program, all students will be assigned to one of the following categories:

Conditionally Classified—A student is deficient in the required foundation courses. Advancement to Classified standing is dependent upon satisfactory completion of all foundation courses, receipt of a satisfactory score on the Graduate Management Admissions Test, and satisfactory completion of the Upper Division Writing Competency requirement (see page 83).

Classified—A student is eligible to register in 600-level graduate courses. Students are expected to maintain a 3.0 GPA in all graduate courses.

GRADUATE REQUIREMENTS

A total of 45 units is required, including fifteen units in a business core, a five-unit culminating activity, and twenty-five units in the concentration, one of which may, depending on the concentration, be a business elective. Contact the School of Business and Public Administration (DDH A100, 664-2157) for specific program information.

Programs in Public Policy and Administration

Public Policy and Administration Department

(DDH A102, 664-2181)

Chair: T. Martinez

Faculty: T. Brady, J. Goldsmith, E. Mann (Emeritus), D. Mason, P. Paris, M. Ruoss (Emeritus)

The purpose of the programs in the Department of Public Policy and Administration is to prepare students for professional leadership roles in public policy development and administration in the public, health care, human services, and non-profit sectors.

In addition to the affirmative recruitment of women, ethnic minorities and the disabled, the department strongly encourages the enrollment of practitioners in the undergraduate, graduate and certificate programs.

Degree Programs

- Bachelor of Arts in Public Administration
- Master of Public Administration (MPA)
- Master of Science in Administration/Health Care Management (MSA/HCM)

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 80 quarter units; the B.A. requires 186 quarter units.

A. Required Lower Division Foundation Courses

ACCT	**220**	**Introduction to Financial Reporting and Accounting**
ECON	**100**	**The Economic Way of Thinking (or ECON 201 and ECON 202)**
MATH	**140**	**Elementary Statistics**
MIS	**200**	**Introduction to Computers and Information Systems (or approved substitute)**

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 Human Resource 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.

Students without experience in public service or administration are required to take an approved internship or similar experience.

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 must take the four approved upper division courses in Public Policy and Administration: INST 375, PPA 400, PPA 476 and PPA 478.

Certificate in Public Administration

An individual who desires to begin non-degree study in Public Administration may apply for a certificate. Six courses are required for the Certificate in Public Administration: PPA 400 Public Management; INST 375 Administrative Processes in Government; PPA 476 Public Human Resource Administration and PPA 478 Budgeting in Public Organizations.

Undergraduate Students Planning to Pursue the MPA or MSA/HCM

NOTE: Undergraduate students in PPA planning to pursue the MPA or MSA/HCM would be well advised to consider taking the appropriate Graduate Prerequisite courses as electives counting towards completion of the Bachelor of Arts in Public Administration. These courses include foundations (PPA 500, PPA 501, or PPA 504). Undergraduate students may *not* take 600-level courses. Seniors may take 500-level electives, with the permission of the instructor, but such electives may *not* be counted later toward graduate requirements.

Master of Public Administration and Master of Science in 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 accredited by 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 not less than 2.75 in all undergraduate course work and not less than 2.75 in all upper division course work;
3. A minimum score of 450 each on the verbal and quantitative portions of the Graduate Record Examination (GRE), for a minimum combined score of 900, is required.

SUPPLEMENTARY standards that will assist in the determination of eligibility include:

4. the quality of previous educational and professional experiences measured by:
   a. biographical and career data (resumes, examples of reports, letters of recommendation, etc.) and
   b. professional training in fields such as budgeting, management, and supervision in the public, health, and/or non-profit sectors.

These admission standards recognize the need for different measures to establish the standard of quality between pre-service and in-service students. Final judgment on admission will be made by the department based on a combination of several of the above eligibility factors.

Graduate Requirements

At least forty-five units of approved coursework and five units of a culminating activity are required for the Masters in Public Administration. In addition, a foundation and up to fifteen units (three courses) of graduate core prerequisites may be required.

A. Foundation (Two Courses)

The PPA 500 requirement may be met with a completed bachelor's degree in Public Administration earned with an undergraduate GPA of at least 3.00.

PPA 500 Socio-Economic and Legal Foundations of Public Administration
This course serves as a prerequisite to several graduate core courses.

PPA 501 Analytical Methods in Administration
This course may be satisfied by a departmental competency examination, given by the course instructor, or by taking the course.

B. MPA Graduate Core (Seven courses)

PPA 502 Information, Control and Decision Systems in Public, Health Care, and Nonprofit Organizations

PPA 610 Public Human Resources Administration and Labor Relations

PPA 611 Public Finance and Budgeting

PPA 624 State, Local and Intergovernmental Management

PPA 671 Graduate Survey of Public Policy and Administration

PPA 680 Public Management and Organizational Change

PPA 691 Seminar in Public Policy Analysis

C. MPA Electives (Three approved courses)

Students in the MPA program must complete three additional approved courses at the 500 or 600 level, offered by the Department of Public Policy and Administration. Electives presented by other departments may be taken upon approval of a petition to the MPA Graduate Coordinator.

* NOTE: Students with no experience in the field are required to take an internship or similar experience.

D. Culminating Activity (One course)

Candidates for both the MPA and MSA degree must complete a culminating activity in accordance with Title V of the California Administrative Code. The purpose of this activity is to demonstrate competency acquired in the graduate program. This includes mastery of knowledge in the discipline and in the ability to use theory and method in the preparation of an original thesis-like project. Candidates must complete PPA 691 or PPA 692 before they may begin the culminating activity.

Master of Science in Administration—Health Care Management

The MSA is designed to develop managerial skills of those who elect to enter the rapidly growing private, public or non-profit health services field.

Admission to the Program

Standards of admission are the same as those for the MPA, described above.

Graduate Requirements

At least forty-five units of approved coursework and five units of culminating activity are required. In addition, up to fifteen units of graduate core prerequisites may be required.

A. Foundation (Two courses)

PPA 501 Analytical Methods in Administration
This course may be satisfied by a departmental competency examination, given by the course instructor, or by taking the course.

PPA 504 Foundations of Health Care Management
This course serves as a prerequisite to several graduate core courses.

B. MSA HCM Graduate Core (Eight courses)

PPA 502 Information, Control and Decision Systems in Public, Health Care and Nonprofit Organizations

PPA 610 Public Human Resource Administration and Labor Relations

PPA 611 Public Finance and Budgeting

PPA 618 Health Services Planning and Policy Development

PPA 680 Public Management and Organizational Change

PPA 687 Financial Issues in Health and Human Services

PPA 689 Legal and Ethical Issues in Health Care

PPA 691 Seminar in Public Policy Analysis

C. Electives (Two approved courses)

MSA students must complete two additional approved elective courses.

D. Culminating Activity (One course)

See description in MPA Program.

NOTE: Students with no experience in the Health Services field are required to take an internship or similar experience.

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, 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. Refer to university policy on experiential learning.

Upper Division

PPA 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, computers and nuclear energy are investigated. Cases provide the theoretical and conceptual bases for intensive treatment in group and individual presentations.

INST 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 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. Refer to university policy on experiential learning.

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 410. Administrative Literature Seminar This course considers universal administrative concepts and issues as they are presented in novels, plays, films, poems, and short stories. The experiencing and appreciation of this literature combines the understanding of administration with the traditional values of humanistic study.

PPA 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 current administration processes and the organization of services to the aging. It also surveys related policies at the national, state and local levels. There is special emphasis on services present in Kern County.

PPA 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, 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 Human Resource 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, coordinating public agencies, controlling expenditures, affecting intergovernmental relations, and its impact on the private sector. Emphasis placed on understanding budgetary reform, the budget process, and the role of executive and legislative relationships upon the financial resources of government, and the setting of national, state, and local budget priorities. Includes discussion of nonprofit agency budgeting.

PPA 479. Urban Planning and Public Policy 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 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.

Postbaccalaureate

PPA 500. Socio-Economic and Legal Foundations of Public Administration This graduate seminar introduces and examines those social/sociological, micro/macro economics, and administrative law forces and their implications that shape public administration. It discusses and analyzes the essential theories, principles, structures and trends in those areas that affect American public policy and administration, and provides a foundation for further graduate study of public administration. May be taken as a senior elective with permission of instructor.

PPA 501. Analytical Methods in Administration This graduate seminar provides an introduction to applied research and basic statistical techniques for decision-making in public administration and the management of health care and nonprofit agencies. The course covers experimental, quasi-experimental and nonexperimental research designs; measurement; data gathering techniques and sources, including survey research; and the evaluation and communication of research findings. The course also contains a computer laboratory component in which the student learns to use and interpret statistical procedures in the analysis of research data. The course will prepare students for options in the graduate culminating experience. May be taken as a senior with the permission of the instructor. Prerequisite: Introduction to Statistics, or permission of instructor.

PPA 502. Information, Control and Decision Systems in Public, Health Care and Nonprofit Organizations Articulated with PPA 501, this course takes a systems approach to organizational control and decision making and reviews applied systems theory. There are two related major subject areas. The first is public management information systems, which includes computer applications for public management and management of health care and nonprofit organizations. The second is decision support system applications in the public, nonprofit, and health care sectors; and it includes basics of network analysis, optimization models, decision theory models, forecasting models, economic and budgeting models, and program evaluation. Prerequisites are PPA 501 and MIS 200, GST 190, or equivalent course work.

PPA 504. Foundations of Health Care Management Using case studies and class presentations, this graduate seminar introduces and examines the internal and external political, social, economic and legal forces that affect the organization of health service. It explores health care policy innovations, the application of management theory to current health services problems, and the future of health services. May be taken as a senior elective with permission of the instructor.

PPA 515. Public Health Administration This seminar deals with the concepts, policies and practices of the field of public health which are expressed in the structure and process of public health programs. These are defined by geography and various levels of government. Discussions will include the evolution and development of public health services as they arose out of the gradually recognized need for community efforts to protect

and promote the health of the population in a defined geographic area. This focus on the common good sets public health apart from traditional health care services primarily directed toward the individual.

PPA 519. Social Services Administration: Volunteer, Nonprofit, 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. Grantsmanship and Financial Development This elective seminar is designed to provide individuals with the practical skills to be a successful grant writer. Topics to be covered include how to: write successful grant proposals; gather information about potential sources (federal, state, local or foundations); evaluate your chances for success and, make agency contacts. Also, how to evaluate and develop alternative funding beyond grants, to include planned giving and fundraising strategies.

PPA 525. Administrative Law This elective seminar surveys administrative law and government regulation, the legal functions of administrative agencies, and the legal aspects of the process by which such agencies carry out their policies. It reviews the evolution of administrative authority and Title 5 of the U.S. Code, examining delegation doctrine, rulemaking, enforcement, adjudication, and judicial review. While this course focuses primarily on the federal system, it also includes an orientation on the California State Administrative law system.

PPA 530. Administration in Multicultural Settings This elective seminar surveys the theory and practice of effective management in multicultural contexts. The increased presence of ethnic minorities and women within the structures of service organizations combined with increased services to multicultural communities and clients have provided challenges and opportunities to management and supervisors to reassess traditional supervisorial practices. Students will explore those facets of organizational culture which are in this process of change.

PPA 535. Minority Administrators in Government This course explores impacts upon public policy development and administration generated by the growing numbers of minority professionals in the field, as well as the shifting minority-majority population patterns in America. Contemporary literature will be surveyed to explore the varying roles non-traditional administrators may play in representative and merit bureaucracies. Through readings, discussion and other assignments, students shall gain a greater understanding of administrative roles and issues, dilemmas and models for exploring their own roles as future public administrators in pluralist societies.

PPA 540. Comparative Administration: Non-Western Systems 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 As our administrative systems approach the advent of the 21st Century, their future operations may change dramatically because of socio-economic and political pressures. This elective graduate seminar addresses issues such as "privatization" of public services, the "new partnership" between government and business, the growth of the nonprofit and volunteer sectors, deregulation, decentralization, and regionalization.

PPA 570. Energy Policy 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 596. Advanced Analytical Methods in Public Administration This elective seminar studies advanced data collection and analysis techniques in public, nonprofit and health care applications. Beginning with a review of basic probability and inferential statistics, the course will examine survey research and the application of multivariate statistical techniques in analysis related to research and decision-making. The course will employ SPSS, and will culminate with a research project involving a local agency.

PPA 599. Individual Graduate Study (Units Variable) Supervised investigation of an approved project leading to a written report. Project selected in conference with instructor in area of major interest; regular meetings to be arranged with instructor. Department determines application and number of units. May only be used for elective credit.

Graduate—All courses require classified standing.

PPA 610. Public Human Resources Administration 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 611. Public Finance and Budgeting This graduate seminar provides a survey of current public policies, principles and issues of public finance and budgeting. It discusses the economic functions and goals of the public sector. It examines public fiscal policy and institutions, revenues and taxation, public sector debt, and public budgeting trends, techniques and issues. It is recommended that students have completed PPA 501 and 502 before taking this course.

PPA 618. Health Services Planning and Policy This MSA core seminar explores government's involvement in and regulation of health and human services emphasizing the political, environmental, economic, and social factors influencing health services planning. The course provides individuals the opportunity to develop skills in conducting strategic planning within the health care system. It explores policies and comparative health services approaches used to guide the organization in meeting its mission and mandates.

PPA 624. State, Local and Intergovernmental Institutions and Processes This seminar emphasizes state, local, and intergovernmental administration in the context of (a) the Federal intergovernmental system, (b) the Constitutional/legal system, (c) the political and social environments, and (d) the non profit sector.

PPA 671. Graduate Survey of Public Policy and Administration This MPA graduate core seminar examines the major concepts and issues in public administration. History of the development of the modern public service and bureaucracy. Investigation of the role of the public sector in American society, law, and economy. Current trends in the public sector. Key course areas are the national political institutions and processes, and professional standards and ethics are studied.

PPA 676. Public Policies Toward Business 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 will critically examine organization and management concepts and behavior. Emphasis will be on exploring the dynamics of planned organizational change as well as models of organizational development in the public management context. Prerequisite: PPA 500 for MPA; PPA 504 for MSA.

PPA 687. Financial Issues in Health and Human Services This graduate seminar provides a comprehensive analysis of financial methods related to the management and control of health care and human service institutions; the use of cost efficiency techniques; budgeting and financial planning; and the application of third party reimbursement through insurance, Medicaid and Medicare.

PPA 689. Legal and Ethical Issues in Health Care This is a graduate seminar exploring legal and ethical issues in health care policy and administration. The legal aspects consist of constitutional issues, laws, administrative regulations, and court interpretation. Exploration of ethical issues will include a look at moral systems, identification of ethical principles and the introduction of analytical techniques to help in choosing alternative decisions and actions. The interplay between legal and ethical elements will be emphasized.

PPA 691. Seminar in Public Policy Analysis This integrating MPA capstone graduate seminar focuses on initiation, formulation, and implementation of public policies. Explores policy models and policy analysis purposes and methodology. Selected contemporary policy areas such as energy, the environment, criminal justice, welfare, education, foreign policy and defense are explored. Includes an overview of political, legal, economic, and social institutions and their impact on public policy. Prerequisite: PPA 500, 501, 502.

PPA 692. Seminar in Health Care Policy Analysis This integrating capstone MSA graduate seminar focuses on initiation, formulation, and implementation of health care policies. Explores policy models, health policies, and policy analysis purposes and methodology. Includes an overview of political, legal, economic and social institutions and their impact on health care policy. Prerequisite: PPA 500, 502.

PPA 698. Culminating Activity This course is a practicum which demonstrates competency acquired in the masters programs. Each student will complete a thesis-like project that requires the application of both theory and methods. This is the final course in both the MPA and MSA programs, and it requires completion of PPA 691 or PPA 692 as a prerequisite. It is strongly recommended that students do not enroll in other courses while taking this course.

PPA 699. Individual Graduate Study (Units Variable) Supervised investigation of an approved project leading to a written report. Project selected in conference with instructor in the area of major interest; regular meetings to be arranged with instructor. Department determines application and number of units.

Master of Science in Administration

External Degree Program

The School of Business and Public Administration offers a Bachelor of Science in Business Administration and Master of Science in Administration through an external Degree program in the Ridgecrest/China Lake, California area. There are no requirements for enrollment on the CSUB campus.

Master of Science in Administration

Prior to admission in the MSA program, certain foundation courses or their equivalent must be completed. Once foundation courses have been met and a student has demonstrated satisfactory performance on the aptitude portion of the Graduate Record Examination, a student may be classified and eligible to enroll in 600-level courses. The following courses are designed specifically for the External Degree Program and will not be offered at the Bakersfield campus.

ADM 570. Research & Development Management Techniques for evaluating the performance of research laboratories with special emphasis on management procedures, finance, personnel, and program planning.

ADM 572. Science, Technology and Administration An exploration of the interrelationship of science, technology, and government from a values and policy perspective. Includes the topics relating to the management and evaluation of research and development.

ADM 577. Selected Topics in Administration Designed to present in-depth studies on a selected topic in administration not covered in existing courses.

ADM 600. Seminar in Management Examination and application of theories and concepts pertaining to the effective acquisition, allocation and utilization of resources—human, financial and material pursuit of organizational objectives. Deals with the functions of management, including planning, organizing, controlling, directing and staffing of complex organizations, as well as the processes of management, including leadership, decision-making, and communication.

ADM 620. Financial Decision-Making in Organizations Public sector project appraisal; cost benefit analysis, estimating and forecasting revenues and costs, project planning and auditing, productivity measurement, debt administration, idle funds management and decision-making under uncertainty.

ADM 690. Seminar in Administration This course is designed to integrate concepts and techniques for the core courses within a broader framework. Designed to sharpen analytical and communication skills. Course requirements include program culminating activity for the masters degree.

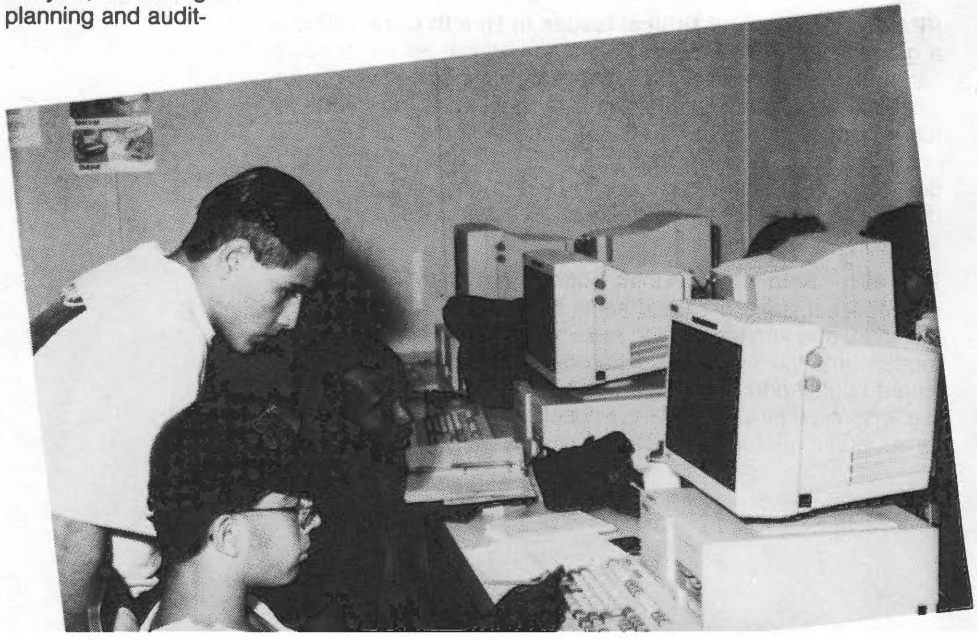
MIS 610. Seminar in Information Systems Management An examination of contemporary issues related to the management and utilization of computer-based information systems. Topics include analysis, design, and implementation of an information system, management of EDP and information systems, and future impact of computer technology on information systems and organizations.

PSYCH 602. Seminar in Organizational Psychology Examination and application of theories and concepts pertaining to the behavior of individuals in contemporary work organizations. Deals with those factors which affect positively and negatively the ability of individuals and groups of individuals to work effectively within the structure and climate of complex organizations. Topics deal with issues associated with individual values, beliefs, attitudes and expectations as they affect the management processes, including leadership, decision-making, and communication.

ENG 577. Technical and Report Writing Intensive practice in technical documentation with emphasis on formal and informal reports such as Recommendation reports, Justification reports, Research reports, Periodic reports, Letters and Proposals.

Bachelor of Science in Business Administration

Lower division courses are provided primarily by Cerro Coso Community College; Upper division courses are provided primarily by CSUB. The degree includes general education requirements and, requirements for the major with concentration in general business. 186 units are required for the B.S. in Business Administration.



School of Education

(DDH B100, 664-2219)

Dean: B. Greathouse-Green

The University provides opportunities for pre-professional and graduate preparation in education through the School of Education. Programs are offered of sufficient scope to prepare students for completing State of California elementary and secondary teaching credentials and fifth-year and graduate programs.

Students planning to enter the teaching profession must combine academic with professional studies. Their work in the School of Education is designed to complement the instruction provided by other components of the University.

The School of Education has administrative responsibility for elementary and secondary education, physical education, school specialist and services credentials, graduate degree program concentrations, and the interdisciplinary Child Development program.

Philosophy and Mission Statement

The faculty of the School of Education believes that the overriding purpose of higher education is to provide continuous development of well-educated citizens who will be able to meet the challenges of an ever changing multicultural society and will strive to improve the quality of life for all. The faculty believes that higher education should nurture and stimulate the intellectual and personal growth of its students from diverse socioeconomic, ethnic, racial, cultural, linguistic, gender and handicapping backgrounds at any age of life to acquire competencies of independent thought, critical analysis and decision making which will benefit the individual and society.

The mission of the School of Education is to provide educational leadership to the increasingly diverse community, region and nation. Its leadership role is three-pronged:

1. to prepare highly qualified reflective professionals from diverse socioeconomic, ethnic, cultural, gender, and linguistic, and handicapping backgrounds for a variety of pluralistic educational settings, both public and private;
2. to demonstrate and further interpret the professional knowledge base through teaching and scholarly activity; and
3. to promote the application of the knowledge base, sound pedagogy and effective educational strategies through service.

In its leadership role, faculty teaching, scholarship, and service focus on improving educational practices in schools, community agencies and other settings.

Graduates of the CSUB School of Education programs will:

1. Be student-centered, knowledgeable, technologically literate, reflective, decision-making professionals.
2. Be understanding of, sensitive to, and effective in interacting with students and families from ethnically, racially, culturally, linguistically, economically, and gender-diverse backgrounds, and who may have handicapping conditions or alternate lifestyles.
3. Be able to apply and evaluate current research, pedagogy, and cutting edge technology effectively in fulfilling their professional responsibilities.
4. Have a sense of commitment to their continuous personal and professional development in their roles in educational settings, the community and society in general.

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 or the M.S. in Counseling degree shall be planned in consultation with an assigned graduate program advisor in the School of Education and submitted for approval in official format to the Graduate Studies Office of the School of Education. No guarantee can be given that units of graduate credit earned in the School of Education or other schools of the University 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.

Continuous Registration

Students when first registering for the culminating activity should enroll for the number of units currently indicated on the concentration information sheets. (For most concentrations or degree programs this would be five units.) In the event that the student does not complete the culminating activity within the first quarter, but has shown evidence of satisfactory progress, he/she will receive a grade of SP and register for the next quarter under the same culminating activity course number for two additional units. This same procedure would apply for a third quarter, if necessary, for completion of the culminating activity. Students may only count five quarter units toward the minimum unit requirement for the degree or advanced credential. The additional four units count only as excess units of credit/no-credit grading.

Students who do not complete their 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.

Under this policy students must be enrolled during the quarter when they wish to receive the degree unless special consideration is requested and granted by the Coordinator of Graduate Studies.

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. and M.S. candidates and those working toward advanced credentials.

Since all graduate courses may not be offered every academic quarter or year, graduate students seeking specific sequences of courses to fit established programs leading to credentials or degrees should consult with their advisors to ensure efficient timing and maximum utility of courses chosen.

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 (664-2144).

Award of Degree

Upon completion of all requirements, with the exception of the culminating activity, students should file an application with the Evaluations Office for award of the Master of Arts in Education degree or the Master of Science in Counseling degree. The degree will be awarded only upon certification from the Evaluations Office that all requirements of the degree have been met and that the candidate has received approval for award of the degree from the dean of the School of Education.

Advanced Credential Advising

All students anticipating enrollment in a specialist or services credential program should obtain application materials and information from the Credentials Office of the School of Education describing program details, admission requirements, course requirements, and enrollment procedures. A conference with the appropriate faculty advisor is required.

Advanced Credential Admission Requirements

Before being admitted to a specialist or services credential program, students must complete an application and submit it to the Office of Admissions and Records and must be admitted to the university in postbaccalaureate unclassified standing.

Once admitted to the university, students should see the Credentials Office in the School of Education to complete a formal application to the credential program and to obtain further information pertaining to admission requirements; admission requirements vary for each of the specialist or services credential programs. Following a selection and screening process, students will be notified of formal admittance.

California Basic Educational Skills Test for Teachers (CBEST)

All credential applicants applying to the Commission on Teacher Credentialing for initial issuance of any credentials and permits are required to have taken and passed the California Basic Educational Skills Test for Teachers. The CBEST will be administered at CSUB at various times throughout the year. For more information contact the Credentials Office (664-3074).

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:

EDIS 289/489. Experiential Prior Learning (variable units) Evaluation and assessment of learning which has occurred as a result of prior off-campus experience relevant to the curriculum of the department. Requires complementary academic study and/or documentation. Available by petition only, on a credit, no-credit basis. Not open to postbaccalaureate students. Interested students should contact the department office.

The Mini-Corps

The California Migrant Teacher Assistant Program (Mini-Corps) is a special program to prepare teachers for meeting the educational needs of migrant children. Through the Mini-Corps, qualified undergraduates working toward teaching credentials can obtain early classroom experience while serving as assistants to teachers of migrant children. Additional information may be obtained from the CSUB Mini-Corps Coordinator.

Assumption Program of Loans for Education (APLE)

California is experiencing a serious shortage of high quality classroom teachers. The most critical teacher shortages are in the subject areas of math, science, bilingual education, foreign language, English and special education and at schools serving large populations of students from low-income families. In an effort to encourage people to enter the teaching profession in the above designated shortage areas, the Legislature created the Assumption Program of Loans for Education (APLE). This program is a competitive teacher incentive program designed to attract outstanding students to the teaching profession. Under provisions of the APLE program, the Commission may assume up to $8,000 in outstanding student loan balances. For more information on the APLE program, contact the School of Education (DDH B100, 664-2219).

Advanced Educational Studies Department

(DDH CC217, 664-3055)

Chair: L. Wildman

Faculty: T. Arciniega, C. Barrett-Kruse, G. Calhoun, R. DeVillar, G. Hibbard, G. Gallegos, B. Greathouse-Green, E. Martinez, J. Morales-Flores, L. Ost, K. Ritter, R. Sethi, 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.

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 (664-3074) or Graduate Studies Office of the School of Education (664-3193) or from departmental advisors.

Specialist and Services Credential Programs

1. Specialist in Bilingual/Cross-Cultural Education
2. Specialist in Special Education-Learning Handicapped
3. Specialist in Special Education-Severely Handicapped
4. Administrative Services
5. Pupil Personnel Services

Specialist credential programs are designed to provide the specialized and advanced preparation for positions in teaching and in instructional leadership which require such knowledge and specific expertise.

REQUIREMENTS for specialist instruction credentials are: (1) valid teaching credential; and (2) such specialized and professional preparation as required by the Commission on Teacher Credentialing and by the University.

The 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 Pupil Personnel Services) and the Master of Science degree in Counseling, although they are not identical. Students should confer with their professional advisors for details.

The services credential with a specialization in pupil personnel services authorizes the holder to perform, at K–12 levels, the pupil personnel services approved by the Commission as designated on the credential. Passage of CBEST is required for admission.

Requirements for Preliminary Administrative Services Credential

Prerequisites:

EDCI 516	Foundations of American Education
EDCI 530	Curriculum Theory and Development

Concentration:

EDAD 515	Administration and Supervision of Special Education
EDAD 572	Legal Aspects of Education
EDAD 573	Financing Public Schools
EDAD 576	School Personnel Management
EDAD 671	Governance and Politics of Education
EDAD 673	Human Relations in Educational Management
EDAD 674	Supervision of Instruction I
EDAD 675	Supervision of Instruction II
EDAD 677	Theory and Problems of School Management
EDAD 679	School-Community Relations

Culminating Activities:

EDCA 693	Field Work in Educational Administration I
EDCA 694	Field Work in Educational Administration II
EDCA 698	Culminating Examination in Educational Administration

Requirements for the Professional Credential in Educational Administration

Prerequisites:

Successful completion of the Preliminary Administrative Services Credential program; possession of valid Preliminary Services Credential or permission of instructor

Corequisites:

At least one-half of the program shall be taken while being employed in a position requiring the Preliminary Administrative Services Credential.

A minimum of two years of successful full-time school administration experience is required by the end of the program.

Courses:

EDAD 680 Theory and Planning in Complex Organizations
EDAD 681 Instructional Leadership
EDAD 682 Management and Development of Human Resources
EDAD 683 School Law and Political Relations
EDAD 684 Fiscal Policy Planning and Management
EDAD 685 Managing and Policy in Multicultural Settings
EDAD 686 Field Work in Educational Administration
EDAD 687 Field Work in Educational Administration
EDAD 688 Field Work in Educational Administration
EDAD 689 Field Work in Educational Administration
Electives (6 quarter units)

Requirements for Specialist Credential in Bilingual/Cross-Cultural Education

Prerequisite:
A valid basic teaching credential

Concentration (a minimum of 34 quarter units from concentration area):

EDBI 503 Teaching Reading in Bilingual/Bicultural Settings
EDBI 504 Bilingual/Bicultural Methods in the Language Arts
EDBI 505 Cross-Cultural Education
EDBI 506 Bilingual/Bicultural Teaching Strategies
EDBI 524 Techniques and Methods of English as a Second Language
EDBI 542 Practicum in Bilingual/Bicultural Education
EDBI 635 Curriculum Materials Development in Bilingual/Bicultural Education
Electives (see advising sheet)

NOTE: Credential candidates must pass the CSUB Bilingual Competency Assessment with a level III score (60% mastery).

Requirements for Learning Handicapped Specialist Credential

Prerequisites:
A Valid Basic California Teaching Credential
EDSP 501 Introduction to Education of Exceptional Children and Youth

CONCENTRATION

Core—Special Education

EDSP 508 Assessment of Sensorimotor, Perceptual & Cognitive Skills for Excep. Children and Youth
EDSP 621 Counseling Exceptional Children & Their Parents
EDSP 622 Advanced Curriculum Development, L.H.

Electives—Special Education

Select 4 out of the 6 options listed below:

EDSP 505 Applied Behavior Analysis in Special and Remedial Education Classrooms
EDSP 507 Education of the Emotionally Disturbed
EDSP 540 Sp. Ed./Remedial Strategies in Mathematics
EDSP 550 Sp. Ed./Remedial Strategies in Reading
EDSP 529 Voc. Ed. & Transition for Exceptional Students
EDSP 672 Self and the Exceptional Child

One elective option outside of Special Education may be selected in consultation with your advisor (new graduate course work for breadth of knowledge)

Field Experience—Special Education

EDSP 623 L.H. Student Teaching—L.H. Classroom Emphasis
and
EDSP 624 L.H. Student Teaching—Mainstreaming Emphasis
or
EDSP 625 Practicum—L.H.
(EDSP 625 open only to candidates teaching on an emergency L.H. credential)

Requirements for Severely Handicapped Specialist Credential

Prerequisites:
A valid Basic California Teaching Credential
EDSP 501 Intro. to Educ. of Exceptional Children and Youth

CONCENTRATION

Core—Special Education

EDSP 505 Applied Behavioral Analysis in Special and Remedial Education Classes
EDSP 507 Education of the Emotionally Disturbed
EDSP 508 Dev. Assessment of Sensorimotor, Perceptual, & Cognitive Skills for Except. Children
or
EDSP 540 Sp. Ed./Remedial Strategies in Mathematics
EDSP 621 Counseling Exceptional Children & Their Parents (Prerequisite EDSP 505 or its equivalent)

Advanced Competencies—SH

EDSP 630 Inst. Methods & Research in S.H.
EDSP 631 Assessment for the S.H.
EDSP 632 Curriculum for the S.H.

Field Experience—Special Education

EDSP 634 Field Work/S.H. Student Teaching
or
EDSP 635 Field Work/S.H. Practicum
(EDSP 635 open only to candidates teaching on an emergency S.H. credential.)

CERTIFICATE PROGRAMS

The following certificate programs have been approved by the Commission on Teacher Credentialing. Information regarding these programs may be obtained from departmental advisors.

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

Requirements for the Language Development Specialist Certificate

Prerequisite:
A valid basic teaching credential

Concentration
EDBI 505 Cross-Cultural Education
EDBI 506 Bilingual/Bicultural Teaching Strategies
EDBI 524 Techniques and Methods of English as a Second Language
EDBI 543 Practicum in an ESL Classroom
EDBI 564 Research and Evaluation in Bilingual/Bicultural Education
English 420 Sociolinguistics
Spanish 420 Southwest Spanish
Comprehensive LDS Certificate Examination

Once all the requirements for the LDS are met, the candidate is eligible to take the LDS examination offered by the CTC. Students should check with the program coordinator. 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.

Requirements for Resource Specialist Certificate of Competence

Prerequisite:
Special Education credential

Courses:
EDSP 651 Resource Specialist I—Role and Legal Mandates & Diagnostic Assessment
EDSP 652 Resource Specialist II— Instructional Function & Communication Strategies/Parent Education

NOTE: Program is offered on an as-needed basis.

GRADUATE DEGREE PROGRAMS

The Advanced Educational Studies Department of CSUB offers programs of studies leading to the Master of Arts degree in Education in the following areas of concentration: Early Childhood Education; Pupil Personnel Services; Special Education, General; Educational Administration; and Bilingual/Bicultural Education. Additional concentrations will be added as approved and funded by the Office of the Chancellor. A Master of Science degree in Counseling is also available.

Students working for a specialist or services credential may wish to combine this program with work toward a Master of Arts in Education degree or a Master of Science degree in Counseling. Those students interested in working toward such a degree should see the Graduate Studies Office in the School of Education to obtain applications and advising materials. Students should then consult with faculty advisors for further information and program planning.

MASTER OF ARTS IN EDUCATION

The Master of Arts in Education degree will be conferred only upon those students who complete an authorized graduate degree curriculum established by the School of Education to meet the standards required by the school. The basic pattern of all programs consists of (1) core studies (7 units), (2) professional concentration options (34 units), and (3) a culminating project, thesis, practicum or comprehensive examination (2–5 units). All programs shall be based upon an irreducible minimum of forty-five (45) quarter units of graduate credit acceptable to both the School of Education and the University. Degree programs shall be planned cooperatively by the students and their advisors within the School of Education and subject to approval by the coordinator of Graduate Studies of the school. All courses and the culminating activity must be completed within a seven (7) year period to qualify for the degree.

Program Concentrations

Bilingual/Bicultural Education

The Master of Arts in Education with concentration in bilingual/bicultural education is designed to meet the needs of classroom teachers and students who seek to improve their skills in order to attain a higher level of professionalism in bilingual/cross-cultural education. The advanced degree is articulated with other programs available in the School of Education. A basic teaching credential is highly recommended to the awarding of the degree. Work toward the 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.

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.

Pupil Personnel Services

The Master of Arts degree with a concentration in Pupil Personnel Services is designed primarily as a degree for students working toward the Pupil Personnel Services (PPS) Credential which authorizes one for K–12 counseling. The M.A. program consists of 46 quarter units which provide a balance between theory and practice in preparing individuals to function effectively in educational settings. This degree also can be tailored to fit other purposes.

Special Education, General

The master's degree concentration in Special Education is individually designed to reflect the student's interests in the areas of Severely Handicapped, Learning Handicapped or Resource Specialist. In addition, two state recognized credentials and one certificate can be earned. These professional certifications are the Severely Handicapped and Learning Handicapped credentials and the Resource Specialist Certificate. Technological applications and multicultural considerations are emphasized in all programs.

Requirements for the M.A. Degree Concentration in Bilingual/Cross Cultural Education

Prerequisite:
A valid basic teaching credential

Core:
EDRS 680 Educational Statistics
EDRS 681 Research Design and Analysis in Education

Concentration (minimum of 34 quarter units from concentration area):
EDBI 503 Teaching Reading in Bilingual Cross-Cultural Settings
EDBI 504 Bilingual/Cross-Cultural Methods in the Language Arts
EDBI 506 Bilingual/Cross-Cultural Teaching Strategies
EDBI 524 Advanced Methods and Techniques of Teaching English as a Second Language
EDBI 564 Research and Evaluation in Bilingual/Cross-Cultural Education
EDBI 635 Curriculum Materials Development in Bilingual/Bicultural Education

Electives (see advising sheet)

Culminating Activity (select one):
EDCA 690 Master's Thesis in Education
EDCA 691 Master's Project in Education
EDCA 692 Master's Examination in Education

Requirements for M.A. Degree Concentration in Early Childhood Education

Prerequisite:
A valid basic teaching credential (when applicable)
9 quarter/6 semester units of Child Development or equivalent.

Core:
EDRS 680 Educational Statistics
EDRS 681 Research Design and Analysis in Education

Concentration (minimum of 34 quarter units):
EDEC 513 Introductory Seminar in Early Childhood Education
EDEC 514 Growth and Cognitive Development
EDEC 522 Methods and Materials in Early Childhood Education
EDEC 523 Parent and Community Involvement in Education
EDEC 545 Human Development: A Lifespan Perspective
EDEC 644 Early Childhood Education Field Experience

Electives (see advising sheet)

Culminating Activity (select one):
EDCA 690 Master's Thesis in Education
EDCA 691 Master's Project in Education
EDCA 692 Master's Examination in Education

Requirements for M.A. Degree Concentration in Educational Administration

Prerequisites:
A valid basic teaching credential
EDCI 516 Foundations of American Education
EDCI 530 Curriculum Theory and Development

Core:
EDRS 680 Educational Statistics (M.A. degree only)
EDRS 681 Research Design and Analysis in Education (M.A. degree only)

Concentration:
EDAD 515 Administration and Supervision of Special Education
EDAD 572 Legal Aspects of Education
EDAD 573 Financing Public School Districts
EDAD 576 School Personnel Management
EDAD 671 Governance and Politics of Education
EDAD 673 Human Relations in Educational Management
EDAD 674 Supervision of Instruction I
EDAD 675 Supervision of Instruction II
EDAD 677 Theory and Problems in School Management
EDAD 679 School-Community Relations

Culminating Activity:
EDCA 693 Field Work in Educational Administration I
EDCA 694 Field Work in Educational Administration II
EDCA 698 Culminating Examination in Educational Administration
EDCA 690 Master's Thesis in Education
EDCA 691 Master's Project in Education

NOTE: Candidates interested in the master's thesis or project must see the program coordinator.

Requirements for the M.A. Degree Concentration in Pupil Personnel Services (see page 273).

Requirements for the M.A. Degree Concentration in Special Education, General

Prerequisites:
A valid basic teaching credential
EDSP 501 Introduction to Education of Exceptional Children and Youth

Core:
EDRS 680 Educational Statistics

EDRS 681 Research Design and Analysis in Education

Concentration (minimum of 34 quarter units):
- EDSP 508 Assessment of Sensorimotor, Perceptual, and Cognitive Skills for Exceptional Children and Youth
- EDSP 621 Counseling Exceptional Children/Youth and Their Parents
- EDRS 670 Single Subject Research Design for Classroom Based Research
- EDRS 688 Research in Special Education
- Electives (see advising sheet)

Culminating Activity (select one):
- EDCA 690 Master's Thesis in Education
- EDCA 691 Master's Project in Education
- EDCA 692 Master's Examination in Education

MASTER OF SCIENCE IN COUNSELING

The Master of Science degree in Counseling is a 90 quarter unit degree designed to provide graduate preparation for counselors in the areas of School Counseling, Marriage, Family and Child Counseling and Career Development Counseling. The major goal of the program is to prepare professional counselors who have the skills to practice in a wide variety of settings. All MS students take 51 units of core courses in Counseling. In addition, they complete 39 units within their area of specialization. Students must select one of the three options described below. A moratorium has been placed on the Career Development Counseling option until funding increases.

School Counseling—Students desiring to counsel in public or private educational settings should select a specialization in the area of school counseling. Most students in this option will also be working towards a PPS credential, although a master's degree is not a requirement for the credential. This option meets the preparation standards of the American School Counselors Association (ASCA) which specify a two year graduate program.

Marriage, Family and Child Counseling—The Marriage, Family and Child Counseling option is designed for students who desire a career in mental health or marriage and family counseling. This option meets the academic requirement established by the Board of Behavioral Science Examiners (BBSE—Section 4980.37) for the California license in Marriage, Family and Child Counseling (MFCC). The holder of a California MFCC license is permitted to establish and maintain a private practice in counseling. Graduates who have elected this option typically work in mental health and private practice settings.

Career Development Counseling—This option is designed for students who wish to pursue a counseling career in business, industry, higher education, vocational rehabilitation or government. This degree specialization offers graduate level training in career counseling theory and technique, career and employee assistance program development and resources, organizational behavior and management, and group and individual vocational assessment. This option will not meet the requirements of the Board of Behavioral Science Examiners (BBSE) for the California license in Marriage, Family and Child Counseling, or the State of California requirements for the Pupil Personnel Services Credential. A moratorium has been placed on this option until funding increases.

Admission Steps for all Counseling Programs (Master of Arts/Master of Science Degrees and Pupil Personnel Services Credential)

A. The Counseling Program admits new students once a year for the subsequent Fall quarter. Application packets must be received in the Education Graduate Studies Office (DDH/BB212) before the Spring deadline. Incomplete files will not be considered for Fall admission.

   Only complete application packets will be accepted in the Education Graduate Studies Office. It is the responsibility of the applicant to make certain that the packet is complete and contains the following items:

   1. A copy of student's California State University Supplemental Application for Graduate or Postbaccalaureate Admission (Part B) (available in the CSUB Admissions Office, SS111; 664-3036).
   2. A copy of the letter from CSUB admitting student to Graduate or Postbaccalaureate study. (Note: This admission does not constitute admission to the Counseling Program.)
   3. A copy of all undergraduate and graduate transcripts (unofficial is acceptable).
   4. A formal application to the CSUB Counseling Program (available in the CSUB Education Graduate Studies Office, DDH/BB212; 664-3193).
   5. A detailed typewritten narrative autobiography in which students provide insight into themselves as persons and as prospective professional counselors. Experiences with people from diverse ethnic, cultural and socioeconomic backgrounds should be specifically highlighted. The last section of this autobiography should discuss the reasons, academically and personally, why the applicant should be chosen for admission into this program.
   6. Three sealed letters of recommendation with the signature of the writer across the flap. These letters may be from former associates, employers, college instructors, or from persons in the helping professions who know student's academic and professional abilities well. They should be reminded to follow the instructions on the form.
   7. Signed and dated Consent to Be Observed or Tape Recorded and Statement of Informed Consent form (in Admissions Information packet, DDH/BB212).
   8. Prerequisite and test information (submit all that apply to degree or credential specialty):
      a. All applicants:
         —A minimum overall cumulative undergraduate and graduate grade point average of 2.75 or higher (circle on enclosed transcript)
         —EDCS 501, Introduction to Counseling (grade of B or better; B— is not acceptable) (circle on enclosed transcript; course may be in progress Spring quarter)
      b. M.S./M.F.C.C. applicants
         —Psychology 315, Abnormal Psychology (taken after 1980); (circle on enclosed transcript; course may be in progress Spring quarter)
         —Passing score on Measurement Competency Examination after passing EDRS 680
         or
         Psychology 429, Psychological Tests and Measurements (circle on enclosed transcript)
      c. Pupil Personnel Services (PPS) Credential (alone or in combination with an M.S. or M.A. degree) applicants:

—The California Basic Educational Skills Test (CBEST) must be taken prior to admission to the Counseling Program. The PPS Credential requires a cumulative passing score of 123 on the CBEST. All three sections must be passed prior to credentialing.

B. In order to qualify for a degree (i.e., MS Counseling or MA Education) or credential (Pupil Personnel Services) all candidates are required by the California State University to demonstrate upper division writing competency either by passing the university-wide Upper Division Writing Competency (UDWC) examination (register for exam with CSUB Testing Center, 664-3373) or by achieving a grade of "C" or better in Communications 304, 306, 311, or 405; English 310, 410, or 505; or History 300, or in other courses approved by the English Department (Faculty Towers 202A, 664-2144).

Similarly, California Education Code requires PPS credential applicants to take the California Basic Educational Skills Test (CBEST) before being admitted to the Counseling Program and to pass the CBEST with a cumulative score greater than or equal to 123 (register for exam with CSUB Testing Center, 664-3373) before a Pupil Personnel Services Credential can be issued by the Commission on Teacher Credentialing (CTC). School counseling students with teaching, specialist, or services credentials are required by the State of California to obtain a certificate of clearance (see Credential Analyst, DDH/BB210, 664-3074) prior to beginning their Counseling Internships (EDCA 693) and applying to the CTC for a PPS credential.

The Counseling Program faculty does not assume responsibility for monitoring students who have yet to satisfy these State-mandated requirements. Thus, students themselves are responsible for completing these requirements to ensure timely placement into field work (Internship) and expedient processing of graduation and PPS credential applications.

C. Until a student is admitted (Conditionally Classified Graduate Standing) to the Counseling Program, no EDCS (Counseling) courses with the exception of EDCS 400, Introduction to Counseling, may be taken. Additionally, prospective students may take prerequisite, educational core, or related courses.

Advancement Steps for All Counseling Programs

The Counseling faculty functions as an admissions committee and approves the advancement of candidates through the program. Once a student is admitted, there are three stages at which candidates are evaluated to determine eligibility to proceed in the program.

A. **Conditionally Classified Graduate Standing**

Students who are admitted to the program are initially awarded Conditionally Classified Graduate Standing and are notified in writing at this and at each subsequent stage. After students are admitted to the program with Conditionally Classified Graduate Standing, they will be assigned an advisor by the Education Graduate Studies Office. The advisor will assist the student in preparing a Program of Studies and developing a plan which delineates when the courses will be taken.

B. **Classified Graduate Standing**

Decisions regarding Classification in the Counseling Program are delayed until students have a chance to determine if this program meets their personal and career needs and faculty have an opportunity to evaluate the performance of the student as a professional counselor. This decision is made after completion (with a 3.0 G.P.A.) of:

—EDCS 502, Practicum: Human Communication I (Students are encouraged to repeat EDCS 502 throughout the program as often as desired.)

—An additional 8 units from the student's Program of Studies

C. **Advancement to Candidacy**

The progress of candidates is again evaluated after the completion of 11–12 additional units 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:

EDRS 680	Educational Statistics
EDRS 681	Research Design and Analysis in Education
EDCS 601	Special Topics in Counseling: Chemical Dependency
EDCS 602	Special Topics in Counseling: Abuse and Battering
EDCS 640	School Counseling
EDCS 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.

(This focus on the practitioner's sense of self and personal qualities is consistent with Chapter 13, Marriage, Family and Child Counselors, Sections 4980.37(d) and 4980.41(5), Division 2 of the Business and Professions Code; and Section IIA, 8a and 8b, and IIB, Ic, of the Council for Accreditation of Counseling and Related Educational Program Standards.)

Experiential Learning Requirements

The Counseling Program is sequential and based on principles of experiential learning. Consequently, students are frequently expected to participate from the counselee perspective in group and in individual sessions. Students provide each other the opportunity to experience interaction from both the counselor and counselee frame of reference throughout the program. Enrollment in the program implies

student consent to engage in the experiential learning activities of the various courses.

Counseling Programs of Study

The following programs of study outline the curriculum for the MA degree, the PPS credential, and the MS in Counseling degree.

Master of Arts Degree Concentration in Pupil Personnel Services (Required courses and electives, excluding prerequisite, must equal a minimum of 46 quarter units)

Prerequisite:

EDCS 501	Introduction to Counseling

Required Courses:

EDRS 680	Educational Statistics
EDRS 681	Research Design and Analysis in Education
*EDCS 502	Practicum: Human Communication I
EDCS 505	Cross Cultural Counseling
EDCS 532	Assessment for School Counselors
or	
Psych 530	Psychological Assessment of Intellectual Functioning and Interests
or	
Psych 531	Psychological Assessment of Personality and Interpersonal Behavior
*EDCS 605	Theories of Counseling
*EDCS 681	Counseling Case Analysis
*EDCS 691	Counseling Internship
*EDCA 696	Master's Project in Counseling
or	
*EDCA 697	Master's Examination in Counseling

Electives (16 units)

Pupil Personnel Services Credential (48 quarter units, excluding prerequisites, required)

Prerequisites:

EDCS 501	Introduction to Counseling
EDRS 680	Educational Statistics

Required Courses:

*EDCS 502	Practicum: Human Communication I
EDCS 505	Cross Cultural Counseling
EDCS 510	Developmental Counseling: Children and Adolescents
EDCS 520	Professional Ethics
EDCS 525	Legal and Professional Issues: School Counseling
EDCS 532	Assessment for School Counselors
EDCS 601	Special Topics in Counseling: Chemical Dependency
EDCS 602	Special Topics in Counseling: Abuse and Battering
*EDCS 605	Theories of Counseling
*EDCS 640	School Counseling
*EDCS 645	Techniques in School Counseling
*EDCS 650	Group and Consultation Interventions in School Settings
EDCS 670	Career Counseling
*EDCS 681	Counseling Case Analysis
*EDCA 691	Counseling Internship

Master of Science Degree (90 quarter units, excluding prerequisites, required)

Prerequisites:

Psych 315	Abnormal Psychology (MFCC only)
EDCS 501	Introduction to Counseling

Counseling Core (taken by all MS students):

*EDCS 502	Practicum: Human Communication I
EDCS 505	Cross Cultural Counseling
EDCS 520	Professional Ethics (same as Psych 520)
Psych 530	Psychological Assessment of Intellectual Functioning and Interests (School Counseling option takes EDCS 532)
EDCS 601	Special Topics in Counseling: Chemical Dependency
EDCS 602	Special Topics in Counseling: Abuse and Battering
*EDCS 605	Theories of Counseling
*EDCS 620	Group Counseling
*EDCS 625	Techniques in Group Counseling
*EDCS 631	Practicum: Human Communication IIA
*EDCS 681	Counseling Case Analysis
*EDCS 682	Counseling Case Analysis II
*EDCS 691	Counseling Internship
*EDCS 692	Counseling Internship II
*EDCA 696	Master's Project in Counseling
or	
*EDCA 697	Master's Examination in Counseling
EDRS 680	Educational Statistics
EDRS 681	Research Design and Analysis in Education

Options (choose one):

School Counseling

EDCS 510	Developmental Counseling: Children and Adolescents
EDCS 525	Legal and Professional Issues: School Counseling
EDCS 532	Assessment for School Counselors
*EDCS 610	Theories of Family Counseling
*EDCS 640	School Counseling
*EDCS 645	Techniques in School Counseling
*EDCS 650	Group and Consultation Interventions in School Settings
or	
EDCS 670	Career Counseling
*EDCS 671	Techniques in Career Counseling
Psych 540	Human Sexuality I
EDSP 501	Introduction to the Education of Exceptional Children and Youth

Electives (3 units)

Marriage, Family and Child Counseling

EDCS 510	Developmental Counseling: Children and Adolescents
EDCS 515	Developmental Counseling: Adulthood and Aging
EDCS 526	Legal and Professional Issues: Clinical Practice
*EDCS 610	Theories of Family Counseling
*EDCS 615	Techniques in Family Counseling
*EDCS 632	Practicum: Human Communication IIB
*EDCS 635	Theory and Practice of Consultation
or	
*EDCS 670	Career Counseling
Psych 515	Descriptive Psychopathology
Psych 531	Psychological Assessment of Personality and Interpersonal Behavior
Psych 540	Human Sexuality I
Psych 592	Diagnostic and Statistical Manual

* Must be taken in residence at CSUB

Career Development Counseling

A moratorium has been placed on this option until funding increases.

Time Allotments for EDCS Courses

EDCS 615, 620, 625 and 645 are clinical process classes. They are experimental in nature and require the use of live clients and videotaping of sessions. Because of the time needed to move people from room to room and change videotapes, breaks are built into the time allotments in the class schedule. Thus, the class schedule indicates more time than mandated for clinical process classes.

EDCS 502 is a laboratory course. A 15 minute break for the purposes described above is included in the time allotment, as well as 145 minutes TBA for out-of-class demonstrations and student practice.

BILINGUAL EDUCATION

EDBI 475. Introduction to Cross-Cultural Education (3) Analyzes several methods of instruction that will create successful personal and academic performance of minority (linguistic or ethnic) and non-minority students within multicultural classroom settings. The course will emphasize the cultural and/or linguistic experiences important to students' educational and personal success, focus on the concepts of cultural pluralism, multicultural education, and cross-cultural education, and include observations within bilingual/cross-cultural and/or multicultural classrooms.

EDBI 476. Introduction to Teaching English as a Second Language (3) A survey and discussion of the basic philosophy and methods associated with English as a second language. E.S.L. curriculum materials will be presented for bilingual/cross-cultural classrooms and E.S.L. classrooms. There will also be an emphasis on creating the most successful E.S.L. classroom instructional climate in order to fully meet the needs of linguistic minority learners from various linguistic backgrounds.

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.

EDBI 503. Teaching Reading in Bilingual/Bi-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.

EDBI 504. Bilingual/Bi-Cultural Methods in the Language Arts Language arts curriculum and methods for use with bilingual and monolingual students within bilingual/bi-cultural or multicultural classroom settings (K–8). Several approaches including whole language approaches that incorporate the student's linguistic and cultural experiences will be emphasized for the Spanish and English language arts. (Ability to converse in Spanish is useful.)

EDBI 505. Cross-Cultural Education Designed to provide a comprehensive understanding of the dynamics of language and culture and its importance to the educational, social, and personal needs of students within cross-cultural and multicultural classroom climates. Includes models and approaches that focus on the cultural dynamics found within successful classrooms.

EDBI 506. Bilingual/Bi-Cultural Teaching Strategies Instructional theories and methodologies appropriate for the bilingual/bi-cultural, bi-cultural and/or multicultural classrooms will be thoroughly examined. The course is designed to assist the actively involved teacher to enhance her/his teaching repertoire within all classroom settings and climates, with a variety of subject matter content, and with all students—bilingual and monolingual.

EDBI 524. Techniques and Methods of English as a Second Language Advanced methods, techniques, and skills necessary for teachers at the elementary, secondary, and adult levels to promote culturally senstive second language instruction and development throughout the day and with a variety of subject matter will be the focus of this course. Presentation of second language development philosophy and theory including "whole language" and "sheltered English" constructs will further assist the participant to capture and appropriately apply the instructional methods, techniques, and skills presented. EDBI 476 Introduction to English as a Second Language is required or permission of instructor.

EDBI 541. Observation and Participation in Bilingual/Bi-Cultural Education (2) (Formerly EDBI 540.001) Field work for Bilingual/Bi-Cultural Specialist Credential candidates. Supervised experiences related to classroom teaching, with seminars and conferences as arranged. Prerequisite: Consent of instructor.

EDBI 542 Practicum in Bilingual/Bi-Cultural Education (3) (Formerly EDBI 540.002) Advanced fieldwork for Bilingual/Bi-Cultural Specialist Credential and candidates. Supervised classroom teaching and related experiences, with seminars and conferences as arranged. Prerequisite: EDBI 540.001 and consent of instructor.

EDBI 543. Practicum in an English as a Second Language Classroom (3) (Formerly EDBI 540.003) Advanced fieldwork for Language Development Specialist Certificate candidates. Supervised classroom teaching and related experiences with seminars and conferences as arranged. Prerequisites: EDBI 505, 506, and 524.

EDBI 564. Research and Evaluation in Bilingual/Bi-Cultural Education Intensive study, analysis, and synthesis of classic and recently published and unpublished research (theoretical and applied) studies related to linguistic minority students within school settings and evaluation of assessment instruments used in bilingual/bi-cultural classrooms will be the focus of this course. Qualitative and quantitative studies that focus on language and culture will also be included.

EDBI 635. Curriculum Development for Bilingual/Bi-Cultural and Multicultural Education Guided curriculum development for Bilingual/Bi-Cultural and Multicultural Education. Includes curriculum development principles and curricular strategies for the application and integration of those principles to language and cultural concepts important for creating successful bi-cultural and multicultural classroom climates. Also includes adaptation strategies of curriculum materials for use with bilingual and monolingual students in a variety of classroom climates.

EDBI 636. Seminar in Bilingual/Bi-Cultural Education An in-depth review of current research, trends, issues, programs and other areas related to Bilingual/Bi-Cultural and/or Multicultural Education. Topics and focus will vary. Approval of the instructor required.

COUNSELING

EDCS 501. Introduction to Counseling (Formerly EDCS 400) 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.

All graduate counseling courses require EDCS 501 and conditionally classified standing in the Counseling Program.

EDCS 502. Practicum: Human Communication I (3) (Formerly EDCS 500) 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.

EDCS 505. Cross Cultural Counseling (4) This course focuses upon issues arising from different values and cultural assumptions which affect therapeutic intervention in counseling individuals and families. Cultural pluralism and its relationship to the counseling process is discussed. Focus will be on cultural subgroupings of ethnicity (Blacks, Hispanics, Asians, and Native American, among others), socioeconomics, gender, sexual orientation, religion, relationship status, disability, and demographics.

EDCS 510. Developmental Counseling: Children and Adolescents 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.

EDCS 515. Developmental Counseling: Adulthood and Aging (4) This course explores the biological, psychological, and social developmental tasks and life events of the adult years. It includes a focus on the developmental issues salient to relationships, separation, blended families, and geropsychology. A discussion of multicultural counseling approaches appropriate for adult and aging populations is also included. Prerequisite: EDCS 510 or permission.

EDCS 520. Professional Ethics (2) This course focuses on contemporary professional ethics common to the scope of clinical/counseling practice. The professional codes of ethics (ACA, AAMFT/CAMFT, and APA) will be presented and illustrative case examples of key ethical issues such as confidentiality and administration of psychological tests will be discussed.

EDCS 525. Legal and Professional Issues: School Counseling (1) This course focuses upon the legal issues pertaining to school counseling as found in the California Education Code. Included is discussion of the laws governing minors and the reporting requirements imposed upon school counselors by regulation, statute and case law. Goals and objectives of professional organizations, standards of training, credentialing, and the rights and responsibilities of the school counselor are also discussed. Prerequisite: EDCS 520 or concurrent enrollment.

EDCS 526. Legal and Professional Issues: Clinical Practice (2) This course focuses upon the statutory and regulatory law that delineates the professional scope of practice for Marriage, Family and Child Counselors. Current legal patterns and trends including those in family law and the reporting requirements imposed on California therapists by statute, regulation and case law are discussed. Included is discussion of the goals and objectives of professional organizations, standards of training, licensure and certification, and the rights and responsibilities of the professional counselor. Prerequisite: EDCS 520 or concurrent enrollment.

EDCS 527. Legal and Professional Issues: Career Counseling (2) This course focuses upon the legal issues regulating the practice of the counselor in business, industry, and vocational settings. Included is an examination of professional organizations, standards of training, certification, and the rights and responsibilities of the counselor/consultant. Prerequisite: EDCS 520 or concurrent enrollment.

EDCS 532 Assessment for School Counselors (4) This course surveys selected assessment instruments, including standardized tests and other programs and techniques commonly used by California elementary and secondary school counselors to evaluate individuals and groups. Special attention is paid to cultural and ethnic factors that bear upon academic assessment and achievement. A major thrust will be upon the selection, administration and interpretation of instruments appropriate to academic, career and personal/social counseling. Methods for early identification of students at risk, as well as the assessment of limited English-proficient (LEP) students will be discussed. Prerequisite: EDRS 680.

EDCS 540. Human Sexuality (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. Prerequisite: Psychology 540.

EDCS 590. Special Problems in Counseling (1–5) A review and analysis of specific topic areas in counseling. May be repeated with different topics; permission.

EDCS 601. Special Topics in Counseling: Chemical Dependency (2) (formerly EDCS 600.001) This course meets the requirements established by the Board of Behavioral Science Examiners for MFCC licensing. It also meets the requirements established by the Board of Medical Quality Assurance for Psychologist licensing. The focus is upon various aspects of alcohol and drug abuse and dependency. Etiology, diagnosis, treatment, family, medical and legal issues, and community resources will be discussed.

EDCS 602. Special Topics in Counseling: Abuse and Battering (1) (formerly EDCS 600.002) This course focuses upon the assessment of violence in families and in relationships. A major emphasis is on physical, emotional and sexual abuse of children, the elderly and in partners in intimate relationships. Abandonment, battering, rape, incest, general and severe neglect, willful cruelty, corporal punishment and injury, and abuse in out-of-home care will be discussed. The legal procedures for timely reporting of such victimization will be included.

EDCS 603. Special Topics in Counseling: Spirituality (1) (formerly EDCS 600.003) This course focuses upon the role of the counselor in assisting clients to resolve the spiritual issues of meaning and value that arise in the counseling process. Spiritual issues specific to adult transitions will be discussed.

EDCS 604. Special Topics in Counseling: Loss (1) (formerly EDCS 600.004) This course focuses upon loss and the human experience. Cycles and processes of loss will be highlighted. Issues related to loss throughout the life span will be discussed.

EDCS 605. Theories of Counseling (4) This course focuses upon basic concepts and theoretical models of counseling that can be used to intervene therapeutically with couples, families, adults, children, and groups. Applications of each perspective across the life span are discussed. Prerequisite: Advancement to Candidacy in Counseling Program.

EDCS 610. Theories of Family Counseling This course focuses upon the major theoretical psychotherapeutic orientations relative to relationships and family counseling. The psychodynamics of relationships and family systems, communications theory, and the role of family patterns and interactions in the individual and the family will also be discussed. Bicultural issues will be addressed. Prerequisite: EDCS 605.

EDCS 615. Techniques in Family Counseling (3) This course focuses upon the development of counseling skills based upon the theoretical perspectives of family counseling. Clinical experiences in assessment and implementation will be provided by means of observation, demonstration and practice. Prerequisite: EDCS 610.

EDCS 620. Group Counseling (4) The focus of this course is the clinical process of group facilitation. Students will become familiar with the literature related to small groups and engage in experiential activities designed to relate the clinical process to theoretical explanations. Prerequisite: Advancement to Candidacy in Counseling Program; EDCS 605 and EDCS 610.

EDCS 625. Techniques in Group Counseling (3) The focus of this course is upon the development of counseling skills based on the theoretical perspectives of group process. Clinical experiences in assessment and implementation will be provided through observation, demonstration, supervision, and practice. Prerequisite: EDCS 620.

EDCS 631. Practicum: Human Communication IIA (3) (Formerly EDCS 630) This practicum focuses upon advanced theory and practice of human communication with emphasis upon communication skills, assessment of nonverbal and verbal communication processes, and crisis intervention. The major thrust will be upon individual supervision of advanced counseling procedures and practices which focus upon the interviewing, assessment, and evaluation of clients. Prerequisite: EDCS 605 and EDCS 610; permission.

EDCS 632. Practicum: Human Communication IIB (2) (Formerly EDCS 630.001.) A continuation of EDCS 631.

EDCS 633. Practicum: Human Communication IIC.

EDCS 634. Practicum: Human Communication IID.

EDCS 635. Theory and Practice of Consultation (4) This course focuses upon discussion of the theory and practice of consultation. It is designed to enable counselors to promote primary prevention and facilitate change processes by functioning as consultants within a variety of organizational settings. Students enrolled in Marriage, Family and Child Counseling and Career Development Counseling will have the opportunity to specialize in consultant activities appropriate to their option. Prerequisite: EDCS 620 and EDRS 681.

EDCS 640. School Counseling (4) This course focuses on the role and function of the school counselor within the social structure of the educational system. It includes a discussion of the current trends in the organization and delivery of pupil personnel services in multicultural educational settings.

EDCS 645. Techniques in School Counseling (3) This course focuses upon the development of the clinical skills necessary for effective functioning within multicultural educational settings. Experiences in curriculum awareness, assessment of classroom interaction, interpretation of educational tests, and academic and career planning will be provided through observation, demonstration and practice. Prerequisite: EDCS 640.

EDCS 650. Group and Consultation Interventions in School Settings This course focuses upon the theory and skills necessary for effective group and consultation interventions in multicultural educational settings. It is designed to enable school counselors to establish the conditions necessary for primary and secondary change in such settings. In two meetings weekly, the course will deal one day with group interventions and another with consultation interventions. Prerequisites: EDCS 645.

EDCS 670. Career Counseling (4) This course focuses upon the processes of career development and counseling through the life span. Included will be emphasis on theories of career counseling, culturally different populations, the interface between the individual and the organizational climate, and the resources utilized in the career counseling process.

EDCS 671. Techniques in Career Counseling (3) (Formerly EDCS 675) 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: EDCS 670.

EDCS 672. Counseling in the Workplace (4) (Formerly EDCS 680) This course focuses upon appropriate knowledge and helping skills associated with comprehensive counseling and career development services offered employees within a variety of work settings. It will examine the manner in which a career development orientation can serve as a pragmatic basis for integrating employee assistance and vocational services into the total human resource development plan of an organization. Prerequisite: EDCS 670.

EDCS 681. Counseling Case Analysis (1) (Formerly EDCS 693) This course accompanies Counseling Internship. It focuses upon case analyses and activities relevant to field related experiences. Issues related to professional development will be discussed. Students must enroll in this laboratory each quarter they are enrolled in Counseling Internship. Offered for CR/NC only. Prerequisite: Concurrent enrollment with EDCS 691. Counseling Internship; permission.

EDCS 682. Counseling Case Analysis II (1) (Formerly EDCS 693.001) A continuation of EDCS 681, Counseling Case Analysis.

EDCS 683. Counseling and Case Analysis III (Formerly EDCS 693.002) A continuation of EDCS 682.

EDCS 684. Counseling and Case Analysis IV (Formerly EDCS 693.003) A continuation of EDCS 683.

EDCS 685. Counseling and Case Analysis V (Formerly EDCS 693.004) A continuation of EDCS 684.

EDCS 691. Counseling Internship I (Formerly EDCA 693) 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 EDCS 681, Counseling Case Analysis, every quarter they are enrolled in this course. Offered for CR/NC only.

Prerequisite: Advancement to Candidacy in Counseling Program; EDCS 605; permission; and concurrent enrollment in EDCS 681.

EDCS 692. Counseling Internship II (Formerly EDCA 693.001) A continuation of EDCS 691, Counseling Internship.

EDCS 693. Counseling Internship III (Formerly EDCA 693.002) A continuation of EDCS 692.

EDCS 694. Counseling Internship IV (Formerly EDCA 693.003) A continuation of EDCS 693.

EDCS 695. Counseling Internship V (Formerly EDCA 693.004) A continuation of EDCS 694.

CULMINATING ACTIVITY

EDCA 690. Master's Thesis in Education (2–5) A carefully designed review of the research literature and findings of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a Culminating Activity Committee (CAC **)

EDCA 691. Master's Project in Education (2–5) Design and implementation with a written report of a field research, internship, or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalents. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of Culminating Activity Committee.**

EDCA 692. Master's Examination in Education (2–5) Study and examination in depth of a specific area of concentration in Education; form of the examination to be determined by a CAC.** Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a CAC.**

EDCA 696. Master's Project in Counseling (2) (Formerly EDCA 693.005) 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.

EDCA 697. Master's Examination in Counseling (2) (Formerly EDCA 693.701) An indepth examination in the field of counseling. Prerequisite: Advancement to Candidacy in Counseling Program; EDCS 605; permission.

EDCA 693. Field Work in Educational Administration I (3) (Formerly EDCA 695.001) Directed field work in administration of schools. Includes supervised project, assigned readings, and written reports. Prerequisite: Consent of the instructor.

EDCA 694. Field Work in Educational Administration II.

EDCA 698. Culminating Examination in Educational Administration (3) (Formerly EDCA 695.003) An examination in-depth of educational administration. Prerequisites: Successful completion of 39 quarter units in the concentration and core requirements, and EDCA 695.001, approved petition for advancement to candidacy, and the appointment of a Culminating Activity Committee.

** 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.)

EARLY CHILDHOOD EDUCATION

EDEC 443. 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.

EDEC 444. Internship in Administration and Supervision of Children's Programs (Formerly EDEC 443.001) This course will focus on the practical application of information gained in EDEC 443. It will provide students administrative experience in a variety of public and private child development programs under the mentorship of experienced administrators. Selected mentors will have considerable experience in ECE pedagogy and curriculum development, fiscal management, recruitment and training of staff. Students will learn sound managerial practices and procedures for operating centers effectively. Prerequisite: EDEL: 443.

EDEC 513. 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.

EDEC 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: EDEC 412.

EDEC 522. Methods and Materials for Early Childhood Education Basic instructional modes and practices; curriculum content and development; materials and optional organizations for instruction. Prerequisite or corequisite: EDEC 513.

EDEC 523. Parent and Community Involvement in Education (Formerly EDEC 523.001) 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.

EDEC 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.

EDEC 590. Special Topics in Early Childhood Education.

EDEC 644. Early Childhood Education Field Experience (1–6) Laboratory and field experiences with children in different environments: studies of behavior via modes of observation and research projects; methods and procedures.

EDUCATIONAL ADMINISTRATION

The following courses meet the requirements for the Preliminary Administrative Credential and master's degree and are prerequisites for culminating activities EDCA 693, EDCA 694, and EDCA 698.

EDAD 515. Administration and Supervision of Programs for Exceptional Children (3–5) Intensive study of the organization, administration, and supervision of education programs

for exceptional children: curriculum, legal relations, budgeting and financing, attendance reporting, facilities planning referral and use of community agencies, surveying of state, local, regional, and national trends and issues.

EDAD 572. Legal Aspects of Education (3) The laws of public education, examined from the point of view of implications for the profession; considers legal responsibilities and duties, powers and liabilities of teachers and administrators.

EDAD 573. Financing Public School Districts (3) A systematic examination of such basic concerns as sources of public school revenues, patterns and problems of distribution, budgeting, PPBS programs, effects of technology and management and accounting.

EDAD 576. School Personnel Management (3) Policy formation for personnel practices; techniques of organizing for personnel selection and evaluation; legal and theoretical aspects of the negotiation process.

EDAD 671. The Governance and Politics of American Education (3) Study of the organization and administration of public school systems and the influence of governmental, political and social forces in the control and development of educational policy making.

EDAD 673. Human Relations in Educational Management (3) Stresses the understanding and development of human relations skills in management, with special emphasis on the facilitative skills of relating personally and within a group, conflict resolution, and responsible confrontation.

EDAD 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.

EDAD 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.

EDAD 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.

EDAD 679. School-Community Relations (3) The influence of the formal and informal structures of communications systems in communities; the nature of communities and the contributions of cultures.

The following are basic courses leading to the Professional Administrative Services Credential.

EDAD 680. Theory and Planning in Complex Organizations (3) A policy-level analysis of theory and application related to all phases of theory on complex organizations. Strategy related to long-term, short-term, and strategic planning to relate theory to practice will also be emphasized.

EDAD 681. Instructional Leadership (3) Elements of instructional leadership, particularly those at the district-wide level, will be emphasized. Elements that will be included will be a means by which state priorities such as new curriculum standards or changing college and university entrance requirements are implemented and their implications for school/district policy decisions.

EDAD 682. Management and Development of Human Resources (3) Effective use of human resources and long-range planning relating to recruitment and development at the school/district level will be emphasized. Programs for developing district management personnel as well as school-level personnel will be covered.

EDAD 683. School Law and Political Relations (3) Court decisions and legislative enactments at the state and national level will be analyzed as to their implications as to school-level policy decisions. Activities relating to school/district intervention at the state policy level will also be investigated.

EDAD 684. Fiscal Policy Planning and Management (3) Analysis of raising and allocating resources. Resource forecasting and allocational planning for human resources as well as materials, equipment, and buildings will be analyzed.

EDAD 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.

The following are all field work experiences for the Professional Administrative Credential only.

EDAD 686. Field Work in Educational Administration I (3)

EDAD 687. Field Work in Educational Administration II (3) (Formerly EDAD 686.001)

EDAD 688. Field Work in Educational Administration III (3) (Formerly EDAD 686.002)

EDAD 689. Field Work in Educational Administration IV (3) (Formerly EDAD 686.003) 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.

EDUCATIONAL RESEARCH

EDRS 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.

EDRS 680. Educational Statistics (4) (Formerly EDRS 680.001) 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.

EDRS 681. Research Design and Analysis in Education (3) (Formerly EDRS 680.002) 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: EDRS 680.

EDRS 688. Research in Special Education (3) Review and analysis of specific, topical researches in special education; crit-

ical analysis of selected literatures. Prerequisite: admission to conditional graduate standing in the School of Education.

INDIVIDUAL STUDY

EDIS 489. Experiential Learning

EDIS 496. Internship in Education

EDIS 497. Cooperative Education

EDIS 499. Individual Study (1–5) Admission with consent of dean, School of Education.

EDIS 699. Individual Study (1–5) Admission with prior approval and consent of the advisor, department chair and dean, School of Education.

SPECIAL EDUCATION

EDSP 300. Self-Development of Exceptional 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.

EDSP 442. Student Teaching II EC-SPEC ED

EDSP 501. Introduction to Education of Exceptional Children and Youth Basic characteristics, needs and sociolinguistic necessities of exceptional children. Survey of existing constraints, facilities, personnel, and curricula for the exceptional children. Current and future special educational services will be discussed in terms of the concept of mainstreaming, the California Master Plan, and the federal P.L. 94-142. This course is required to clear the fifth year mainstreaming component for multiple subjects and single subject credential candidates. Prerequisite: Preliminary basic teaching credential or admission to a basic credential program.

EDSP 505. Applied Behavioral Analysis in Special and Remedial Education Classrooms This course introduces the graduate student to the theoretical perspective (including terminology) of applied behavior analysis (A.B.A.), as a powerful and widely used technology within the broad field of special education. This course will provide practicum/clinical opportunities for students to acquire and apply the principles of applied behavior analysis within their own professional settings. Within a "case study" format, graduate students will design behavioral intervention programs for clients exhibiting a wide range of academic and/or social problems (including persons with mild, moderate and/or severe handicaps). Students will be challenged to consider the ethical implications inherent in the use of A.B.A. technology.

EDSP 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.

EDSP 508. Assessment 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, including a continuum from norm-referenced standardized instruments to criterion-referenced and curriculum-based assessment.

EDSP 529. Vocational Education and Transition for Exceptional Students Curriculum, program administration, services, and legal aspects of vocational education and training for exceptional children, including occupational information and counseling, work evaluation and adjustment principles.

EDSP 540. Special Education/Remedial Strategies in Mathematics Instruction Remedial and special education students manifest severe discrepancies between their measured intellectual potential and their academic achievement in mathematics. This course focuses on two special/remedial education options in mathematics: strategies to experiment with carefully sequenced developmental remediations; and problem-solving techniques to develop compensatory tools when remediation is for some reason inappropriate. Emphasis will be given to research on microcomputers and other technologies as aids in (a) assessing progress, (b) presenting carefully structured remedial tasks, and (c) permitting compensatory solutions in mathematics learning situations (i.e. calculators).

EDSP 542. Observation in Special Education (5) Field work experiences related to the special education learning handicapped classroom, with particular emphasis given to culturally and linguistically diverse populations.

EDSP 550. Special Education/Remedial Strategies in Language Arts Instruction Remedial and special education students manifest severe discrepancies between their measured intellectual potential and their academic achievement in language arts. This course focuses on two special/remedial education options: strategies to experiment with carefully sequenced developmental remediations; and problem-solving techniques to develop compensatory tools when remediation is for some reason inappropriate. Emphasis will be given to research on microcomputers and other technologies.

EDSP 621. Counseling Exceptional Children/Youth and Their Parents (Formerly EDSP 621.001) 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.

EDSP 622. Curriculum Development, Learning Handicapped Within this course students are expected to integrate the competencies of the LH program, including a survey of the most current curriculum theories and techniques for LH students (grades K–12), including strategies to promote cross-cultural communication and English as a second language (ESL).

EDSP 623. Field Work Learning Handicapped Student Teaching: LH Classroom Emphasis (Formerly EDSP 624.001) Provides practical experience teaching learning handicapped students on a daily basis in a public school setting under the supervision of a cooperating teacher and university supervisor. The student teacher has the responsibility to plan and organize culturally and linguistically sensitive lesson plans to demonstrate the required competencies. Grading is on a credit, no-credit basis. Prerequisite: consent of the instructor.

EDSP 624. Field Work Learning Handicapped Student Teaching: Mainstreaming Emphasis (Formerly EDSP 624.002) Provides practical experience teaching learning handicapped and remedial students on a daily basis in a public school setting under the supervision of a cooperating teacher or building principal and university supervisor. The student teacher has the responsibility to demonstrate individual and small group remedial strategies and the ability to implement and/or facilitate

mainstreaming in the regular classroom using strategies that are culturally and linguistically appropriate. Prerequisite: consent of the instructor.

EDSP 625. Field Work Learning Handicapped Supervision I (5 or 10) (Formerly EDSP 625) Provides advanced field supervision for competency certification for LH teachers who are teaching on emergency LH credentials. The teachers in training have the responsibility to plan and organize culturally and linguistically appropriate lesson plans to demonstrate the required competencies. Credit, no-credit grading. Prerequisite: consent of the instructor.

EDSP 626. Field Work Learning Handicapped Supervision II

EDSP 630. Instructional Methods and Research in Severely Handicapped This course focuses on empirically validated instructional methods relevant to the severely handicapped which are highly behavioral. Particular emphasis will be placed on what content is relevant to ultimate adult adjustment and is age appropriate.

EDSP 631. Assessment for the Severely Handicapped (3) This course focuses on the administration and interpretation of norm-referenced and criterion-referenced measures (1) to assess current levels of performance of the severely handicapped and (2) to write a sequence of measurable IEP objectives. Skills in direct behavioral measurement strategies and interdisciplinary professional team communication of assessment results will be emphasized.

EDSP 632. Curriculum Development, Severely Handicapped Within this course students are expected to integrate the competencies of the severely handicapped program, including a survey of the most current curriculum theories and techniques for severely handicapped students (grades K–12). Prerequisites: EDSP 505, 507, 508, 542, 621, 630, 631.

EDSP 633. Field Placement Seminar, Severely Handicapped (2) Under the guidance of the instructor, students plan their culturally/linguistically sensitive "lesson plans" for EDSP 634 or EDSP 635. Concurrent with or prerequisite: EDSP 632.

EDSP 634. Field Work Severely Handicapped Student Teaching (10) Provides practical experience teaching severely handicapped students on a daily basis in a public school setting under the supervision of a cooperating teacher and university supervisor. The student teacher has the responsibility to demonstrate individual and small group teaching strategies appropriate to the severely handicapped and the ability to implement and/or facilitate "least restrictive environment" instructional opportunities using strategies that are culturally and linguistically appropriate. Concurrent with or prerequisite: EDSP 633 and consent of the instructor. Credit, no-credit grading.

EDSP 635. Field Work Severely Handicapped Field Supervision (10) Provides advanced field supervision for competency certification for SH teachers who are teaching on emergency SH credentials. The teachers in training have the responsibility to plan and organize culturally and linguistically appropriate lesson plans and LRE (least restrictive environment) instructional opportunities. Concurrent with or prerequisite: EDSP 633 and consent of the instructor. Credit, no-credit grading.

EDSP 651. Resource Specialist I—Role and Legal Mandates and Diagnostic Assessment Analysis of the role of resource specialist focusing on laws, regulations, and other compliance requirements. Emphasis will be on the resource specialist's role as facilitator between regular education and special education. The specialized coordination and consultation functions of the resource specialist's role will be introduced. Analysis of the resource specialist's role in utilization of evaluation data for the modification of instruction and curriculum. Emphasis will be on assessment consultation with regular classroom teachers and on coordination of referral and assessment procedures.

EDSP 652. Resource Specialist II—Instructional Function and Communication Strategies to Facilitate Staff Development and Parent Education The coordination and follow through from assessment to instruction will be emphasized. This instructional function will be divided into two areas, one focusing on curriculum competencies and the other focusing on behavior management competencies. Analysis of the communication skills needed to effectively implement the total resource specialist role. Emphasis will be on strategies to facilitate the acceptance of students with exceptional needs by regular classroom teachers and peers and on strategies to enhance parent education, including the assessment of staff development inservice needs. The RSP's role in instructional coordination, consultation, staff development, and parent education will be focused in one or more content areas.

EDSP 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.

Physical Education Department

Chair: N. Bailey

Faculty: H. Clark, C. Craig, P. Douglass, G. Friedman, T. Kerr, M. Rosen, J. Sage, P. Skehan, S. Tobin, 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 (3)
Physical Education 211	Professional Activities Series (2) (See note *)
Physical Education 300	Motor Learning (3)
Physical Education 310	Measurement and Evaluation (3)
Physical Education 312	Teaching Physical Education (3)
Physical Education 330	History of Sport (3)
Physical Education 401	Kinesiology (3), Prereq: Biol 250
Physical Education 404	Physiology of Exercise (5), Prereq: Biol 255
Physical Education 412	Elementary School Physical Education (3)
Physical Education 470	Administration of Physical Education and Athletic Programs (3)
Physical Education 490	Senior Seminar in Physical Education (5)

* Nine 211 courses required and they must include dance, aquatics, and gymnastics

2. Fifteen or more units from the following courses:

Physical Education 290	Prevention and Treatment of Athletic Injuries
Physical Education 315	Aquatics
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 403	Adapted Physical Education
Physical Education 405	Motor Development
Physical Education 406	Sports Medicine
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 chair of the Physical Education Department.

Teaching Credential—Single Subject

The CSUB degree in Physical Education has been certified by the Commission on Teacher Credentialing (CTC) as satisfying requirements for the State of California Single Subject Credential. This means that a student completing the CSUB B.S. degree in Physical Education also completes the CTC-approved examination waiver program in Physical Education.

Adapted Physical Education Certificate Program

The CTC has granted an examination waiver for the teaching certificate in Adapted Physical Education. All students interested in the certificate program shall have current and valid a California basic teaching credential.

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)
   Physical Education 410 Movement Education (5)
   EDSP 501 Introduction to Education of Exceptional Children/Youth (5)
   EDSP 621 Counseling Exceptional Children/Youth and Their Parents (5)
3. Because it is likely that they will have covered them in their degree and credential programs, those who possess the following credentials will not be required to complete the prerequisites:
   a. Ryan Single Subject (P.E.)
   b. Standard Secondary 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 or TBA. Intramurals, skiing, and selected physical conditioning courses are TBA. 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. Introduction to Teaching (2) A focus on the skill acquisition necessary for competent teaching of physical education activity classes. Two meetings per week, plus additional two hours per week field activity time. Subjects covered will include: Badminton/Racquetball, Basketball/Gymnastics, Field Hockey/Golf, Folk/Square Dance, Softball/Flag Football, Swimming/Water Safety, Tennis/Archery, Volleyball-/Soccer, Weight Training/Physical Fitness, and Self-Defense.

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. Subjects are: Basketball, Wrestling, Men's Track, Women's Track, Cross Country, Women's Tennis, Men's Tennis, Volleyball, Soccer, Swimming, and 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.

Physical Education 289. Experiential Learning

Physical Education 290. Prevention and Treatment of Athletic Injuries (3) An examination of the theoretical background of the prevention, care, and rehabilitation of athletic injuries and other sport-related pathological conditions. Also studied are the practical skills involved in taping, first aid, and rehabilitation techniques.

Physical Education 299. Individual Study

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, discussion, and lab.

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. 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 sidestroke. 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 Theory (2) Selected study of theory, philosophy, methods, and techniques relating to the coaching of a variety of sports. Emphasis on practice and event preparation, individual and team fundamentals, offensive and defensive techniques, strategies, motivation, training and conditioning, and program administration and evaluation. Lecture, discussion, and participation. Subjects include: Competitive Swimming, Softball, Basketball, Football, Tennis, Track, Volleyball, Wrestling, Field Sports for Women, Golf, and Soccer.

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, discusion, and participation. Prerequisite: Permission of instructor. Subjects include: Softball, Basketball, Football, Tennis, Track, Volleyball, Wrestling, Field Sports for Women, and Competitive Swimming.

Physical Education 391. Competency Examination

Physical Education 392. Exercise Rehabilitation in Athletic Training (3) The design, development and application of exercise programs for rehabilitation of athletic injuries.

Physical Education 393. Seminar in Athletic Training

Physical Education 394. Internship in Athletic Training (1) Practical experience in athletic training.

Physical Education 396. Therapeutic Modalities in Athletic Training

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, discussion and lab. Prerequisite: Biology 255 Human Physiology.

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 406. Sports Medicine A study of selected topics related to sports medicine with application for athletics, personal fitness and health. Emphasis is on studying various methods of training and types of diet on specific sport activities and health-related aspects of cardiorespiratory fitness. Written and oral reports, based on current information from the research literature, will be required. Lecture, discussion and laboratory demonstration. Prerequisites: PE 404 and senior standing.

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. Elementary School Physical Education (3) This course is designed to provide the elementary school teacher with fundamental understandings of the purposes of physical education, rationale for activity selection, strategies for teaching basic movement skills and group play activities appropriate for grades Kindergarten through sixth. Additionally, innovative and contemporary trends in curriculum will be presented (i.e., perceptual-motor training, noncompetitive games, relaxation), and movement experiences for the exceptional child. A portion of the class meetings will provide opportunity for peer-teaching in which the focus will be on appropriate selection of activities and methods of instruction.

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. Satisfies the Women or American Ethnic/Racial minorities course requirement, and a Women's Studies Minor course requirement.

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 489. Experiential Learning

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 Extension of the theoretical constructs of P.E. 290. Study of advanced concepts of athletic injury and other sport-related pathological conditions. Focus on responsibilities of the Head Athletic Trainer (i.e., organization, evaluation prescription and administration of the athletic injury prevention and care areas). Meets

requirements of the National Athletic Trainers Association. Prerequisite: P.E. 290 and Human Anatomy.

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) Exploration of a specific topic, primarily through directed readings and discussion with professor. Prequisites: Consent of instructor and approval of department chair and dean of the School of Education.

Teacher Education Department

(DDH CC205 664-3134)

Chair: R. Brie

Faculty: P. Folkerth, A. Garcia, D. Georgi, R. Hughes, M. Ice, L. Kellenberger, D. Moody, J. Morales-Flores, P. Myers, J. O'Connor, L. Ost, E. Page, B. Schaudt, S. Sparling, D. Turner, J. Wilson (on leave)

The programs and services of this department are directed toward the pre-service preparation of teachers who are seeking a basic California credential, in-service education for persons already employed, and graduate preparation for the Curriculum and Instruction and Reading/Literacy options in the M.A. in Education degree and the specialist credential in Reading/Language Arts.

BASIC PRELIMINARY CREDENTIAL PROGRAMS

1. Single Subject Credential
2. Multiple 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 Subject" credential which authorizes the holder to provide instruction in any self-contained classroom in the preschool, kindergarten, and grades 1 to 12 inclusively.

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 CSUB waiver program. Single subject candidates who have not completed an approved waiver program at any California institution must pass appropriate NTE specialty area test and the Content Area Performance Assessment (CAPA). Multiple Subject candidates who have not completed an approved waiver program at any California institution must pass the NTE's Multiple Subjects Assessment of Teachers (MSAT). In addition, they must meet the required prerequisites to the program.

Students in the Multiple Subject and Single Subject preliminary credential programs should not take any additional courses outside of their credential program without specific approval, in writing, by the director of the program and an advisor.

Changes are occasionally made in course units, numbers and content. Students must check with the Student Teaching Office for specific program requirements.

Advising

In consonance with University policy, all undergraduate students seeking the Single Subject or Multiple Subject credential are assigned to advisors in the area of their undergraduate major for counseling regarding general education, majors and minors, and electives. Students are urged to work very closely with their advisors and should note that credential requirements and procedures are continually being reviewed and are subject to change. Students who are planning to qualify for credentials or are planning to enroll in professional education courses should seek information regarding their program from the Student Teaching Office of the School of Education. (DDH BB209, 664-3075)

Approved Single- and Multiple-Subject-Degree Waivers

The following table includes a cross-listing of the degree majors approved by the Commission on Teacher Credentialing for degree examination waiver purposes for each credential:

Credential	*Degree Major*	*See Page*
Multiple Subjects:		
Child Development	BA-Child Development	107
Liberal Studies	BA-Liberal Studies	111
Single Subject:		
Art	BA-Art	162
Business Education	BS-Business Administration	238
English	BA-English	151
Foreign Languages	BA-Spanish	173
Music	BA-Music	166
Physical Education	BS-Physical Education	281
Mathematics	BS-Mathematics	185
Physical Science	BS-Physics	204
	BS-Chemistry	133
Life Science	BS-Biology	128
Social Sciences	BA-Anthropology	233
	BA-Economics	147
	BA-Political Science	212
	BA-Psychology	218
	BA-Sociology	229
	BA-History	178
History	BA-History	178
Government	BA-Political Science	212

Subject Matter Assessment

As part of the application process for the Single Subject and Multiple Subject credential program, applicants must participate in the subject matter assessment process as developed by the University in accordance with current legislation and directives from the Office of the Chancellor. Contact the waiver program for specific information about this requirement.

National Teacher Examination (NTE)

Students may elect to demonstrate subject-matter competency by passing the appropriate NTE or the MSAT 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 and to complete the subject matter process. Students should consult an academic advisor from the waiver program to determine their status.

The NTE and CAPA or MSAT do not eliminate the requirement to complete assessment and 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 CSUB before being fully admitted to the program.

A committee will review information concerning the applicant's intellectual resources, command of fundamental skills of communication, scholarship, personality and character suited to teaching, many-sided interests, health, and relevant experiences. Detailed information concerning the criteria and the procedures for admission must be obtained in the Student Teaching Office (DDH BB209).

Curricular Sequence for Multiple Subject Credential Candidates

Students may begin the Multiple Subject program in fall, winter, or spring quarters.

Admission Requirements

Passed 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).

Completed the following courses or their equivalent.

EDEL 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 (Competency is demonstrated with a B— or better in approved composition courses or a score of 9 on the UDWC Examination)

EDEL 400	Orientation
PED 412	Elementary School Physical Education
GST 390	Microcomputers

The course sequence for students wishing to receive a credential to teach in the elementary schools in California or in a multiple subjects classroom in pre-school, kindergarten, or grades 1 through 12 is as follows: (units in parentheses)

Phase I	EDEL 401	Classroom Organization, Management, and Discipline (2)
	EDEL 402	Educational Psychology (2)
	EDEL 411	Introduction to Teaching Multiple Subject (3)
	EDEL 412	Curriculum and Instruction of Elementary Mathematics (3)
	EDEL 423	Teaching Reading in the Elementary School I (3)
	EDEL 308	Laboratory Experience—Multiple Subject (1)
Phase II	EDEL 422	Curriculum and Instruction of Elementary Language Arts (2)
	EDEL 424	Teaching Reading in the Elementary School II (2)
	EDEL 431	Curriculum and Instruction of Elementary Social Studies (2)
	EDEL 441	Seminar: Student Teaching Multiple Subject I (1)
	EDEL 440	Student Teaching Multiple Subject I (8)
Phase III	EDEL 432	Curriculum and Instruction of Elementary Science (2)
	EDEL 443	Seminar: Student Teaching Multiple Subject II (1)
	EDEL 442	Student Teaching Multiple Subject II (14)

Phase IV Fifth year requirements and electives as necessary to complete the professional and clear credential programs.

Multiple Subject Student Teaching

Students seeking the Multiple Subject credential will enroll in two quarters of student teaching (EDEL 440 and EDEL 442) and concurrently enroll in the student teaching seminars (EDEL 441 and EDEL 443). Student teaching is arranged by the program faculty so candidates have a teaching experience in a setting that is culturally different from themselves and with students at two different grade levels. At least one experience must be in public schools.

Student teaching is a rigorous experience to which candidates are expected to devote substantial time and energy. Candidates involved in student teaching must keep their schedules free of other commitments during periods of school responsibilities. In addition, outside responsibilities must be limited during student teaching. This includes work responsibilities and coursework not directly related to the credential program.

Requests for placements are required by the second week of quarter preceding student teaching.

Bilingual/Cross-Cultural Emphasis Program

The Bilingual/Cross-Cultural (B/CC) Emphasis Program is administered by the School of Education in cooperation and consultation with various departments in the School of Arts and Sciences. It is presently a Spanish language/Chicano culture program. While the focus of the program is primarily Spanish, other cultures are covered in the coursework. Students in the B/CC Emphasis Program major in Liberal Studies or Child Development while satisfying undergraduate B/CC Emphasis requirements. Upon entry into the Multiple Subject Credential Program, B/CC Emphasis students satisfy B/CC Emphasis credential requirements. These requirements are as follows:

1. *Entry Requirements*
   a. Students majoring in Liberal Studies or Child Development are eligible for the B/CC Emphasis Program.
   b. Students must apply for entry into the B/CC Emphasis Program by completing an application form and filing it with the Office of Undergraduate Studies.

c. At the time of acceptance into the program, students must have completed Spanish 202 or the equivalent or have scored at the Foreign Service Institute (FSI) Level II of the CSUB Bilingual Competency Assessment. Students who score at Level III are exempted from the exit examination. All students are encouraged to prepare for the examination, which is written and oral, by taking course work at the 100 and/or 200 levels, as needed by each student.
d. Prior to official entry into the B/CC Emphasis Program, students may enroll in required courses, but official acceptance is required in order to validate the B/CC emphasis and those courses.
e. Post-baccalaureate students are not eligible for the B/CC Emphasis.

2. *Undergraduate Requirements*
a. Completion of all requirements for the major in Liberal Studies or Child Development.
b. Completion of all admission requirements for the Multiple Subject Credential Program.
c. *Spanish Language*
Completion of ten (10) units of Upper Division Spanish courses, with a grade of "C" or better. These courses may be double-counted with major requirements. The following courses in the Department of Foreign Languages, which are taught in Spanish or upper division transfer courses (taught in Spanish) approved by the Program Coordinator fulfill this requirement.

Spanish 301	Spanish Literature I
Spanish 302	Spanish Literature II
Spanish 303	Introduction to Hispanic Literature
Spanish 311	Advanced Spanish Grammar
Spanish 321 (taught in Spanish)	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 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 426	Southwest Hispanic Folklore

d. *Chicano Studies*
Completion of ten (10) units of Chicano Studies courses, with a grade of "C" or better. These courses may be double-counted with major requirements. Two of the following courses, or transfer courses approved by the Program Coordinator, fulfill this requirement:

Behavioral Science 351	Social Psychology of the Ghetto/Barrio
History 468	The Chicano Experience
Sociology 333	Mexican Americans in Contemporary Society
Spanish 320 (taught in English)	Hispanic-American Culture and Civilization
Spanish 424	Culture and Civilization of Mexico and the Chicano/Mexican Americans
Spanish 425	Chicano Literature

e. *Cross-Cultural Studies*
Completion of five (5) units of cross-cultural studies courses, with a grade of "C" or better. This course may be double-counted with major requirements. One of the following courses, or a transfer course approved by the Program Coordinator fulfills this requirement.

*These two courses are identical in content. Only one may be counted toward the B/CC Emphasis.

Anthropology 320	Culture and Communication
Anthropology 333	Culture and Environment
Anthropology 353	Peoples of Mexico
Anthropology 370	Third World Communities
Behavioral Science 435	Family and Kin Around the World
Child Development 320	Individual and Family Development in Selected Non-Western Cultures
English 420	Sociolinguistics: Language, Society and Education
IN ST 486	Educational Anthropology
Sociology 327	Race and Ethnic Relations

f. *B/CC Emphasis Credential Program Prerequisites*
Completion of the following B/CC Emphasis prerequisites prior to entry into the Multiple Subject Credential Program:

EDBI 475	Introduction to Cross-Cultural Education
EDBI 476	Introduction to Teaching E.S.L.

Preliminary Credential Requirements

a. Students in the B/CC Emphasis Credential component follow the same sequence of course work as do all other Multiple Subject Credential Program students.
b. In this sequence, they enroll in parallel courses, designed for the B/CC Emphasis. These courses are:

Phase I	EDEL	425	Curriculum and Instruction of Elementary/Bilingual Language Arts (instead of EDEL 422)
Phase II	EDEL	426	Teaching Reading in Bilingual/Elementary School Settings (instead of EDEL 424)
Phase III	EDEL	442	Multiple Subjects Student Teaching II (Bilingual classroom, with a bilingual cooperating teacher and university supervisor)

c. Passage of the CSUB Bilingual Competency Assessment, with an FSI Level III score in written and oral Spanish language, unless the student scored at Level III upon entry into the program.
d. Students who complete this program are eligible for the Multiple Subject Credential with a B/CC Emphasis. The requirements for the Clear Credential are the same as for all holders of the Preliminary Credential.

Curricular Sequence for Single Subject Credential Candidates

Students may begin the Single Subject program in the fall or spring. Application will be completed while taking EDSE 400. Students are advised to check on program admission requirements (below) before taking EDSE 400.

All admissions requirements, including EDSE 241 and EDSE 400 must be completed before Phase I classes can be taken. Phase I courses are offered after 3:30 p.m. Students may not proceed to Phase II until they have completed all Phase I courses with a minimum 3.0 GPA. Special Methods may only be offered in the fall quarter, and thus may be taken when available.

Winter 1992 is the last time Phase I will be offered in the winter quarter.

Admission Requirements

Passed CBEST (contact Testing Center for information)
Have a GPA in the upper half of undergraduate students in the candidate's area of degree work
General Studies 190 or 390 Microcomputers (2)
EDSE 241 Early Field Experience (2)
EDSE 400 Orientation and pass assessment (1)
Interview with program faculty
Passed Upper Division Writing Competence or equivalent (Competency is demonstrated with a B— or better grade in approved composition courses or with a score of 9 or higher on the UDWC Examination)
Completed subject matter waiver (contact subject matter advisor) or passed NTE and CAPA in subject area (contact Testing Center)

Curricular Sequence for Single Subject Preliminary Credential

Phase I	EDSE 412	Introduction to Education and Teaching (5)
	EDSE 420	General Methods and Educational Technology (5)
	EDSE 427	Teaching Reading in Secondary Schools (5)
Phase II	EDSE 413	Managing and Assessing the Learning Process (5)
	EDSE 426	Special Methods and Resources in the Major Subject Area (3)—*may be offered only in fall quarter*
	EDSE 445	Single Subject Student Teaching I (7) (Placement request forms are due the seventh week of the quarter preceding Phase II student teaching)
	EDSE 446	Single Subject Student Teaching Seminar I (1)
Phase III	EDSE 447	Single Subject Student Teaching II (13) (Placement request forms are due the seventh week of the quarter preceding Phase III student teaching)
	EDSE 448	Single Subject Student Teaching Seminar II (1)

Single Subject Student Teaching

Students seeking the Single Subject Credential will enroll in two quarters of student teaching (EDSE 445 and EDSE 447) and concurrently enroll in the Student Teaching Seminars (EDSE 446 and EDSE 448). Placement request forms are due in the Student Teaching Office the seventh week of the quarter preceding each phase of student teaching. Student teaching will be arranged so that candidates can have a teaching experience in a setting that is significantly culturally different from themselves and with students representing more than one level of achievement. At least one student teaching experience must be in public schools. A local school master teacher or mentor teacher and a university supervisor are assigned for each student teaching assignment.

In most cases, the local school calendar is followed regarding starting and ending student teaching. This usually means starting at the beginning of a semester and finishing at its end. This also means that the two quarters of student teaching may require candidates to begin and end student teaching at odd times regarding the university quarters. Starting Phase II student teaching in the spring quarter or Phase III student teaching in the fall quarter is discouraged.

Student teaching is a rigorous experience and candidates are expected to devote substantial time and energy to it. Candidates involved in student teaching must keep their schedules free of other commitments during periods of school responsibilities. In addition, outside responsibilities must also be limited during student teaching. This includes work responsibilities and coursework not directly related to the credential program.

FIFTH-YEAR PROGRAM FOR CLEAR CREDENTIAL

To obtain a clear Single Subject or Multiple Subject credential a student must complete a fifth-year program planned with an Education advisor. This program must include at least 45 quarter units 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. Courses used to fulfill requirements for credit toward a bachelor's degree will count toward a fifth year requirement.
3. A minimum of 16 units must be completed in residency.
4. Fifth-Year Program Requirements: Select at least one course (or equivalent) from the first four of the following categories. These program courses have a prerequisite of a basic teaching credential.
   a. Educational Foundations: Historical, Philosophical, Social
      EDCI 516, EDCI 548, EDCI 610, EDCI 615
   b. Psychological Foundations of Education
      EDCI 511, EDEC 412, EDEC 413, EDEC 514
   c. Curriculum and Instruction
      EDCI 520, EDCI 530, EDCI 531, or any advanced course in curriculum or instruction in a candidate's subject area

d. Special Education
EDSP 501*
e. Technology and Education
EDCI 560*

*Note: Course has prerequisites

Advanced Credential Programs

The following specialist credential program as authorized by the Teacher Preparation and Licensing Law of 1970 has been approved by the Commission on Teacher Credentialing. Detailed current information describing this credential program may be obtained from the Credentials Office or Graduate Studies Office of the School of Education or from departmental advisors.

Specialist Credential Program

1. Reading/Language Arts 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.

Requirements for Specialist Credential in Reading/Language Arts

Prerequisites:
A valid teaching credential, completion of a Commission-approved reading methods course (or NTE exam #20 "Introduction to the Teaching of Reading"), verification of at least one-half year of successful teaching experience, minimum GPA of 2.5
Concentration (minimum of 40 quarter units):

EDLT 518	Development, Assessment and Evaluation of Reading Programs
EDLT 519	Survey of Research in Reading
EDLT 526	Diagnosis and Correction of Reading Problems
EDLT 546	Practicum in Diagnosis and Correction of Reading Problems
EDLT 558	Reading in Elementary, Middle, and Secondary Schools
EDLT 559	Field Experience in Reading
EDLT 570	Reading in the Content Areas
EDLT 597	Development of Inservice Education
EDLT 598	Linguistics and Reading
EDLT 599	Seminar in Reading
EDIS 699	Individual Study in Graduate Education (Reading)

Select one course from the following:

EDLT 585	Children's Literature
EDLT 586	Adolescent Literature

GRADUATE DEGREE PROGRAMS

The Department of Teacher Education of CSUB offers programs of studies leading to the Master of Arts in Education degree in the following areas of concentration: Curriculum and Instruction, and Reading. 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.

Master of Arts in Education

The Master of Arts in Education degree will be conferred only upon those students who complete an authorized graduate degree curriculum established by the School of Education to meet the standards required by the school. The basic pattern of all programs consists of (1) core studies (7 units), (2) professional concentration options (34 units), and (3) a culminating project, thesis, practicum or comprehensive examination (2–5 units). All programs shall be based upon an irreducible minimum of forty-five (45) quarter units of graduate credit acceptable to both the School of Education and the University. Degree programs shall be planned cooperatively by the students and their advisors within the School of Education and subject to approval by the coordinator of Graduate Studies of the school. All courses and the culminating activity must be completed within a seven (7) year period to qualify for the degree.

Program Concentrations

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.

Literacy

The concentration in literacy is available for post-baccalaureate students who have an interest in further refinement of their professional skills and knowledge in the areas of reading and the language arts, elementary or secondary. All applicants for the graduate concentration in literacy must also qualify for an official teaching credential. Work toward the M.A. in literacy may be closely articulated with the Reading/Language Arts Specialist Credential as designed by standards of the Commission on Teacher Credentialing (CTC).

Requirements for the M.A. Degree Concentration in Curriculum and Instruction

Prerequisite:
A valid basic teaching credential
Core:

EDRS 680	Educational Statistics
EDRS 681	Research Design and Analysis in Education

Concentration (14 units):

EDCI 516	Foundations of American Education
EDCI 520	Modern Instructional Strategies
EDCI 530	Curriculum Theory and Development

Select one of the following:
- EDCI 511 Advanced Educational Psychology and Learning Theory
- EDEC 514 Growth and Cognitive Development of Children
- EDEC 545 Human Development: A Lifespan Perspective

Elective courses for areas of emphasis (minimum of 20 units—see advising sheet)
Culminating Activity (select one):
- EDCA 690 Master's Thesis in Education
- EDCA 691 Master's Project in Education
- EDCA 692 Master's Examination in Education

Requirements for the M.A. Degree Concentration in Literacy

Prerequisites: A valid teaching credential, completion of a Commission-approved reading methods course (or NTE exam #20 "Introduction to the Teaching of Reading"), verification of at least one-half year of successful teaching experience, minimum GPA of 2.5
Core:
- EDRS 680 Educational Statistics
- EDRS 681 Research Design and Analysis in Education

Concentration (minimum of 34 quarter units):
- EDLT 519 Survey of Research in Reading
- EDLT 526 Diagnosis and Correction of Reading Problems
- EDLT 546 Practicum in Diagnosis and Correction of Reading Problems
- EDLT 558 Reading in Elementary, Middle, and Secondary Schools
- EDLT 570 Reading in the Content Areas
- EDLT 598 Linguistics and Reading
- EDLT 599 Seminar in Reading

Select one course from the following:
- EDLT 585 Children's Literature
- EDLT 586 Adolescent Literature

Culminating Activity:
- EDCA 690 Master's Thesis in Education
- EDCA 691 Master's Project in Education
- EDCA 692 Master's Examination in Education

CULMINATING ACTIVITY

EDCA 690. Master's Thesis in Education (2–5) A carefully designed review of the research literature and findings of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a Culminating Activity Committee (CAC**)

EDCA 691. Master's Project in Education (2–5) Design and implementation with a written report of a field research, internship, or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalents. Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of Culminating Activity Committee.**

EDCA 692. Master's Examination in Education (2–5) Study and examination in depth of a specific area of concentration in Education; form of the examination to be determined by a CAC.** Prerequisites: Successful completion of 30 quarter units in the graduate program, approved petition for advancement to candidacy, and appointment of a CAC.**

CURRICULUM AND INSTRUCTION

EDCI 482. Technology and Education (3) An examination of how a broad range of technological innovations has evolved and impacted upon operational systems and personal behaviors in education. Focus on theory and practice of such "high tech" devices as motion-picture projectors, video-tape recorders, video-disc or tape players, sound-image synthesizers, electronic calculators, word processors and microcomputers. Ethical issues regarding their use are considered. Prerequisite: teaching credential or permission of instructor.

EDCI 510. Educational Evaluation and Assessment Study of various educational evaluation and assessment techniques. Includes both traditional testing principles and a variety of other contemporary educational assessment practices.

EDCI 511. Advanced Educational Psychology and Learning Theory Advanced educational psychology. Recent significant contributions in research in educational psychology and learning theory. Prerequisite: teaching credential or permission of instructor.

EDCI 516. Foundations of American Education (3) An intensive study and analysis of the interrelated cultural, philosophical, historical, and social factors which bear upon the continuing and contemporary issues in American education. The course focuses upon an integration of foundational themes and concerns that relate directly to contemporary educational problems. Prerequisite: teaching credential or permission of instructor.

EDCI 520. Instructional Strategies (3) An examination of various instructional models, including information processing, social interaction, personal development and operant conditioning. Theory and research in the development, selection, implementation and evaluation of instructional models. Prerequisite: teaching credential or permission of instructor.

EDCI 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. Prerequisite: teaching credential or permission of instructor.

EDCI 527. Art Education in the Elementary and Secondary School Introduction to drawing, painting and sculpture for the public school teachers. Prerequisite: teaching credential or permission of instructor.

EDCI 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. Prerequisite: teaching credential or permission of instructor.

EDCI 530. Curriculum Theory and Development (3) Current and traditional theories of curriculum, including general organizational patterns, course patterns, and methods of effecting curriculum change; relies upon historical models. Prerequisite: teaching credential or permission of instructor.

EDCI 531. Curriculum Evaluation (3) Procedures, materials, and problems in the evaluation of school curricula and programs. Prerequisite: teaching credential or permission of instructor.

EDCI 532. Concepts of Science Education (3) Differentiation of the concepts of science education appropriate to learning and teaching science at the elementary and secondary levels. Prerequisite: teaching credential or permission of instructor.

EDCI 534. Curriculum Concepts for Secondary Science Education (3) Special research studies and/or independent studies in science curricula of the secondary school. Prerequisite: teaching credential or permission of instructor.

EDCI 535. Special Problems in Science Education Special research problems in science education including pilot studies, curriculum, methodologies, and the nature of science. (Laboratory based) Prerequisite: teaching credential or permission of instructor.

EDCI 536. Special Problems in Mathematics Education (3) Instruction in mathematical concepts related to specific problems in mathematics and education; development of curricular units related to the problem under investigation. May include research problems in mathematics education, including pilot studies, curriculum methodologies, and the nature of mathematical learning. Prerequisite: teaching credential or permission of instructor.

EDCI 537. The Nature of Science and Implications for Science Teaching (3) Designed to illustrate the relationship between the nature of science and science teaching. A specific amount of time devoted to developing understanding of the differences between scientific inquiry and inquiry as a strategy of teaching. An additional primary purpose of the course is to bring the science teacher to understand the peculiar, and perhaps unique, structures within which facts and ideas of science fit. Emphasis placed upon how this information affects methodology, curriculum, and the structure of specific courses in science. Prerequisite: teaching credential or permission of instructor.

EDCI 539. Physical Education in the Elementary Schools (3) Examination of the place and function of physical education in the elementary school curriculum; analysis of growth and development patterns; learning and motor development; instructional strategies, methodology, materials and evaluation procedures. Focuses on an understanding of the relationship of physical and motor development to the total learning experience of the child. Prerequisite: teaching credential or permission of instructor.

EDCI 548. Education as a Profession (3) Designed to provide experiences for graduate students that will develop their knowledge and understanding of professional: (1) standards; (2) preparation; (3) autonomy; (4) ethics; (5) organizations; (6) certification and licensure; and (7) collective bargaining. The course focuses on background, issues, and the completion of assignments in each content area. Prerequisite: teaching credential or permission of instructor.

EDCI 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: teaching credential or permission of instructor.

EDCI 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. Prerequisite: teaching credential or permission of instructor.

EDCI 560. Computers and Instruction (3) A practical guide to the use of microcomputers and computer-based technology in education. Emphasis will be placed upon a variety of effective uses for computer-assisted instruction and computer-managed instruction to include planning for the integration of application programs into the elementary or secondary school curriculum (includes a lab). Prerequisite: General Studies 190, 390, or equivalent and completion of a basic credential program or consent of the instructor.

EDCI 580. Research in Elementary Science Education (3) Examination of researches on processes in elementary science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: consent of instructor. Prerequisite: teaching credential or permission of instructor.

EDCI 581. Research in Secondary Science Education (3) Examination of researches on processes in junior and senior high school science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: teaching credential or permission of instructor.

EDCI 587. Critical Thinking and Problem Solving for Educators (3) This course will review the current theory and practice related to teaching critical thinking and problem solving within the context of educational settings. Students will learn specific strategies necessary for promoting critical thinking and problem solving. Important issues related to these topic areas will be addressed through a review of the current scholarly literature. Prerequisite: a basic teaching credential.

EDCI 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. Prerequisite: teaching credential or permission of instructor.

EDCI 591. Problems in Early Childhood Education and Elementary Education (1–5) Repeatable with different topics. In-depth study of various areas in early childhood and elementary education. Prerequisite: teaching credential or permission of instructor.

EDCI 594. Seminar in Inservice Education (1–5) Repeatable with different topics. Special programs in inservice education. Prerequisite: teaching credential or permission of instructor.

EDCI 595. Recent Developments in Education (1–5) An examination of significant developments in education. Presentation of recent research and ideas. Repeatable with different topics. Prerequisite: teaching credential or permission of instructor.

EDCI 596. Special Topics in English Education (1–5) Special investigation into specific problems in language arts education in elementary and secondary schools. Prerequisite: teaching credential or permission of instructor.

EDCI 604. Special Topics in Education (1–5) Varying and repeatable special topics in elementary, middle, and secondary education. Special investigations into specific areas and problems. Prerequisite: teaching credential or permission of instructor.

EDCI 610. Philosophical Foundations of Education (3) Examination of selected current philosophies of education, their histories and applications to contemporary educative processes. Prerequisite: teaching credential or permission of instructor.

EDCI 612. Historical Foundations of Education (3) Detailed study of the history of the major trends, forces and patterns in education. Prerequisite: teaching credential or permission of instructor.

EDCI 615. Comparative Education (3) Education patterns of various countries. The history, development, and current sta-

tus of systems of education in different cultural settings. Prerequisite: teaching credential or permission of instructor.

EDUCATIONAL RESEARCH

EDRS 680. Educational Statistics (4) (Formerly EDRS 680.001) 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.

EDRS 681. Research Design and Analysis in Education (3) (Formerly EDRS 680.002) 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: EDRS 680.

GENERAL EDUCATION

EDGE 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.

INDIVIDUAL STUDY

EDIS 496. Internship in Education (1–5) Involves an assignment with an educational or community agency with placement and supervision by a department in the School of Education. The assignment and coordination of the work project with conferences and readings, as well as course credits, evaluation, and grading are the responsibility of the faculty instructor, working with the field supervisor. Credit, no-credit grading. The course may not be used as the equivalent of any portion of student teaching.

EDIS 497. Cooperative Education (1–5) The Cooperative Education program offers a sponsored learning experience in a work setting, integrated with a field analysis seminar. The field experience is contracted by the Cooperative Education Office on an individual basis, subject to approval by the department. The field experience, including the seminar and reading assignments, is supervised by the cooperative education coordinator and the faculty liaison (or course instructor), working with the field supervisor. Students are expected to enroll in the course for at least two quarters. The determination of course credits, evaluation, and grading are the responsibility of the departmental faculty. Credit, no-credit grading. (Each department to determine application of credit.)

EDIS 499. Individual Study (1–5) Exploration of a specific topic, primarily through directed readings and discussion with professor. Prerequisites: Consent of instructor and approval of department chair and dean of the School of Education.

EDIS 699. Individual Graduate Study (1–56) Investigation of an approved topic selected in conference with professor in area of major interest. Prerequisites: Consent of instructor and approval of department chair and dean of the School of Education.

MULTIPLE SUBJECT

EDEL 240. Early Field Experience in the Elementary School (2) An experience of service in schools where the student works with children in content areas to link practice, knowledge, and application. The purpose is to lead the student to explore ways in which content knowledge is used in school settings. Includes both school assignment and seminar discussion. Offered on credit, no-credit basis only. Prerequisite to Multiple Subject credential program.

EDEL 308. Observation and Participation: Multiple Subject (1) Field work for multiple subject candidates. Supervised experiences highlighting various aspects of the elementary school setting. Includes observation of and participation in both cognitive and affective curriculum components. Prerequisites: admission to the Multiple Subject credential program and enrollment in EDEL 423.

EDEL 309. Observation and Participation: Multiple Subject for Bilingual Emphasis Students (1) (Formerly EDEL 308.010) Field work for multiple subject 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.

EDEL 400. Orientation to the Multiple Subject Program (1) An examination of the multiple subject credential program, completion of the application and screening process and an assessment of the candidate's academic preparation and personal and professional characteristics to successfully function in teaching.

EDEL 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.

EDEL 402. Educational Psychology (2) (Formerly EDEL 411.001) Introduction to educational psychology. Content includes child growth and development, educational learning theories, and application in the elementary classroom.

EDEL 411. Introduction to Teaching Multiple Subject (3) (Formerly EDEL 411.002) A comprehensive course designed to prepare the student for student teaching. Includes social foundations within a multicultural school setting, multicultural awareness, school law and bilingual education legislation, objectives and planning, creativity, art education, audiovisual competency, and interpersonal communication skills within bilingual and non-bilingual settings.

EDEL 412. Curriculum and Instruction of Elementary Mathematics (3) (Formerly EDEL 422.002) Provides knowledge of skills, methods, and materials of mathematics curriculum and instruction. Includes diagnosis and prescription of student needs.

EDEL 422. Curriculum and Instruction of Elementary Language Arts (2) (Formerly EDEL 422.001) Provides knowledge of skills, methods, and materials of language arts curriculum and instruction. Includes diagnosis and prescription of student needs.

EDEL 425. Curriculum and Instruction of Elementary Bilingual Language Arts (2) (Formerly EDEL 422.011) 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.

EDEL 423. Teaching Reading in the Elementary School I (3) Instruction in reading methods and materials in the elementary schools. Includes the teaching of phonics. (Basic credential course.) Prerequisite: EDEL 240 and admission into the Multiple Subjects program.

EDEL 424. Teaching Reading in the Elementary School II (2) This course is a continuation of EDEL 423; includes diagnostic procedures, methods and materials for reading instruction in the elementary schools. (Basic credential course.) Prerequisite: EDEL 423.

EDEL 426. Teaching Reading in Bilingual Elementary School Settings II (2) (Formerly EDEL 424.010) This course is a continuation of EDEL 423. It includes methods for teaching reading in the primary language (L1), and examination of primary language materials, diagnosis, and prescription of reading problems and strategies for facilitating transfer from L1 reading to English reading.

EDEL 431. Curriculum and Instruction of Elementary Social Studies (2) (Formerly EDEL 433.001) Curriculum, instructional strategies, skills, and materials for teaching the social studies in the elementary school. Includes evaluation and reporting pupil progress.

EDEL 432. Curriculum and Instruction of Elementary Science (2) (Formerly EDEL 433.002) 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.

EDEL 440. Student Teaching Multiple Subject I (8) (Formerly EDEL 441) Provides an initial opportunity to apply pedagogical theory and skills in a classroom setting with guidance and assistance from a cooperating teacher and university supervisor. The focus is on curriculum areas of reading, language arts, and mathematics. Scheduled during regular morning school sessions daily. Prerequisite: EDEL 411, EDEL 422, 423, and admission by the Multiple Subject program. Corequisite: EDEL 424, EDEL 431.

EDEL 441. Seminar: Student Teaching Multiple Subject I (1) (Formerly EDEL 441.001) Discussion of problems and practices of elementary school teaching. Various topics, including self-awareness, are examined as appropriate. Individual identification and analysis of teaching problems. Corequisite: EDEL 440.

EDEL 442. Student Teaching Multiple Subject II (14) Provides an opportunity to apply pedagogical theory and skills in a classroom setting with guidance and assistance from a cooperating teacher and university supervisor. This includes all areas of the curriculum as an extension of EDEL 440 plus social studies, science, physical education, art, and music. Scheduled during the regular school sessions daily. Prerequisite: EDEL 440 and all Phase I and II course requirements. Corequisite: EDEL 443 and EDEL 432.

EDEL 443. Seminar: Student Teaching Multiple Subjects II (1) (Formerly EDEL 442.001) Discussion of problems and practices of teaching in the elementary school. Various topics, including parent involvement, are examined as appropriate. Individual identification and analysis of teaching problems. Corequisite: EDEL 442.

EDEL 444. Elem. Intern Teaching I

EDEL 445. Elem. Intern Teaching II

EDEL 446. Elem. Intern Teaching III

LITERACY

EDLT 518. Development, Assessment and Evaluation of Reading Programs (3) (Formerly EDRD 518) This course is designed to meet the needs of specialists who wish to know how to assess and then evaluate total school reading programs. Course is appropriate for curriculum directors, reading specialists, and administrators.

EDLT 519. Survey of Research in Reading (3) (Formerly EDRD 519) Exploration of historical developments in reading research, review and analysis of current literacy-related educational research including topics such as comprehension, work recognition, beginning reading and emergent literacy, assessment, and instructional strategies; development of a working knowledge of research design and methodology. Recommended prerequisites: EDRS 680 Educational Statistics and EDRS 681 Research Design and Analysis in Education or equivalent.

EDLT 526. Diagnosis and Correction of Reading Problems (Formerly EDRD 526) This course involves an in-depth examination and critical evaluation of various diagnostic language and reading procedures and instrumentation required for assessing student needs. Administration, scoring, and interpretation of norm-referenced and criterion-referenced tests will be required. Test construction, informal and observational procedures are also included. Variables affecting reading competence such as physical, social, emotional, and intellectual impediments will be discussed. Prerequisite: EDLT 558 or consent of instructor. A teaching credential is required.

EDLT 546. Practicum in Diagnosis and Correction of Reading Problems (Formerly EDRD 546) This laboratory course is a continuation of EDLT 526. The focus is on the application of ongoing diagnosis of language and reading through the development and implementation of appropriate assessment and instructional plans for students with remedial reading deficiencies. Procedures for referral of severely disabled students are included. Prerequisite: EDLT 526 or consent of instructor. A teaching credential is required.

EDLT 551. Teaching English in Secondary School (3) Examines how linguistics and language acquisition relate to the teaching of English in the secondary school. The course focuses on research and methodology related to language and language teaching. Prerequisite: teaching credential or permission of instructor.

EDLT 553. Language Arts in the Elementary School (3) Methods and materials of instruction in the language arts area in the elementary school; includes writing, listening, speaking skills, and spelling. Prerequisite: teaching credential or permission of instructor.

EDLT 558. Reading in Elementary Schools (Formerly EDRD 558) This course examines the reading process as well as the selection, use, and evaluation of materials and methods for teaching reading.

EDLT 559. Field Experiences in Reading (3) (Formerly EDRD 559) Experience on a school site enabling the student to assume responsibility for developing and/or evaluating reading problems in a school situation. Prerequisite: EDRD 546 or consent of the instructor.

EDLT 570. Reading in the Content Areas (3) (Formerly EDRD 570) The student will acquire fundamental knowledge and strategies for teaching reading effectively in the content areas for K–12 grades. Prerequisite: EDSE 427 or EDEL 423 or consent of the instructor.

EDLT 585. Children's Literature (5) (Formerly EDRD 585) An introduction to a range of literature for children, development/application of criteria for evaluation of literature; selection of developmentally appropriate books; exploration of the interrelatedness of social, aesthetic, cultural, personal elements of literature and how it supports children's language, creative, and intellectual development; and specific teaching strategies which reflect current literacy theory to enhance transactions with literature.

EDLT 586. Adolescent Literature (5) (Formerly EDRD 586) An introduction to the psychology and literature of young adults; development/application of criteria for evaluation of literature; role of the professional in working with literature as a tool in teaching reading as well as written and oral communication; exploration of the interrelatedness of social, aesthetic, cultural, personal elements of literature and how it supports young adults' creative and intellectual development; examination of the role of television and movies and their effects on young adult reading; and specific teaching strategies which reflect current literacy theory to enhance transactions with literature.

EDLT 590. Writing Across the Curriculum (3) This course introduces the student to the concepts, techniques, and experiences of teaching writing as a process in various content areas taught in the public schools, K–12.

EDLT 597. Development of Inservice Education (3) (Formerly EDRD 598) This course is designed to develop and apply students' knowledge of the leadership role required of reading specialists for developing reading curriculum and providing inservice and staff development in reading.

EDLT 598. Linguistics and Reading (Formerly EDRD 598) A review of basic structural systems, sources, and dialects of the English language. Cultural differences and cueing systems in reading are considered. Practical applications are presented by an examination of the "linguistic" features of commercial reading materials and programs available to public schools.

EDLT 599. Seminar in Reading (3) (Formerly EDRD 599) Consideration of topical interests in literacy such as future trends, professional attitudes toward literacy, language, cultural diversity, and reading in the workplace.

EDLT 604. Special Topics in Literacy (1–5) Varying and repeatable special topics in literacy. Special investigations into specific areas and problems. Prerequisite: teaching credential or permission of instructor.

SINGLE SUBJECT

EDSE 241. Early Field Experience in the Secondary School (2) Observation and supervised participation in a junior high school or senior high school classroom. Designed to provide the prospective secondary teacher with a frame of reference for further work and study in the teaching profession. Offered on credit, no-credit basis only. Prerequisite for admission to the Single Subject program. Students seeking to take this course should submit a formal placement request to the instructor during or before the first week of the quarter. Because of the field-based nature of the course, it cannot be added after the first week.

EDSE 400. Orientation to the Single Subject Program (3) An examination of the single subject credential program, completion of the application and screening process and an assessment of the candidate's academic preparation and personal and professional characteristics to successfully function in teaching. Students participate in a variety of reflective activities designed to enhance their appreciation of the professional responsibilities of modern teachers.

EDSE 412. Introduction to Education and Teaching Introduces the student to the field of education and teaching profession. The student explores issues and current research on the social foundations of education, curriculum and instruction, self-assessment, cultural awareness, and legal rights and professional responsibilities. Prerequisite to EDSE 413 and 445.

EDSE 413. Managing and Assessing the Learning Process Relates directly to the student's beginning teaching experience and addresses the psychological foundations in the teaching-learning process. Major topics include: adolescent psychology, classroom management, motivation, evaluation and learning theory. Taken in Phase II concurrently with EDSE 445. Prerequisites include: EDSE 412, EDSE 420 and EDSE 427. (5)

EDSE 420. General Methods and Educational Technology (Formerly EDSE 426) (5) Instruction in general methods. Includes instructional strategies, resources, current technology, and procedures used in the junior high and secondary schools.

General Methods must be taken before any student teaching.

EDSE 421. Special Methods and Resources in the Major Subject (3)

* Concentrations:
Single Subject Credential Subjects for Special Methods courses:

- Art
- Business
- English
- Foreign Language
- Physical Education
- Mathematics
- Music
- Social Science
- Science

Some of these major subjects may not be offered at CSUB. In such cases, an appropriate related subject may be substituted or a special methods course from another institution may be used.

EDSE 427. Teaching Reading in the Secondary School Knowledge of alternative methods of reading instruction dealing with the problems of reading encountered in the secondary school. Twenty hours of practicum is required.

EDSE 440. Microcomputers and Instruction (2) Designed to introduce the student to the theoretical and practical applicability of microcomputers in today's secondary classrooms and instruction. Prerequisite: GSt. 163, 163, equivalent course or permission of instructor.

EDSE 441. Secondary Intern Teaching I

EDSE 442. Secondary Intern Teaching II

EDSE 443. Secondary Intern Teaching III

EDSE 445. Single Subject Student Teaching I (7) (Formerly EDSE 446) Introductory classroom teaching experience assuming responsibility for two to four classes. Experience is based in junior high schools and/or high schools with the guidance and assistance from the local school master teacher and the university supervisor. Taken concurrently with EDSE 413, EDSE 446 and EDSE 421 Special Methods (if available). EDSE 445 placement request forms are due the seventh week of the quarter preceding Phase II student teaching.

EDSE 446. Student Teaching Seminar I (1) (Formerly EDSE 446.001) Taken concurrently with EDSE 445.

EDSE 447. Single Subject Student Teaching II (13) Full day responsibility in classroom teaching experience is assumed. Experience is based in junior high schools and/or high schools with the guidance and assistance from the local school master teacher and the university supervisor. Taken concurrently with EDSE 448. EDSE 447 placement request forms are due the seventh week of the quarter preceding Phase III student teaching if a different assignment is desired.

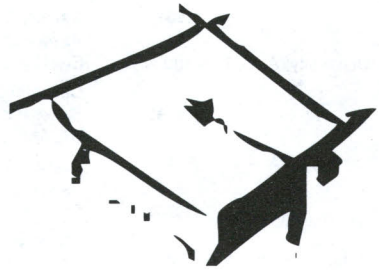
EDSE 448. Student Teaching Seminar II (1) (Formerly EDSE 447.001) Taken concurrently with EDSE 447.

EDSE 460. Writing Across the Curriculum

EDSE 640. Secondary Interim Teaching Practicum (7)

EDSE 641. Intern Teaching in Secondary Schools (13)

Faculty



1993-1995

Faculty Directory 1993–95

Adjaye, Sophia (1993)
Assistant Professor of English
BA, University of Ghana, Legon; MA, PhD, University of London.

Alali, Andy O. (1989)
Associate Professor of Communications
BA, Alabama A&M University; MA, Murray State University; PhD, Howard University.

Alexander, Johanna A. (1982)
Associate Librarian
BA, History, California State University, Fresno; MLS, University of California, Los Angeles.

Allen, Mary J. (1972)
Professor of Psychology
AB, PhD, University of California, Berkeley.

Arciniega, Tomás (1983)
President of the University 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)
Chair and Professor of Operations Management
BA, College of Mass Communication; MSM, Northrop University; ABD, Portland State 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 Professor of Physical Education
BA, State University of Iowa; MA, University of Missouri; EdD, University of North Carolina.

Barrett-Kruse, Cathie (1991)
Associate Professor of Counselor Education
BA, Quincy College; MA, Sangamon State University; EdD, Indiana University, Bloomington

Bellur, Venkatakrishna "Kris" V. (1987)
Chair and Professor of Marketing
BA, Utkal University, India; PhD, Kansas State University.

Betty, L. Stafford (1972)
Professor of Religious Studies
BS, Spring Hill College; MA, University of Detroit; MA, PhD, Fordham University.

Bidgoli, Hossein (1983)
Professor of Management Information Systems
BA, Tehran Business College; MS, Colorado State University; PhD, Portland State University.

Blomquist, Martha-Elin (1991)
Assistant Professor of Criminal Justice
BA, MA, University of California, Riverside; EdD, University of California, Berkeley.

Blume, F. Duane (1972)
Chair and Professor of Biology
AB, Wabash College; PhD, University of California, Berkeley.

Bowin, Robert B. (1984)
Professor of Management
BA, University of Portland; MS, Columbia University; PhD, University of Oregon.

Boyland, Patricia B. (1989)
Assistant Professor in Management
BA, MA, University of California, Berkeley; PhD, University of California, Davis.

Bragg, C. Kaye (1990)
Assistant Professor of Political Science
BA, Colorado State University; MA, GSIS, University of Denver; ABD, Colorado State University.

Brie, Raymond J. (1986)
Chair, Department of Teacher Education and Professor of Elementary/Math Education
BA, MA, PhD, Arizona State University.

Burrowes, Ashley W. (1989)
Professor of Accounting
BBS, Massey University, New Zealand; MA, University of Nebraska; MBS, Massey University, New Zealand; PhD, University of Nebraska.

Byrd, Gary W. (1980)
Associate Professor of English and Communications
BA, MA, and PhD, University of Oklahoma.

Calhoun, George, Jr. (1973)
Chair, Advanced Educational Studies and Professor of Education
BA, MA, Eastern Michigan University; PhD, University of Michigan.

Candelaria, Michael R. (1990)
Assistant Professor of Religious Studies
ThD, Harvard University; MDiv, Southwestern Baptist Theological Seminary.

Carlisle, Robert (1987)
Associate Professor of English
BA, University of Washington; MA, International American University; MA, PhD, University of Illinois.

Carlson, Nils (1987)
Associate Professor of Education
BA, Hartwick College; MS, State University at Oneonta; PhD, University of New Mexico.

Carter, Steven M. (1985)
Associate Professor of English
BA, University of California, Berkeley; MA, MFA, PhD, University of Arizona.

Carvajal, Rudy (1972)
Director of Athletics
BA, MA, University of California, Berkeley.

Clark, Henry (1987)
Assistant Coach of Basketball
BS, MS, Eastern Montana University.

Clark, Stanley E. (1972)
Chair and Professor of Political Science
BA, Colgate University; MA, Pennsylvania State University; PhD, University of Pennsylvania.

Cohen, David C. (1973)
Chair and 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.

Corral, Helia M. (1974)
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.

Davis, John Douglas (1982)
Professor of Music
BM, Univ. of Tennessee, Knoxville; MA, Harvard Univ.; PhD, Harvard Univ.

Deegan, Jess (1993)
Assistant Professor of Psychology
BA, California State University, Bakersfield; ABD, University of California, Santa Barbara.

Detwiler, Daniel P. (1970)
Professor of Physics (FERP)
BA, Swarthmore College; MS, PhD, Yale University.

DeVillar, Robert A. (1989)
Associate Professor of Education
BA, Universidad de las Americas (Mexico City); MA, San Jose State University; MA, PhD, Stanford University.

Dirkse, John P., III (1980)
Director, CSUB Statistical Consulting Center and Professor of Mathematics
BS, University of Wisconsin, Oshkosh; MS, PhD, Purdue University.

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.

Douglass, Pat (1987)
Head Coach of Basketball
BA, University of the Pacific.

DuPratt, Anita B. (1981)
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)
Professor of Mathematics
BSc, Cairo University, Egypt; MSc, PhD, Michigan State University.

Evans, Mark O. (1978)
Chair and Professor of Economics; Director, Center for Economic Education
BA, New Mexico State University; PhD, University of New Mexico.

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.

Fairbain, Donald M. (1990)
Assistant Professor of Mathematics
BS, MA, PhD, Peabody College of Vanderbilt University.

Fenenga, Gerrit L. (1992)
Assistant Professor of Anthropology
BA, MA, Phd, University of Califoria, Berkeley.

Fiedler, Joseph (1989)
Associate Professor of Mathematics
AB, Harvard College; MS, PhD, Ohio State University.

Flachmann, Kim (1978)
Professor of English
BA, Washington University; MA, MFA, University of Oregon; Ph.D., 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, St. Norbert College, MS, PhD, Purdue University.

Fleming, Barbara H. (1978)
Assistant Professor of Nursing
BA, BSN, University of Wisconsin; MSN, University of California, Los Angeles.

Fletcher, Robert G. (1971)
Professor of Finance
BA, Willamette University; MA, PhD, University of California, Los Angeles.

Folkerth, Patricia Marlow (1989)
Assistant Professor of Secondary Education
BS, Miami University; MA, University of Detroit; PhD, University of Akron.

Fong, Robert (1991)
Associate Professor of Criminal Justice
BA, Augusta College; MPA, University of South Dakota; PhD, Sam Houston State University.

Friedman, Gloria (1978)
Head Coach of Women's Tennis and Assistant Athletic Director
BA, University of California, Santa Barbara; MA, California State University, Bakersfield.

Gallegos, Gene (1989)
Associate Professor of Educational Administration
BA, MA, Adams State College; EdD, University of Northern Colorado.

Garcia, Augustine (1986)
Professor of Elementary/Bilingual Education
BA, California State University, Fresno; MA, PhD, University of New Mexico.

Gavin, Christy (1977)
Associate Librarian, Reference
BA, California State University, Sacramento; MLS, University of Southern California; MA, California State University, Bakersfield.

Geigle, Ray A. (1970)
Dean, School of Arts and Sciences and Professor of Political Science
BS, University of Utah; MA, PhD, University of Washington.

George, James H. (1970)
Associate Vice President for Academic Affairs; Dean, Undergraduate Studies and Professor of History
BA, Westminster College; PhD, University of Wisconsin, Madison.

Georgi, David (1989)
Associate Professor of Teacher Education
BA, MA, University of California, Irvine; PhD, University of California, Santa Barbara.

Gerds, Roberta (1983)
Associate Professor of Nursing
BS, MN, University of California, Los Angeles.

Gilleland, Martha J. (1972)
Professor of Chemistry
BS, Louisiana Polytechnic Institute; PhD, Louisiana State University.

Gillespie, Janice (1990)
Assistant Professor of Physics and Geology
BS, Bemidji State University; MS, SD School of Mines and Technology; PhD, University of Wyoming.

Gobalet, Kenneth (1986)
Associate Professor of Biology
BS, MA, PhD, University of California, Davis.

Goldsmith, Jack (1978)
Professor of Public Policy and Administration
BA, MA, University of California, Berkeley; PhD, University of California, Los Angeles.

Gove, David (1989)
Assistant Professor of Mathematics
AB, Dartmouth College; MA, PhD, University of California, San Diego.

Granskog, Jane E. (1974)
Associate Professor of Anthropology
BS, Michigan State University, East Lansing; PhD, University of Texas.

Greathouse-Green, Betty M. (1990)
Dean, School of Education and Professor of Teacher Education and Advanced Educational Studies
BA, MEd, PhD, Arizona State University.

Greene, Alan C. (1971)
Professor of Physics
BS, Northeastern University; PhD, Brown University.

Guseman, Dennis S. (1984)
Professor of Marketing
BBA, MSBA, Wichita State University; DBA, University of Colorado.

Haddad, Kamel (1992)
Assistant Professor of Mathematics
BS, Georgia Institute of Technology; MA, PhD, University of Maryland.

Harrie, Jeanne (1976)
Chair and Professor of History
BA, Seattle University; MA, PhD, University of California, Riverside.

Hartlep, Karen L. (1976)
Associate Professor of Psychology
BA, Dickinson College; MA, PhD, University of New Hampshire.

Harvey, Donald F. (1991)
Professor of Management
BA, University of Washington; PhD, Case Western Reserve University.

Heivly, Michael (1975)
Professor of Art
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Hersberger, Rodney M. (1984)
Director of Libraries
BS, MLS, Indiana University; MBA, Northern Illinois University.

Hibbard, George B. (1970)
Dean of Students and Professor of Education
BA, MA, EdD, Michigan State University.

Hinds, David S. (1970)
Professor of Biology
BA, Pomona College; MS, PhD, University of Arizona.

Horton, James C. (1970)
Professor of Biology (FERP)
BSC, PhD, University of Wisconsin, Madison.

Horton, Robert A. (1986)
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BS, State University of New York at Binghamton; MS, University of Tennessee; PhD, Colorado State of Mines.

Hudson, Glenda (1988)
Assistant Professor of English
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Hughes, Ron (1989)
Assistant Professor of Education
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Hulpke, John (1989)
Professor of Management
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Ice, Marie A. (1986)
Associate Professor of Reading/Elementary Education
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Ishida, Theodore Ken (1988)
Assistant Professor of Psychology
BA, Pitzer College-Claremont; MA, PhD, Case Western Reserve University.

Iyasere, Marla M. (1974)
Associate Dean, Arts and Sciences and Professor of English
BA, Wells College; MA, PhD, State University of New York, Binghamton.

Iyasere, Solomon O. (1972)
Chair and Professor of English
BA, MSc, State University of New York College, New Paltz; PhD, State University of New York, Binghamton.

Jackson, Elizabeth (1989)
Assistant Professor of English
BA, University of California, Los Angeles; MA, Fisk University; MA, PhD, Northwestern University.

Jahangiri, Massoud (1991)
Assistant Professor of Mathematics
BS, Tehran University; MS, University of London; PhD, University of New York.

Jones, Bruce W. (1973)
Professor of Religious Studies
BA, Amherst College; BD, Union Theological Seminary; PhD, Graduate Theological Union, University of California, Berkeley.

Kegley, Jacquelyn A. (1973)
Professor of Philosophy and Religious Studies
BA, Allegheny College; MA, Rice University; PhD, Columbia University.

Kellenberger, Lon R. (1971)
Assiciate Dean, School of Education; Professor of Education
BS, Southern Oregon College; MEd, DEd, University of Oregon.

Kerr, Terrence J. (1984)
Head Wrestling Coach and Lecturer in Physical Education
BS, San Jose State University.

Kerzie, Ted L. (1976)
Professor of Art
BA, Washington State University; MFA, Claremont Graduate School.

Kessler, Gary E. (1970)
Professor of Religious Studies
BA, Luther College; BD, Luther Theological Seminary; PhD, Columbia University-Union Theological Seminary.

Ketterl, George W. (1970)
Professor of Art
BS, Moorhead State College; MFA, Claremont Graduate School.

Kirkland, Janice (1970)
Librarian, Catalog and Periodicals
AB, MLS, University of California, Berkeley; MA, PhD, University of California, Los Angeles.

Kleinsasser, Jerome (1972)
Professor of Musicology
BS, MA, PhD, University of Minnesota.

Kohl, Joyce (1988)
Professor of Fine Arts
BS, Empire State College; MA, CSU, Fullerton.

Kohli, Vandana (1991)
Assistant Professor of Sociology
BA, Lucknow University; MA, Panjab University; PhD, Michigan State University.

Kosakowski, David C. (1977)
Sr. Assistant Librarian
BA, Siena College; MA, MLS, State University of New York, Albany; MPA, California State University, Bakersfield.

Larson, Rebecca (1988)
Assistant Professor of Mathematics
BA, Westmont College; MS, PhD, University of California, Riverside.

Lasseter, Victor K. (1970)
Professor of English
BA, Washington and Lee University; MA, Florida State University; PhD, Harvard University.

Leapley, Margaret J. (1982)
Professor of Nursing
BSN, Indiana University; MPH, University of Michigan.

Lee, King M. (1983)
Chair and Professor of Computer Science
BS, MIT; MS, PhD, University of Michigan.

Litzinger, Charles A. (1984)
Associate Professor of History
BA, Ohio State University; MA, Harvard University; PhD, University of California, Davis.

Lopez, Fred A., III (1984)
Professor of Political Science
BS, California State College, San Bernardino; MA, PhD, University of California, Riverside.

Lu, Casey R. (1993)
Assistant Professor of Psychology
BS, MS, ABD, University of Michigan.

Malixi, Margaret (1988)
Associate Professor of Economics
BA, University of Philippines; MA, ABD, University of Wisconsin.

Martinez, Eugene J. (1991)
Associate Professor of Counselor Education
BA, MA, Western State College of Colorado; PhD, University of Colorado, Boulder

Martinez, Tomas (1984)
Chair and Associate Professor of Public Policy and Administration
BA, MA, San Jose State University; PhD, University of Southern California.

Mason, Jeffrey D. (1984)
Chair of Fine Arts and Professor of Theatre
AB, MA, Stanford University; MA, California State University, Sacramento; PhD, University of California, Berkeley.

McBride, Landy J. (1983)
Chair and Professor of Clinical Science and Program Director for Medical Technology
BA, MA, University of California, Berkeley; PhD, University of Wisconsin, Madison.

McCall, Charles H. (1970)
E. C. Reid Professor of Political Science
AB, AM, Indiana University; PhD, Yale University.

McMillin, J. Daniel (1972)
Professor of Sociology
BA, MA, Washington State University; PhD, Southern Illinois University.

McNamara, Brian (1986)
Professor of Management Information Systems
BA, University of Stirling, Scotland; MS, PhD, University of Massachusetts.

Mehling, Gordon R. (1974)
Professor of Music
EdB, University of Alberta, Canada; MM Michigan State University; PhD, Michigan State University.

Meyer, Thomas (1988)
Professor of Computer Science/Physics
BS, MS, PhD, University of California at Los Angeles

Meyers, Christopher (1986)
Chair, Philosophy and Religious Studies and Associate Professor of Philosophy
BA, University of California, Santa Cruz; MA, PhD, University of Tennessee, Knoxville.

Mikhail, Blanche (1991)
Associate Professor of Nursing
BSN, MA, Alexandria University; DNS, Boston University.

Mikita, Michael (1988)
Associate Professor of Chemistry
BS, California State University, Los Angeles; PhD, University of Arizona.

Miller, Carl E. (1970)
Professor of Education and Director of Reading Center (FERP)
BS Anderson College; MA, Eastern New Mexico University; EdD, Texas Tech University.

Mitchell, Steven W. (1980)
Chair of Physics and Geology and Professor of Geology
BS, MS, Wayne State University; PhD, George Washington University.

Moe, L. Maynard (1976)
Associate Professor of Biology
BA, MA, California State University, Fresno; PhD, University of California, Berkeley.

Moody, R. Dale (1970)
Professor of Education
BA, Southwestern College, Kansas; MA, Colorado State College; PhD, Stanford University.

Morales-Flores, Juan (1990)
Assistant Professor of Child Development
Early Childhood Education and Elementary Education.

Moscove, Brenda J. (1981)
Professor of Marketing
BS, Ferris State College; MA, Michigan State Univ.; EdD, Oklahoma State University.

Murphy, Clinoa (1990)
Associate Professor of History
BA, MA, National University of Ireland (University College Cork); PhD, State University of New York at Binghamton.

Murphy, Ted D. (1972)
Professor of Biology and Director of Environmental Studies Area and Facility for Animal Care and Treatment
AB, MA, PhD, Duke University.

Myers, Priscilla (1992)
Assistant Professor of Teacher Education
BA, Colorado State University, Boulder; MA, University of Colorado, Colorado Springs; PhD, University of Texas, Austin

Negrini, Robert M. (1985)
Professor of Physics and Geology
BA, Amherst College; PhD, University of California, Davis.

Nevin, Mary Lou (1992)
Associate Professor of Teacher Education
BA, MA, EdD, Arizona State University

Nishimori, Glenn (1983)
Head Athletic Trainer
BA, Fresno State University.

Noel, Richard C. (1971)
Professor of Psychology
BA, University of Portland; MA, PhD, University of Colorado.

Nyberg, Kenneth L. (1980)
Chair of Sociology/Anthropology; Professor of Sociology; and Director and Chief Scientist, Applied Research Center
BS, St. Cloud State University; MA, University of Maine; PhD, University of Utah.

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Clinical Sciences/Medical Technology

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